



UNIVERSIDAD DE COSTA RICA
SEDE DE OCCIDENTE
DEPARTAMENTO FILOSOFÍA, ARTES Y LETRAS
BACH. & LIC. EN LA ENSEÑANZA DEL INGLÉS

Programa de Curso Semestral: Literatura Estadounidense

Sigla: IO5500

Requisito: IO 5600, Técnicas de Investigación

Horas clase: 04

Profesora: MEd. Karla Araya Araya

Ciclo: Segundo Semestre, 2009

Créditos: 03

Nivel: V

Horas estudio indep.: 05

HAE:

DESCRIPCIÓN

Este curso presenta una visión panorámica de la literatura estadounidense, empezando con la tradición literaria en el siglo XVIII, y llegando hasta el género dramático del siglo XXI.

OBJETIVOS GENERALES

1. Diferenciar los distintos géneros literarios.
2. Reconocer las principales figuras literarias.
3. Tener un concepto claro del desarrollo histórico de la literatura estadounidense.
4. Analizar e interpretar obras literarias de diferentes autores(as) norteamericanos(as).
5. Comprender la cultura estadounidense a través de la literatura.

OBJETIVOS ESPECÍFICOS

1. Diferenciar los diferentes géneros y figuras literarias.
2. Identificar las diferentes figuras literarias en contextos diversos.
3. Caracterizar los diferentes períodos de la literatura estadounidense.
4. Identificar las repercusiones de los acontecimientos socio-históricos más sobresalientes de cada periodo literario.
5. Diferenciar los periodos literarios entre si.
6. Reconocer los y las mayores exponentes de la literatura norteamericana de acuerdo al estilo y temas de sus obras.
7. Identificar autores(as) norteamericanos(as) con los periodos literarios que caracterizan sus obras.
8. Realizar análisis de obras literarios de autores norteamericanos tomando en cuenta la caracterización de personajes, tema, tono, tipo de narrador, entre otros aspectos.
9. Realizar propuestas educativas para la enseñanza del inglés en contextos costarricenses por medio del estudio de la literatura estadounidense.

CONTENIDOS

Durante el semestre, los contenidos a estudiar serán:

- a. Introduction to the study of Literature: defining terms
- b. Literary Genres
- c. Figures of Speech: Literary Figures.
- d. The New Land

- e. Literary Nationalism
- f. American Classics
- g. Variations and Departures
- h. The Modern Temper
- i. American Theater in "The Twentieth Century"
- j. New Frontiers
- k. American Fiction
- l. American Drama
- m. American Poetry
- n. Some Contemporary Poets

METODOLOGÍA

La metodología del curso será de carácter participativa-analítica. Por lo tanto se desarrollarán actividades donde la y el estudiante deban de aportar comentarios y críticas sobre diferentes períodos literarios, eventos socio-históricos, obras literarias, autores(as) y películas. También se realizarán presentaciones y discusiones orales sobre los temas a estudiar por parte de estudiantes y la profesora.

Es muy importante que los y las estudiantes realicen las lecturas de la materia anticipada a clases, puesto que esto constituye el eje fundamental para que las lecciones se desarrollen satisfactoriamente en términos de participación en clase, evacuación de dudas y análisis de los contenidos del curso.

Además, los y las estudiantes deberán investigar sobre autores(as), géneros, obras e historia.

EVALUACIÓN

En este curso, se evaluarán los siguientes aspectos:

Período Literario & Presentación-análisis de obra literaria	20%
Trabajo en clase y tareas	10%
Primer Examen	20%
Segundo Examen	20%
Tercer Examen	30%

✂ **Period & Book presentation:** In groups of three students, there has to be presented and analyzed (in class) a literary period & a representative literary work. Students are required to use creative techniques (such as movie presentation, drama, documental, talk shows, etc.) to present their works. Language performance will be evaluated as well as content, evaluation activities & presentation-technique. During the presentation, students have to analyze the following aspects:

Students have to provide a copy of the presentation to the professor.

- ✂ Relevant information about the socio-historical conditions of the period and the corresponding literary productions.
- ✂ Name of the chosen masterpiece & biographical information about the author.
- ✂ Setting: time and place
- ✂ Characterization: it has to be specially developed in terms of personality traits and characters' roles.
- ✂ Plot
- ✂ Subplot: if there any
- ✂ Mood
- ✂ Tone

- ✎ Theme
- ✎ Point of view
- ✎ Flashbacks: if the book provides any.
- ✎ Evaluation activities for class participation.
- ✎ Conclusions: personal opinion supported on the analyzed aspects.
- ✎ References: if there any used.
- ✎ Provide the rubric chart given by the professor.

✎ **Class work-Assignments:** This aspect includes class work and homework. Responsibility, active and appropriate participation (supported on the studied material or any other reliable source) will be considered to give a final grade. It is a must to read the material before classes. Works presented late do not have any credit for final score.

✎ **Exams:** There will be three exams. First and second test is 20%. The last one is 30%.

BIBLIOGRAFÍA

Bartholow, et al. ***America: A Complete History with Biographical Data, Literary Trends and Criticism.*** New York: _____, 1996.

Bell, Arthur and Donald Heiney. ***American Literature: 1930 to Present.*** New York: Barron's, 1994.

Foley, Martha (Editor). ***The Best American Short Stories 1977 and the Year Book of the American Stories.*** Boston: Houghton Mifflin Company, 1990.

