



<b>Name:</b> Lectura Dirigida I	<b>Requisites:</b> NA
<b>Course Code:</b> SP-7711	<b>Co-requisites:</b> NA
<b>Credits:</b> 3	<b>Type:</b> Plan de Estudios Master's in English Literature
<b>Schedule:</b> 3 hours / week in-class work 6 hours / week out-of-class work	16 weeks
<b>Level:</b> Postgraduate	<b>Cycle:</b> Varies
<b>Course Delivery Modality:</b>	100% Virtual

### Justificación

The course offers an expansive exploration of British literature, spanning from its Anglo-Saxon origins to the contemporary productions of the 21st century. While providing an overview of British literature, instructors are encouraged to select specific periods, movements, genres, theories and approaches to focus on, allowing for in-depth analysis and a tailored learning experience.

Instructors have the freedom to curate a diverse selection of texts, encompassing novels, short stories, poetry, plays, and any other form of text that can be analyzed through a literary lens. By incorporating texts that align with their expertise and interests, instructors can delve into the characteristics and nuances of literature from the region.

Through engaging discussions, close readings, and analytical writing, students will develop their ability to interpret, analyze, and contextualize literary works within broader cultural and historical contexts. This course invites students to navigate the multifaceted tapestry of British literature, encouraging them to explore the rich cultural heritage and diverse voices that shape it.

### GENERAL OBJECTIVE

To engage students in an expansive exploration of British literature within the chosen periods, movements, theories, and approaches through a critical analysis of the selected texts and contexts that shape British literature.

### SPECIFIC OBJECTIVES

During this course, the students will

A. Enhance their skills in close textual analysis, interpreting and analyzing novels,

short stories, poetry, plays, or other literary forms and texts from diverse perspectives, genres, and mediums.

B. Develop their ability to critically evaluate and contextualize literary works within broader cultural, social, political, and historical frameworks, considering the impact of these in the analyses.

C. Participate in lively and intellectually stimulating discussions, exchanging ideas and interpretations to deepen their understanding of British literature.

D. Hone their analytical writing skills, producing well-structured and insightful written research assignments that demonstrate their interpretation and analysis of literary works.

E. Cultivate an appreciation for the rich cultural heritage and diverse voices represented in British literature, recognizing the contributions of various writers and their unique perspectives.

F. Explore the intersections of literature with other forms of cultural expressions, such as art, music, film, or social movements, to gain a further comprehensive understanding.

G. Foster critical thinking and independent inquiry, encouraging students to develop their own interpretations and engage in researching as academics of the study of literature.

## **CONTENTS**

- A. Selected British literary works related to the specific era/eras, movement/s, or approach/es that the course focuses on.
- B. Theoretical approach or approaches studied in accordance with the era/eras, movement/s explored in the course.
- C. The historical and/or cultural background necessary to understand the literature read in the course.

## **METHODOLOGY**

Class time will be dedicated to the discussion and analysis of readings assigned for each week. The instructor will review and supplement the material and guide the students in the discussion, close reading, and analysis of the theoretical as well as literary works assigned; however, students will be encouraged to produce knowledge instead of just passively receiving it. Therefore, students' preparation and participation in discussions and class activities is fundamental because that facilitates assimilation of the course subject matter. Students will share their ideas individually and in groups, in both oral and written forms. Throughout the course, class participants will be given the means for and responsibility of developing literary, critical, and analytical competence. Before class, students have to read, study, and do the activities assigned by the instructor. Likewise, homework and other tasks have to be completed prior to each class. Daily preparation and participation are essential for successful completion of course objectives.

The course will include online sessions to comply with the fully online delivery modality (100% of virtualization, with 60% synchronous time and 40% asynchronous time of the sessions) required by University of Costa Rica. This methodology requires students to develop autonomy as learners and writers and to make frequent use of technologies to complete the coursework.

The institutional platform Mediación Virtual will be used as the official platform for online classes. Thus, students are required to possess a UCR account and to participate in all the online activities of the course. A videoconferencing service platform (such as Zoom or Teams) will be used to establish synchronic communication during class time, and the UCR's institutional email accounts will be the official channel of communication between instructor and students.

