


# UCR

Universidad de Costa Rica  
Sede Occidente

CIUDAD UNVIERSITARIA “Carlos Monge Alfaro”  
DEPARTAMENTO DE FILOSOFÍA, ARTES Y LETRAS  
SECCIÓN LENGUAS MODERNAS  
CARRERA: BACH. EN LA ENSEÑANZA DEL INGLÉS

<p>Second Semester 2011 <b>COURSE CONTENTS &amp; DISTRIBUTION</b> (Tentative)</p> 	<p><b>IO-5500</b> <b>American (U.S.) Literature</b> (Literatura Estadounidense)</p> <p><b>TUESDAYS 8:00 - 11:50 A.M.</b></p> <p><b>Requirements:</b> IO-5600 Técnicas de Investigación</p> <p><b>Credits: 3</b> <b>Hours of class time: 4</b></p>	<p><b>Instructor:</b> <i>M. Ed. Tamatha Rabb Andrews</i></p> <p><b>Office Hours for Attending Students:</b> Mondays: 12 – 1 pm Fridays: 12 – 1 pm</p> <p><b>Office #:</b> 11</p> <p><b>Cell Phone:</b> 8836-4247</p> <p><b>e-mail:</b> <a href="mailto:tamcambronero@gmail.com">tamcambronero@gmail.com</a></p> <p><b>Skype:</b> tamatha.rabb</p>
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## Course Overview

This course presents a panoramic vision of American (U.S) Literature, beginning with traditional literature from the XVIII (18<sup>th</sup>) century and culminating to the drama of present day.

Este curso presenta una visión panorámica de la Literatura Estadounidense, iniciando con la tradicional literatura del siglo XVIII y culminando con su situación actual.

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

General	Specific
<p><b>1.</b> To distinguish between the different distinctive literary genres. Distinguir entre cada uno de los diferentes géneros literarios.</p>	<p><b>1.1</b>To differentiate between different genres and literary figures. Diferenciar los diferentes géneros y figuras literarias. <b>1.2</b>To recognize the features of modern drama in North American literature. Reconocer las características del drama moderno en la literatura estadounidense.</p>
<p><b>2.</b> To recognize the principal figures in literature. Reconocer las principales figuras en literatura.</p>	<p><b>2.1</b> To know important aspects on the lives of principal authors and their most important works from each literary era. Conocer aspectos importantes de la vida de los principales autores y sus más prominentes obras en la cada una de las eras de la literatura. <b>2.2</b> To identify the different literary figures within diverse contexts. Identificar las diferentes figuras literarias en contextos diversos. <b>2.3</b> To identify North American authors within the literary periods that characterized their works. Identificar autores(as) norteamericanos(as) con los periodos literarios que caracterizan sus obras.</p>

<p><b>3.</b> To have a clear concept of the development of American (U.S) Literature.</p> <p>Tener un concepto claro del desarrollo de la literatura estadounidense.</p>	<p><b>3.1</b> To characterize the different literary periods in American (U.S.) Literature. Caracterizar los diferentes períodos de la literatura estadounidense.</p> <p><b>3.2</b> To identify the repercussions found within the most noteworthy social-historical events in each literary period. Identificar las repercusiones de los acontecimientos socio-históricos más sobresalientes de cada periodo literario.</p> <p><b>3.3</b> To differentiate between the literary periods themselves. Diferenciar los periodos literarios entre si.</p>
<p><b>4.</b> To critically analyze and interpret literary works written by different American authors.</p> <p>Analizar e interpretar críticamente trabajos literarios escritos por diferentes autores estadounidenses.</p>	<p><b>4.1</b> To analyze literary works of different principle authors in each era of American Literature.</p> <p><b>4.2</b> To recognize the major exponents within American (U.S.) Literature based upon the style and themes of the literary works. Reconocer los y las mayores exponentes de la literatura norteamericana de acuerdo al estilo y temas de sus obras.</p> <p><b>4.3</b> To execute close analysis of North American literary works taking into account: characterization, theme(s), tone, type of narrator, as well as other literary elements. Realizar análisis de obras literarios de autores norteamericanos tomando en cuenta la caracterización de personajes, tema, tono, tipo de narrador, entre otros aspectos.</p>

