

**UNIVERSIDAD DE COSTA RICA  
ESCUELA DE LENGUAS MODERNAS  
BACHILLERATO EN INGLES  
SECCIÓN DE LITERATURA INGLESA**

**Course Outline**

Course Title: American Literature Survey	Pre-requisites: LM-1365, LM-1366, LM-1361, LM-1362, LM-1363
Course Code: LM-1475	Co-requisites: None
Credits: 3	Type: Course of study for the B.A. degree in English
Hours: Class Hours: 4 Out-of-class hours: 5	Academic cycle: VII
Level: 4 <sup>th</sup> year	Semester: I-2017

**I. Description**

This class is a survey of American literature from the colonial period to the present. It is designed to give seventh-semester students a comprehensive view of American literature within its historical, biographical, social, political, economic, philosophical, and religious context. Due to the nature of the course, it favors an eclectic approach that combines the communicative, constructivist, cognitive, and task-centered approaches. This is the first English literature class that teaches the three main literary genres studied in the third year of the major: narrative, drama, and poetry and the first survey class on the major literary traditions in the English language. This course aims at developing critical and creative thinking as far as the American culture and literature goes, promoting the critical analysis and interpretation of literary works, and increasing fluency in English through reading and discussion.

**II. Specific Objectives:**

By the end of the semester, the student will be able to complete the following tasks:

1. Identify major American works by author and by period.
2. Relate literary works to the historical, biographical, social, political, economic, philosophical, and religious elements from which they evolve.
3. Link the development of the United States to the development of its literature.
4. Determine the issues and attitudes revealed through given literary works.
5. Develop empathy and respect for the values, norms, ideas, and opinions of other individuals and societies.
6. Explain and defend interpretations based on textual support of given works in clear English.

**III. Contents**

1. The New Land (BC-1750)
  - a. Native American oral literature
  - b. Colonial literature
  - c. Puritan literature
  - d. Literature of the Enlightenment
2. Literary Nationalism (1750-1850)
  - a. Early Romanticism
  - b. Folk literature
  - c. Literature of mystery and suspense
3. American Classic (1840-1870)
  - a. Mid-Romanticism
  - b. Activist literature
    - i. the nonconformists
    - ii. women
    - iii. African Americans
  - c. Moralistic literature
4. Variations and Departures (1870-1915)
  - a. Late Romanticism
  - b. Realism
  - c. Naturalism
5. The Modern Temper (1915-1945)
  - a. Modernistic prose
  - b. Modernistic poetry
6. New Frontiers (1945-present)
  - a. New prose
  - b. New drama

Each of the previous divisions includes:

- Historical cultural background
- Literary trends
- Specific works
- Biographical information

#### **IV. Methodology**

The instructor will introduce the historical and biographical backgrounds of each unit. After each reading, group discussions will be used to critically analyze the assignments. From time to time, students will prepare, ahead of time, panels, debates or group presentations on some works, periods, or authors. As a complement to these activities, multimedia materials will be shown in class.

Out-of-class work includes completing the assigned readings before each class, finding complementary materials for a more comprehensive understanding of the written text, looking for the meaning of unfamiliar terms, making sure that team work is equitable by meeting and working as a group and that labor division is fair, doing the creative writings and the essays, and producing the video.

Students will employ their theoretical knowledge of American culture and literature and of the conventions of the literary and essay genres to produce their creative writing, academic essays, and the script

for the video. They will also employ their knowledge of the conventions of public speaking (panel, debate, speech) they have acquired throughout the major to deliver their oral presentations.

## V. Evaluation

The final grade will be based on the following:

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|---|-----|
| 1. 2 papers                                       | 30% |
| 3. 3 exams  | 45% |
| 4. Oral presentation                              | 10% |
| 5. Assignments, creative projects, and/or quizzes | 15% |

Only assignments turned in on time, personally, or with a previous excuse and/or justified with documents (for serious illness, hospitalization, emergencies, death of close relatives) will be accepted. Quizzes might be unannounced and may not be taken by those with unjustified absences. Points off will be taken for oral reports that are tardy. Equipment and support materials must be ready when reports are scheduled at the beginning of a class. Students will be marked down when they do not prepare themselves for a class.

**Todo estudiante en todo curso queda sujeto a los reglamentos de evaluación de la Universidad de Costa Rica.**

## VI. Bibliography

Carlsen, Robert, et al, eds. *American Literature: A Chronological Approach*. Treasury Edition. N.Y.: Mc Graw Hill, 1985.

Inge, Thomas, ed. *A Nineteenth Century American Reader*. Washington D.C.: United States Information Agency, 1989.

Lauter, Paul, General ed. *The Heath Anthology of American Literature*. Vol. 1. Lexington, Massachusetts: D.C. Heath and Co., 1990.

Lauter, Paul, General ed. *The Heath Anthology of American Literature*. Vol. 2. Lexington, Massachusetts: D.C. Heath and Co., 1990.

Lemay, Leo, ed. *An Early American Reader*. Washington D.C.: United States Information Agency, 1989.