### Evaluation

Evaluation is a continuous process in the sense that student preparation and participation are expected and observed during each class. The final grade for this course will be determined on the following basis:

- Research Paper..... (60%)
- Assignments & Classwork..... (40%)

**Research Paper (60%):** This is a 12-20 page paper to be submitted by the end of the course (date to be announced). This is a research paper subject to publication, with a sound theoretical framework and a critical and original analysis of the literary text.

**Assignments (40%):** They may include Oral reports or comments based on assigned readings, extra readings and research, response papers, as well as Synchronous or Asynchronous in-class activities such as forums, on-line group discussions, debates, etc. (dates and specific guidelines for each activity will be announced in advance).

The dates of the assignments are included in the timetable.

### Timetable

Week 1	Bakhtin Rabelais and His World "Introduction" Evolution of Disciplinary Societies Michel Foucault "Torture" and "Punishment" (in Discipline and Punish) Suggested reading: Herra Lo monstruoso y lo bello "De las bellas artes" and "Gregor o el bello monstruo"	
Week 2	Asynchronous The Abnormal Subject Michel Foucault The Abnormal Classes 1-3 Howard Becker "Outsiders" (in Outsiders) Suggested: Erving Goffman "Stigma and Social Identity" (in Stigma)	
Week 3	<i>Trainspotting by Irvine Welsh Synchronous Discussion</i>	T. pgs 1-161

Week 4	<i>Trainspotting</i> by Irvine Welsh Synchronous Discussion	T. pgs 165-344
Week 5	Michel Foucault "Discipline" Chapter 3-"Panopticism" (in <i>Discipline and Punish</i> ) <i>A Clockwork Orange</i> by Anthony Burgess	CO. Prt. 1
Week 6	<i>A Clockwork Orange</i> by Anthony Burgess	CO. Prt. 2 & 3
Week 7	Thomas Szasz "Psychiatric Classification" (in <i>Ideology and Insanity</i> ) <i>The Panopticon</i> by Jenni Fagan	P. Chp. 1-19
Week 8	<i>The Panopticon</i> by Jenni Fagan	P. Chp. 20-38
Week 9	Buttler <i>Gender Trouble</i> "Foucault, Herculine, ad the Politics of Sexual Discontinuity," "Monique Wittig: Bodily Disintegration and Fictive Sex," and "Bodily Incriptions, Performative Subversions" Iain Banks <i>The Wasp Factory</i>	WF. Chp 1-6
Week 10	Iain Banks <i>The Wasp Factory</i>	WF. Chp 7-12
Week 11	Haraway <i>Simians Cyborgs and Women The Reinvention of Nature</i> "A Cyborg Manifesto"	
Week 12	J.G. Ballard <i>Crash</i>	C.Chp. 1-12
Week 13	J.G. Ballard <i>Crash</i>	C. Chp. 13-24
Week 14	Ian McEwan <i>The Cement Garden</i>	
Week 15	Hand in Paper Research discussion Paper discussion	
Week 16	Paper discussion	

## Bibliography

Althusser, Louis. "Ideology and Ideological State Apparatuses" *Lening and Philosophy and*

- Other Essays*. Trans. Ben Brewster. New York: Monthly Review Press, 1971.
- Bakhtin, Mikhail. *Rabelais and His World*. Translated by Helene Iswolsky, Indiana UP, 1984.
- Banks, Iain. *The Wasp Factory*. Simon & Schuster, 1998.
- Ballard, J. G. *Crash*. Picador, 2001.
- Becker, Howard S. *Outsiders: Studies in the Sociology of Deviance*. New York: The Free Press, 1966.
- Burgess, Anthony. *A Clockwork Orange*. London: Norton & Company, 1986.
- . *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1999.
- Fagan, Jenni. *The Panopticon*. New York: Hogarth, 2014.
- Foucault, Michel. *Abnormal: Lectures at the College de France 1974-1975*. Trans. Graham Burchell. London: Verso, 2003.
- . *Discipline and Punish: The Birth of the Prison*. Trans. Alan Sheridan. New York: Vintage, n.d.
- Goffman, Erving. *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. New York: Anchor Books, 1990.
- . *Stigma: Notes on the Management of the Spoiled Identity*. N.J.: Prentice-Hall, 1963.
- Haraway, Donna, J. *Simians Cyborgs and Women The Reinvention of Nature*. Routledge, 1991.
- Herra, Rafael A. *Lo monstruoso y lo bello*. Editorial UCR, 1999.
- Orwell, George. *1984*. New York: Plume-Harcourt Brace, 1983.
- Szasz, Thomas. "The Ethics of Addiction." *The Theology of Medicine: The Political-Philosophical Foundations of Medical Ethics*. New York: Harper Colophon, 1977.
- . *Ideology and Insanity: Essays on the Psychiatric Dehumanization of Man*. New York: Syracuse University Press, 1991.
- Sillitoe, Allan. "The Loneliness of the Long-Distance Runner." *archive.org*. 1960.
- The Loneliness of the Long Distance Runner*. Dir. Tony Richardson. Continental, 1962.
- Welsh, Irvine. *Trainspotting*. New York: W. W, Norton, 1996.