**Course Contents/Contenidos del Curso**

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|--|--------------------------------|
| 1. Introduction to the study of Literature: defining terms | 6. The American Renaissance    |
| 2. Native American Literature                              | 7. The Rise of Realism         |
| 3. The Colonial Period                                     | 8. The Moderns                 |
| 4. The Revolutionary Period                                | 9. Fiction 1945 to the Present |
| 5. American Romanticism                                    |                                |

**Linguistic Contents**

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|---|---|
| <ul style="list-style-type: none"> <li>• Making predictions</li> <li>• Summarizing points</li> <li>• Act out a scripted conversation</li> <li>• Express and defend opinions</li> <li>• Perform a dialogue</li> <li>• Give a narrative</li> <li>• Orally summarize a literary work</li> <li>• Interpret literary poetry</li> </ul> | <ul style="list-style-type: none"> <li>• Relate one’s experiences to a literary piece</li> <li>• Read aloud</li> <li>• Ask for and give examples/ideas/explanations</li> <li>• Use new vocabulary to discuss a literary work</li> <li>• Asking for clarification in understanding a literary piece</li> <li>• Report research findings</li> </ul> |
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- Support opinions with examples
- 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

## Teaching Methodology

The instructor will present introductory material and will guide the students in commentaries, discussions, and analysis of the assigned readings. Student preparation for and participation in class is vital. Students will express their ideas and opinions individually and in groups both orally and written formats on different literary works and on the American authors who wrote them.

**Metodología:** La profesora presentará material introductorio y guiará a los comentarios, discusiones y análisis de las lecturas asignadas a los y las estudiantes. La preparación para y la participación en clase por parte de los y las estudiantes es fundamental. Los y las estudiantes expresarán sus ideas y opiniones tanto en forma oral como escrita sobre diferentes obras literarias estadounidenses y sus autores, individualmente y en grupos.

## Schedule of Topics

Session / Date		Content	Students presentations/ due dates	Assignments
1	Aug 9 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Ice Breaker</li> <li>- Course Syllabus</li> <li>- Create groups for the course presentations</li> <li>- Native American Literature</li> </ul>		<p><b>Read <i>To Kill a Mockingbird</i></b> Pp. 3 - 27</p> <p><b>Read Anthology:</b></p> <ul style="list-style-type: none"> <li>-Background- The New Land</li> <li>-Introduction to Native American Literature &amp; Writers</li> <li>- Four Worlds: The Dine Story of Creation</li> <li>- A Sample of Native American Myths &amp; Ritual Songs <ul style="list-style-type: none"> <li>- Grandmother Spider Steals the Sun</li> <li>- Coyote Finishes His Work</li> <li>- "Song of the Sky Loom"</li> <li>- "Breath of Life"</li> </ul> </li> <li>-The Colonial Period: The Age of Faith</li> </ul>

