

Academic year	2016-17
Subject	21818 - Cultural Insights into the English-Speaking World II
Group	Group 1, 1S
Teaching guide	D
Language	English

Subject identification

Subject	21818 - Cultural Insights into the English-Speaking World II
Credits	2.4 de presencials (60 hours) 3.6 de no presencials (90 hours) 6 de totals (150 hours).
Group	Group 1, 1S (Campus Extens)
Teaching period	First semester
Teaching language	English

Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Marta Fernández Morales marta.fernandez@uib.es	12:00	14:00	Monday	12/09/2016	23/12/2016	Ramon Llull CD10

Contextualisation

This course constitutes an introduction to some of the historical and cultural aspects of the United States of America. Although the subject does not have any pre-requisite, students who enrol are advised to have taken and passed their "Cultural Insights into the English-Speaking World I" course in the first year of the BA, so as to be able to compare the realities of the countries they have already studied with the context they will learn about this year. Students in this course are also encouraged to relate its contents to the news and current events that may be linked to the subject, as well as to connect the course to the ones about US literature in their degree.

In terms of linguistic competence, students are expected to use English both orally and in written form at a C1+ level. Writing skills developed in the "English Language IV" (at the beginning of the semester) and "English Language V" (by the end of the semester) courses will be taken for granted. This includes correct paragraphing, commentary of texts, and the elaboration of five-paragraph essays.

Requirements

Essential requirements

All students must be able to use English at a C1+ level, both orally and in written form (the frame of reference is "English Language IV" at the beginning of the semester and "English Language V" by the end).

All students must have a minimum command of history and cultural studies of the Anglophone areas to register in this course. "Cultural Insights into the English-Speaking World II" is the first class that focuses on the American context, but it assumes skills and knowledge acquired in the "Cultural Insights I" subject (1st year).

Recommendable

Students are encouraged to keep up with the rhythm of the course (readings, preparation assignments, etc.) and to attend and participate in the lessons.

Skills

Specific

- * Capacity to communicate in English both orally and in written form with the fluency, appropriateness, and complexity required by the context (Specific skill #1).
- * Knowledge and understanding of the main cultural and literary features defining the English-speaking world (Specific skill #3).
- * Capacity to analyze texts in English from a linguistic, literary, and cultural perspective (Specific skill #4).

Generic

- * Capacity to relate and integrate ideas and information from different sources and disciplines, as well as to apply them in practice (Generic skill #4).
- * Capacity to respect and value linguistic and cultural diversity, fostering equal opportunities in professional environments (Generic skill #7).
- * Self-critical attitude fostering the student's concern for quality and continuous improvement (Generic skill #12).

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 contents of the course are divided in two main sections: history and culture. Both aspects are obviously deeply inter-related, and students are encouraged to approach them with a holistic perspective, and not unit by unit in isolation.

Theme content

PART ONE. AN INTRODUCTION TO THE USA

- 1.1. Geography, facts, and figures
- 1.2. Main historical events
- 1.3. The American dream, from history to culture

PART TWO. U.S. CULTURE(S)

- 2.1. Education, media, and cultural productions (high/pop)
- 2.2. Religion, holidays, and special occasions
- 2.3. Housing, transport, and leisure activities

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Teaching methodology

The lectures, seminars, and workshops are not compulsory in this course. Students who do attend the sessions are required to be prepared and ready to participate actively. Attendance is highly recommended, since it enhances the learning process.

Late arrivals are NOT welcome. Students should try and avoid entering the classroom when the session has already started, in order not to interrupt the group.

In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures	Large group (G)	The lectures will be articulated around the main theoretical aspects of each period/aspect included in the program. Attendance is not compulsory, and students who decide to attend must be ready to take part in short activities and/or q-a sequences that might be inserted within the lectures.	29
Seminars and workshops	Seminars and workshops	Medium group (M)	The seminars and/or workshops will be dedicated to the discussion and analysis of texts and other materials included in the program. Students must read the texts in advance when instructed to do so, and they must be ready to work with them during the sessions. It is vital that they do not come to class unprepared.	25
Assessment	Assignment 1	Large group (G)	During the first week of November all the students in the course will complete and submit their first assignment with value for the final mark. The assignment will be done individually and in the classroom.	2
Assessment	Assignment 2	Large group (G)	During the month of January all the students in the course will complete and submit their second assignment with value for the final mark. The assignment will be done individually and in the classroom.	4

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	Reading, preparing, studying	Students are expected to read the compulsory texts before they are discussed in class.	80

Modality	Name	Description	Hours
		Students may also be asked to complete other preparatory tasks (e.g. elaborating summaries or abstracts, etc.) in order to participate in the seminars or workshops.	
		Studying for the assessment tasks includes revising notes, re-reading compulsory texts, watching videos seen in class as many times as necessary, finding complementary materials if need be, attending tutorials to clarify doubts, etc.	
Group self-study	Revising	Students are welcome to organize their own study groups and online networks to share information with classmates and revise together for exams. They are also welcome to organize group tutorials with the lecturer if they consider it necessary.	10

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

There is only one assessment pathway for this course, and it is individual for all students.

If a student fails to show up on the day and the time established for the exams, the grade will be recorded as "No show" ("No presentat"), and the assignment will count zero (0) points for the final average. The dates and times of the exams will not be altered under any circumstance, except those contemplated by the *Reglament acadèmic* (articles 29 and 30). Students will not be allowed into the classroom once the evaluation session has started. NO EXCEPTIONS.

Article 33 in the *Reglament acadèmic* will be applied in cases of cheating, plagiarism, cyberplagiarism, or any other fraudulent practice in the process of assessment: "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". NO EXCEPTIONS.

