

Hans-Peter Wagner

**A Survey of American Literature:
1900-2000**

Lecturers' Manual

TESBA

Teaching English Studies for the Bachelor's Degree

Edited by

Hans-Peter Wagner and Bernd Engelhart

Volume 2 · Lecturers' Manual

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1900-2000**

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Preface

With the introduction of the Bachelor and Master degrees in German-speaking universities, both teaching and the contents of teaching had to be revised in view of the aims laid down in the various modular study programmes first developed by the universities and then approved by independent assessment centres. While the modules may differ from one university to another as far as content and sequence are concerned, it is obvious that they have to cover specific areas and subjects. Hence, a common ground needs to be covered in the end.

In view of this need, the contributors to the TESBA (Teaching English Studies for the Bachelor's Degree) series would like to provide material for teaching and study to be used both by lecturers and students. This material is based on the contributors' long and extensive experience in academic teaching. Eventually, the volumes in the new series will cover

- British and American Literature
- Cultural Studies (North America, Britain and Ireland)
- Language Practice (English as a first foreign language)
- Teaching English as a Foreign Language (Didactics)

Each volume offers an exemplary course in the specific fields of English Studies mentioned above. Students may use the course material for their own needs in their particular university setting, and lecturers may either adopt the example or adapt it to their needs.

The course material is divided into chapters roughly corresponding to the sessions in one semester. In addition, the books contain a modular description, detailed bibliographies, an extensive glossary of technical terms as well as tests. The aims and the possibilities of using the lecturers' manual are explained in the introductory parts below.

We hope to have thus provided a new study forum that will profit everybody using the books in the series.

Hans-Peter Wagner
Bernd Engelhart

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Introduction

General remarks

The course is intended for modules to be taken after an introduction to literature in a BA programme. Most universities now offer such an introduction as a lecture or seminar. The students attending the modular survey course can thus be expected to have a basic knowledge of literary studies, including genres and major approaches in analysing texts. The aims of this modular course can be summarised as follows. The participants will

- read and prepare literary texts for discussion in class,
- learn to handle critical literature by themselves and in groups,
- prepare presentations and handouts to be corrected by the lecturer,
- write short papers or term papers on topics assigned by the lecturer,
- learn about the periods of English literature and the problems of periodization in criticism,
- learn to analyse texts in terms of genre and cultural setting,
- deepen their knowledge of literary theory while reflecting on the critical approaches chosen for their particular analyses.

In terms of content, the course deals with selected literary texts by major canonical writers from early Modernism (e.g. Pound and Eliot) to postmodernist experimental authors (e.g. Carver and Pynchon); the graphic novel is also covered with an example. As far as literary theory is concerned, the major theories will be applied to selected texts, from New Criticism to Feminism and various poststructuralist approaches to literature. Conceived in a way that allows maximum interaction between students on the one hand, and between student groups and the lecturer on the other hand, this modular course provides material that can be used in various formats.

The present handbook for lecturers is intended to facilitate teaching, especially the preparation for each session by the lecturer

How to use this book

Part A.1 lists the syllabus with a short survey of the semester and the authors and texts to be discussed in each session. Part A.2, divided into 14 sessions, contains particular proposals and suggestions for practical teaching as well as an additional list with particular points for discussion. Thus you will find in this part concrete ways of dealing with the literary texts and the theories to be applied. Alternative topics are also proposed. Attached at the end of each

session, a worksheet summarises the major points and issues, thus allowing you to survey your material at one short glance. Different formats may be used in the sessions (e.g. lectures, PowerPoint presentations, handouts, discussions, papers): see below (A.2 and A.3). The formats should help to reach the major aims of the course described above, especially the application of literary theories to selected texts in presentations in class, handouts and written homework.

Part B offers a detailed list of academic websites and electronic resources in case you want to extend/deepen the teaching of particular texts.

The final Part C contains three tests, with reference to the tests in the students' coursebook; suggested answers to the questions are provided.

Lecturers may consult a **website for this course** set up by WVT Trier (see www.wvttrier.de/TESBA) with additional course material (e.g. exemplary presentations in PowerPoint format). This site is free of charge.

Please note: As the **summer term** (Sommersemester) is usually shorter than the **winter term** in German-speaking countries, the **number of sessions** can be adapted to each term. For example, sessions 8 and 14 could be deleted for the summer term while the material may still be provided on the website for the course. Alternatives would be the preparations of handouts for these sessions by students (no discussion in class) and/or short papers and term papers as a requirement for the module.