2	Aug 16 <sup>th</sup>	Native American Literature cont.		<p><b>Read To Kill a Mockingbird</b> Pp. 28 – 52</p> <p><b>Read Anthology:</b></p> <ul style="list-style-type: none"> <li>-Puritanism</li> <li>-William Bradford</li> <li>-From Of Plymouth Plantation</li> <li>-The First Thanksgiving</li> <li>- The Plain Style</li> <li>-John Smith</li> <li>- The New Land</li> <li>-Mary Rowlandson</li> <li>- From A Narrative of Her Captivity</li> <li>-Themes in American Literature</li> </ul>
3	Aug 23 <sup>rd</sup>	The Colonial Period		<p><b>Read To Kill a Mockingbird</b> Pp. 53 - 76</p> <p><b>Read Anthology:</b></p> <ul style="list-style-type: none"> <li>-Cotton Mather</li> <li>-The Trial of Martha Carrier</li> <li>- Jonathan Edwards</li> <li>- From Sinners in the Hands of an Angry God</li> <li>-The Revolutionary Period: The Age of Reason</li> <li>- The New Republic</li> <li>-Benjamin Franklin</li> <li>- From The Autobiography</li> <li>-Franklin’s Wise Use of Time</li> </ul>
4	Aug 30 <sup>th</sup>	<p>The Colonial Period cont.</p> <p>The Revolutionary Period</p>	<p><b>Presentation #1</b> <b>The Colonial Period</b></p>	<p><b>Read To Kill a Mockingbird</b> Pp. 77 - 100</p> <p><b>Read Anthology:</b></p> <ul style="list-style-type: none"> <li>-Patrick Henry</li> <li>-Speech to the Virginia Convention</li> <li>-Persuasion</li> <li>-The New Republic &amp; Thomas Paine</li> <li>-The Crisis, No. 1</li> <li>- American Romanticism</li> <li>-The Flowering of American Romanticism</li> </ul>

5	Sept 6 <sup>th</sup>	The Revolutionary Period cont.  American Romanticism	<b>Presentation #2</b> <b>The Revolutionary Period: The Age of Reason</b>	<b>Read To Kill a Mockingbird</b> Pp. 101 - 125 <b>Read Anthology:</b> -Washington Irving -Rip Van Winkle - A Comment on the Story -Primary Sources: A Traveler Comments on American Manners - The Devil and Tom Walker
6	Sept 13 <sup>th</sup>	American Romanticism cont.		<b>Read To Kill a Mockingbird</b> Pp. 126 - 150 <b>Writing About Literature Copies:</b> -How Do I Read Short Fiction? -Writing About Structure -Writing About Imagery and Symbolism -Images, Archetypal Motifs or Patterns, & Archetypes as Genres
7	Sept 20 <sup>th</sup>	Movie: <i>To Kill a Mockingbird (part 1)</i> Literary Elements		<b>Read To Kill a Mockingbird</b> Pp. 151 - 175 <b>Writing About Literature Copies:</b> -Writing About Point of View -Writing About Setting and Atmosphere -Writing Essays of Literary Criticism - Literary Elements -Glossary
8	Sept 27 <sup>th</sup>	Literary Elements cont. <b>First Partial Exam</b>		<b>Read To Kill a Mockingbird</b> Pp. 176 - 200 <b>Read Anthology:</b> -James Fenimore Cooper - A Rescue from The Deeslayer -Chief Joseph & I Will Fight No More Forever -Chief Seattle & This Sacred Soil -Speech of Chief Seattle -The American Renaissance -Transcendentalism -Nathaniel Hawthorne -Young Goodman Brown

9	Oct 4 <sup>th</sup>	American Romanticism cont.  The American Renaissance	<b>Presentation #3</b> <b>The American Romanticism</b>	<b>Read To Kill a Mockingbird</b> Pp. 201 - 226 <b>Read Anthology:</b> -Edgar Allan Poe's Difficult Life -The Dark Side of Romanticism -The Cask of Amontillado -The Fall of the House of Usher - A Comment on the Story -Symbols -Annabel Lee -Eldorado
10	Oct 11 <sup>th</sup>	The American Renaissance cont.	<b>Presentation #4</b> <b>The American Renaissance</b>	<b>Read To Kill a Mockingbird</b> Pp. 227 - 252 <b>Read Anthology:</b> -The Raven -Primary Sources: Poe's Essay on the Writing Process -Sound Effects -The Rise of Realism: The Civil War & Post-War Period -American Literary Realism -American Literary Naturalism - Frederick Douglass -The Battle with Mr. Covey
11	Oct 18 <sup>th</sup>	Lecture on The Civil War & Its Aftermath		<b>Read To Kill a Mockingbird</b> Pp. 253 - 278 <b>Read Anthology:</b> -Five Myths About Why the South Seceded - Mark Twain -The Story of the Bad Little Boy -From The Adventures of Huckleberry Finn - A Comment on the Novel -Primary Sources: The "Original" Huckleberry Finn
12	Oct 25 <sup>th</sup>	Lecture on The Civil War & Its Aftermath	<b>Presentation #5</b> <b>The Rise of Realism</b> <b>- The Civil War &amp; Post-War Period</b>	<b>Read To Kill a Mockingbird</b> Pp. 279 - 304 <b>Read Anthology:</b> -Walt Whitman -I Hear American Singing -The Moderns: The American Voice in Fiction -Modernism -Willa Cather -A Wagner Matinee

