<table>
<thead>
<tr>
<th>Course Title</th>
<th>Seminar in American Studies II</th>
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<tbody>
<tr>
<td>Course Code</td>
<td>ENG 512</td>
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<tr>
<td>Course Type</td>
<td>Elective Literature</td>
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<tr>
<td>Level</td>
<td>Undergraduate</td>
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<tr>
<td>Year / Semester</td>
<td>3rd year-4th year/6th-8th semester</td>
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<tr>
<td>Teacher's Name</td>
<td>Antonis Balasopoulos</td>
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<tr>
<td>ECTS</td>
<td>7.5</td>
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<tr>
<td>Lectures / week</td>
<td>2</td>
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<tr>
<td>Laboratories / week</td>
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### Course Purpose and Objectives

The aim of this course is examine specific problems in American literary and cultural history from mid 19th to the 20th century. The seminar presents students with an interdisciplinary methodological framework and with a broad variety of primary texts, including non literary ones (visual, aesthetic, legal, political, etc.), thus introducing them to the broad and interdisciplinary practices of American Studies in the present.

### Learning Outcomes

Students are expected to have developed a concrete grasp of major political, historical and aesthetic developments in the period in question, to have become familiar with some of the key debates and theoretical propositions that relate to the topic of the seminar, and to be able to analyze a variety of forms and genres of primary texts in a critically aware, theoretically informed and historically situated manner.

### Course Content

- Historiographical debates on the imperial character of US culture
- The idea of Manifest Destiny in American thought, from the Puritans to the 19th century
- Manifest Destiny in American Art: Landscape painting
- Manifest Destiny in Literature: Whitman's *Leaves of Grass*
- Manifest Destiny in Everyday Culture: International Expositions
- Slavery and Atlantic Empire: Melville
- Hemispheric expansionism: Marti, de Burton
- The end of the frontier and its imaginative consequences: Turner, Twain
- Intersections of gender, race and empire: Roosevelt, Gilman, London

### Prerequisites

- N/A
- Required
- N/A

### Teaching Methodology

Focus will be placed on exploring the historical and geographical dimensions of visions of U.S. expansionism in the period under question, as well as on highlighting the ambiguous and complex function of the response of literary and cultural production to such visions. Specific attention will be given to the ideological connotations of genre and of generic choices when it comes to authorial positioning and rhetorical strategies. Likewise, the class will emphasize both the interdisciplinary nature of the field (genres of meaning production will include prose fiction, poetry, prose essays, historiography and painting) and the multileveled import of expansionist desires and drives on issues of subjectivity and identity construction, aesthetic philosophy and historiographical sensibility.

### Bibliography

- Herman Melville, *Bartleby and Benito Cereno* (1856). Dover Thrift editions,
| | Mark Twain (Samuel Clemens), *A Connecticut Yankee in King Arthur’s Court* (1889). Norton critical editions. 2018
| | Additional short prose fiction, poetry, critical theory and literary criticism, cultural theory and social history readings included in Course Packet.
| Assessment | 1 oral presentation, 1 mid-term assignment (take-home), 1 final research essay (take-home)
| Language | English |