

ANGLOPHONE CULTURE II



SEMESTER	Second semester of 2018
SPECIFICATIONS	Code LI647 Theoretical / 3 credits
INTENSITY	3 hours per week; 48 semester hours
PROFESSOR	Ronald Alan Perry (BA - Kutztown State University / MA – University of Caldas)
SCHEDULE	Group #1: Monday 9:00 -12:00 / Group #2: Friday 7:00 – 10:00
E-MAIL	ronald@utp.edu.co
OFFICE HOURS	Tuesday, Thursday & Friday: 11:00 – 12:00 12-402
BOX.NET LINK	https://app.box.com/s/v32cgjq1ffstpt5w2xjm3gy6xo9iz4et
TELEPHONE	3137518 (Eliana Maritza Polanco, Administrative Assistant)

RATIONALE / COURSE DESCRIPTION

The courses Anglophone Culture I and II aim to familiarize students with the historical and cultural context in which the English language has developed, empowering them to interact meaningfully with a diverse, multinational linguistic community that tends to share specific cultural icons, philosophical paradigms, literary references, and historical memories.

Anglophone Culture II, explores the development and globalization of Anglophone civilization since its emergence from Great Britain and traces its spread to all parts of the world with the British colonization of the 17th to the 20th centuries. Attention is given to socio-historical phenomena that have marked the experiences of American, British and other Anglophone peoples, and how these have found expression in art, music, and literature as well as in the forms and usage of the English language itself.

COURSE AIMS

Acquire a general familiarity with the history of English-speaking peoples from 1700 to the present and become acquainted with a selection of their most significant artistic, musical and literary achievements so as to facilitate meaningful communication with Anglophone speakers, deepen inter-cultural awareness, and stimulate interest in acquiring further knowledge about Anglophone culture.

Develop linguistic competence in the English language by means of reading, writing, listening and speaking activities focused on the study of Anglophone culture.

Construct pedagogical criteria for the selection and adaptation of themes relating to Anglophone history, music, art and literature to the practice of teaching of English as a second language.

COMPETENCES

To achieve these aims the program will develop in students the following competences:

1. Participate meaningfully in discussions concerning the historical and cultural development of English-speaking peoples from the 18th to the 21st centuries.
2. Contextualize references to Anglophone history and civilization encountered in literature, films, songs, etc. and in interaction with English speakers.
3. Identify linguistic and non-linguistic behaviors characterizing English speakers as influenced by cultural-historical factors.
4. Articulate important works of British, American and other Anglophone music, art and literature with their socio-historical context and their impact on the development of the English language.

5. Summarize, critically analyse and/or creatively interpret historical and cultural phenomena associated with Anglophone civilization.
6. Apply effective strategies in order to extract meaning and aesthetic pleasure from authentic English texts containing low-frequency vocabulary, idiomatic expressions and complex grammatical structures.
7. Effectively apply pedagogical criteria to the teaching of content related to Anglophone culture and to the selection and use of such content for the teaching of English as a second language.
8. Actively and effectively engage in speaking and writing activities focused on themes concerning Anglophone history and culture.

PROPOSED THEMATIC UNITS

- | | |
|--|---|
| <ul style="list-style-type: none"> ✚ Review of Anglophone Culture I <ul style="list-style-type: none"> ▪ Evaluating content subjects ✚ England's Colonization of America <ul style="list-style-type: none"> ▪ The First Americans ▪ European Conquest of America ▪ British Colonization of America ✚ 18th Century Britain <ul style="list-style-type: none"> ▪ Daniel Defoe & Jonathan Swift ▪ The Hanover Dynasty ▪ The Seven Years War <p style="margin-left: 20px;">USA England's American Colonies form the United States of America</p> <ul style="list-style-type: none"> ▪ Britain's 13 American Colonies ▪ The French & Indian War ▪ US War of Independence ▪ Constitution of the United States <p style="margin-left: 40px; color: red;">1st Partial Evaluation (tentative)</p> <ul style="list-style-type: none"> ✚ Britain Acquires a Global Empire <ul style="list-style-type: none"> ▪ The Napoleonic Wars ▪ British Romantic poetry ▪ Victorian Britain & the British Empire ▪ Victorian Literature | <ul style="list-style-type: none"> ✚ Development & Expansion of the U.S.A. <ul style="list-style-type: none"> ▪ Nineteenth Century American Literature ▪ USA: Early Years and Expansion ▪ The USA Expands to the Pacific ✚ The American Civil War & Aftermath <ul style="list-style-type: none"> ▪ A Nation Divided: The Issue of Slavery ▪ The Civil War & Reconstruction ✚ USA in the Late 19th Century <ul style="list-style-type: none"> ▪ American Folk Music ▪ Cowboys, Indians and Outlaws ▪ The USA Becomes a World Power <p style="margin-left: 40px; color: red;">2nd Partial Evaluation (tentative)</p> <ul style="list-style-type: none"> ✚ Britain in the 20th Century <ul style="list-style-type: none"> ▪ World War I & Interwar Years ▪ Britain in World War II ▪ Britain since 1945 ✚ USA in the 20th Century <ul style="list-style-type: none"> ▪ The USA: 1914-1945 ▪ The USA since 1945 ▪ The Cold War ✚ Contemporary English Literature <ul style="list-style-type: none"> ▪ 20th Century British & American Literature ▪ Literature: Special Genres <p style="margin-left: 40px; color: red;">Final Evaluation</p> |
|--|---|

