

**COURSE DATA****Data Subject**

<b>Code</b>	35319
<b>Name</b>	History and culture of English-speaking countries
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1000 - Degree in English Studies	1 - History	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
JORDAN ENAMORADO, MIGUEL ANGEL	155 - English and German

**SUMMARY**

This subject will deal with the most relevant geographical, historical and cultural aspects, as well as the institutions in the English-speaking world, and their relationship with current affairs and contemporary society.

This subject should be useful as background knowledge for literature and linguistics subjects, such as “History of the English Language”, or aspects related to varieties of the English language, the cultural context in translation, etc.

“Philosophical thought in English-speaking countries” complements “History and Culture” as both subjects provide general training in the Humanities with a focus on the English-speaking countries.

This subject further contributes to the development of social values related to gender equality, democracy, and linguistic and cultural diversity.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No previous knowledge is required but having an interest in history in general and in the way of life of the English-speaking countries and people, would be useful.

## OUTCOMES

### 1000 - Degree in English Studies

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Demonstrate, within the field of English Studies, an ethical attitude that focuses on aspects such as gender equality, equal opportunities, the values of the culture of peace and democracy and a sensitiveness regarding environmental problems and sustainability while, at the same time, knowing about and being able to appreciate linguist diversity and multiculturality.
- Work in a team in contexts related to English Studies and develop interpersonal relationships.
- Work and learn autonomously, and plan and manage ones workload.
- Relate geographical and historical aspects and the most relevant institutions in the Anglophone world to contemporary society and culture.
- Interrelate different areas of humanistic studies.
- Have and apply general knowledge in humanistic areas related to this field of study.

## LEARNING OUTCOMES

On successful completion of this course, students should be able to

- discuss issues dealt with in the subject, both in the spoken and written form. Ideas should be put forward or defended taking into account social and ethical values
- find information from different sources and show this in the class and assessment activities
- present correctly and by the deadline any team or individual activity.



- describe the most relevant geographical and historical aspects, as well as institutions in the English-speaking world and relate them to contemporary culture and society
- compare the previous issues with other areas or disciplines

## DESCRIPTION OF CONTENTS

### 1. Introduction: History, Culture, the English-speaking world

### 2. Geography: Geographical aspects of the UK, Ireland and the USA

### 3. Outline of the history of the British Isles

Early Times

The Middle Ages

The Tudors and the Stuarts

The 18th and 19th centuries in the United Kingdom and Ireland

### 4. Outline of the history of the United States

British Colonies in America

Independence, Civil War and the growth of the US

### 5. Overview of the 20th and 21st centuries in the United Kingdom and Ireland

Historical and cultural landmarks

Contemporary society

System of government

Education

Media

### 6. Overview of the 20th and 21st centuries in the United States

Historical and cultural landmarks

Contemporary society

System of government

Education

Media

**7. UK/US contemporary culture and society**

Culture through institutional discourse: politics, education, and the media (television, written press, Internet)

Social and cultural diversity geography

Social and cultural diversity in contemporary UK/US: gender, age, ethnicity, social class, identity

**8. Overview of the English-speaking world**

Geography and socio-linguistic contact

Historical and cultural landmarks

Contemporary society, diversity and identity politics

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Development of group work	5,00	0
Study and independent work	55,00	0
Preparation of evaluation activities	30,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

- **Theory-based classes:**

Lectures by the lecturer, plus presentations of previously researched material by the students.

- **Practical classes:**

Discussion of texts, maps, advertisements, speeches, videos or any other material useful to understand historical and cultural issues specific to the English-speaking world.

In addition to lectures and seminars, students may be asked to attend tutorials in small groups in order to revise some of their written activities and comments.

In both, theory and practice, students are expected to participate actively through discussion, group work, online forums or blog contributions. This participation will be an important component of their final mark.

Additionally, students may be asked to produce written material and to make presentations.



## EVALUATION

Assessment breakdown in the first and second calls:

- A) Final exam - 50%
- B) Continuous assessment – 50%
  - a. Academic essays and papers
  - b. Academic projects
  - c. Objective tests
  - d. Class attendance and active participation

Others

Those students who have been assessed during the term for their individual work and/or group work, including activities and projects, in-class participation, etc., will keep their grade in the second call.

