

MASTER 'S PROGRAMME
AMERICAN STUDIES
 1STYEAR OF STUDY, 1ST SEMESTER

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| COURSE TITLE | REGIONALISM |
| COURSE CODE | |
| COURSE TYPE | full attendance/tutorial |
| COURSE LEVEL | 2 nd cycle (master's degree) |
| YEAR OF STUDY, SEMESTER | 1 st year of study, 1 st semester |
| NUMBER OF ECTS CREDITS | 5 |
| NUMBER OF HOURS PER WEEK | 3 (2 lecture hours + 1 seminar hours) |
| NAME OF LECTURE HOLDER | Conf. Univ. Dr. Iulia Milica |
| NAME OF SEMINAR HOLDER | Conf. Univ. Dr. Iulia Milica |
| PREREQUISITES | Advanced level of English |
| A | GENERAL AND COURSE-SPECIFIC COMPETENCES |
| | <p>General competences:</p> <ul style="list-style-type: none"> → to familiarize the students with the concepts and methods specific to cultural studies in order to be able to use them in the analysis of the American South; → to develop the ability to correctly use the methods and concepts of literary criticism and analysis in the understanding of different Southern literary texts; → to develop their knowledge of American literature in order to understand the importance and impact of Southern literature and culture to a deeper understanding of the evolution of the American mind. <p>Course-specific competences:</p> <ul style="list-style-type: none"> → to understand the theoretical distinctions among the various concepts connected to: regionalism, such as American regionalism, sectionalism and local color literature, as well as the relationships between these concepts and others such as ethnicity and race, American identity, otherness, etc.; → to understand the specificities of Southern literature and culture in the context of American literature/ history/ culture. |
| B | LEARNING OUTCOMES |
| | <ul style="list-style-type: none"> → At the end of the course the students will be able to understand the main cultural and literary dimension that are specific to the literature and culture of the American South. → By reading literary and theoretical texts, the students will be able to develop their own critical attitudes on Southern literature and culture. |
| C | LECTURE CONTENT |
| | <p>LECTURE 1: Nationalism and Regionalism; defining America, defining the South: an overview of the development of Southern history from the colonial period to the present day against the background of American history (presentation of the moments of discontent that eventually led to the Civil War and the continuation of the elements of distinction after the Civil War).</p> <p>LECTURE 2: Southern Literature –an overview of the main literary genres, representatives, themes and developments.</p> <p>LECTURE 3: The plantation and its representations: patriarchy, slavery and racism; describing the Southern literature by insisting on class, race and gender stereotypes that supported and reinforced the slave system.</p> <p>LECTURE 4: The "Plantation romance" before and after the Civil War – from supporter of slavery to supporter of the "Lost Cause"; reconciliation between North and South by recontextualizing racism (Thomas Nelson Page's <i>Marse Chan</i> and the introduction of the African-American narrator). "Growing up in the South:" ;iterature for children and racism (Joel Chandler Harris' Uncle Remus and Walt Disney's <i>Song of the South</i>).</p> <p>LECTURE 5: Women and the slave system: race and gender relationships; the importance of history, memory and tradition in Southern literature and the role of women in their preservation; the importance of storytelling in recontextualizing the past (K.A. Porter's <i>The Old Order</i> and A. Walker's <i>Everyday Use</i>).</p> <p>LECTURE 6: The "Southern Belle:" representing women in Southern Literature – Tennessee Williams' A</p> |

