



Universitat de Lleida

DEGREE CURRICULUM

# **AUTOBIOGRAPHY IN ENGLISH**

Coordination: VALENTOVÁ , KATERINA

Academic year 2018-19

**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			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

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.

## 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 interdisciplinary) 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.
- Historical perspective of autobiographical genre.

**Module 2:**

- Diaries.
- Confessions.
- Memoirs.
- Letters.

**Module 3:**

- Second and third person narratives.

- Autofiction.

## Module 4:

- Aesthetical autobiography.
- Modernism in the autobiographical genre.

## Module 5:

- Autographies.
- 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 13-14:** Introduction to the autobiographical genre, definitions and distinctions, subgenres, master class.
- **September 20-21:** Autobiographical topics and acts, developing strategies for reading autobiographical genre, historical perspective of the 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 27:** Alison Bechdel's *Fun home* (possible trip to Barcelone, Condal theatre).

### Module 2: Diaries, Confessions, Memoirs, Letters

- **October 4-5:** Introduction to the subgenres.
  - Diaries: Commentary of the text: *Go ask Alice*, Anonymous.
- **October 11 and 18:**
  - Confessions: Commentary of the text: *Confessions of an English opium eater*, Thomas de Quincey.
- **October 19:**
  - Letters: Selected letters: *Gay Love Letters of Allen Ginsberg and Peter Orlovsky*.
- **October 25-26:**
  - Memoirs: Commentary of a selected chapter: *Reading Lolita in Tehran*, Azar Nafisi.
- **November 2: 1st exam (module 1 + module 2).**

### Module 3: Multicultural narratives

- **November 8-9:**

- Jung Chang's *Wild Swans* and Maya Angelou's *I know why the caged bird sings*.
- **November 15:**
  - Travelogue: *Pyongyang: A journey in North Korea* by Guy Delisle

## Module 4: Second and Third person Narratives

- **November 16:**
  - Introduction: Theoretical class
- **November 22-23:**
  - Commentary of the text: *The Bell Jar* de Sylvia Plath.
- **November 29-30: Group Project Presentations.**

## Module 5: Scriptotherapy

- **December 13-14:**
  - Commentary of the text: *Don't: a woman's word* by Elly Danica
  - Commentary of the text: *Hole in the heart* by Henny Beaumont
- **December 20:**
  - Commentary of the text: *Maus* by Art Spiegelman
- **December 21:**
  - Autobiographical movie
- **January 10-11: Tutorials, 2nd exam (modules 3, 4 and 5).**

## Evaluation

- Test 1: 23%
- Test 2: 27%
- Group project + presentation and defense: 25%
  - Part 1: Elaboration of the group project (15%)
  - Part 2: Presentation and defense of the group project (10%)
- Classroom activities: 15%
- Active participation in most class sessions: 10%

**\* The group project has to follow the style rules established by the English Department (UdL) that will be found in 'Espai compartit' of the subject, campus virtual.**

**\* 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:

- Anonymous. (2006). *Go ask Alice*. New York, London, Toronto, Sydney: Simon Pulse.

- Dahl, Roald. (2013). *Boy: tales of childhood*. New York: Puffin books.
- Delisle, Guy. (2004). *Pyongyang*. Montreal: Drawn and Quarterly.
- Lessing, Doris. (1994). *Under my Skin: volume one of my autobiography, to 1949*. New York: Harper Perennial.
- Nafisi, Azar. (2004). *Reading Lolita in Tehran*. New York: Random house trade paperbacks.
- 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.
- Plath, Sylvia. (2005). *The bell jar*. London: Faber and Faber.
- Quincey, Thomas de. (2009). *Confessions of an English opium eater*. London: Penguin Books.
- Spiegelman, Art. (1991). *Maus*. London: Penguin Books.
- Stein, Gertrude. (1966). *The autobiography of Alice B. Toklas*. London: Penguin Books.

## 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.
- Maftei, 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.
- 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.