These activities subject to continuous assessment (B) can only be done during the course and cannot be handed in for the second call.

To pass the subject students need to reach at least 50% of the grade assigned to the final exam.

The ability to communicate at the B2 (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents. Students will also have to prove that they have acquired a satisfactory level in the other specific competences.

Plagiarism will not be tolerated; it is a serious academic offence. Any student who is found to have committed plagiarism in his/her work for the course will face serious consequences which will lead to failing the whole subject.

For more information on what plagiarism is and how to avoid it, go to <http://www.uv.es/englishphil/plagiarism>

## REFERENCES

### Basic

- ABERCROMBIE, Nicholas & WARDEN, Alan. (1994) 1995. Contemporary British Society. Cambridge: Polity.
- BASSNETT, Susan. 1997. Studying British Cultures. An Introduction. London: Routledge.
- BOU FRANCH, P., BRÍGIDO CORACHÁN, A. & COPERIAS AGUILAR, M.J. 2014. History and Culture of English-Speaking Countries. A Task-Based Approach. València: PUV.
- BREIDLID, A. et al. (eds.) 1996. American Culture. New York: Routledge.
- BRIGGS, Asa. (1983) 1985. A Social History of England. Harmondsworth: Penguin.





Dictionary of Language and Culture. Longman.

CAMPBELL, N. and A. KEVIN. 1999. American Cultural Studies. New York: Routledge.

GILES, Judy & MIDDLETON, Tim. 1999. Studying Culture. A Practical Introduction. Oxford: Blackwell.

HARVEY, Paul & JONES, Rhodri. (1992) 1994. Britain Explored. Harlow, Essex: Longman.

HERNÁNDEZ ALONSO, J.J. 1996. Los Estados Unidos de América: Historia y Cultura. Salamanca: Ediciones Colegio de España.

JONES, M.A. 1995. The Limits of Liberty. American History 1607-1992. 2nd Ed. Oxford: Oxford University Press.

ODRISCOLL, James. 1995. Britain. Oxford: Oxford University Press.

ROGERS, E.M. & STEINFATT, T.M. (1999) Intercultural Communication, Prospect Heights: Waveland.

ROOM, Adrian. (1990) 1992. An A to Z of British Life. Oxford: Oxford University Press.

SAMOVAR, L.A. & PORTER, R.E. (1997) Intercultural Communication: A Reader. Wadsworth.

- STOREY, John. 1993. An Intoductory Guide to Cultural Theory & Popular Culture. London: Harvester Wheatsheaf.

----- (1994) 1998. Cultural Theory & Popular Culture. A Reader. London: Prentice Hall. \*

----- 1996. What is Cultural Studies? A Reader. London: Arnold. \*

STORRY, Mike & CHILDS, Peter. British Cultural Identities (2nd edition). London: Routledge.

TURNER, Graeme. 1992. British Cultural Studies. London & New York: Routledge.

### Additional

- Geographical aspects

OAKLAND, John. 1995. British Civilization. London & New York: Routledge.

MAUK, D. & OAKLAND, J. 1997. American Civilization. An Introduction. 2nd Ed. New York: Routledge.

Identify the regions and counties of Britain: <http://gwydir.demon.co.uk/jo/maps/ukindex.htm>

Identify Rivers and Lakes of the British Isles: <http://gwydir.demon.co.uk/jo/maps/ukrivers/index.htm>

Interactive map: US & Canada <http://www.yellowmaps.com/>

Identify States in the US: <http://gwydir.demon.co.uk/jo/maps/usaindex.htm>

Expansion of the British Empire: <http://www.the-map-as-history.com/demos/tome05/index.php>

English-Speaking Countries: [http://the\\_english\\_dept.tripod.com/esc.html](http://the_english_dept.tripod.com/esc.html)

### History and culture of the British Isles

GILBERT, M.1993. The Routledge Atlas of British History. 3rd Ed. London: Routledge.

McDOWALL, David. 1993. Britain in Close-up. Harlow, Essex: Longman.

McDOWALL, David. (1989) 1994 An Illustrated History of Britain. Harlow, Essex: Longman.

OAKLAND, John. 1995. British Civilization. London & New York: Routledge.

