

History and Culture of the United States

Code: 100191
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OB	2	1
2501902 English and Catalan	OB	3	1
2501907 English and Classics	OB	3	1
2501910 English and Spanish	OB	3	1
2501913 English and French	OB	3	1

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
Clara Román Vanden Berghe

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 as we know them today. This being the case, students interested in this subject are strongly recommended either to be familiar with -or to have studied- "Història i Cultura de les Illes Britàniques" (English Studies). For parallel reasons, this subject should not be 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 an appropriate 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). Likewise, this subject emphasizes the cultural production that emerges of the intersection between the History of that nation and its society.
- This subject fosters the analysis, the debate and the interpretation of the cultural production of the USA, a production that is rooted in the main historical events that have shaped that nation as we know it today.
- The academic preparation that derives from this subject is essential for all remaining USA literature subjects within the degree of English Studies 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 particularities of the culture and the institutions of that 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; demonstrate comprehension of the studied historical periods; show evidence of understanding films, documentaries and texts that are related with the history and the culture of the United States of America; generate written analyses of written and oral texts dealt with in class; relate historical periods with their literary manifestations (this skill will be developed jointly with 19th century US literature) and express an informed opinion about the texts and historical events studied throughout the course.

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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

Learning outcomes

1. Analysing and interpreting texts in English in a basic level about the history of the United States.
2. Analysing and interpreting texts in an advanced level in English about the history of the United States and its historiography.
3. Appropriately placing historical facts related to the history of the United states in their corresponding linguistic and cultural context.

4. Carrying out oral presentations in English about topics related to the history of the United States.
5. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
6. Demonstrating a basic comprehension of the diachronic and thematic evolution of the history of the United States.
7. Demonstrating a basic comprehension of the nature and main features of the culture and civilization of the United States.
8. Distinguishing the main ideas from the secondary ones and summarising the contents of texts in English about the history of the United States.
9. Drawing up brief argumentative essays or text comments in English about topics related to the history of the United States.
10. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
11. Localise secondary academic sources related to the history of the United States in the library or on the Internet.
12. Participating in face-to-face and virtual debates in English about topics related to the history of the United States.
13. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
14. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.
15. Summarising the content of primary and secondary sources about the history of the United States.

Content

Unit 1: North America before "the Discovery"

Unit 2: Colonial America: Virginia, Plymouth, Massachusetts, Pennsylvania, New York.

Unit 3: The Road to Independence

Unit 4: Independence

Unit 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.

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

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

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

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

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

Unit 11: World War II - The Conservative 50s

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

Unit 13: From the Cold War to the Gulf War

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

Methodology

The teaching methodology of this subject is based on:

1 ECTS credit = 25 hours of learning > 6 credits = 150 hours

Directed activities (35% max., we are doing 30%, 1.8 cr.)

Supervised activities (17% max., we are doing 15%, 0.9 cr.)

Autonomous activities (50% minimum, 3 cr.)

Assessment activities (max. 5%, 0.3 cr.)

Classes combine theory and practice. Students have to complement the History taught in class with the reading of *A History of the United States* (Jenkins: 2012) following the requirements of their professor. The reading of this book provides the necessary foundations with which students can analyze and comment on the chosen texts and films assigned to every session. To pass this subject, students are required to: read the compulsory book indicated, watch the films recommended and understand the texts suggested. The dynamics of the class revolves around the active participation of students in every session.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Class essay	1	0.04	1, 10, 5
Debates in class	19	0.76	6
Lectures	30	1.2	15
Type: Supervised			
Assessment	5	0.2	7
In class assessment	5	0.2	1, 4
Written assignment	15	0.6	3, 9
Type: Autonomous			
Personal Study	15	0.6	8
Reading and research	35	1.4	2

Evaluation

Assessment for this course is based on the following:

- Midterm exam (or exam 1) = 20%
- Final exam (or exam 2) = 40%
- Oral exam (or exam 3) = 10%
- Essay = 20%
- Participation in class discussions and debates (and contributions to our virtual campus) = 10%

ASSESSMENT:

- This subject follows the system of continuous assessment.
- All the exercises are COMPULSORY.
- All students are required to: study the compulsory book for this subject, watch the recommended films, and contextualize the suggested texts for this course. Any indication that a student has not completed his/her work in this respect will affect his/her assessment in a negative way.
- An exercise that the student has not handed in or an exam that the student has not taken will count as "No Avaluable," that is to say: as a 0 in that part.
- 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.
- 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 after the next assessment activity has already been done. Students lose this right if they fail to collect their exercise within the period announced by the teacher.
- 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 (sound argumentation of ideas): 20%
 Style (expression and register): 15%
 Spelling: 5%

REASSESSMENT:

- Students have the right to reassess provided that they have done all the assessment exercises and have a final average between 3.5 and 4.9.
- Students can reassess Exam 1, Exam 2 and their essay. Class attendance and participation, forum contributions and Exam 3 cannot be reassessed.
- Reassessment exams are always programmed by the 'Facultat' but teachers/professors may offer other forms of reassessment for the exercises of their 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 plagiarizes 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%	5	0.2	4, 12
Essay	20%	15	0.6	1, 14, 8, 10, 5, 11, 9, 15
Exam 1 (Midterm)	30%	2	0.08	2, 3, 7
Exam 2 (final)	40%	2	0.08	1, 3, 6, 7
Exam 3 (or Oral Exam)	10%	1	0.04	2, 1, 13, 3, 7, 8, 4, 10, 5

Bibliography

Compulsory textbook:

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

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

Highly recommended bibliography:

Norton, Mary Beth 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, William (ed.). *A Companion to 19th Century America*. Malden: Blackwell Publishing, 2006
- Boles, John (ed.). *A Companion to the American South*. Malden: Blackwell Publishing, 2004.
- Deverell, William. *A Companion to the American West*. Malden: Blackwell, 2006.
- Finkelman, Paul (ed.). *Encyclopedia of the United States in the Nineteenth Century* (3 volumes). Charles Scribner's Sons, 2001.
- Foner, Eric. *The Story of American Freedom*. New York: Norton, 1998
- Foner, Eric. *A Short History of Reconstruction*. New York: Harper and Row, 1990
- Ford, Lacy (ed.). *A Companion to the Civil War and Reconstruction*. Malden: Blackwell 2005
- Genovese, Eugene. *Roll, Jordan, Roll: The World Slaves Made*. New York: Vintage Books, 1976.
- Greene, Jack. *A Companion to the American Revolution*. Malden: Blackwell Publishing, 2004.
- Hewitt, Nancy. *A Companion to American Women's History*. Malden: Blackwell 2002
- Jennings, Francis. *The Creation of America*. Cambridge and New York: Cambridge University Press, 2000.
- Morgan, Edmund. *American Heroes: Profiles of Men and Women Who Shaped Early America*. New York: W.W. Norton & Co., 2009.
- Vickers, Daniel (ed.). *A Companion to Colonial America*. Malden: Blackwell, 2006
- Vorenberg, Michael. *Final Freedom, The Civil War, the Abolition of Slavery, and the Thirteenth Amendment*. Cambridge: Cambridge University Press, 2004.
- Whitfield, Stephen (ed.). *A Companion to 20th-Century America*. Malden: Blackwell, 2006.
- Wood, Gordon. *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