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| | <p><i>Streetcar Named Desire</i>.</p> <p>LECTURE 7: The gothic and the grotesque in Southern literature: theoretical distinctions between the gothic and the grotesque and exemplifications using Flannery O'Connor, Carson McCullers, Truman Capote, Eudora Welty, William Faulkner.</p> <p>LECTURE 8: Mixed race in Southern history and literature – the development of a stereotype and its function in American Literature; Americans and Creoles in Southern literature (Kate Chopin, Charles Waddell Chesnutt, George Washington Cable).</p> <p>LECTURE 9: The Civil War in American Literature: history and literature; the development of war literature and regional distinctions; intersections: history, memory, collective memory, imagination and fantasy, ideology and tradition.</p> <p>LECTURE 10: Violence in the South – the use of violence in Southern literature (Is it destructive? Is it reflective of the violent relationships – class, race, gender – in the Southern world? What symbolic meanings does it carry?) The grotesque and violence – how are these specific of Southern literature?</p> <p>LECTURE 11: Lynching and race: historical and statistical facts, identification of lynching factors, the relationships between violence and race/gender. William Faulkner's <i>Dry September</i>.</p> <p>LECTURE 12: Violence and love – reflections of the modern degradation of values, family, relationship, love: Carson McCullers' <i>The Ballad of the Sad Café</i>.</p> <p>LECTURE 13: The American innocence perverted, grotesque distortions of childhood, violence: Dorothy Allison's <i>Bastard Out of Carolina</i>.</p> <p>LECTURE 14: Conclusive lecture: discussion on the main lines of development of Southern literature from slave literature to the twenty-first century; the delineation of the main dimensions: class, race and gender; the importance of the gothic and the grotesque as aesthetic techniques that reveal the paradoxes inherent in the Southern mind; the importance of story telling in Southern literature (a discussion on narrative techniques used by writers in the texts studied), of the past (history, personal /collective memory, tradition, ideology, myth).</p> |
| D | <p>RECOMMENDED READING FOR LECTURES</p> <p>Brown, David and Clive Webb, <i>Race in the American South. From Slavery to Civil Rights</i>, Edinburgh UP, 2007.</p> <p>Gaines, Francis Pendleton. <i>The Southern Plantation. A Study in the Development and Accuracy of a Tradition</i>, New York: Columbia University Press, 1924.</p> <p>Greeson, Jenifer Rae, <i>Our South: Geographic Fantasy and the Rise of National Literature</i>, Harvard UP, 2010.</p> <p>Kaufman, Will, "The American Civil War" in <i>The Cambridge Companion to War Writing</i>, Ed. Kat McLoughlin, CUP, 2009.</p> <p>Milica, Iulia Andreea, <i>Literary Representation of the Southern Plantation</i>, Editura Junimea, Iasi, 2013.</p> <p>O'Connor, Flannery, <i>Mystery and Manners. Occasional Prose</i>. Farrar, Straus and Giroux, 1962.</p> <p>Sollors, Werner, <i>Neither Black Nor White Yet Both. Explorations of Interracial Literature</i>, OUP, 1997.</p> <p>Taylor, William R. <i>Cavalier and Yankee. The Old South and American National Character</i>. New York: George Brazilller, 1961.</p> <p>Tracy, Susan J. <i>Representations of Women, Blacks and Poor Whites in Antebellum Southern Literature</i>. Amherst: University of Massachusetts Press, 1995.</p> <p>Woodward, C. Vann, <i>The Burden of Southern History</i>, Louisiana State UP, 2008.</p> |
| E | <p>SEMINAR CONTENT</p> <p>SEMINAR 1: The plantation in literature: the plantation romance vs. the slave-narrative and the abolitionist novel. Discussion of excerpts from: J. Pendleton Kennedy's <i>Swallow Barn</i>, Frederick Douglass' <i>Narrative of Frederick Douglass</i> and Harriet Jacobs' <i>Incidents in the Life of a Slave Girl</i> and Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i>.</p> <p>SEMINAR 2: The gothic in Southern literature and the slave system: Thomas Nelson Page's <i>No Haid Pawn</i> and Herman Melville's <i>Benito Cereno</i>.</p> <p>SEMINAR 3: The gothic and the grotesque in Southern literature: Flannery O'Connor's <i>The Life You Save May Be Your Own</i> and Truman Capote's <i>Miriam</i>.</p> <p>SEMINAR 4: Mixed race and miscegenation in Southern literature; the creation and rejection of stereotypes – a literature of discontent: Kate Chopin: <i>Desiree's Baby</i> and <i>La Belle Zoraide</i>, George Washington Cable: <i>Madame Delphine</i>, Charles Waddell Chesnutt: <i>The Sheriff's Children</i>.</p> <p>SEMINAR 5: The Civil War in literature: Flannery O'Connor's <i>A Late Encounter with the Enemy</i>, Ron Rash's <i>Dead Confederates</i> and <i>Lincolmites</i>.</p> |

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| | <p>SEMINAR 6: Lynching in literature: Harper Lee's <i>To Kill a Mockingbird</i>. SEMINAR 7: Violence in Southern literature: William Faulkner's <i>Wash, Barn Burning, A Rose for Emily</i>: the sources of violence, the use of gothic and grotesque elements, symbolism of violence, distorted families and relationships. storytelling and its importance in organizing chaos.</p> | |
| F | <p>RECOMMENDED READING FOR SEMINARS</p> <p>The literary texts and the critical studies will be given to students in the first seminar.</p> <p>Bjerre, Thomas Ærvold, "Southern Gothic Literature", <i>American Literature, Fiction, Novelists, and Prose Writers, Literary Studies (19th Century), Literary Studies (20th Century Onward)</i>. Online Publication Date: / Jun 2017 / DOI: 10.1093/acrefore/9780190201098.013.30, http://literature.oxfordre.com/view/10.1093/acrefore/9780190201098.001.0001/acrefore-9780190201098-e-304.</p> <p>Brundage, Fitzhugh W. "Introduction." <i>Under Sentence of Death. Lynching in the South</i>. Ed. W. Fitzhugh Brundage. Chapel Hill and London: The University of North Carolina Press, 1997.</p> <p>Fitzhugh, George. <i>Sociology for the South, or the Failure of Free Society</i>, (Electronic Edition). Richmond: A Morris Publishers, 1854, (University of North Carolina, Chapel Hill, 1998). Web. 11/03/2009. http://docsouth.unc.edu/southlit/fitzhughsoc/fitzhugh.html.</p> <p>Gould, Philip, "The Rise, Development, and Circulation of the Slave Narrative" in <i>The Cambridge Companion to the African-American Slave Narrative</i>, ed. Audrey A. Fisch, CUP, 2007.</p> <p>Milica, Iulia Andreea, <i>The South in Nineteenth Century American Fiction</i>, Vasiliana '98, Iasi, 2014.</p> <p>Page, Thomas Nelson, <i>Social Life in Old Virginia before the War</i>. Chapel Hill: University of North Carolina at Chapel Hill, 1998. Web. 03/10/2008. <http://docsouth.unc.edu/southlit/pagesocial/page.html>.</p> | |
| G | <p>EDUCATION STYLE</p> | |
| | LEARNING AND TEACHING METHODS | Presentations, discussions, group work. |
| | ASSESSMENT METHODS | <ol style="list-style-type: none"> 1. participation in class is evaluated with 15% of the final grade. It includes presentations, active participation in seminar discussions; 2. 5-7 page, 1,5 spaced- essay. (information given in class) – 35 %; 3. final exam - 50 %. |
| | LANGUAGE OF INSTRUCTION | English |