13	Nov 1 <sup>st</sup>	The Moderns: The American Voice in Fiction		<b>Read To Kill a Mockingbird</b> Pp. 305 – to the end of the novel <b>Read Anthology:</b> -Thomas Wolfe -His Father's Earth -F. Scott Fitzgerald -Winter Dreams
14	Nov 8 <sup>th</sup>	Movie: <i>To Kill a Mockingbird</i> (part 2) The Moderns: The American Voice in Fiction cont.		<b>Finish Essay</b>
15	Nov 15 <sup>th</sup>	<b>No class this week in order for essay pairs to finish-up and email the final paper.</b>	<b>Turn in the final essay on <i>To Kill a Mockingbird</i></b> <b>This paper should be emailed to the professor no later than noon on Nov 15<sup>th</sup>.</b>	<b>Read Anthology:</b> -Ernest Hemingway -In Another Country -Fiction: 1945 to the Present -Cultural Diversity in American Literature 1945-1980
16	Nov 22 <sup>nd</sup>	Lecture on Towards the 21st century	<b>Presentation #6</b> <b>The Moderns – The American Voice in Fiction</b>	<b>Read Anthology:</b> -Bernard Malamud -The Magic Barrel -A Comment on the Story -Flannery O'Connor - The Life You Save May Be Your Own -Worksheet
17	Nov 29 <sup>th</sup>	<b>Second Partial Exam</b>	<b>Presentation #7</b> <b>Fiction – 1945 to the Present</b>	

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

**Nota:** puede que hayan pequeñas variaciones en cuanto a DISTRIBUCIÓN DE LOS CONTENIDOS DEL CURSO. Los y las estudiantes serán responsables de tomar nota cuando los mismos se presenten.

## EVALUATION

COMPONENTS	PERCENTAGES
<b>Written book analysis paper on <i>To Kill a Mockingbird</i></b> (groups of two Ss and the possibility of <u>one</u> group of three)	20%
<b>Presentation on One Literary Period and its Noteworthy Authors</b> (groups of two and the possibility of one group of three Ss.) (First come... first serve on your choice of period OR it will be assigned for you)	10%
<b>6 Pop Quizzes</b> (5% each)	30%

