

UCR

Universidad de Costa Rica

Sede Occidente

CIUDAD UNVIERSITARIA A Carlos Monge Alfaro@

DEPARTAMENTO DE FILOSOFÍA, ARTES Y LETRAS

SECCIÓN LENGUAS MODERNAS

CARRERA: BACH. EN LA ENSEÑANZA DEL INGLÉS

Second Semester 2012
**COURSE CONTENTS &
DISTRIBUTION**



(Tentative)

IO-5520
Comparative Literature
(Literatura Comparada)

WEDNESDAYS 8:00 - 11:50 A.M.

Requirements:
IO-5510 British Literature

Credits: 3
Hours of class time: 4

Instructor: *M. Ed. Tamatha Rabb Andrews*

Office Hours for Attending Students:
Mondays from 10 to 11:50 am (office 11) or
Fridays from 12:15 to 1pm (in the English Lab)

Office #: 11
Cell Phone: 8836-4247

e-mail: tamcambronero@gmail.com
Skype: tamatha.rabb

Course Overview

Advanced level course which aims to bring- by analogies, kinship and influence - literary genres to other areas of expression and/or understanding. It also aims to connect the facts to the literary texts, whether they be from the present or past or even from cultures near or far, provided they belong to different languages and cultures but are part of the same universal theme in order to better describe, understand, and assess the literary elements within the texts.

Curso de nivel avanzado que pretende acercar -mediante lazos de analogía, parentesco, e influencia- la literatura a otros dominios de la expresión o del conocimiento. También se pretende conectar los hechos o textos literarios entre sí, distantes o no en el tiempo o en el espacio, siempre que estos pertenezcan a varias lenguas o cultura y formen parte de una misma tradición; esto con el fin de mejor describir, comprender y apreciar dichos hechos/textos.

Required Previous Knowledge

Students must dominate the different skills that make up the English Language (listening, speaking, reading, and writing) as well as use the accumulated acquired knowledge from U.S. Literature and British Literature.

El estudiante deberá tener dominio de las diferentes habilidades del idioma inglés (habla, escucha, lectura, y escritura), así como los conocimientos adquiridos sobre literatura estadounidense y literatura británica.

Course Objectives: At the end of the course, students will be capable of:

Al finalizar el curso, el estudiante será capaz de:

General	Specific
<p>1. To acquire a panoramic perspective concerning the development of comparative studies in literature.</p> <p>Adquirir una visión panorámica sobre el desarrollo de los estudios comparativos de la literatura.</p>	<p>1.1 To identify /characterize each of the critical approaches studied in order to realize an analysis of a literary work. Identificar las diferentes teorías de crítica literaria para realizar análisis literarios.</p> <p>1.2 To understand and employ specific concepts from each approach in the analysis and interpretation of given literary works. Para comprender y emplear conceptos específicos de cada enfoque en el análisis y la interpretación de determinadas obras literarias.</p>

<p>2. To be able to apply each literary criticism theory to works of literature in English.</p> <p>Combinar la teoría sobre comparación literaria con la práctica a través de estudios de caso específicos.</p>	<p>2.1 To employ explicit vocabulary that allows comprehension and practice of technical and structural usage in the development of different perspectives and ideas related to literary criticism.</p> <p>Manejar un vocabulario crítico que permita comprender y utilizar las técnicas y estructuras empleadas en el desarrollo de diferentes perspectivas e ideas relacionadas a la crítica literaria.</p> <p>2.2 To differentiate and employ a variety of perspectives in analyzing a given literary work. Para diferenciar y utilizar una variedad de perspectivas en el análisis de una obra literaria.</p> <p>2.3 To develop the ability to support ideas from both primary and secondary sources. Desarrollar la capacidad para apoyar las ideas de fuentes primarias y secundarias.</p>
<p>3. To analyze cultural and historical aspects that emphasizes the development in the relationship between different types of literature.</p> <p>Analizar aspectos culturales e históricos que enfatizan la evolución de la relación entre diferentes tipos de literatura.</p>	<p>3.1 To compare literary works, and/or theory, critically to their corresponding film versions. Comparar críticamente obras literarias con sus correspondientes versiones filmicas.</p> <p>3.2 To identify similarities and differences with respect to style, speech, tone, theme, social-cultural undertone/background, etc.,</p>
<p>4. To find sets of comparative study problems within texts of literature written in English.</p> <p>Ubicar la problemática de los estudios comparativos en textos de obras literarias en inglés.</p>	<p>4.1 To explain and defend personal insights and positions clearly and effectively in standard English, both oral and written. Para explicar y defender puntos de vista personales y posiciones con claridad y eficacia en la norma Inglés, tanto oral como escrito.</p>

