



Academic year	2014-15
Subject	21804 - Cultural Insights into the English-Speaking World I
Group	Group 1, 2S
Teaching guide	I
Language	English

## Subject identification

<b>Subject</b>	21804 - Cultural Insights into the English-Speaking World I
<b>Credits</b>	2.4 de presencials (60 hours) 3.6 de no presencials (90 hours) 6 de totals (150 hours).
<b>Group</b>	Group 1, 2S (Campus Extens)
<b>Teaching period</b>	2nd semester
<b>Teaching language</b>	English

## Professors

Lecturers	Horari d'atenció alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
José Igor Prieto Arranz <a href="mailto:jose-igor.prieto@uib.es">jose-igor.prieto@uib.es</a>	10:00h	13:00h	Tuesday	11/06/2014	31/07/2014	Núm. 5, Edifici Beatriu de Pinós
	10:00h	13:00h	Tuesday	30/06/2014	21/09/2014	Despatx Núm 5, Beatriu de Pinós
	10:00h	13:00h	Tuesday	22/09/2014	16/01/2015	Despatx Núm 5, Beatriu de Pinós
	10:00h	13:00h	Tuesday	09/02/2015	25/05/2015	Despatx Núm 5, Beatriu de Pinós

## Contextualisation

'Cultural insights into the English-speaking world I (CI) is one of the so-called 'assignatures de formació bàsica' (compulsory first-year courses) in the UIB's BA programme in English Studies. As it stands, it is offered in the second term of the degree's first year, together with other courses which are specifically designed to provide students with the basic background knowledge they will need to successfully tackle the more specific courses offered in years 2-4. Many of these will cover the different periods and genres in the literatures of Britain, the USA and other English-speaking countries, as well as introduce cultural and translation studies. The study of literary and other cultural materials can only be maximised when the student is already familiar with the historical and cultural context from which they have emerged. This is where this course comes in, providing a basic geographical, historical and, above all, cultural introduction to the British Isles, with a clear focus on the United Kingdom. Although the country is no longer the world power it was not so long ago, understanding the UK remains central to understanding the English-speaking world, since its influence is still very much present in a myriad of aspects characterising its former colonies, including the USA. The latter country, and more broadly English-speaking North America, will be the object of study in a complementary 3rd-year course, 'Cultural insights into the English-speaking world II', thus enabling the student to successfully access the US literature course offered in the second term of the same third year. Additionally, cultural studies has in the last half-century or so grown into a (cross)discipline in its own right, especially in the English-speaking world, and this course, although not a cultural studies course per se, is also designed to familiarise the student with some of the basic contributions and concerns of cultural theorists as applied to the British and Irish cases but also to the student's own cultural context. Thus seen, CI will be the student's gateway to a whole range of both compulsory and optional courses in cultural studies, all of which





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belong in the degree's 'literary and cultural manifestations' module. Consequently, this course, rather than offer traditional lectures in history, will attempt to arouse questions for debate, mostly relating or leading to cultural identity issues, with the ultimate aim of fostering the student's critical analysis and favouring a deeper perception of what it means to be part of the English-speaking world. This course should equip the student with some of the training and skills required not only to teach English as a foreign language (language and culture can only be artificially separated) but also to enter the labour market and compete for the increasing number of jobs made available beyond the teaching sector for which an intercultural competence is sought. Thus, potential employers may well include the public administration (in need of cultural mediators), translation agencies, publishing houses and the media in general, as well as the tourist industry.

## Requirements

**Preliminary recommendations** Although a first-year course, 'Cultural insights into the English-speaking world I' will be entirely taught in English, and this language is also to be used in teacher-student interaction in the classroom as well as in assignments and presentations. As a result, a good command of both oral and written English will most certainly contribute to a successful performance in the course on the part of the student. Likewise, basic notions of European history and culture, which should have been acquired in secondary education, are equally important.