The National Archives: <http://nationalarchives.gov.uk/education/default.htm>

BBC Interactive Timeline: <http://www.bbc.co.uk/history/interactive/timelines/british/index.shtml>

Britain and the First World War: <http://www.nationalarchives.gov.uk/pathways/firstworldwar/index.htm>

BBC: World Wars in depth: <http://www.bbc.co.uk/history/worldwars/wwtwo/>



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History and culture of the US

FIEDLER, E. et al. (1990)1998. American in Close-up. Harlow, Essex: Longman.  
GILBERT, M.2003. The Routledge Atlas of American History. 3rd Ed. London: Routledge.  
MAN, D. and J. OAKLAND. 1998. American Civilisation: An Introduction. New York: Routledge.  
MAUK, D. & OAKLAND, J. 1997. American Civilization. An Introduction. 2nd Ed. New York: Routledge.  
OCALLAGHAN, B. (1990) 1997. An Illustrated History of the USA. Harlow, Essex: Longman  
American Studies Association: <http://www.georgetown.edu/crossroads/asainfo.html>  
Library of Congress: <http://lcweb.loc.gov/>  
Online resources in US History: <http://xroads.virginia.edu/-HYPER/wpa/links.html>  
US Constitution: documents, topics and more  
<http://www.usconstitution.net/consttop.html>  
The White House: <http://www.whitehouse.gov/>

The English speaking world

ASHCROFT, BILL; Gareth Williams and Helen Tiffin (eds). The Post-Colonial Studies Reader. London: Routledge, 2006  
CHATTERJEE, PARTHA. The Nation and its Fragments: Colonial and Postcolonial Histories. Princeton, NJ: Princeton University Press, 1993  
SAID, EDWARD. Orientalism. London: Penguin, 2003  
VALDÉS MIYARES, J.R. & TAZÓN SALCES, J.E. 1997. A Sourcebook of English Civilization. Oviedo: Servicio de Publicaciones de la Universidad de Oviedo.  
English Around the World: <http://eleaston.com/world-eng.html>  
The British Empire: <http://www.britishempire.co.uk/>

- Contemporary culture and society through discourse.

BLOMMAERT, JAN (2010). The Sociolinguistics of Globalization. Cambridge: Cambridge University Press.  
DURANT, ALAN & LAMBROU, MARINA (2009), Language and Media: A Resource Book for Students. London: Routledge,.  
THOMAS, L. ET AL. (2004) Language, Society and Power: An Introduction. London: Routledge. 2nd Edition.

**ADDENDUM COVID-19**



**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

## **HYBRID LEARNING MODE (BLENDED)**

### **1. Contents**

Same contents as in teaching guide

### **2. Workload and teaching schedule**

Same workload and teaching Schedule as original teaching guide

### **3. Methodology**

Theoretical and practical (face-to-face) classes, etc.

Theoretical and practical (face-to-face) classes + synchronous BBC video conference

Theoretical and practical (face-to-face) classes + asynchronous BBC video conference

Theoretical and practical (face-to-face) classes + class materials posted on AV

Theoretical and practical (face-to-face) classes + tasks on AV

Theoretical and practical (face-to-face) classes + debates through AV fòrum

Theoretical and practical (face-to-face) classes + office hours through BBC vídeo conference

Others

### **4. Assessment**





In person exam - 50%

Continuous assessment – 50%

1.

1. Academic essays and papers
2. Academic projects
3. Objective tests through AV

Others

## **5. Bibliography**

Reference list remains the same as references can be accessed

## **DISTANCE (ONLINE) LEARNING**

### **1. Contents**

Same contents as in teaching guide

### **2. Workload and teaching schedule**

Same workload. Continuous assessment is now 70% of final grade

### **3. Methodology**

Publication of materials on AV

Tasks through AV



BBC synchronous vídeo conference

BBC asynchronous vídeo conference

Audiovisual presentations

Forum debates

Problems with key provided

Academic projects

Office hours through vídeo conference

Others

#### **4. Assessment**

1. Increase of value of continuous assessment [70%]

1.

1. Academic essays and papers
2. Academic projects
3. Objective tests through AV

2. Oral exams through videoconference in AV or written exams on AV [30%]

#### **5. Bibliography**

Reference list remains the same as references can be accessed