Miller, James. E, Jr., et al., eds. *The United States in Literature*. 7th ed. Glenview, Illinois: Scott, Foresman and Company, 1987.

## VII. Tentative Chronogram\*

Week	Month	Date	
1	March	T, 14	<b>Introduction to the course</b>
		F, 17	<b>Background: The New Land (Prehistory-1750) Native American Mythology p. 46</b> How the World Was Made (James Mooney) pp. 47-9 The Sky Tree (Joseph Bruchac) p. 51-53 <i>From</i> The Iroquois Constitution (Dekanawidah) pp.54-8 The War of God's Horse Song (Navajo), A Dancing Song (Pima), Firefly Song (Ojibwa)

2	March	T, 21	A Spectacle of Great Beauty (Christopher Columbus) <a href="http://teacherweb.com/LA/MandevilleHighSchool/Netterville/SPECTACLE-of-Great-Beauty--Columbus.pdf">http://teacherweb.com/LA/MandevilleHighSchool/Netterville/SPECTACLE-of-Great-Beauty--Columbus.pdf</a> From La Relación (Alvar Nuñez Cabeza de Vaca) pp.62-6 From The History of Plymouth Plantation (William Bradford) 70-3 Traveling in the New Land (Sarah Kemble Knight) <a href="http://www.bartleby.com/163/219.html">http://www.bartleby.com/163/219.html</a> Upon the Burning of Our House, To My Dear and Loving Husband (Anne Bradstreet) 78-80
		F, 24	Sinners in the Hands of an Angry God (Jonathan Edwards) 100-5 The Trial of Martha Carrier (Cotton Mather) What is an American? (Michel-Guillaume Jean de Crèvecoeur)
3		T, 28	<b>Oral Presentation Group #1: "The Flesh and the Spirit" (Anne Bradstreet) p. 39</b> <a href="http://www.poemhunter.com/i/ebooks/pdf/anne_bradstreet_2012_3.pdf">http://www.poemhunter.com/i/ebooks/pdf/anne_bradstreet_2012_3.pdf</a>  <b>Background: A New Nation (1750-1850)</b> From The Autobiography of Benjamin Franklin, From Poor Richard's Almanack pp.130-6, Moral Perfection (Paragraphs 167-181) <a href="http://www.bartleby.com/1/1/4.html">http://www.bartleby.com/1/1/4.html</a> Thanatopsis (William Cullen Bryant) 218-222 The Chambered Nautilus (Oliver Wendell Holmes) 224-7
		F, 31	From Nature, From Self Reliance (Ralph Waldo Emerson) 238-248 From Civil Disobedience, From Walden (Henry David Thoreau) 250-262
4		T, 4	<b>Midterm 1</b>
		F, 7	<b>Oral Presentation Group #2: The Devil and Tom Walker (Washington Irving) pp.202-214</b>  <b>Writing About Literature Workshop (bring sample thesis statements)</b>
5		10-14	<b>EASTER WEEK</b>
6		T, 18	<b>Background: American Classic (1840-1870)</b> The Minister's Black Veil (Nathaniel Hawthorne) pp.264-276 The Raven and To Helen (Edgar Allan Poe) pp. 285-291
		F, 21	<b>Outline revision paper 1</b> The Pit and the Pendulum (Edgar Allan Poe) pp.292-305
7	April	T, 25 SEM. U	<b>Background: The Civil War and Its Aftermath (1845-1880)</b> From Uncle Tom's Cabin (Harriet Beecher Stowe) From My Bondage and My Freedom (Frederick Douglass) pp.328-335
		F, 28 SEM. U	Songs of America: Go Down Moses / Swing Low, Sweet Chariot / Follow the Drinking Gourd pp.336-340 / Clementine <a href="http://www.scoutsongs.com/lyrics/clementine.html">http://www.scoutsongs.com/lyrics/clementine.html</a> And Ain't I a Woman? (Sojourner Truth) pp. 344-7 Stanzas on Freedom (James Russell Lowell)  <b>Oral Presentation Group #4: An Occurrence at Owl Creek Bridge (Ambrose Bierce)</b> <a href="http://compositionawebb.pbworks.com/f/owl.pdf">http://compositionawebb.pbworks.com/f/owl.pdf</a>
8		T, 2	<b>Background: Variations and Departures (1870-1915)</b> I Hear America Singing, When I Heard the Learn'd Astronomer (Walt Whitman) pp. 401-5 From Song of Myself pp. 410-7
	May	F, 5	If you were coming in the Fall, My life closed twice before its close, The Soul selects her own Society, This Is my letter to the World (Emily Dickinson) p. 423-436