## Recommendable

Even though there are no compulsory requirements, the student is advised to have passed 'English language I' before enrolling for 'Cultural insights into the English-speaking world I'. Should you feel that your level of English is not good enough, please read the guides to both 'English language I' and 'English language II', in which you will find information on the level of English to be acquired in both courses. Equally important is the student's background knowledge in European history and culture. This course will help students systematise their knowledge, setting up productive comparisons between their own cultural context, on the one hand, and British and other English-speaking societies, on the other. Students with a more limited knowledge of the cultural context of these countries and fearing an overload of data are encouraged to consult:

- McDowall, David 2002: *An Illustrated History of Britain*. Harlow, Longman (RL 941MCD). This is a highly entertaining history of the country written with the foreign language learner in mind. Other interesting titles are:
- Garwood, Christopher; Gardani, Guglielmo and Peris, Edda 2000 [1992]: *Aspects of Britain and the USA*. Oxford, Oxford University Press (Alberta Giménez 910.4(73/410)GAR asp).
- Sheering, Susan; Seath, Jonathan and White, Gillian 1985: *Spotlight on Britain*. Oxford, Oxford University Press (Arxiduc L. S. 428.64SHE). These are basic introductions to contemporary British culture, either on its own or compared to that of the United States of America, addressing foreign students with limited background knowledge. An introduction to a cultural approach to textual commentary can be found in:
- Pérez Rodríguez, Eva María and Prieto Arranz, José Igor 2006: *Commenting on Texts. Literature, History, The Media*. Palma de Mallorca: Servei de Publicacions de la Universitat de les Illes Balears (RL 801.959PER). Finally, students are encouraged to become familiar with the wide range of print and audiovisual media available in Majorca catering for the English-speaking population.

## Skills





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'Cultural insights into the English-speaking world I' will enable the student to work towards many of the learning outcomes which our study programme has identified as inherent to the 'Literary and cultural manifestations' module. These are listed below.

### Specific

- \* 1. Knowledge and understanding of the main cultural and literary features defining the English-speaking world.
- \* 2. Capacity to analyse texts in English from a linguistic, literary and cultural perspective.
- \* 3. Knowledge and understanding of the main contributions made by English Studies-related disciplines (literary and cultural studies).

### Generic

- \* 1. Capacity to relate and integrate ideas and information from different sources and disciplines, as well as to apply them in practice.
- \* 2. Capacity to respect and value linguistic and cultural diversity, fostering equal opportunities in professional environments.
- \* 3. Self-critical attitude fostering the student's concern for quality and continuous improvement.

### Basic

- \* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

## Content

The course contents will be divided into three main sections, as can be seen below.

### Theme content

#### Section 1. INTRODUCTION

##### Unit 1. An introduction to Britain. Geographical facts and figures

This unit will introduce some basic aspects concerning the British Isles in general, and the United Kingdom in particular, although references will also be made to the Republic of Ireland. Topics discussed include surface area, population patterns, administrative divisions, weather, national symbols, etc. All these data will serve to contextualise other units in the syllabus, especially the history-devoted ones.

##### Unit 2. An introduction to Britain. The British constitutional system

Although all western European countries are now democratic and so their constitutional and political systems share similar institutions, some countries still preserve rather curious features which speak volumes about their past and traditions. Britain is a good case in point. Although its peculiarities are fewer now as an EU member, its system differs substantially from those in mainland Europe and has visibly inspired those in many other countries in the English-speaking world. This unit will first highlight the main distinctive features of the British constitutional and political system and will then move on to focus on the monarchy, emphasising the symbolic yet essential role it has traditionally played in the development and consolidation of national identity discourses. This done, the British parliamentary system will be presented and discussed. Thus, emphasis will be placed on the institution of the British Parliament, including the electoral procedure and Parliament's links with the British



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Government. Minor references will also be made to peculiarities of the British judicial system as well as the Devolution process undertaken in the late 1990s.

## Section 2. BRITISH AND IRISH HISTORY IN A NUTSHELL

### Unit 3. From Pre-History to the Middle Ages

This is the first of a series of history-devoted units. In this course, however, history is not an end in itself but a means through which students will be better equipped to understand the socio-cultural features defining the countries under study today. This unit will provide a quick overview of key episodes in early British history. Thus, the student will discover the extent of Romanisation in Britain, become acquainted with the country's Roman heritage and understand what would eventually make England substantially different from the rest of the British territories. Additionally, the student will be introduced to the way national histories have traditionally been narrated, paying special attention to early, obscure episodes and characters and how these can still be made relevant today. This unit is also meant to highlight the main episodes defining medieval England, i.e. between the 11th and 15th centuries. Special emphasis will be placed on the increasing hegemony of England and its effect on neighbouring nations, the troublesome relation with France and its effect on English identity, as well as the birth and evolution of Parliament. A brief overview of the arts in medieval Britain will also be provided.