Course Contents / Contenidos del Curso :

Defining Criticism, Theory and Literature

Traditional Approaches:

- (1) Historical & Biographical
- (2) Moral & Philosophical
- (3) The Formalistic Approach

Modern Approaches:

- (1) Mythic Approaches:
 - Mythological Approach
 - Archetypal (Jungian) Approach
- (2) Feminisms & Gender Studies

(3) Cultural Studies:

- British Cultural Materialism
- New Historicism / Cultural Poetics
- American Multiculturalism
- Postmodernism & Popular Culture
- Postcolonial Studies

(4) Reader-Response Approaches

- Reader-Response Criticism
- Dialogics
- Structuralism & Poststructuralism including Deconstruction

Linguistic Contents / Contenidos Lingüísticos

Making predictions

Summarizing points

Act out a scripted conversation

Express and defend opinions

Perform a dialogue

Give a narrative

Orally summarize a literary work

Interpret literary poetry

Restate quotations

Share ideas

Use tone of voice to indicate attitude when reading or performing a literary play

Identify theme(s) within a literary work

Construct a literary essay

Present findings on a literary work

Relate one's experiences to a literary piece

Read aloud

Ask for and give examples/ideas/explanations

Use new vocabulary to discuss a literary work

Asking for clarification in understanding a literary piece

Report research findings

Support opinions with examples

Class time will generally be employed in the discussion and analysis of given literary works previously assigned as homework using literary theories as well as situational ethics. The professor will review, clarify, and supplement introductory material as needed and guide the students in the application of the given approaches. Student preparation and participation are fundamental for successful completion of the course. Participation includes both informal presentations and discussions whether individual or in groups as well as formal oral/visual presentations.

Session	Date	Topics / Presentations	Reading Assignments
1	Aug. 8 th	- Discussion of the course syllabus. - Assigning Course Presentations Topic: Introduction to what is Comparative Literature as well as literature itself. A A Good Man is Hard to Find@ (O=Connor)	Lysistrata (Aristophanes) Play-Analysis: The Director=s Primary Study pp. 6- 10; 17- 41
2	Aug. 15 th	MOTHER'S DAY	A To His Coy Mistress@ (Marvell) A Young Goodman Brown@ (Hawthorne) A Everyday Use@ (Walker) --Historical and Biographical Approaches pp. 51-75 B Moral and Philosophical Approaches pp. 77-89 B The Formalist Approach pp. 90-150 NOTE: At the end of each theory chapter you will find an analysis of several literary works, you need only pay close attention to the literary works which have been given as homework (i.e. Marvell, Hawthorne, and Walker)
3	Aug. 22 nd	TRADITIONAL APPROACHES-- Topic: Discussion of: Defining Criticism, Theory, & Literature. Aristophanes=s Lysistrata w/ two short YouTube videos A To His Coy Mistress@ (Marvell) A Young Goodman Brown@ (Hawthorne) A Everyday Use@ (Walker) Presentations: Traditional Approaches: Historical & Biographical, Moral & Philosophical, and The Formalistic Approach	A The Mask of the Red Death@ (Poe) A Marigolds@ (Collier) B Mythological Approach pp. 182-201
4	Aug. 29 th	MYTHIC APPROACHESB Topic: Discussion of: A The Mask of the Red Death@ (Poe) and the Video A Marigolds@ (Collier) Presentation: Mythological Approach	A The Birthmark@ (Hawthorne) The Rime of the Ancient Mariner (Coleridge) A Doña Sebastiana@ (anonymous) B Archetypal Approach: Jungian Psychology pp. 201-219 -The Perceptive Process. Chapter 1
5	Sept. 5 th	MYTHIC APPROACHESB Topic: Discussion of: A The Birthmark@ (Hawthorne) The Rime of the Ancient Mariner (Coleridge) & the Video A Doña Sebastiana@ (anonymous) Presentation: Archetypal (Jungian)I Approach	A The Story of an Hour@ (Chopin) A Red Riding Hood@ (Grimm Brothers) A My Last Duchess@ (Browning) - Feminisms and Gender Studies pp. 222-270 -The Perceptive Process. Chapter 2
6	Sept.12 th	FEMINISMS & GENDER STUDIESB Topic: Discussion of: A The Story of an Hour@ (Chopin) A Red Riding Hood@ (Grimm Brothers) A My Last Duchess@ (Browning)	-A The Ex-Queen among the Astronomers@ (Adcok) -AA Pair of Silk Stockings@ (Chopin) -Medea (Euripides) pp.240-263
7	Sept. 19 th	FEMINISMS & GENDER STUDIESB Topic: Discussion of: -A The Ex-Queen among the Astronomers@ (Adcok) -AA Pair of Silk Stockings@ (Chopin) -Medea (Euripides) part 1 and the Video Presentation: Feminisms and Gender Studies	-A Iron John@ (Grimm Brothers) -Medea (Euripides) pp.264- to the end of the play -Global Masculinities: Restoration and Resistance