			To Make a Prairie It Takes a Clover, I Tasted Liquor Never Brewed, A Narrow Fellow in the Grass I Met a Seer, The Wayfarer, A Man Said to the Universe (Stephen Crane)	
9	May	T, 9	<b>Paper 1</b> <b>Background: Regionalism and Realism 1865-1910</b> The Celebrated Jumping Frog of Calaveras County (Mark Twain) pp. 460-9	
		F, 12	I Will Fight No More Forever (Chief Joseph) pp. 513-5 My Heart Feels Like Bursting (Satanta) <a href="https://goo.gl/1bUvB7">https://goo.gl/1bUvB7</a> A Pair of Silk Stockings (Kate Chopin) <b>Oral Presentation Group #3: The Open Boat (Stephen Crane) pp. 557-577</b>	
10		T, 15	<b>Midterm 2</b>	
		F, 19	<b>Background: The Modern Temper (1910-1945)</b> The Last Flower (James Thurber) In a Station of the Metro, A Pact (Ezra Pound) pp. 599-601 The Hollow Men (T.S. Elliot) <a href="https://www2.bc.edu/john-g-boylan/files/thehollowmen.pdf">https://www2.bc.edu/john-g-boylan/files/thehollowmen.pdf</a> The Red Wheelbarrow, This is Just to Say (William Carlos Williams) pp. 612-5 Anecdote of the Jar (Wallace Stevens) pp.616-8	
11	May	T, 23	In Another Country (Ernest Hemingway) pp. 678-84 The Road not Taken and Fire and Ice, Mending Wall (Robert Frost) pp. 694-7 THE HARLEM RENAISSANCE Theme for English B (Langston Hughes) <a href="http://goo.gl/BjwpCj">http://goo.gl/BjwpCj</a> If We Must Die (Claude McKay) pp. 734	
		F, 26	<b>Oral Presentation Group #5: The Leader of the People (John Steinbeck)</b> <b>Background: Midcentury Voices 1930-1960; New Frontiers (1945)</b> The Secret (Denise Levertov) The Writer (Richard Wilbur)	
12		T, 30	<b>Background: Into the Twenty-First Century (1960 to the Present)</b> Snow (Julia Alvarez) pp. 1030-33 Se me enchina el cuerpo al oír tu cuento (Norma Elia Cantú) pp. 1096-99 Marigolds (Eugenia Collier): <a href="http://goo.gl/SD5OPL">http://goo.gl/SD5OPL</a> Salvador Late or Early (Sandra Cisneros) pp. 1172-75	
		F, 2	<b>Oral Presentation Group #6: A Worn Path (Eudora Welty) pp. 831-40</b> Harrison Bergeron (Kurt Vonnegut) <a href="http://wordfight.org/bnw/bnw-unit_packet.pdf">http://wordfight.org/bnw/bnw-unit_packet.pdf</a>	
13	June	T, 6	Novel: Vonnegut's <i>Cat's Cradle</i> Introduction to the novel: <a href="http://goo.gl/3gKQyB">http://goo.gl/3gKQyB</a> <i>The Brief Wondrous Life of Oscar Wao</i> (Junot Díaz)	
		F, 9	Novel	
14		T, 13	Novel	
		F, 16	Novel	
15		T, 20	<b>Outline revision paper 2</b>	
		F, 23	Novel	
16		T, 27	<b>Paper 2</b>	
		F, 30	<b>Midterm 3</b>	
17			T, 4	<b>Creative Project Presentation</b>

		F, 7	Creative Project Presentation
18	July	T, 11	Final grades
		T, 18	Ampliación

\* This chronogram is tentative and subject to changes as deemed appropriate by the professor.

#### VIII. Additional information

1. **No late work will be accepted.** Assignments must be submitted no later than 15 minutes after the beginning of the class. Only under very special circumstances, at the professor's discretion, will late assignments be accepted. In this case, from 10% to 50% may be taken off of the assignment's grade.
2. Students will be required to submit an electronic version of their out-of-class papers, along with the printed version, via e-mail. However, the electronic version does not replace the printed version. The printed version is the only valid document to be evaluated and taken into account for the previous point on late assignments.
3. Papers that do not follow the established MLA format regarding font size, margins, spacing, headings, or any other MLA standard, **will not be accepted.**
4. **Plagiarism will not be tolerated** as this constitutes a serious academic offense. Plagiarized work will be given a zero; an account of the student's fault will be kept in his/her records.

Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica

#### ARTICULO 4. Son faltas ***muy graves***:

- g) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier otra índole.
- j) Plagiar, en todo o en parte, obras intelectuales de cualquier tipo.
- k) Presentar como propia una obra intelectual elaborada por otra u otras personas, para cumplir con los requisitos de cursos, trabajos finales de graduación o actividades académicas similares.

#### ARTICULO 9. Las faltas serán sancionadas según la magnitud del hecho con las siguientes medidas:

- a) Las faltas muy graves, con suspensión de su condición de estudiante regular no menor de seis meses calendario, hasta por seis años calendario.
- b) Las graves con suspensión de quince días lectivos a seis meses calendario.

#### REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL

**ARTÍCULO 22.** Debe observarse el siguiente procedimiento, en relación con la calificación, entrega e impugnación de los resultados de cualquier prueba de evaluación, salvo disposición expresa en contrario:

a. El profesor debe entregar a los alumnos las evaluaciones calificadas y todo documento o material sujeto a evaluación, a más tardar **diez días hábiles** después de haberse efectuado las evaluaciones y haber recibido los documentos.