### Unit 4. From the 16th to the 18th century: towards a Protestant, parliamentary monarchy

This unit covers one of the focal periods in British history. The events that took place in it, or rather the way these have been narrated, have clearly influenced the English / British collective memory for a long time. Attention will be paid to social and political advances although emphasis will be placed on the English Reformation, the consequences of which are very clearly related to the country's self-image pointed out above. Some biographical details will be provided of two historical giants, already familiar to most students: Henry VIII and Elizabeth I. Their lives have often been the subject of fiction works (both literature and films) and, in systematising their knowledge of some of the events surrounding their lives, students will no doubt get a better grasp of the significance of this fascinating period. The 17th century is probably the most convulsive in modern British history. This unit will also focus on its main conflicts, largely resulting from events that took place in the previous century, and how these were solved, further strengthening the power of Parliament and the notion of a Protestant nation. Scotland and England were united under the same crown in this period and the consequences of this union will also be discussed. The 18th century will see Britain become a single country and then a world power through both imperial expansion and industrialisation. This brought about rapid, significant social changes and this unit will at least in part hint at the ways the country found to cope with them. Meanwhile, the Protestant succession placed a German family on the British throne, as a result of which the country's parliamentary tradition strengthened to such an extent that it could be argued no other European country at the time enjoyed a similar degree of democratic freedom.

### Unit 5. The 19th and 20th centuries: from 'Britannia rules the waves' to 'Cool Britannia'

The British 19th century is very much defined by Queen Victoria, without doubt a household name. This unit will attempt to systematise the significance of her name and figure, providing a common narrative thread to a century that saw many significant changes, spearheaded by Britain's industrial and imperial power. The legacy of this period is still very much present in early 21st-century Britain. Additionally, this unit rounds off our brief journey through British history, providing the link between the features and ideals of the Victorian era and today's Britain. Emphasis will be placed on the effects of 20th-century events on British identity/ies, a topic which will be more fully discussed in the last sessions of the course.

### Unit 6. Standing up against British hegemony. A short history of Ireland



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Up to now Irish history has only been referred to indirectly. This imbalance will now be somehow redressed and so this unit is designed to acquaint the student with a selection of the most significant episodes in the development of Ireland, especially with relation to the events simultaneously taking place in Britain and which you have already studied. Although early (Celtic) Irish history will be covered, greater emphasis will be placed on events following the 16th century, characterised by English / British domination, and especially the period covering the last 150 years or so, which largely account for the current state of Anglo-Irish relations as well as the situation of Northern Ireland.

### Section 3. CULTURAL INSTITUTIONS

#### Unit 7. International relations. Focus on the Commonwealth, Europe and Anglo-Irish relations

This is the first of a series of units that will present a selection of highly relevant aspects of both British and, to a lesser extent, Irish culture. Unit 8 focuses on the current state of British international relations, emphasis being placed on three main points: (1) the loss of Empire; (2) Anglo-American relations; and (3) Anglo-Irish relations. All three derive from the historical context that has been studied in the previous units and, even if reference will be made to economic and political institutions like the Commonwealth of Nations or the European Communities (now Union), the main point will be to see what image the average Briton has today of both these institutions and the countries mentioned above.

#### Unit 8. Religious attitudes today. The legacy of the Church of England

Religion is a topic which should not be new to the student since it has inevitably appeared in the history-related sessions. The aim of this unit is to locate the established English church within the broader Protestant world, pointing out its peculiarities and its place in today's society. Reference will also be made to other established churches in the UK as well as religious minorities. Most important of all, the legacy of the Church of England will be highlighted, evidencing how the English political and cultural context has shaped both the institution and religious attitudes, and how this legacy is still very much present today, when regular church attendance only applies to a small minority of the country's population. Reference will also be made to Ireland, where nationalist and religious discourses have gone hand in hand.

#### Unit 9. The Anglo-Saxon approach to education

This unit will offer you an insight into some of the main trends in contemporary British education, with a special focus on universities. References will be made to common educational trends exported throughout the English-speaking world, which should help to introduce some of the methodological changes to be implemented by Spanish universities in the European Higher Education Area.

#### Unit 10. The media. The British press and its influence on the Irish press

This unit is designed to raise awareness of the deep influence that the media have on our lives -it is no coincidence that critics now say that our perception of reality is a 'mediated' one. The focus will of course be on the British media and how these have influenced the Irish mediascape. Although information will also be provided on television, the main emphasis will be placed on the press.

