

## ANGLOPHONE CULTURE II

SEMESTER First semester of 2024

SPECIFICATIONS Code LI647 Theoretical / 3 credits

INTENSITY 3 in-class; 6 autonomous hours per week / Total: 48 in-class; 296 autonomous hours

PROFESSOR

Group 1, 5 & 6: Luis Felipe Jaramillo (MA Bilingual Education UTP)

SCHEDULE Group #1: Friday 7 – 10 a.m. / Group #5: Wednesday 10 am – 1 p.m. Group 6 Thursday 7-10 am.

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SPECIAL ATTENTION Fridays: 10:30 – 11:30 a.m. or by previous appointment

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### RATIONALE / COURSE DESCRIPTION

The course Anglophone Culture II aim to familiarize English teachers in formation with the historical and cultural context in which the English language has developed, empowering them to (1) interact meaningfully with a diverse, multinational linguistic community that tends to share specific cultural icons, philosophical paradigms, literary references, and historical memories and (2) construct approaches to the integration of Anglophone culture into the praxis of language teaching so as to foster a critical appreciation of its role in English language usage and its positive and negative impact on the evolution of today's globalized civilization (3) critically perceive history and culture, better understanding their culture by the study of other cultures.

Anglophone Culture II, explores the development and globalization of Anglophone civilization from the time of its emergence from the British Islands and traces its spread to other 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 (as well as the peoples they interacted with), and how these have found expression in art, music, and literature as well as in the forms and usage of the English language itself. This course has an emphasis on the way that day-to-day people, especially minoritized peoples, lived given historical events, critically exploring the roots and history of different forms of injustice, discrimination and repression so as to make teachers in development aware of them and the way they can be diminished in today's life.

### PROGRAM AIMS

1. Formar licenciados en el campo del bilingüismo con competencia C1 en inglés y español, con capacidad de integrar los conocimientos disciplinares, pedagógicos e investigativos en sus prácticas educativas y con competencia intercultural y digital.
3. Generar espacios que contribuyan a la formación del licenciado en bilingüismo para la ciudadanía del siglo XXI, el desarrollo humano pleno y la toma de posturas críticas y democráticas hacia problemáticas del contexto y el mundo, en el marco de la sostenibilidad ambiental.

### COURSE AIMS

Acquire a general familiarity with the history of English-speaking peoples from 1600 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 critical inter-cultural awareness, and stimulate interest in acquiring further knowledge about (Anglophone) culture and history.

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

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.

Construct approaches to the integration of Anglophone culture into the praxis of language teaching so as to foster a critical appreciation of its role in English language usage and its positive and negative impact on the evolution of today's globalized civilization.

Foster the development critical intercultural competence among language teachers so as to make of them agents of change in their context of influence.

## 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 17th 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 some attitudes 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 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 linguistic 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, reading and writing activities focused on themes concerning Anglophone history and culture

Program Learning Outcome	Course Learning Outcome	Assessment
1. Usa el inglés y el español con un nivel de competencia C1.	Uses the English Language at a B2.1 level	Written and Oral assessment procedures

2. Planea, ejecuta y evalúa experiencias de enseñanza y aprendizaje para la educación bilingüe con el propósito de responder a necesidades de diversos contextos educativos.	Designs historical and literary lesson fostering critical understanding of society and culture.	Oral presentations
3. Emplea su literacidad digital en el desarrollo de procesos educativos, académicos e investigativos.	Makes effective use of audiovisual creative tools to convey successful messages.	Classwork activities (e.g. podcasts) and oral presentations.
5. Exhibe comportamientos fundamentados en valores éticos, cívicos e interculturales en su rol como licenciado en bilingüismo.	3) critically makes analysis about history and culture, showing deep understanding of their culture and other cultures	All assessment procedures

## PROPOSED THEMATIC UNITS MATERIALS

- Intercultural competence
- European conquest of America
- British colonisation of North America ▪  
Britain's thirteen American colonies ▪  
The French & Indian War
- The American War of Independence **1<sup>st</sup>**  
**Partial Evaluation (tentative)**
- The Constitution of the United States ▪  
USA: early years and expansion
- The United States expands to the Pacific ▪  
The American Civil War
- 19<sup>th</sup> century American literature
- Cowboys, Indians & outlaws
- The industrialization of the United States
  
- Facts, artifacts and icons

- Hanover Britain
  
- 18<sup>th</sup> Century English literature
- Great Britain ascendant
- British romantic poets
- Victorian Britain
  - Including cultural content in the curriculum
- 2nd Partial Evaluation (tentative)**
- Britain from 1900 to 1939
- Britain from 1939 to the present
- USA: expansion & imperialism (to World War I) ▪  
USA from 1918 to 1945
- USA: 1945 to the present
- Twentieth century English literature
- English Literature: special genres
- English music