MATERIALS

The principal course material will be readings and power-point presentations that will be posted on the platform, *Schoology* and on Box.net in the folder, "Anglophone Culture II" available at: <https://app.box.com/s/v32cgjq1ffstpt5w2xjm3qy6xo9iz4et>. Audio recordings and clips from significant movies will also be used.

METHODOLOGY

The methodology of the course incorporates elements of these four **pedagogical models**:

- **Humanistic:** Readings, discussion, writing tasks, dramatizations, and presentation of video and audio

recordings related to aspects of Anglophone Culture aim to enrich students' intellectual, aesthetic, spiritual and professional development.

- **Socio-constructivist:** The course aims to engage students' interest by presenting content that completes, complements and contrasts with previously held concepts relating to Anglophone Culture.
- **Critical-reflexive:** Students are expected to read much of the course material outside and then to critically examine and discuss it in class.
- **Content based:** The literary works selected for study serve as valuable practice of the language at the same time as they serve to provide aesthetic formation and promote critical thinking skills.

Classroom activities will include independent and guided reading, discussion, activities, and presentations of film clips, and audio-recordings. Activities such as dramatizations, peer-teaching may be also be included.

Out-of-class assignments will be used to reinforce and manipulate concepts while providing opportunities for writing practice and critical exposition.

While time limitations allow for little more than superficial exposure to and analysis of thematic material, the course will establish points of reference which, it is hoped, which will motivate students to independently explore diverse during the remainder of their careers, themes introduced in this course.

EVALUATION

- **1st Partial Evaluation:** a formal, written test that will represent **25%** of the definitive grade.
- **2nd Partial Evaluation:** a formal, written test that will represent **25%** of the definitive grade
- **Final Evaluation:** a formal, written test that will represent **30%** of the definitive grade. The final evaluation will be comprehensive; in other words, it will test material from the entire course.
- **In-class/out-of-class work I:** quizzes, homework assignments, expositions, etc. presented during the first half of the semester. This will be **10%** of the definitive grade.
- **In-class/out-of-class work II:** quizzes, homework assignments, expositions, etc. presented during the final half of the semester of the semester. This will be **10%** of the definitive grade.

The criteria for assigning numerical grades will be as follows:

0.0	Not presented or not accepted	3.5 – 3.9	Satisfactory (average) in quality
1.0 – 2.9	Presented but below standard	4.0 – 4.4	Above average in quality
3.0 – 3.4	Achieves minimum standards	4.5 – 5.0	Excellent (of the highest quality)

BIBLIOGRAPHY (texts)

American Heritage, *A Sense of History: The Best Writing from the Pages of American History* (1985) New York, American Heritage.

Bailey, Thomas A. (1973) *Probing America's Past: A Critical Examination of Major Myths and Misconceptions*. Lexington, MA: D.C. Heath (Volumes 1 and 2).

Baym, N. (1998) *The Norton Anthology of English Literature*, Vol. 2, 5th Ed.; New York, London, W. W. Norton & Company.

Berkin, Carol, et al. *Making America: A History of the United States*, Vol 1. (1995) Houghton Mifflin Co.

Bolton, W. F. (1967) *A Short History of Literary English*. London: Edward Arnold Publ. Ltd. 427 B694

Cowie, A.P., et al. (1993) *Oxford Dictionary of English Idioms*. Oxford University Press, 1993. R423 C874

Crystal, David. (1997) *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press., R403 C957

Freeborn, Dennis. (2006) *From Old English to Standard English: A Course Book in Language Variation Across Time*, 3rd ed. Palgrave MacMillan. 429 F853

Greenfield, S.; Weatherhead, A. (1968) *The Poem: An Anthology*. New York. Meredith Corporation.

Hornby, A.S. Oxford (1995) *Advanced Learner's Dictionary of Current English*, 5th ed. Oxford University Press.

Magruder Smith, Mary. (1972) *Magruder's American Government* (revised by William McClenaghan). Allyn and Bacon, Inc.

Orwell, G. *Animal Farm*. (2004, 1946) UK, Pearson Education Limited. 823.91

Project Gutenberg Page: From Main Project Gutenberg, the first producer of free electronic books (ebooks) http://www.gutenberg.org/wiki/Main_Page.

Todd, Lewis Paul and Merle Curti (1966) *Rise of the American Nation*, 2nd Ed. New York. Harcourt Brace & World Inc.