#### Unit 11. Transport. Britishness and mobility

This unit is meant to introduce not only some general aspects concerning transport in contemporary Britain but most importantly how this relates to essential features of British culture which other English-speaking communities have also inherited. A brief historical contextualisation will be provided of the importance of mobility in Britain, to be related to both the 'rural presumption' (already introduced in earlier units) and suburban housing (to be introduced in Unit 13). Although other means of transport will be referred to, the main emphasis will be placed on car culture and the British roadscape.





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**Unit 12. Housing. General trends exported throughout the English-speaking world. Housing and the English imagination**

With the 'rural presumption' still fresh in mind, the student will now have the chance to see how it has shaped what is probably the most important aspect in everyone's daily life: one's home. The British difference between 'house' and 'home' speaks volumes about the importance granted to housing, including not only the type of house but also where this is to be found. This unit will help the student differentiate the different types of housing available, what social connotations these have, what kind of activities are generally carried out in their rooms and spaces, and even what names these are given depending on one's social extraction. Clear connections will also be made to information already introduced in previous units, to illustrate how historical events have influenced the daily life of the British people and, to a large extent, the English-speaking world.

**Unit 13. Food and drink. Focus on pub culture**

It is widely assumed that the British are bad cooks and perhaps even worse eaters. Leaving assumptions and prejudice behind, the aim of this unit is to raise awareness of the cultural relevance of food and drink habits and attitudes, pointing out how, in the case of Britain, these have been exported throughout the English-speaking world, and hinting at how social aspects intersect with food and drink habits through, for example, the names given to meals, or the social settings in which meals and drinks are consumed. Special attention will be paid to the pub(lic house), as the centre of social relations outside one's own home.

**Unit 14. The arts in contemporary Britain**

Contemporary Britain boasts a thriving arts scene. This unit is designed to guide the student through some of the main trends and names in modern and contemporary British architecture, painting, sculpture, theatre and music. The gap will be bridged between high and pop culture by considering how these are consumed and how they have been exported worldwide. Reference will also be made to the Irish arts scene, including contemporary literature, since this is not generally studied in mainstream English studies programmes.

**Unit 15. Sports**

Sports are central to leisure as understood in most of the Western world, either because they are actively practised or, even more frequently, widely watched on television or read about in the papers. Britain is no exception to this principle. More importantly, many of the most popular sports today were actually first invented or provided with rules in Britain. Even more importantly, the practice of such sports has long been associated with two principles, fair play and amateurism, traditionally understood to be at the core of Britishness -hence the importance of sports in traditional British education. This unit will hint at other instances of both fair play and amateurism still present in British institutions, explore the extent to which they are still applicable in today's sports scene and refer to the most relevant sports in both Britain and Ireland.

**Unit 16. Holidays and special occasions**

This unit has a twofold aim. First, it will provide a very short introduction to the history of British travel and tourism, linking it to the townscape of seaside resorts as well as to the development of genres such as the situation comedy. Secondly, it will introduce the most relevant holidays on the British and Irish calendars, together with their associated traditions, linking these to other holidays and traditions in the English-speaking world.

**Unit 17. Identity**

This unit will systematise knowledge previously acquired by the student in earlier units. In order to do so, our starting point will be Foucault's notion of discourse, thanks to which we will be able to present identity as something constructed, i.e. not given by nature. This done,

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we will proceed to analyse, however briefly, where Britishness stands with respect to variables such as social class, religion, gender, ethnicity and even the very concept of 'nation'.

## Teaching methodology

### In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	Up to 1 ECTS (28 hours) will be devoted to theory sessions. Although teacher-centred, these are designed to gradually diminish the teacher's intervention and foster the student's. The student will often need to do some prior reading. All sessions will be based on PowerPoint presentations, freely available through the Campus Extens platform.	28
Seminars and workshops		Medium group (M)	Up to 0,3 ECTS (7 hours) will take the form of seminars and/or workshops. These are hybrid theoretical/practical sessions based on discussions resulting from a previous assignment (seminars) or the study of materials presented in the course of the session (workshops).	15
Practical classes		Medium group (M)	Up to 0,6 ECTS (15 hours) will be devoted to purely practical sessions, mostly based on case studies, in which the student will be able to apply the knowledge acquired in the theory sessions.	7
ECTS tutorials		Medium group (M)	0,3 ECTS (7 hours) will also be devoted to medium-group tutorials, especially designed to guarantee best results, especially at critical times during the course (e.g. before an essay or commentary is due or before the final exam)	7
Assessment		Large group (G)	Accuracy (multiple-choice test) Use and interpretation of theoretical sources, processing of information gathered in class, critical literacy	3