8	Sept. 26 th	FEMINISMS & GENDER STUDIES Topic: Discussion of: -A Iron John@ (Grimm Brothers) -Medea (Euripides) part 2 and the Video -Global Masculinities: Restoration and Resistance Review	Study for the exam.
9	Oct. 3 rd	Midterm Exam	A In Another Country@ (Hemingway) A Shooting an Elephant@ (Orwell) Cultural Poetics or New Historicism pp. 212-228 -Cultural Studies pp. 275-298
10	Oct. 10 th	CULTURAL STUDIES / NEW HISTORICISM Topic: Discussion of: A In Another Country@ (Hemingway) A Shooting an Elephant@ (Orwell) Presentation: <u>Cultural Studies / New Historicism:</u> - British Cultural Materialism - New Historicism	A Town and Country Lovers@ (Gordimer) part 1 -Cultural Studies pp. 299-322 -The Perceptive Process. Chapter 3
11	Oct. 17 th	CULTURAL STUDIES / NEW HISTORICISM Topic: Discussion of: A Town and Country Lovers@ (Gordimer) part 1 Presentation: <u>Cultural Studies / New Historicism:</u> - American Multiculturalism - Postmodernism & Popular Culture	A Town and Country Lovers@ (Gordimer) part 2 -Cultural Studies pp. 323-344
12	Oct. 24 th	CULTURAL STUDIES / NEW HISTORICISM Topic: Discussion of: A Town and Country Lovers@ (Gordimer) part 2 Presentation: <u>Cultural Studies / New Historicism:</u> - Postcolonial Studies	Finish Essay
13	Oct. 31 st	No class this week in order for essay pairs to finish-up and email the final paper. This paper should be emailed to the professor no later than noon on Oct 31st.	A I Met a Seer@ (Crane) A The Yellow Wallpaper@ (Gilman) -Reader Response Theories pp. 350- 367 -The Perceptive Process. Chapter 4
14	Nov. 7 th	READER-RESPONSE APPROACHES Topic: Discussion of: -A I Met a Seer@ (Crane) -A The Yellow Wallpaper@ (Gilman)	A Sinners in the Hands of an Angry God@ (Edwards) A Trifles@ (Glaspell) -Reader Response Theories pp. 368- 379 -Reader- Oriented Criticism pp. 72-90
15	Nov. 14 th	READER-RESPONSE APPROACHES Topic: Discussion of: - A Sinners in the Hands of an Angry God@ (Edwards) - A Trifles@ (Glaspell) Presentation: <u>Reader-Response Approaches:</u> - Reader-Response Criticism - Dialogics	A The Purloined Letter@ (Poe)
16	Nov. 21 st	READER-RESPONSE APPROACHES Topic: Discussion of: - A The Purloined Letter@ (Poe) Presentation: <u>Reader-Response Approaches:</u> - Structuralism & Poststructuralism including Deconstruction MOVIE: SHREK	Study for the exam.
17	Nov. 28 th	Final Exam	
18	Dec. 5 th	>Ampliacion= Exam	

NOTE: Slight changes may occur in the schedule of topics. You are responsible to take note(s) of these changes as they occur.