## Final Evaluation

- Historical thinking - people's history, Critical view of history and culture.
- European conquest of America ▪ British colonisation of North America ▪ Britain's thirteen American colonies
- The French & Indian War
- Slavery and racism ▪ The American War of Independence
- The Constitution of the United States ▪ USA: early years and expansion ▪ The United States expands to the Pacific
- The American Civil War & the Reconstruction Period
- 19th century American literature
- Hanover Britain ▪ Great Britain ascendant
- Victorian Britain
- 18th Century English literature ▪ British romantic poets
- Including cultural content in the curriculum
- Intercultural competence
- Twentieth century English literature ▪ English Literature: special genres
- English music and films
- USA: expansion & imperialism (to World War I)
- Britain from 1900 to 1939
- USA from 1918 to 1945
- Britain from 1939 to the present
- USA: 1945 to the present

The principal course text will be *A people's history of the US, a young people's history of the US* and *a people's history of England*. Additional resorcer can be found in the dynamic syllabus: <https://www.notion.so/LBI-Anglophone-Culture-2661d23a2dec4d0d84164d47e416de09>. There you can also find the readings per week.

Additional materials, complimentary to the principal course text, will also be published on the *dynamic syllabus*.

## 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.

2

- **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.

Students will engage in activities such as independent and guided reading, discussion, workshops, and individual and group oral presentations. Carefully selected and edited film clips, and audio-recordings will from time to time be presented and discussed as compliment to course readings.

Out-of-class assignments will be used to reinforce and manipulate concepts while providing opportunities for writing practice and critical exposition. Students will practice pedagogical skills such as formulating test items and summarizing information found in texts.

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 Assessment procedure:** which will represent **20%** of the definitive grade.
- **2nd assessment procedure:** which will represent **20%** of the definitive grade
- **Final assessment:** which will represent **25%** of the definitive grade.
- **In-class/out-of-class work I:** quizzes, out-of-class assignments, expositions, etc. presented during the first half of the semester. This will be **15%** of the definitive grade.
- **In-class/out-of-class work II:** quizzes, out-of-class assignments, expositions, etc. presented during the final half of the semester of the semester. This will be **20%** 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, 5<sup>th</sup> 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. R423 C874 Crystal, David.  
 (1997) *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press R403 C957 Dr. Seuss  
 (1960,1988) *Green Eggs and Ham*. USA. Beginner Books. 813.5  
 Dr. Seuss (1957) *The Cat in the Hat*. USA. Beginner Books. 813.5

### 3

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

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

Lobel, Arnold. (1970) *Frog and Toad are Friends*. USA. Harper Collins Publishers. 813.5 Lobel,

Arnold. (1972) *Frog and Toad Together*. USA. Harper Collins Publishers. 813.5 Milne, A.A. (1926,

2006) *Winnie the Pooh*. UK. Egmont Groups, Limited. 823.912

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](http://www.gutenberg.org/wiki/Main_Page).

**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 808.831.

### BIBLIOGRAPHY (Films)

*Alice* (1988) Directed by Jan Svankmajar; Starring Kristyna Kohoutova 791.43615

*American Graffiti* (1973) Directed by George Lucas; Starring Richard Dreyfuss & Ron Howard 791.43617 *A*

*Farewell to Arms [Adios a las armas]* (1932) Directed by Frank Borzage; Starring Gary Cooper & Helen Hayes

791.43 *A Night at the Opera [Una noche en la ópera]* (1935) Directed by Sam Wood; Starring The Marx Brothers

791.43617 *Casablanca* (1942) Directed by Michael Curtiz; Starring Humphrey Bogart & Ingrid Bergman 791.43

*Dances with Wolves [Danza con Lobos]* (1990) Directed by Kevin Costner; Starring Kevin Costner 791.43 *Dead*

*Poets Society [La sociedad de los poetas muertos]* (1989) Directed by Peter Weir; Starring Robin Williams

791.43 *Dunkirk* (2017) Directed by Christopher Nolan; Starring Fionne Whitehead 791.4372

*Forrest Gump* (1994) Directed by Robert Zemeckis; Starring Tom Hanks 791.43

*Gone With the Wind* (1939) Directed by Victor Fleming; Starring Clark Gable & Vivien Leigh *Jane Eyre* (1996)

Directed by Franco Zeffirelli; Starring Charlotte Gainsburg & William Hurt *Lord of the Flies* (1963) *[El señor de*

*las moscas]* Directed by Peter Brook; Starring Balthazar Getty & Chris Furrh 791.43 *Mary Shelley's*