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

### Distance education work activities

Modality	Name	Description	Hours
Individual self-study		The student will carry out a substantial amount of work on his/her own. The estimated workload is the following: -Individual study and reading: 2.1 ECTS (52 hours) -Essay or commentary writing: 0.6 ECTS (15 hours) -Participation in Campus Extens blog: 0,2 ECTS (5 hours) -Online tutorials (email): 0,1 ECTS (3 hours)	75



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Modality	Name	Description	Hours
Group self-study	Seminar preparation	The preparation of seminars may well be carried out in small groups. The estimated workload for each of the students involved will be 0.6 ECTS (15 hours)	15

### Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

### Student learning assessment

All (UIB and exchange) students will freely choose one of the following two assessment options or itineraries by signing the learning agreement (downloadable from the course's Campus Extens site). This will be handed to the lecturer during the term's first two weeks. Students failing to meet this condition will be automatically assigned Itinerary B.

**(1) Continuous assessment (Itinerary A)** Students choosing this option are expected to attend both theoretical and practice sessions regularly as well as participate actively (30% of the final grade). Irregular attendance may result in the student being moved to the final assessment (Itinerary B) scheme. In order to maximise participation, the student is expected to read the necessary materials or do their homework, as applicable, prior to coming to class. Additionally, students will also take two multiple-choice tests in the middle and final weeks of the term, respectively. Each test will be worth 35% of the final grade. The student's mean test performance must be 5/10 or above for him/her to pass the course. Should this not be the case, the student can take a final exam in July, which will be identical to that offered for Final Assessment (Itinerary B) students.

Each multiple-choice test will comprise 50 questions covering the contents of the materials covered in the course. Correction will be as follows: right answer: +0.10; blank answer: -. Every three wrong answers: -0.10.

Students can freely move from itinerary A to Itinerary B any time during the course although this will no longer be allowed once the first multiple-choice test has been taken.

**(2) Final assessment (Itinerary B)** Students who choose or have been assigned this option will take a mid-term test (identical to the first multiple-choice test described for Itinerary A students above, 50% of the final grade) and one more in June (50% of the final grade). The marking criteria detailed above will also apply. For the student to pass the course their mean test performance must be 5/10 or above. Should this not be the case, the student can take a final exam in July.

It should be noted that **plagiarism will always be penalised**, in accordance with the UIB's current academic regulations, reproduced below:

Article 33. Fraus

1. Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'algun dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.
2. En particular, es considera un frau:







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- a) En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.
- b) En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi).

**If a student fails to show up on the date and at the time established by the lecturer for any activity which is part of the student's assessment programme, they will receive a 0 (zero) grade for this activity. Failure to take an official June or September exam (when applicable) will result in a 'No Presentat' grade .** Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the University of the Balearic Islands' *Reglament Acadèmic*, namely:

- (1) When the time between the end of one exam and the start of another is under 3 hours;
- (2) Those cases listed in Section 30.4 and 30.5 (these include accident; hospitalisation; birth or adoption of a child; death of a close relative; other exceptional circumstances).

Students will not be allowed into the classroom once the exam/ practical session has already started.

**Mobile phones and other electronic devices are NOT allowed in the classroom. Laptop computers are acceptable ONLY if used for purposes related to classroom activity .** No electronic device whatsoever (including computers) is allowed in the classroom during exams/ practical sessions, unless otherwise specified by the lecturer (e.g., if the practical session entails use of the Internet for pedagogical purposes).