<b>First Partial Exam</b>	20%
<b>Second Partial Exam</b>	20%

**Description of Course Assignments/ Descripción de las tareas del curso**

- ✓ **Presentation on one Literary Period and its Noteworthy Authors:** Students will present one Literary Period and its Noteworthy Authors in groups of two to three students...NOTE: groups of 3 students will only be considered if all the literary periods have a group to present each of them. (First come... first serve on your choice of Period). Students should take into account the history read when presenting and create a problem solving activity to check the groups understanding of the material 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 40 min. of class time for this presentation. Presentations will be graded on the following aspects:
  - E-mailed summary that contains relevant information about the socio-historical conditions of the period and the corresponding literary productions This should be sent to each course member (2%).
  - Use of creative techniques such as a movie presentation, drama, documentary, talk show(s), etc. which brings to life the historical literary period (2%).
  - Language performance (2%) will be evaluated as well content on the historical period (2%), evaluation activity based on the history of the period (1%) & presentation techniques (1%).
- ✓ **Essay:** Students are to read one novel, *My Antonia*. Students are to research the reading (author, era, etc) on the web and other sources and compare the book to the movie. The five to six paragraph essay must contain the following elements:
  - **Introduction with an attention grabber (1%) at the beginning of the paragraph, relevant background information (1%) in the middle, and a clear thesis statement (2%) towards the end.**
  - **3 to 4 body paragraphs with clearly written topic sentences that correspond with the thesis statement (3%). Body paragraphs must have 3 supports (4%) for each topic sentence and have a concluding statement (4%) at the end of each paragraph. Body paragraphs should NOT contain opinions of the writers.**
  - **A concluding paragraph which relates the analysis to what one should learn from it. This paragraph contains the writers' opinions (1%)**
  - **Essays will also be graded on one's language usage (2%) and content (2%)**

**NOTE: Any suspected plagiarism will result in the loss of the 20% essay grade.**

- ✓ **Pop Quizzes:** Pop quizzes will be given throughout the semester. A total of 6 pop quizzes will be applied. These short tests consist 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 in order to not receive the said zero.

**Bibliography**

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.
- Hinkel, E. **Elements in Second Language Teaching and Learning.** USA: Cambridge University Press, 2000.
- Inge, Thomas. (Editor). American Reader. Washington: United States Information Agency, 1990.
- Lazar, G. **Literature and Second Language Teaching.** Cambridge: Cambridge University Press, 1993
- Miller, J.E. **The United States in Literature (Classic Edition).** Glenview IL: Scot Forestman &Co, 1991.

### **Required Items**

Materials compiled by the professor.

### **Course Policies**

- ✓ Reading assignments must be completed before the class under which they are indicated in the Schedule of Topics of this syllabus.
- ✓ All papers will be assigned by the professor. Any paper that does not fulfill the assignment will receive a failing grade.
- ✓ Papers must be typewritten, double-spaced in no larger than 12 pitch, and students must adhere to proper MLA format in the typing and preparation of their essay.
- ✓ **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 X be it a phrase, idea, or word X without giving due credit to the author of that material is considered cheating.**
- ✓ As always, pay careful attention to any changes in the syllabus we might agree upon.
- ✓ Late work will not be accepted.
- ✓ Please note that university rules clearly and emphatically stipulate that all cell phones must be **turned off** during class.
- ✓ The passing grade is 7.0. An 'Ampliacion' Exam will be given to those students who have obtained a 6.0 to a 6.5.

## 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 accomplishments<sup>1</sup>.
- ◆ People were gazing for new horizons in religion, art, politics, and geography<sup>2</sup>.
- ◆ Eyes were turned towards America, and then, exploration-exploitation began.

## Geographical Groups:

The United States was divided into:

### a. *New England Colonies*

- formed by Puritans<sup>3</sup> 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 mixed<sup>4</sup>
- 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.
- Sara Kemble Knight: wrote of her Journal of Madam Knight

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<sup>1</sup> Such as the printing press machine.

<sup>2</sup> Columbus in America

<sup>3</sup> Named Puritans because their attempt to purify the England Church

<sup>4</sup> Formed by Duchess, Swedish, Germans, French refugees.

- William Byrd: wrote about the human and curiosities using a witty style presenting the contrast between New England and the Southern culture.

### ***Native Americans***

- They wrote about the welfare of 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 Mather: Emphasized topics related to witchcraft.
- Jonathan Edwards: wrote Sinners in the Hands of an 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 illustrate the desire for 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 18<sup>th</sup> century, many changes were produced:

- Begin the spirit of liberty
- Schools were established
- Commerce was thriving
- Population multiplied
- Preachers and theologians 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 Crevecoeur: 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.



