# Syllabus

<table>
<thead>
<tr>
<th>Department</th>
<th>Department of English</th>
<th>Year</th>
<th>2022/2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td><strong>American literature and popular culture - Questions of race</strong></td>
<td>ECTS</td>
<td>3</td>
</tr>
<tr>
<td><strong>Study programme</strong></td>
<td>Undergraduate program in English</td>
<td></td>
<td></td>
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<tr>
<td><strong>Level of study programme</strong></td>
<td>☒ Undergraduate</td>
<td>☐ Graduate</td>
<td>☐ Integrated</td>
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<tr>
<td><strong>Type of study programme</strong></td>
<td>☒ Single major</td>
<td>☐ Double major</td>
<td>☐ University</td>
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<tr>
<td><strong>Year of study</strong></td>
<td>☒ 1.</td>
<td>☒ 2.</td>
<td>☒ 3.</td>
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<tr>
<td><strong>Semester</strong></td>
<td>☒ Winter</td>
<td>☐ I.</td>
<td>☐ II.</td>
</tr>
<tr>
<td></td>
<td>☒ Summer</td>
<td>☐ VI.</td>
<td>☐ VII.</td>
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<tr>
<td><strong>Status of the course</strong></td>
<td>☒ Compulsory</td>
<td>☐ Elective</td>
<td>☒ Elective course offered to students from other departments</td>
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<tr>
<td><strong>Workload</strong></td>
<td>30</td>
<td>15</td>
<td>S</td>
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<tr>
<td><strong>Location and time of instruction</strong></td>
<td>Thursday, room 131, 10-13h</td>
<td>Language(s) in which the course is taught</td>
<td>English, Croatian</td>
</tr>
<tr>
<td><strong>Course start date</strong></td>
<td>March 2nd, 2023</td>
<td>Course end date</td>
<td>Jun 8th, 2023</td>
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<tr>
<td><strong>Enrolment requirements</strong></td>
<td>Students should be enrolled in 4th or 6th semester of the BA Program in English</td>
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**Course coordinator** Zlatko Bukač, Assistant Professor

**E-mail** zbukac@unizd.hr

**Office hours** Tue 10:00 – 11:00 and by appointment

<table>
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<tr>
<th>Mode of teaching</th>
<th>Lectures</th>
<th>☒ Seminars and workshops</th>
<th>☐ Exercises</th>
<th>☐ E-learning</th>
<th>☐ Field work</th>
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<tbody>
<tr>
<td></td>
<td>☒ Individual assignments</td>
<td>☐ Multimedia and network</td>
<td>☐ Laboratory</td>
<td>☐ Mentoring</td>
<td>☒ Other</td>
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**Learning outcomes**
The course leads to the following learning outcomes at the program level:

- Critically evaluate literary texts in relation to their social, political and cultural contexts
- Analyze representation of race in literature and other cultural products
- Understand and use basic and advanced theoretical concepts of race and racism which have influence on literature’s development

**Learning outcomes at the Programme level**
After completing this course students will be able to:

- Recognize and describe relevant concepts and ideas
- Connect different theoretical approaches and ideas
- Apply critical and self-critical approach to presenting
arguments

- Apply and work within ethical principals in individual and group research
- Understand certain aspects of social and cultural diversity and multiculturalism
- Evaluate the importance of work in international context
- Analyze the most important and most relevant theoretical approaches and terms in contemporary cultural and literary theory

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>☒ Class attendance</th>
<th>☐ Preparation for class</th>
<th>☒ Homework</th>
<th>☐ Continuous evaluation</th>
<th>☐ Research</th>
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<tbody>
<tr>
<td>☐ Practical work</td>
<td>☐ Experimental work</td>
<td>☒ Presentation</td>
<td>☐ Project</td>
<td>☐ Seminar</td>
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<tr>
<td>☐ Test(s)</td>
<td>☐ Written exam</td>
<td>☐ Oral exam</td>
<td>☐ Other: translation project and portfolio</td>
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<thead>
<tr>
<th>Conditions for permission to take the exam</th>
<th>Attendance, written assignments, final oral exam</th>
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<table>
<thead>
<tr>
<th>Exam periods</th>
<th>☐ Winter</th>
<th>☒ Summer</th>
<th>☐ Autumn</th>
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</table>

