
	Adam Mickiewicz University in Poznań	
	Doctoral School of Languages and Literatures 	
	Global America in Contemporary American Fiction and Poetry	
	Prof. UAM dr hab. Paulina Ambroży	
Type of classes	seminar	
Language of instruction	English	
The number of hours + form of passing classes	20 hours / credit of a grade	
Purposes of classes	<p>How do contemporary American writers imagine the United States in a world shaped by migration, globalization, climate change, and transnational exchange? <i>Global America in Contemporary American Fiction and Poetry</i> explores how literature since the late 20th century grapples with questions of identity, belonging, and power in a planetary context. Through close reading of novels, short stories, and poetry, we will examine how American authors address the pressures of diaspora, economic inequality, ecological crisis, and the lingering legacies of empire.</p> <p>The seminar emphasizes both thematic inquiry and formal innovation, inviting students to think critically about how writers represent the “global turn” in U.S. literature. Readings range from immigrant narratives and borderland poetics to speculative fictions of climate change and technologically mediated futures. Alongside primary texts, we will engage with key works of cultural and literary theory that challenge us to reconsider the meaning of “American” in an interconnected world.</p> <ul style="list-style-type: none"> • To convey knowledge about the main trends and themes in contemporary North American literature • To discuss the historical, sociopolitical, technological, environmental, philosophical and aesthetic contexts informing contemporary North American global fiction and poetry • To convey knowledge related to relevant research methodologies, theories and critical approaches (ecocriticism, transnational and global studies, spatial studies, borderlands studies) 	

	<ul style="list-style-type: none"> • To develop skills of effective application of interdisciplinary methodologies and theories in an analysis of literary texts • To develop skills of critical thinking and academic discussion with the use of advanced research tools and specialized terminology, • To develop skills in collaborative research and critical discussion. • To synthesize primary and secondary sources in an accessible format. • To practice public-facing scholarship. • To practice clear, creative communication based on academic research.
Learning contents	<ul style="list-style-type: none"> • Week 1 – Introduction. Requirements. Syllabus. Framing the Global Turn What does “Global America” mean? The Transnational Turn. Literature across and beyond borders. Theoretical Readings: selections from Arjun Appadurai (<i>Modernity at Large</i>) and Pascale Casanova (<i>The World Republic of Letters</i>); Wai Chee Dimock Introduction. <i>Through other Continents: American Literature across Deep Time</i>, Princeton: Princeton University Press, 2006; Spivak, Gayatri Chakravorty. ‘Planetary.’ from <i>Death of a Discipline</i>. • Week 2 – Migration and Hyphenated Identities <i>Text</i>: Jhumpa Lahiri, <i>Interpreter of Maladies</i> (selected stories) <i>Themes</i>: Diaspora, cultural translation, intimacy across borders. Theoretical framework: diasporic concepts of identity Hall, Stuart. “Cultural Identity and Diaspora.” <i>Identity: Community, Culture, Difference</i>, edited by Jonathan Rutherford, Lawrence & Wishart, 1990, pp. 222–237. • Week 3 – Poetry of Exile, Desire, and War <i>Texts</i>: Ocean Vuong, <i>Night Sky with Exit Wounds</i>; Natalie Diaz, <i>Postcolonial Love Poem</i> (selected poems) <i>Themes</i>: Queer poetics, memory, colonial history, decolonial eros. Theoretical framework: Queer and diasporic studies: Muñoz, José Esteban. <i>Disidentifications: Queers of Color and the Performance of Politics</i>. U of Minnesota P, 1999. • Week 4 – Language, Power, and the Postcolonial City <i>Text</i>: Chang-rae Lee, <i>Native Speaker</i> <i>Themes</i>: Immigration, diasporic identity, language politics, urban multiculturalism. Theoretical framework: diasporic identities and racial surveillance; Lisa Lowe, <i>Immigrant Acts: On Asian American Cultural Politics</i> (1996) (Introduction) • Week 5 – 9/11 and War on Terror <i>Text</i>: Don DeLillo “Baader-Meinhoff” <i>Themes</i>: 9/11 attacks, art and terror, and the collective and