### Theory classes

Modality	Theory classes
Technique	Objective tests ( <b>retrievable</b> )
Description	Up to 1 ECTS (28 hours) will be devoted to theory sessions. Although teacher-centred, these are designed to gradually diminish the teacher's intervention and foster the student's. The student will often need to do some prior reading. All sessions will be based on PowerPoint presentations, freely available through the Campus Extens platform.
Assessment criteria	
Final grade percentage:	35% for the training plan A
Final grade percentage:	50% for the training plan B

### Seminars and workshops

Modality	Seminars and workshops
Technique	Attitude scales ( <b>non-retrievable</b> )
Description	Up to 0,3 ECTS (7 hours) will take the form of seminars and/or workshops. These are hybrid theoretical/practical sessions based on discussions resulting from a previous assignment (seminars) or the study of materials presented in the course of the session (workshops).
Assessment criteria	Active participation, completion of reading tasks
Final grade percentage:	15% for the training plan A
Final grade percentage:	0% for the training plan B





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### Practical classes

Modality	Practical classes
Technique	Attitude scales ( <b>non-retrievable</b> )
Description	Up to 0,6 ECTS (15 hours) will be devoted to purely practical sessions, mostly based on case studies, in which the student will be able to apply the knowledge acquired in the theory sessions.
Assessment criteria	Active participation, completion of reading tasks

Final grade percentage: 15% for the training plan A

Final grade percentage: 0% for the training plan B

### Assessment

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	Accuracy (multiple-choice test) Use and interpretation of theoretical sources, processing of information gathered in class, critical literacy
Assessment criteria	Accuracy (multiple-choice test) Use of theoretical sources, originality, critical literacy, mastery of English (essay-type question part)

Final grade percentage: 35% for the training plan A

Final grade percentage: 50% for the training plan B

### Resources, bibliography and additional documentation

#### Basic bibliography

(Textbook) O'Driscoll, James 2009: *Britain for Learners of English*. Oxford, OUP. ISBN 978-0-19-430644-7. RL 941.085ODR Childs, Peter and Storry, Michael eds. 1999: *Encyclopaedia of Contemporary British Culture*. London, Routledge. RL 941.082ENC Fox, Kate 2005: *Watching the English. The Hidden Rules of English Behavior*. Londres, Hodder. RL 306.094 2FOX. Gilbert, Martin 2007: *The Routledge Atlas of British History*. London, Routledge. RL 912GIL

**Other compulsory reading materials will be made freely available through Campus Extens.**

#### Complementary bibliography

Brennan, Niamh; O'Brien, Francis J. and Pierce, Aileen 1992: *Ireland*. London and New York, Routledge. Jovellanos 657.31CA

Bureau, Nela; Gallardo, P. and O'Neill, María eds. 1992. *Voices of Ireland / Veus d'Irlanda*. Proceedings of the First Conference on Irish Studies. Lleida, Pagès. RL Dipòsit 820.509VOI.

Carrera, María José; Carrera, Anunciación; Cámara, Enrique and Dapía, Celsa eds. 2008: *The Irish Knot : Essays on Imaginary/Real Ireland*. Valladolid, Universidad de Valladolid. RL 820.994 15IRI.

Christopher, David P. 2006: *British Culture. An Introduction*. London and New York, Routledge. ISBN: 0415353971. RL 941.082CHI

Cunliffe, Barry et al. eds. 2004: *The Penguin Illustrated History of Britain and Ireland. From Earliest Times to the Present Day*. London, Penguin.

Dalton, Godfrey and Murray, Peter 1987: *Northern Ireland*. Cambridge, CUP. Mateu Orfila Dipòsit BP 914.16DAL.

Dewey, Joseph 2005: *Oxford Guide to British and American Culture*. Oxford, OUP. ISBN: 0194311295. RL 941.003OXF





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- Foster, R. F. 1989: *Modern Ireland 1600-1972*. London, Penguin. Anselm Turmeda Dipòsit SAT 5 Foster, R. F. ed. 2001 [1989]: *The Oxford History of Ireland*. Oxford, OUP. RL 941.5OXF
- Garwood, Christopher; Gardani, Guglielmo & Peris, Edda 2000 [1992]: *Aspects of Britain and the USA*. Oxford, OUP. Alberta Giménez 910.4(73/410)GAR asp
- Grant, R. G. et al. 2011. *History of Britain & Ireland. The Definitive Visual Guide*. London, Dorling Kindersley.
- Kearney, Hugh [Pardos, Julio A. Trans.] 1999: *Las Islas Británicas. Historia de cuatro naciones*. Madrid, CUP. RL 941KEA
- McCormack, Bill 2001: *The Blackwell Companion to Modern Irish Culture*. Oxford, Blackwell. ISBN: 0631228179. RL 941.5BLA
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