No electronic device whatsoever (including computers, tablets, and cellphones) is allowed in the classroom during exams.

Assignment 1

Modality	Assessment
Technique	Short-answer tests (retrievable)
Description	During the first week of November all the students in the course will complete and submit their first assignment with value for the final mark. The assignment will be done individually and in the classroom.
Assessment criteria	MID-TERM EXAM (NOVEMBER)
	Students will be required to answer a selection of questions about the contents studied during the first half of the semester.



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Students must get a minimum of 4 (out of 10) for an average to be made with the second assignment. If a student gets less than 4, s/he will be allowed to repeat this activity (with different questions) in February. Students with marks higher than 4 will not be allowed to repeat this assignment under any circumstance.

If a student passes this assignment but fails the final exam, the Pass grade will be kept for February.

The Pass grade is 5 or above.

More than 10 serious mistakes in the student's use of English (e.g. "people is", "he don't") will invalidate the assignment, and the mark will be recorded as zero (0). The frame of reference for this will be "English Language IV".

Final grade percentage: 50%

Assignment 2

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	During the month of January all the students in the course will complete and submit their second assignment with value for the final mark. The assignment will be done individually and in the classroom.
Assessment criteria	FINAL EXAM (JANUARY) Students will be required to complete a two-part exam: 1) theoretical essay + 2) commentary of a text from a cultural perspective. Each part will count 5 points (out of 10), and they must be passed separately. In cases where the mathematical average is higher than 5 but one of the parts has been failed, the final grade will be recorded as 4.5, as contemplated in the <i>Reglament Acadèmic</i> . The same applies to the average between the two assignments (November midterm-January final). If a student passes this assignment but fails the first one, the Pass grade will be kept for February. The Pass grade is 5 or above. More than 10 serious mistakes in the student's use of English (e.g. "people is", "he don't") will invalidate the assignment, and the mark will be recorded as zero (0). The frame of reference for this will be "English Language V".

Final grade percentage: 50%

Resources, bibliography and additional documentation

No textbook will be followed in this course, but students are encouraged to make use of the recommended and complementary bibliography to reinforce their learning process.

The texts and other materials included in the course file (Ramon Llull reprography room) will be considered compulsory for purposes of assessment and class use.

Basic bibliography

- Bigsby, Christopher (ed.). 2006. *The Cambridge Companion to Modern American Culture*. Cambridge and New York: Cambridge University Press.
- Falk, Randee. 1993. *Spotlight on the USA*. Oxford: Oxford University Press.
- O'Callaghan, Bryn 1996. *An Illustrated History of the USA*. Harlow: Longman.
- Pérez Rodríguez, Eva María, and José Igor Prieto Arranz. 2006. *Commenting on Texts. Literature, History, the Media*. Palma de Mallorca: Edicions UIB.



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-Zinn, Howard. 1995. *A People's History of the United States. 1492-Present*. New York: Harper Collins.

Complementary bibliography

- Ashby, Leroy. 2006. *With Amusement for All. A History of American Popular Culture since 1830*. Lexington: The University Press of Kentucky.
- Basiuk, Tomasz, et al. (eds.). 2011. *The American Uses of History. Essays on Public Memory*. Bern: Peter Lang.
- Cullen, Jim. 2003. *The American Dream. A Short History of an Idea that Shaped a Nation*. Oxford and New York: Oxford University Press.
- Curran, James, David Morley, and Valerie Walkerdine (eds.). 1998. *Estudios culturales y comunicación: análisis, producción y consumo cultural de las políticas de identidad y el posmodernismo*. Barcelona: Paidós.
- Dewey, Joseph. 2005. *Oxford Guide to British and American Culture*. Oxford: Oxford University Press.
- Gray, Richard, and Owen Robinson. 2004. *A Companion to the Literature and Culture of the American South*. Malden: Blackwell.
- Halper, Stefan, and Jonathan Clarke. 2005. *America Alone. The Neo-Conservatives and Global Order*. Cambridge and New York: Cambridge University Press.
- Hunter, James D. 2004. *Culture Wars. The Struggle to Control the Family, Art, Education, Law and Politics in America*. New York: Basic Books.
- McKnight, Tom L. 2004. *Regional Geography of the United States and Canada*. New Jersey: Prentice-Hall.
- Neal, Arthur G. 2005. *National Trauma and Collective Memory: Major Events in the American Century, 2nd ed.* Armonk: M.E. Sharpe.
- Penas Ibáñez, Beatriz, and M^a Carmen López Sáenz (eds.). 2006. *Interculturalism: between Identity and Diversity*. New York: Peter Lang.
- Rojek, Chris. 2006. *Cultural Studies*. Oxford: Blackwell.
- Sagrado Santos, Antonia, and M^a Luz Arroyo Vázquez. 2007. *History and Culture of the United States*. Madrid: UNED.
- VV.AA. (Grupo Antares de Estudios de Género). 2010. *Norteamericanas con voz propia*. Málaga: Sepha.
- Vorenberg, Michael. 2004. *Final Freedom: the Civil War, the Abolition of Slavery, and the Thirteenth Amendment*. Cambridge and New York: Cambridge University Press.
- Walton, David. 2008. *Introducing Cultural Studies: Learning through Practice*. London: Sage.
- Warren, Catherine, and Mary Douglas Vavrus (eds.). 2002. *American Cultural Studies*. Urbana and Chicago: University of Illinois Press.
- Zinn, Howard. 2006. *A Power Governments Cannot Suppress*. San Francisco: City Lights.

Other resources

Extra materials (videos, websites, etc.) will be uploaded on Campus Extens as the course develops.