Note: The Jorge Roa Library contains a very large selection of *Penguin Readers*; these are simplified presentations of many of the great works of English Literature. All of these are filed under the call number 808.931.

BIBLIOGRAPHY (Films)

<i>A Night at the Opera</i> (Marx Brothers) 1935 791.436	<i>Salem Witch Trials</i> (Joseph Sargent) 2002
<i>Casablanca</i> (Michael Curtiz) 1942 791.43	<i>Selma</i> (Ana Duvernay) 2014
<i>Citizen Kane</i> (Orson Wells) 1941	<i>Tess</i> (Roman Polansky) 1979
<i>Dances with Wolves</i> (Kevin Costner) 1990 791.43	<i>The Alamo</i> (John Lee Hancock) 2004 791.43
<i>Dead Poets Society</i> (Peter Weir) 1989 791.43	<i>The Birth of a Nation</i> (D. W. Griffith) 1915
<i>Forrest Gump</i> (Robert Zemeckis) 1994 791.43	<i>The Gold Rush</i> (Charlie Chaplin) 1925
<i>Gone With the Wind</i> (Victor Fleming) 1939	<i>The Grapes of Wrath</i> (John Ford) 1940
<i>Jane Eyre</i> (Franco Zeffirelli) 1996	<i>The Last of the Mohicans</i> (Michael Mann) 1992 791.43
<i>Lord of the Flies</i> (Peter Brook) 1963 791.43	<i>The Old Curiosity Shop</i> (Kevin Connor) 1994
<i>Mary Shelley's Frankenstein</i> (Kenneth Branagh) 1994 791.43	<i>The Old Man and the Sea</i> (John Sturges) 1958 791.43
<i>Mississippi Burning</i> (Alan Parker) 1988 791.43	<i>The Longest Day</i> (Darryl Francis Zanuck) 1962
<i>Moby Dick</i> (John Huston) 1956	<i>The Wind that Shakes the Barley</i> (Ken Loach) 2006
<i>Nineteen Eighty-Four</i> (Michael Radford) 1984	<i>The Wizard of Oz</i> (Victor Fleming) 1939 791.433
<i>Oliver Twist</i> (Roman Polanski) 2005 791.43	<i>Twelve Years a Slave</i> (Steve McQueen) 2013
<i>Pride and Prejudice</i> (Joe Wright) 2005 791.4372	<i>Woodstock</i> (Michael Wadleigh) 1970

GENERAL CONSIDERATIONS

- Please arrive punctually and remain until the class finishes. If you miss part of a class session, it is *your responsibility* to find out from your classmates what you must do to prepare for the next class.
- If I am late arriving to class, wait inside the classroom, as this will save valuable time. If *you* arrive late, please enter the room and take a seat quietly.

- Please occupy the seats near the front of the classroom. This will greatly facilitate discussion and participation.
- Observe respectful, professional conduct toward classmates and professors and abstain from activities that disrupt the normal conduct of the class.
- Quizzes or other graded class work that is not presented due to *unexcused* absence will receive a grade of 0.0 (zero). I may, at my discretion, permit you to present these extemporaneously, but I will expect you to look for me in the 12-402 office prior to the next class session (you can find my schedule on Schoology).
- Homework that is not presented at the time it is due will be received (or not) at my discretion, and if received will earn a lower grade.
- Take care to use the *Schoology* platform appropriately to check for out-of-class assignments and to remit your completed work (e.g. **Do not** send completed homework assignments as *messages*).
- Visit me in the *Licenciatura* office (12-402) if you need extra help or if you have personal matters to discuss that require my concentrated attention. If you cannot come during my scheduled office hours you can look for me at other times or make a special appointment.
- Students may not keep or copy partial or final exam papers. Exams that are not returned immediately after they are reviewed in class will receive a grade of 0.0.
- Keep quizzes and other returned work to facilitate correction of errors in computing definitive grades.
- Dishonesty in any form (plagiarismⁱ, cheating on tests, giving false information, falsification or misuse of documents, etc.) will result in 0.0 for the assignment and possible disciplinary action.

ⁱ Students frequently select and copy text and graphics from Internet web pages, paste them onto word files, and present this as homework. ***This is plagiarism.*** If a homework assignment calls for a written investigation, you should consult at least two sources (books, Internet articles, etc.) and then present the most pertinent information *in your own words*. If you take phrases or sentences directly from one of your sources, you must place these within quotation marks and indicate their source. If you cite, in your own words, the opinions or original ideas of an author you will not use quotation marks, but you must give the source and the author(s).

Copying another text and then changing a few of the words is not acceptable. When you report on a topic, read your sources first and then ***put them aside***. While you are writing your report look at your sources only to check specific facts like names, dates, etc. that may be difficult to remember. Only in this way can you be sure to use your own words and avoid committing the serious academic offense of plagiarism.