	<p>personal trauma</p> <p>Theoretical framework: trauma and memory studies</p> <ul style="list-style-type: none"> • Week 6 – Hybridity and History Text: Junot Díaz, <i>The Brief Wondrous Life of Oscar Wao</i> Themes: Dictatorship, diaspora, borderlands, nerd culture as global language. Theoretical framework: diaspora and borderland studies; Stuart Hall, “Cultural Identity and Diaspora” (1990); Ramzi Fawaz, <i>The New Mutants: Superheroes and the Radical Imagination of American Comics</i> (2016) • Week 7 – Memory, Violence, and the Transnational Caribbean Text: Edwidge Danticat, <i>The Dew Breaker</i> Themes: Exile, trauma, and global legacies of political violence. Theoretical framework: postcolonial memory and trauma studies and transnational studies Michael Rothberg, <i>Multidirectional Memory: Remembering the Holocaust in the Age of Decolonization</i> (2009); Marianne Hirsch, <i>The Generation of Postmemory: Writing and Visual Culture After the Holocaust</i> (2012). • Week 8 – In-Class Workshop: Podcasting for Literary Analysis. Texts: sample literary podcasts Themes: how to plan, prepare, script and record a podcast. • Week 9 – Planetary Ecologies Text: Juliana Spahr <i>The Connection of Everyone with Lungs</i> Themes: ecological intimacies; climate anxiety, planetary perspectives, autobiographical time versus deep ecological time. Environment and affect: Solastalgia, ecoanxiety, and global dread. <p>Weeks 10: Podcast presentations and discussion.</p>
Entry requirements	Advanced spoken and written English
Learning outcomes	
<p>In terms of knowledge: A person who has completed classes knows and understands:</p> <p>the achievements of world science in the discipline in which the education takes place, as well as the paradigms and directions of development of this discipline, in a way that enables their creative and innovative development and their verification within the framework of research projects undertaken [E_W01];</p> <p>at an advanced level research methodology appropriate for the discipline of science in which education takes place, which allows for proper selection of research theories and tools and their effective application and modification within the framework of own research [E_W02]</p>	<p>Verification methods:</p> <p>Formative assessment: graded active participation in seminar discussion. 2 Moodle forum individual responses</p> <p>Summative assessment: group 20-25-minute podcasts based on the seminar discussions and assignments</p> <p>Assessment Breakdown:</p>

	<p>Active participation in seminar: 40% Group podcast (content, creativity, theoretical integration, teamwork): 40% Short individual reflections based on the readings): 20%</p>
<p>In terms of skills: A person who has completed classes is able to:</p> <p>use knowledge from various disciplines of science to creatively identify, formulate and innovatively solve complex research problems or perform advanced research tasks. In particular, he/she is able to:</p> <ul style="list-style-type: none"> — define the objectives and the subject of scientific research, — formulate research hypotheses, — develop research methods, techniques and tools and apply them creatively and effectively, <p>draw conclusions on the basis of scientific evidence [E_U01];</p> <p>effectively retrieve information related to scientific activity from various sources, including from sources in foreign languages, and to properly select, critically analyse and interpret this information; furthermore, he/she is able to assess its relevance for scientific development [E_U02];</p> <p>establish and implement scientific cooperation in research teams, including international ones [E_U07];</p> <p>transfer the results of scientific activity to the socio-economic sphere in cooperation with institutions from the social and economic environment [E_U08]</p>	<p>Formative assessment: graded active participation in seminar discussion. 2 Moodle forum individual responses</p> <p>Summative assessment: group 20-25-minute podcasts based on the seminar discussions and assignments</p> <p>Assessment Breakdown: Active participation in seminar: 40% Group podcast (content, creativity, theoretical integration, teamwork): 40% Short individual reflection based on the readings): 20%</p>
<p>In terms of social competences: A person who has completed classes is prepared to:</p> <p>critical evaluation of the work in the field of the scientific discipline within which the education is provided and its own contribution to the development of this discipline [E_K01];</p> <p>fulfilling social obligations as a researcher; initiating actions in favour of the public interest, <i>inter alia</i>, through appropriate dissemination of scientific achievements in society. Furthermore, he/she is ready to take actions leading to the development of civil society based on knowledge [E_K03];</p> <p>thinking and acting in an entrepreneurial way, creating new ideas and searching - in cooperation with people from other disciplines -</p>	<p>Formative assessment: graded active participation in seminar discussions. Group-work;</p> <p>Summative assessment: group 20-25-minute podcasts based on the seminar discussions and assignments</p>