*Frankenstein* (1994) Directed by Kenneth Branagh; Starring Robert De Niro 791.43

*Mississippi Burning* (1988) *[Mississippi en llamas]* Directed by Alan Parker; Starring Gene Hackman & Willem Dafoe 791.43

*Moby Dick* (1956) Directed by John Huston; Starring Gregory Peck & Richard Basehart

*Nineteen Eighty-Four* (1984) Directed by Michael Radford; Starring John Hurt & Richard

Burton *Oliver Twist* (2005) Directed by Roman Polanski; Starring Barney Clark & Jeremy Swift

791.43

*Pride and Prejudice* (2005) *[Orgullo y prejuicio]* Directed by Joe Wright; Starring Keira Knightley & Matthew Macfayden 791.4372

*Salem Witch Trials* (2002) Directed by Joseph Sargent; Starring Kirstie Alley & Henry Czerny

*Selma* (2014) Directed by Ana Duvernay; Starring Christian Colson & Oprah Winfrey *Tess*

(1979) Directed by Roman Polansky; Starring Nastassja Kinski & Peter Firth

*The Alamo* (2004) Directed by John Lee Hancock; Starring Dennis Quaid & Billy Bob Thornton 791.43  
*The Birth of a Nation* (1915) Directed by D. W. Griffith; Starring Lilian Gish & Mae Marsh *The Gold Rush* (1925) Directed by Charlie Chaplin; Starring Charlie Chaplin & Georgia Hale *The Grapes of Wrath* (1940) Directed by John Ford; Starring Henry Fonda & Jane Darwell  
*The Last of the Mohicans* (1992) [*El ultimo mohicano*] Directed by Michael Mann; Starring Daniel Day Lewis & Madeline Stowe 791.43

#### 4

*The Maltese Falcon* [*El halcón maltés*] (1941) Directed by: John Huston; Starring: Humphrey Bogart 791.43 *The Old Curiosity Shop* (1994) Directed by Kevin Connor; Starring Sally Walsh & Sir Peter Ustinov *The Old Man and the Sea* [*El viejo y el mar*] (1958) Directed by John Sturges; Starring Spencer Tracy 791.43 *The Longest Day* (1962) Directed by Darryl Francis Zanuck Starring John Wayne & Henry Fonda 1962 *The King's Speech* (2010) Directed by: Tom Hooper, Starring: Colin Firth & Geoffrey Rush *The Wizard of Oz* (1939) [*El mago de oz*] Directed by Victor Fleming; Starring Judy Garland, Ray Bolger 791.433 *To Kill a Mockingbird* [*Matar a un ruiseñor*] (1962) Directed by: Robert Mulligan; Starring: Gregory Peck 791.4372 *Twelve Years a Slave* (2013) Directed by Steve McQueen; Starring Chiwetel Ejiofor & Michael Fassbender *Woodstock* (1970) Directed by Michael Wadleigh

Other suggested resources:

[https://drive.google.com/drive/folders/1fHUpzjh6y-91Fle1TwVMTFyEo9rJ\\_cmE?usp=drive\\_link](https://drive.google.com/drive/folders/1fHUpzjh6y-91Fle1TwVMTFyEo9rJ_cmE?usp=drive_link)

### GENERAL CONSIDERATIONS

- Arrive punctually to class sessions and remain until classes finish If you miss all or part of a class session, it is *your responsibility* to find out from classmates what information you may have missed.
- Observe respectful, professional conduct toward classmates and professors.
  - All students are expected to be attentive in class and to be prepared at all times to respond to questions or to comment on assigned reading topics or topics we discuss during class sessions.
- Quizzes or other graded class work that you fail to present due to *unexcused* absence will receive a grade of 0.0 (zero). I may, **at my discretion**, permit you to present such work extemporaneously, (prior to the next class session) but it will be your responsibility to contact me and to be prepared to present the evaluation or other work.
- Out of class work presented late will be received **at my discretion** and will earn a lower grade.
  - Contact me by email or look for me in the *Licenciatura* office (Fridays 10:30- 11:30 a.m.) if you need extra help or if you have personal matters to discuss with me. If you cannot meet with me during any of these times, it will usually be possible to arrange a different time.
  - Dishonesty in any form (plagiarism<sup>i</sup>, cheating on tests, giving false information, falsification or misuse of documents, etc.) will result in 0.0 for the assignment and possible disciplinary action.
- Keep quizzes and other returned work to facilitate correction of errors in computing definitive grades.
- 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.

<sup>i</sup> Students frequently present as homework text that they have selected and copied from Internet web pages. ***This is plagiarism.*** If an 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 cite their source. If you present, in your own words, the opinions or ideas of an author you will not use quotation marks, but you must name 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 plagiarism.