

Degree	Type	Year	Semester
2500245 English Studies	OB	2	1
2501902 English and Catalan	OB	2	2
2501907 English and Classics	OB	2	2
2501910 English and Spanish	OB	2	2
2501913 English and French	OB	2	2

Contact

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Use of languages

Principal working language: english (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Felicity Hand Cranham
Nicholas John Edwards

Prerequisites

1) "Història i cultura dels Estats Units d'Amèrica" focuses on socio-cultural analysis and promotes student participation and reflection. In like manner, "història i cultura dels Estats Units d'Amèrica" also revolves around the historical events that have shaped the USA. This being the case, students interested in this subject are strongly recommended to either be familiar with -or to have studied- "història i cultura de les Illes Britàniques" (first course / English Studies). For parallel reasons, this subject is not recommended to USA passport holders who have taken similar subjects in their country of origin.

2) Students who want to take part in this course need a C1 of the "Common European Framework of Reference for Languages" which, in practical terms, implies that they have to be able to: comprehend a wide variety of long and complex written and audiovisual materials and recognize their implicit meaning; express themselves with fluency and spontaneity; use English flexibly and efficiently for social and professional purposes; produce well-structured texts about complex topics, and demonstrate command of the appropriate cohesive devices that are required in academic contexts.

Objectives and Contextualisation

- History and Culture of the United States provides an introduction to the most relevant issues and events in the history of the USA from the colonial origins of that nation through to the end of the 20th century (9/11).
- This subject fosters the analysis, debate and interpretation of the cultural production of the USA, a production that is rooted in the main historical events that have shaped the nation as we know it today.

- The academic preparation that derives from this subject is essential for all remaining US literature subjects within the degree in the sense that the main aim of this subject is to provide students with a solid historical base with which to approach the literary texts of the USA that are studied at a later stage. In like manner, the academic preparation that derives from this subject also establishes a perspective which helps students understand the history, culture and institutions of the country. "History and culture of the USA," in fact, complements "19th Century US Literature," a subject that is taken in the second semester.
- On successfully completing "History and culture of the United States," students will be able to understand the most relevant events occurred in the USA throughout its history at the same time that they will be able to express an informed opinion on the texts and historical events studied throughout the course (these skills will be developed jointly with 19th century US literature).

Skills

English Studies

- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

English and Catalan

- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.

English and Classics

- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.

English and Spanish

- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.

English and French

- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.

Learning outcomes

1. Analysing and interpreting texts in an advanced level in English about the history of the United States and its historiography.
2. Analysing and interpreting texts in English in a basic level about the history of the United States.
3. Applying the acquired methodologies of work planning to work in an environment in the English language.
4. Applying the acquired scientific and work planning methodologies to the research in English.
5. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
6. Appropriately placing historical facts related to the history of the United states in their corresponding linguistic and cultural context.
7. Carrying out oral presentations in English about topics related to the history of the United States.
8. Demonstrating a basic comprehension of the diachronic and thematic evolution of the history of the United States.
9. Demonstrating a basic comprehension of the nature and main features of the culture and civilization of the United States.
10. Distinguishing the main ideas from the secondary ones and summarising the contents of texts in English about the history of the United States.
11. Drawing up brief argumentative essays or text comments in English about topics related to the history of the United States.
12. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
13. Participating in face-to-face and virtual debates in English about topics related to the history of the United States.
14. Summarising the content of primary and secondary sources about the history of the United States.

Content

Unitat 1: North America before "the Discovery"

Unitat 2: Colonial America: Virginia, Plymouth, Massachussets, Pennsylvania, New York.

Unitat 3: The Road to Independence

Unitat 4: Independence

Unitat 5: Confederation - Federation: The Constitution; The Bill of Rights; George Washington, John Adams, Thomas Jefferson; The Louisiana Purchase; The Lewis & Clark Expedition; The Second War of Independence.

Unitat 6: The West (The Mexican War - Texas - California - Native Americans)

Unitat 7: Slavery, Plantation Life and the Road to the Civil War

Unitat 8: The Civil War; Lincoln, Reconstruction, Segregation, the KKK

Unitat 9: The Beginnings of American Imperialism: the Spanish-American War - Immigration

Unitat 10: World War I - The Roaring 20s - Feminism - The Great Depression

Unitat 11: World War II - The Conservative 50s

Unitat 12: The 60s - The Vietnam War - Women's Lib - The Black Civil Rights Movement

Unitat 13: From the Cold War to the Gulf War

Unitat 14: 9/11 - The War on Terror - Contemporary Society

Methodology

The teaching methodology is based on:

- Directed activities (30%, 1,8 cr)
- Supervised activities (15%, 0,9 cr)
- Autonomous activities (50%, 3 cr)
- Assessment activities (5%, 0,3cr)

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Debates in class	20	0.8	8
Lectures	30	1.2	14
Type: Supervised			
Assessment	5	0.2	9
In class assessment	5	0.2	2, 7
Written assignment	15	0.6	3, 4, 11
Type: Autonomous			
Personal Study	15	0.6	10, 12
Reading and research	35	1.4	1, 5

Evaluation

Assessment for this course is based on the following:

- Midterm exam (or exam 1) = 30%
- Final exam (or exam 2) = 40%
- Essay = 20%
- Participation in class discussions and debates (and in our virtual campus) = 10%

ASSESSMENT:

- This subject follows the system of continuous assessment.
- All the exercises are COMPULSORY.
- The midterm exam (or exam 1) focuses on class content and other material specified by the teacher. Answering on a given event, text, character or cultural aspect in the midterm exam (or exam 1) does not exempt students from studying this topic for the corresponding final exam. The final exam includes all the topics studied throughout the course.
- An exercise that the student has not handed in or an exam that the student has not taken will count as an "NP" ("No Presentat" or "No Evidence"), that is to say: as a 0 in that part.
- Handing in (or taking) any of the assessment exercises excludes the possibility of obtaining a "No Avaluable" (Not Assessable) as a final mark.
- Students have the right to review their exercises (including reassessment) with their teacher in a personal tutorial on the set dates, never later than two weeks after the exercise has been marked. Students lose this right if they fail to collect the exercise within the period announced by the teacher.
- The minimum mark for an assessment exercise to be considered for the average final mark is 4.
- The minimum pass mark for the whole subject is 5.
- The student's command of English will be taken into account when marking all exercises and for the final mark, too. In fact, "English" will count 25% of all the exercises and it will be assessed as follows:
 - Grammar (morphology and syntax): 30%
 - Vocabulary (accuracy and variety): 15%
 - Cohesion (among sentences and paragraphs): 15%
 - Organization (soundargumentation of ideas): 20%
 - Style (expression and register): 15%
 - Spelling: 5%

REASSESSMENT:

- Only students who pass 70% of the exercises for continuous assessment may take re-assessment for the remaining 30%, provided they have done all the exercises or taken all the exams. In practical terms, this means that students can only reassess one among the following exercises: midterm exam, essay and final exam.
- "Class attendance and participation" cannot be reassessed.
- A reassessment exam is always programmed by the 'Facultat' but the teacher may offer other forms of reassessment for the exercises of his/her subject.
- Passing a reassessment exercise implies accepting a 5 in the reassessed exercise.
- Students cannot reassess to improve their results.

VERY IMPORTANT: Plagiarism in any of the exercises will automatically lead to FAILING (0/10) the exercise, which cannot be reassessed. If the student plagiarises a second time, s/he will fail the course. **PLAGIARISM** means copying a text (and this includes a single sentence) from unidentified sources and pretending it is part of one's own production (THIS INCLUDES COPYING SENTENCES OR FRAGMENTS FROM THE INTERNET, WHICH ARE INCLUDED WITHOUT ANY CHANGES TO THE TEXT THAT IS PRESENTED AS ONE'S OWN) and it is a serious academic offence. Students must learn to respect others' intellectual property and to always identify the sources they use. It is absolutely necessary for students to become entirely responsible for the originality and authenticity of their texts.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Active participation (in class and forum)	10%	10	0.4	5, 7, 12, 13
Essay	20%	10	0.4	2, 3, 4, 10, 11, 14
Exam 1 (Midterm)	30%	3	0.12	1, 6, 9
Exam 2	40%	2	0.08	2, 6, 9, 8

Bibliography

Compulsory: Jenkins, Philip. *A History of the United States*. New York: Palgrave Macmillan, 2012.

Highly recommended bibliography:

Foner, E. *Give me Liberty!* New York: Norton, 2004.

Norton, M.B. et al. *A People and a Nation. A History of the United States*. Boston: Houghton Mifflin, 2003.

Tindall, George B. & David E. Shi, *America: A Narrative History*. W.W. Norton, 2000.

Secondary bibliography:

Barney, W. (ed.). *A Companion to 19th Century America*. Malden: Blackwell Publishing, 2006

Boles, J.D., (ed.). *A Companion to the American South*. Malden: Blackwell Publishing, 2004.

Deverell, W. *A Companion to the American West*. Malden: Blackwell, 2006.

Finkelman, P. (ed.). *Encyclopedia of the United States in the Nineteenth Century* (3 volumes). Charles Scribner's Sons, 2001.

Foner, E. *The Story of American Freedom*. New York: Norton, 1998

Foner, E. *A Short History of Reconstruction*. New York: Harper and Row, 1990

Ford, L.K. (ed.). *A Companion to the Civil War and Reconstruction*. Malden: Blackwell 2005

Genovese, E.D. *Roll, Jordan, Roll: The World Slaves Made*. New York: Vintage Books, 1976.

Grant, Greene, J. *A Companion to the American Revolution*. Malden: Blackwell Publishing, 2004.

Hewitt, N.A. *A Companion to American Women's History*. Malden: Blackwell 2002

Jennings, F. *The Creation of America*. Cambridge and New York: Cambridge University Press, 2000.

Morgan, E.S. *American Heroes: Profiles of Men and Women who Shaped Early America*. New York: W.W. Norton & Co., 2009.

Vickers, D. (ed.). *A Companion to Colonial America*. Malden: Blackwell 2006

Vorenberg, M. *Final Freedom, The Civil War, the Abolition of Slavery, and the Thirteenth Amendment*. Cambridge: Cambridge University Press, 2004.

Whitfield, S. (ed.). *A Companion to 20th-Century America*. Malden: Blackwell, 2006.

Wood, Gordon S. *Empire of Liberty: A History of the Early Republic: 1789-1815*. New York: Oxford University Press, 2009.

Zinn, Howard. *A People's History of the United States: 1492-Present*. London: Longman, 1980

(Further bibliography and filmography about specific topics of this course will be provided to students during the academic year)