



Universitat de Lleida

DEGREE CURRICULUM  
**AUTOBIOGRAPHY IN ENGLISH**

Coordination: VALENTOVÁ , KATERINA

Academic year 2019-20

## Subject's general information

<b>Subject name</b>	AUTOBIOGRAPHY IN ENGLISH			
<b>Code</b>	101292			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in English Studies	2	OPTIONAL	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	2	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	4		2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	VALENTOVÁ , KATERINA			
<b>Department</b>	ENGLISH AND LINGUISTICS			

## Teaching staff

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
VALENTOVÁ , KATERINA	kvalentova@dal.udl.cat	6	

## Learning objectives

The main objectives considered for this subjects are:

- To learn the main elements of the autobiography in English.
- To learn the main authors in the autobiography in English.
- To learn and to use the main terms in literary criticism when analysing an autobiographical text.
- To establish an interaction between History, society and cultural and literary production.
- To search and use secondary sources in an academic context.

## Significant competences

**General competences:**

- CG3 To prove creativity and initiative.
- CG4 To apply the principles and implications of the academic and professional ethics in the academic productions.
- CG6 To work in group (intra and interdisciplinar) and to manage personal relationships.
- CG8 To adapt to new situations.
- CG9 To prove motivation for the quality and rigour.
- CG13 To apply theoretical knowledge to the practice.
- CG14 To use the specialized TIC for the scientific study of the English language as well as its literatures and cultures.

**Specific competences:**

- CE7 To apply acquired knowledge to the professional circumstances.
- CE10 To analyse the main texts and the (autobiographical) genre in English language.
- CE14 To analyse the interaction between history, society and cultural production in English language.

## Subject contents

**Module 1:**

- Introduction, approach to autobiography as a literary genre
- Autobiographical subjects and acts, developing strategies for reading the autobiographical genre

**Module 2:**

- Diaries
- Confessions
- Letters

**Module 3:**

- Memoirs (multiculturalism)

- Travelogue

#### Module 4:

- Second and third person narratives
- Autofiction
- Scriptotherapy

#### Module 5:

- Final project
- Autobiographical cinema

## Methodology

In this subject, lectures will be combined with practical sessions. In the practical sessions, the students will be asked to participate actively in activities focused on the analysis of the texts that will be dealt with during the classes. In addition, several discussions led by the lecturer will be carried out with the aim of helping the students to establish a dialogue between their previous knowledge and the contents dealt with in the lectures and, also, with the selected texts analysed in class. Moreover, a group project will be done with the aim of bringing the students closer to the interpretative techniques of different types of the autobiographical genre, collaborative work and the use of digital tools.

## Development plan

### Module 1: Introduction

- **September 13:** Presentation of the subject, readings and final project
- **September 19-20:** Introduction to the autobiographical genre, definitions and distinctions, subgenres, master class
  - Autobiographical topics and acts, developing strategies for reading autobiographical genre
  - Master class followed by practical cases in the classroom: Commentary of an autobiographical text: *Boy: tales of childhood*, Roald Dahl and William Wordsworth's *The Prelude*
- **September 26:** Analysis of the text: Gerald Durrell: *My family and other animals*
- **October 3:** Analysis of the text: Alison Bechdel's *Fun home*

### Module 2: Diaries, Confessions, Letters

- **October 4:** Introduction to the subgenres
- **October 10:** Diaries:
  - Commentary of the text: *Go ask Alice*, Anonymous
- **October 17-18:**
  - Confessions: Commentary of the text: *Confessions of an English opium eater*, Thomas de Quincey
- **October 24:**
  - Letters: Selected letters: *800 Years of Women's letters* d'Olga Kenyon
- **October 25:**
  - Tutorials
- **October 31: 1st exam (module 1 + module 2).**

**Module 3: Memoir: Multicultural Narratives**

- **November 7-8:**
  - Memoirs: Commentary of a selected chapter: *Reading Lolita in Tehran*, Azar Nafisi
  - Jung Chang's *Wild Swans* and Maya Angelou's *I know why the caged bird sings*
- **November 14-15:**
  - Maya Angelou: *I know why the caged bird sings*
  - Travelogue: *Pyongyang: A journey in North Korea* by Guy Delisle

**Module 4: Second and Third person Narratives + Scriptotherapy**

- **November 21:**
  - Introduction: Theoretical class
- **November 22-28:**
  - Theoretical reading: "Me and not me"
  - Commentary of the text: *The Bell Jar* de Sylvia Plath.
- **November 29:**
  - Scriptotherapy
  - Commentary of the text: *Don't: a woman's word* de Elly Danica
- **December 5:**
  - Commentary of the text: *Instrumental* de James Rhodes
  
- **December 12-13, 19:**
  - Final Project rehearsals
  - Presentation of the final project
  
- **December 20:**
  - Autobiographical movie
  
- **January 10-11: Tutorials, 2nd exam (module 3 + module 4).**

## Evaluation

- Test 1: 23%
- Test 2: 27%
- Final project: 25%
  - Part 1: Elaboration of the final project (15%)
  - Part 2: Presentation of the final project (10%)
- Classroom activities: 15%
- Active participation in most class sessions: 10%

Evaluation is continuous. Those students who combine their studies with a full-time job have the right to apply for an alternative evaluation within 5 days from the start of the semester. For more information, please write an email to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or visit the Secretariat of the Faculty of Arts.

\* *The group project has to follow the style rules established by the English Department (UdL).*

\* *5 basic mistakes in either of the two tests or the final assignment will entail a 4.*

\* *In relation to the group project and classroom activities, any document uploaded after the deadlines established will neither be opened nor assessed by the lecturer.*

## Bibliography

### Primary sources:

(see the development plan)

### Secondary sources:

- Anderson, Linda. (1997). *Women and autobiography in the twentieth century*. London: Prentice Hall Harvester Wheatsheaf.
- Cockshut, A. O. J. (1984). *The art of autobiography in the 19th and 20th century England*. New Haven & London: Yale University Press.
- Maftai, Micaela. (2013). *The fiction of autobiography: reading and writing identity*. New York, London: Bloomsbury.
- McLeish Kenneth and Valerie. (1992). *Bloomsbury good reading guide to biography & autobiography*. London: Bloomsbury.
- Nalbantian, Suzanne. (1997) *Aesthetic Autobiography: From life to art in Marcel Proust, James Joyce, Virginia Woolf and Anaïs Nin*. New York: St. Martin's Press.
- Smith, Sidonie and Julia Watson. (2010). *A guide for reading autobiography*. Minneapolis, London: University of Minnesota Press. 2nd ed.
- Spengemann, William C. (1980). *The forms of autobiography*. London: Yale University Press.