

Subject card

Subject name and code	Transatlantic Images: Europe and Europeans in American Literary Imagination, PG_00177750						
Field of study	American Studies						
Date of commencement of studies	October 2024		Academic year of realisation of subject		2025/2026		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		English		
Semester of study	4		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Marta Koval				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		18.0	50
Subject objectives	To introduce students to literary representations of Europe and Europeans and cultural stereotypes in selected works of American literature from the late 19th to the 21st century.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[AMERL3_W08] Has detailed knowledge of selected issues in American and other English-language literatures.	The student identifies and interprets how Europe or Europeans are represented in selected 19th- and 20th-century American literary texts, utilizing historical and cultural knowledge and independently indicating areas that require further exploration, such as consulting academic sources beyond the required reading list.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[AMERL3_U04] is able to analyze and interpret works of American and other English-language literatures, taking into account their cultural contexts, using concepts and methods from literary studies.	The student can conduct a literary analysis of selected 19th- and 20th-century American texts that portray images of Europe and Europeans, utilizing relevant concepts such as narrative, stereotype, and cultural identity while considering the historical, ideological, and cultural context of the period.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work
	[AMERL3_K01] is ready to critically evaluate his knowledge and skills, especially in American cultural and literary studies, as well as the basic contextual knowledge of American studies concerning history, social sciences, geography, linguistics and art and English.	The students can critically assess their knowledge regarding the representation of Europe and Europeans in selected American literary texts from the second half of the 19th century to the 21st century and can interpret literary texts based on contextual knowledge (historical, social, cultural) and cultural codes	[SK1] oral statement/conversation/discussion
Subject contents	- Europe as the "Old World" in the literary imagination of American writers: idealization, critique, and reinterpretation. The construction and persistence of cultural stereotypes about Europe and Europeans in American literature. - Cultural tensions between Europe and the United States in the 19th century historical and social contexts (based on texts by Alexis de Tocqueville, Margaret Fuller, and Mark Twain). - Europe through the eyes of Henry James cultural negotiations and literary representations. - The "Lost Generation" and American cultural presence in Europe in the early 20th century. - Transatlantic dialogue and critiques of Europe in 20th-century American prose and essays. - Multiculturalism and cultural tensions in late 20th- and early 21st-century literature analysis of texts by Eva Hoffman, Aleksandar Hemon, and Domnica Radulescu.		
Prerequisites and co-requisites	No special requirements.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Interpretive essay	52.0%	50.0%
	Participation in class discussions	52.0%	50.0%

Recommended reading	Basic literature	• de Tocqueville, Alexis. <i>Democracy in America</i>. Translated by Harvey C. Mansfield and Delba Winthrop, University of Chicago Press, 2000 (excerpts) • Fuller, Margaret. <i>Dispatches from Rome: Correspondence of Margaret Fuller from the "New-York Tribune"</i>. Edited by Larry J. Reynolds and Susan Belasco Smith, Cornell University Press, 1991 (excerpts) • Twain, Mark. <i>A Connecticut Yankee in King Arthurs Court</i>. Edited by Bernard L. Stein, University of California Press, 2001 (excerpts) • James, Henry. <i>Daisy Miller</i>. Penguin Classics, 1986. <i>The American</i>. Penguin Classics, 1986 (excerpts). • Hoffman, Eva. <i>Lost in Translation: A Life in a New Language</i>. Penguin Books, 1990. (excerpts) • Rădulescu, Domnica. <i>Country of Red Azaleas</i>. Twelve/Hachette Book Group, 2016. (excerpts) • Hemon, Aleksandar. <i>The Lazarus Project</i>. Riverhead Books, 2008. (excerpts)
	Supplementary literature	• Paul Giles, <i>The Global Remapping of American Literature</i> (2011) • Régis Debray, <i>Civilization: How We All Became American</i> (2019) • articles from academic journals
	eResources addresses	Basic https://www.overdrive.com/media/255030/the-lazarus-project?utm_source=chatgpt.com - Excerpts of Hemon's and Hoffman's, and Radulescu's works. https://www.gutenberg.org/files/86/86-h/86-h.htm?utm_source=chatgpt.com - A Connecticut Yankee in King Arthur's Court – Mark Twain https://www.worldlymind.org/fullerwrit.htm?utm_source=chatgpt.com - Letter XXX, Rome May 27, 1849 from Margaret Fuller Ossoli, At Home and Abroad or Things and Thoughts in America and Europe edited by her brother, Arthur B. Fuller, Boston; Crosby, Nichols, and Company London; Sampson Low, Son & Co. 1856: https://www.gutenberg.org/files/815/815-h/815-h.htm?utm_source=chatgpt.com - Democracy in America – Alexis de Tocqueville
Example issues/ example questions/ tasks being completed	How does American literature portray tensions between national identity and the transatlantic experience, as exemplified by the works of Henry James and the Lost Generation? How did 19th-century American writers construct Europe as a space of cultural heritage and, at the same time, decadence? How is American cultural identity reshaped in 21st-century literature through confrontation with the European Other?	
Work placement	Not applicable	

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