<table>
<thead>
<tr>
<th>Exam dates</th>
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<tr>
<th>Course description</th>
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<tr>
<td>This course will examine the significance of (primarily, but not exclusively) African American literature in regard to its historical development as well as within contemporary and global contexts. The aim of this course is to re-examine the representation of race and provide an insight into the development of this part of American literature which is concentrated on racial problems by also providing specific ‘tools’ within the literary and cultural theory (such as cultural hegemony, postmodernism, deconstruction, discourse theory, structural racism, etc.). The course approaches the development of African American literature as eligible for deeper analysis regarding the concept of race and racial identity, as well as the nation’s role in racism, and, finally, problematizes the representation of race in a contemporary context. Regarding these notions, the course basically consisted of two parts. The first part of the class presents the most significant authors within the African American literary tradition, as well as the most important eras and aspects of its development. The second part is the analysis of the representation of race regarding other product makers, different authors, corporations, the entertainment industry, and publishing houses such as graphic novels, popular culture, television shows, video games, etc. With the completion of this course, students will be able to use basic and advanced theoretical concepts of race, racism, and cultural racism. They will also have improved knowledge within the field of literary and cultural theory, as well as be able to analyse the representation of race in various cultural products.</td>
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<table>
<thead>
<tr>
<th>Course content</th>
<th>Lectures</th>
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</table>
# Syllabus

**1. Introduction to course**

**2. Defining race**

**3. Identity theories, Harlem Renaissance, and the cultural legacy of *Uncle Tom’s Cabin***

**4. Stuart Hall and theory of representation, Du Bois and double consciousness**

**5. Life and work of Toni Morrison**

**6. Intersectionality, film theory of bell hooks**

**7. Reading week**

**8. Discourses of difference and postcolonial theory**

**9. Superhero culture and American politics**

**10. Citizenship theory in comic books**

**11. Popular culture and representation of race (1)**

**12. Popular culture and representation of race (2)**

**13. Black hyper-masculinity in popular culture**

**14. Hip hop culture**

**15. Course evaluation**

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## Seminars

1. **Introduction to the course**


3. **Close reading of literary work (Coates, Ta-Nehisi. *Between the World and Me: Notes on the First 150 Years in America*)**

4. **Close reading of literary work (Coates, Ta-Nehisi. *Between the World and Me: Notes on the First 150 Years in America*)**

5. **Weekly Assignment live writing #1**

6. **Close reading of literary work (Coates, Ta-Nehisi. *Between the World and Me: Notes on the First 150 Years in America*)**

7. **Reading week**

8. **Weekly Assignment live writing #2**

9. **Close reading of a literary work (Claudia Rankine – *Citizen: An American Lyric*)**

10. **Close reading of a literary work (Claudia Rankine – *Citizen: An American Lyric*)**

11. **Close reading of a literary work (Claudia Rankine – *Citizen: An American Lyric*)**

12. **Weekly Assignment live writing #3**

13. **Weekly Assignment live writing #4**

14. **Close reading (Ghassan Hage – *Is Racism an Environmental Threat*)**

15. **Course recap**

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## Required reading

- Rose, Gillian. *Visual Methodologies: An Introduction to the*

Additional reading
- James Baldwin – The Fire Next Time
- Ralph Ellison – Invisible Man
- Jesmyn Ward – The Fire This Time: A New Generation Speaks about Race
- Strange Tales #169 – 173 (Sept. 1973 – April 1974)
- "'The Secret!!' Tales of Suspense no.86 New York:Marvel Comics, 1967, 13–22

Internet sources
Representation, Stuart Hall
http://www.youtube.com/watch?v=6sbYyw1mPdQ
How Ta-Nehisi Coates’s letter to his son about being black in America became a bestseller
http://www.theguardian.com/books/2015/sep/20/ta-nehisi-coates-interview-between-the-world-and-me-black-america
Writers Like Me by Martha Southgate
**Assessment criteria of learning outcomes**

<table>
<thead>
<tr>
<th>Final exam only</th>
<th>☒ Only test/homework</th>
<th>☒ Test/homework and final exam</th>
<th>☒ Seminar paper and final exam</th>
<th>☒ Practical work and final exam</th>
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**Calculation of final grade**

- Written weekly assignments (3 written assignments) = average grade from 3 weekly assignments = 30% of the final grade
- Final Response/Reaction Paper = 20% of the final grade
- Final oral exam = 40% of the final grade
- Attendance = 10% of the final grade

Additional guidelines for writing weekly assignments and the final paper will be available during the course.

**Grading scale**

- >60 % Failure (1)
- 60–70 % Satisfactory (2)
- 70–80 % Good (3)
- 80–90 % Very good (4)
- 90–100 % Excellent (5)

**Course evaluation procedures**

- ☒ Student evaluations conducted by the University
- ☐ Student evaluations conducted by the Department
- ☐ Internal evaluation of teaching
- ☒ Department meetings discussing quality of teaching and results of student evaluations
- ☐ Other

**Note /Other**

In accordance with Art. 6 of the *Code of Ethics* of the Committee for Ethics in Science and Higher Education, “the student is expected to fulfill his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice.”

According to Art. 14 of the University of Zadar’s *Code of Ethics*, students are expected to “fulfil their responsibilities responsibly and conscientiously. […] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. […]”

Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:

- various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;
- various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results.

All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the *Rulebook on Disciplinary Responsibility of Students at the University of Zadar* will be applied.

In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to.
This course uses the Merlin system for e-learning, so students are required to have an AAI account. /delete if necessary/