### **Suggested Readings**

- Alonso, Rodolfo, ed. *Psicología del drogadicto*. Buenos Aires: Rodolfo Alonso, 1972.
- Anz, Thomas. "Argumentos médicos e historias clínicas para la legitimación e institución de

normas sociales." *Literatura, cultura y enfermedad*. Ed. W. Bongers y T. Olbrich. Buenos Aires: Paidós, 2006. 29-45.

Basaglia, Franco. "La institucionalización psiquiátrica de la violencia." Suárez 15-34

Castro, Edgardo, ed. *El poder, una bestia magnífica: sobre el poder, la prisión y la vida*.

Trans. Horacio Pons. Buenos Aires: Siglo Veintiuno Editores, 2012.

Di Iorio, Jorgelina y Susana Seidmann. "¿Por qué encerrados? Saberes y prácticas de niños y niñas institucionalizados" *Teoría crítica de la psicología* 2 (2012): 86-102. Web. 18 Marzo 2015.

Foucault, Michel. *Herculine Barbin llamada Alexina B.*. Ed. A. Serrano. Madrid: Talasa. 2007.

---. Interview. "Acerca de la cárcel de Attica." Castro 181-193.

---. Interview. "El poder, una bestia magnífica." Castro 29-46.

---. Interview. "La prisión vista por un filósofo francés" Castro 195-202.

---. Interview. "La tortura es la razón." Castro 55-65.

---. Interview. "Percibo lo intolerable." Castro 177-180.

---. Interview. "Poder y Saber." Castro 67-86.

---. Interview. "Precisiones sobre el poder: respuestas a algunas críticas." Castro 113-124.

---. *Psychiatric Power. Lectures At The Colleg E De France, 1973-74*. Trans. Graham Burchell. New York: Palgrave Macmillan, 2006.

---. *Security, Territory, Population: Lectures at the Collège de France 1977-78*. Trans. Graham Burchell. New York: Palgrave Macmillan, 2009.

---. *La verdad y las formas jurídicas*. Barcelona: Gedisa, 1996.

---. *La vida de los hombres infames*. Buenos Aires: Acmé, 1996.

---. *Yo, Pierre Rivière, habiendo degollado a mi madre, a mi hermana y a mi hermano....* Barcelona: Fabula/Tusquets Editores, 2001.

González, Rafael. "Más allá de la psicologización: estigmatizaciones naturalizadoras individuales y colectivas" *Teoría crítica de la psicología* 2 (2012): 49-62. Web. 18 Marzo 2015.

McLaughlin, Kenneth. "La psicologización y la construcción del sujeto político como un objeto vulnerable" *Teoría crítica de la psicología* 2 (2012): 3-18. 18 Marzo 2015.

Savitt, Robert A. "Estudios psicoanalíticos sobre la adicción: la estructura del yo en la dicción a narcóticos." Alonso 43-70.

Suárez, Armando, ed. *Razón, locura y sociedad*. D.F., México: Siglo Veintiuno, 2010.

Szasz, Thomas S. *El mito de la enfermedad mental*. Trad. Flora Serato. Buenos Aires: Amorrortu, 2001.

---. "La ética de la adicción" Alonso 89-111

---. "La función del mecanismo contrafóbico en la adicción." Alonso 7-42.

Tomás, Jaime. "La adicción como defensa maniaca." Alonso 71-88.