<p>for innovative solutions, as well as taking up challenges and intellectual risk in the scientific and public spheres and taking responsibility for the consequences of their decisions [E_K04];</p> <p>continuous improvement of professional competence and personal development, in particular by tracking and analyzing the latest developments in the represented scientific discipline [E_K05]</p>	<p>Assessment Breakdown:</p> <p>Active participation in seminar: 40%</p> <p>Group podcast (content, creativity, theoretical integration, teamwork): 40%</p> <p>Short individual reflection based on the readings): 20%</p>
<p>Literature</p>	<p>Glenn A. Albrecht, <i>Earth's Emotions</i>. Ithaca and London: Cornell UP. Chapters 2-3.</p> <p>Appadurai, Arjun. <i>Modernity at Large: Cultural Dimensions of Globalization</i>. University of Minnesota Press, 1996. (selected chapters)</p> <p>Casanova, Pascale. <i>The World Republic of Letters</i>. Translated by M. B. DeBevoise, Harvard UP, 2004. (selected chapters)</p> <p>Cheah, Pheng. <i>What Is a World? On Postcolonial Literature as World Literature</i>. Duke UP, 2016. (selected chapters)</p> <p>Dimock, Wai Chee. Introduction. <i>Through other Continents: American literature across deep time</i>, Princeton: Princeton University Press, 2006.</p> <p>Dimock, Wai Chee. Introduction: Planet and America, Set and subset. In: Dimock, Wai Chee & Lawrence Buell (eds.), <i>Shades of the planet: American Literature and world literature</i>. Princeton: Princeton University Press, 2007. (Introduction).</p> <p>Dimock, Wai Chee. <i>Weak planet: Literature and assisted survival</i>. Chicago: University of Chicago Press, 2020. (selected chapters)</p> <p>Damrosch, David. <i>What Is World Literature?</i> Princeton UP, 2003. (selected chapters.</p> <p>Gikandi, Simon. "Globalization and the Claims of Postcoloniality." <i>South Atlantic Quarterly</i>, vol. 100, no. 3, 2001, pp. 627–58.</p> <p>Harvey, David. <i>Cosmopolitanism and the Geographies of Freedom</i>. New York, Columbia University Press. 2009. (selected chapters)</p> <p>Marianne Hirsch, <i>The Generation of Postmemory: Writing and Visual Culture After the Holocaust</i> (2012).</p> <p>Houser, Heather. <i>Ecosickness in Contemporary U.S. Fiction: Environment and Affect</i>. Columbia University Press New York. (selected chapters)</p> <p>Jay, Paul. <i>Global Matters: The Transnational Turn in Literary Studies</i>. Ithaca: Cornell University Press. 2010.</p> <p>Jameson, Fredric, and Masao Miyoshi (eds.). <i>The Cultures of Globalization</i>. Durham: Duke University Press, 1998. (selected chapters)</p> <p>Lisa Lowe, <i>Immigrant Acts: On Asian American Cultural Politics</i> (1996). (selected chapters),</p> <p>Treasa De Loughry. <i>The Global Novel and Capitalism in Crisis Contemporary Literary Narratives</i>. Palgrave MacMillan. 2020. (selected chapters)</p> <p>Levander, Caroline F., and Robert S. Levine, editors. <i>Hemispheric American Studies</i>. Rutgers UP, 2008. (selected chapters)</p> <p>Heise, Ursula K. 2008. <i>Sense of Place and Sense of Planet: The Environmental Imagination of the Global</i>. Oxford: Oxford University Press. (selected chapters)</p> <p>Robbins, Bruce. <i>Perpetual War: Cosmopolitanism from the Viewpoint of Violence</i>. Duke UP, 2012. (Selected chapters)</p> <p>Ramzi Fawaz, <i>The New Mutants: Superheroes and the Radical Imagination of American Comics</i> New York University Press, 2016. (selected chapters)</p> <p>Rothberg, Michael. <i>Multidirectional Memory: Remembering the Holocaust in the Age of Decolonization</i> (2009); (Introduction)</p> <p>Spivak, Gayatri Chakravorty. 'Planetaryity.' In <i>Death of a Discipline</i>, 71–102. New York: Columbia University Press. 2003.</p>

	Schoene, Berthold. <i>The Cosmopolitan Novel</i> . Edinburgh: Edinburgh University Press, 2009. (selected chapters).
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	Walkowitz, Rebecca L. <i>Born Translated: The Contemporary Novel in an Age of World Literature</i> . Columbia UP, 2015. (selected chapters).
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