Method of Evaluation

COMPONENTS	PERCENTAGES
Presentation on one literary approach (First come . . . first serve on your choice of approach or it will be assigned for you)	10%
Midterm	20%
Final Exam	20%
(1) Comparative Literary Essay	20%
Quizzes (6 quizzes at 5% each)	30%

Description of Course Assignments

Presentation on one literary approach: Students will present one Literary Approach and guide the class in the analysis of the literary works assigned. This presentation will be completed in groups of two to three students. NOTE: groups of 3 students will only be considered if all the literary approaches have a group to present each of them. (First come. . . first serve on your choice of Period). Students should create a problem solving activity to check the groups understanding of the theory as well as create a summary of the material to be emailed to each course member. *Be creative* and use technology wherever possible. You have approximately 60 min. of class time for this presentation. Presentations will be graded on the following aspects:

**E-mailed summary that contains an outline of the approach(es) . This should be sent to each course member no later than the day of the presentation (2%).*

**Use of creative teaching techniques which guides the class in the analysis of the assigned literary works (2%).*

**Language performance (2%) will be evaluated as well content on the approach (2%), evaluation activity based on the presentation content (1%) & presentation techniques (1%).*

Midterm and Final Exams: There will be a midterm and final exam that cover the materials discussed and/or assigned.

Short Paper: Students are to choose one approach in which to analyze one literary work found within the course anthology, which then must be approved by the professor based upon the thesis statement created for the backbone of the paper. Students are to research the literary work (author, era, etc) on the web and other sources; this should then be used to help build the framework/outline towards the creation of a five to six paragraph essay. The essay must follow the specifics found within the breakdown of the undergraduate student quality essay (see the attachment. . . Also see Chapter 5 of The Perceptive Process).

Be it from the internet or any other source, plagiarism will be punished as harshly as university regulations permit. To plead ignorance about what constitutes plagiarism is not a legitimate defense. The use of material that is not your own _ be it a phrase, idea, or word _ without giving due credit to the author of that material is considered cheating.

Quizzes: Pop quizzes will be given at least once a week throughout the course and sometimes twice a week. A total of seven quizzes will be applied. At the end of the course, the lowest quiz grade will be dropped, which will give a total of six quizzes in the end at 5% each. These short tests consists of two to five questions which will be dictated at any time during the class session. Anyone who is not present without a written excuse will automatically obtain a zero for said quiz. It is recommended that on the occasion a student is unable to attend a class session: (1) the student should inform the professor of the situation prior to the class session and (2) bring a written excuse to class within a week of the absence. It is highly recommended that students are on time for class at the beginning and after the break as well as staying till the end of the class session as these are optimum times for a quiz to be applied.

"Ampliacion" Exam

An "Ampliacion" Exam will be given to those students who have obtained a 6.0 to a 6.5. If the student passes this exam, the final grade will be a 7.0. This exam covers all of the course readings and lectures.

Bibliography

Barry Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New York: Manchester University Press, 1995.

Bressler, Charles E. Literary Criticism: An Introduction to Theory and Practice. 4th Ed. Upper Saddle River, New Jersey: Prentice Hall, 2007.

Gibaldi, Joseph. MLA Handbook for Writers or Research Papers. 6th Ed. New York: MLA, 2003.

Green, Kenneth and Jill LeBihan. Critical Theory & Practice: A Course Book. New York: Routledge, 1996.

Guerin, Wilfred L. et al. A Handbook of Critical Approaches to Literature. 5th Ed. New York: Oxford University Press, 2005.

Meyers, Kari and Gilda Pacheco. The Perceptive Process: An Introductory Guide to Literary Criticism. San José: Editorial de la Universidad de Costa Rica, 2003.

Selden, Raman. Practicing Theory and Reading Literature. 3rd Ed. Lexington: University Press of Kentucky, 1989.

Materials compiled by the professor.

Required Items

- Prepared Anthology
- MLA Handbook (optional) if using an on-line MLA resource

Course Policies

Reading assignments must be completed before the class under which they are indicated in the Schedule of Topics of this syllabus.

Please note that university rules clearly and emphatically stipulate that all cell phones must be turned off during class.

The paper will be assigned by the professor. Any paper that does not fulfill the assignment will receive a failing grade. **Special Note:** Each run-on, fragment and/or comma-splice will automatically reduce the final essay grade by 30 points.