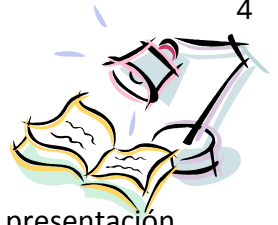
Gray, Richards. ***A History of American Literature.*** Malden: Blakwell, 2004.

*Inge, Thomas. (Editor). ***American Reader.*** Washington: United States Information Agency, 1990.

Miller, James, et al. *The United States in Literature.*** 8th ed. Illinois: Scott Foresman, 1991.

Además, se consideran las obras literarias a exponer y películas de clásicos literarios estadounidenses

CRONOGRAMA DEL CURSO



AGOSTO

12: Discusión y aprobación del programa del curso, selección de obras y grupos de presentación.

19: Introduction to Literature, Literary Genres, Figures of Speech: Literary Figure.

26: Introduction to Literature, Literary Genres, Figures of Speech: Literary Figure.

SETIEMBRE

02: Period: The New Land

09: Period: The New Land

16: Period: Literary Nationalism

Period-Book presentation _____

23: First Exam

Period: Literary Nationalism

30: American Classics

Period-Book presentation _____

OCTUBRE

07: Periods: American Classics

Period-Book presentation _____

14: Variation and Departures

Period-Book presentation _____

21: Second Exam

Period-Book presentation _____

28: The Modern Temper

Period-Book presentation _____



NOVIEMBRE

04: American Theater in the Twentieth Century

Period-Book presentation _____

11: New Frontiers

Period-Book presentation _____

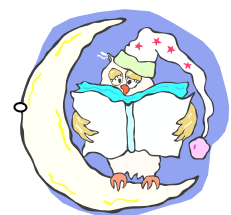
18: Review

25: Third Final Exam

DICIEMBRE

02: Final grades

Nota: Este cronograma podría variar según las eventualidades que surjan durante el curso lectivo.



THE NEW LAND **1500-1800**

Background:

- ◆ During the fifteenth century Medieval Europe experienced a great stability which originated the foundation of the Renaissance. This created a special interest on the discovery of technological accomplishments¹.
- ◆ People were gazing for new horizons in religion, art, politics, and geography².
- ◆ Eyes were turned towards America, and then, exploration-exploitation began.

Geographical Groups:

The United States was divided into:

a. *New England Colonies*

- formed by Puritans³ and Pilgrims who looked for religious freedom.
- Puritan redemption was based on a strict code of morality and proper behavior
- mostly established in the New England towns, puritans' activities were centered on shipbuilding companies, trading, and fishing.
- they emphasized on reading and education where the sermon was the literary form of popularity.

b. *Middle Colonies*

- nicknamed the "bread colonies"
- ethnically diverse and culturally mixed⁴
- their activities were based on agriculture, manufacturing, and commerce.
- religious tolerance. Quakers' great influence.

c. *Southeast Colonies*

- mostly farmers with large plantations that required a huge work force
- this colonies produced less writing than New England colonies.
- religion was an integral part of life but not a means of strong domination.
- William Byrd is most important southern writer.

Explorers and Native Americans

- Columbus: *his influence on Spain*. Wrote letters famous letters describing Indians and the beauty of nature. E.g. A spectacle of great beauty.
- Cabeza de Vaca: wrote journey narrations about nature and wilderness. E.g. The narrative of Alvar Nuñez.
- John Smith: wrote True Relation, the first hand narrative about the English settlement in the new world. Also, he wrote The New Land which is a description of New England.
- William Bradford: wrote about the divine mission. Eg. The History of Plymouth Plantation.

¹ Such as the printing press machine.

² Columbus in America

³ Named Puritans because their attempt to purify the England Church

⁴ Formed by Duchess, Swedish, Germans, French refugees.

- Sara Kemble Knight: wrote I her Journal of Madam Knight
- William Byrd: wrote about the human and curiosities using a witty style presenting the contrast between New England and Southern.

Native Americans

- They wrote about the welfare for all. E.g. A Song to a New Chief, The Iroquois Constitution (Dakanowidah), Making Peace with the Indians (Robert La Salle)

Divines and Poets

- Cotton Matter: Emphasized topics related to witchcraft.
- Jonathan Edwards: wrote Sinners in the Hands of and Angry God. He was a leader and later became a critic of the religious revival called The great Awakening.
- Anne Bradstreet: her poems reflect emotional depth and sensibility. E.g. To my dear and Loving Husband.
- Edward Taylor: his writing relates religious themes and everyday situations. E.g. Housewife and Make Me, oh Lord.
- Phillis Wheatly: she was considered the pioneer of imaginative literature. Her work is unique because after learning English, she became a prominent writer.
At this point, American Literature started to shoe the desire of independence.
- Philip Freneau: called the father of American poetry, he used a fanciful treatment of nature. Also, he introduced the lyric using descriptive verses. The themes he developed were: politics and freedom and nature and romantic fancy. Wrote: The Rising Glory of America.

Philosophers and Statesmen

At the half of the 18th century, many chances were produced:

- Begin the spirit of liberty
- Schools were established
- Commerce was thriving
- Population multiplied
- Preachers and theologists were replaced by philosophers, statesmen, pamphleteers and poet

Representative Writers:

- Benjamin Franklin: Embodied the aspiration for literary and political independence. Wrote: A witch Trial and Mount Holly.
- Hector John de Crevecouer: focused on the question of originality and national distinction. Wrote: Letters from an American Farmer and What is an American.
- Thomas Jefferson: wrote the most prominent work about nationhood: Declaration of Independence which is the core of American identity and expression.