

Syllabus

Subject

Subject / Group	21818 - Cultural Insights into the English-Speaking World II / 1
Degree	Degree in English Studies - Third year
Credits	6
Period	First semester
Language of instruction	English

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Rubén Jarazo Alvarez r.jarazo@uib.es	12:00	14:00	Monday	21/06/2018	31/07/2018	BE10, Ramon Llull (by appointment)
	16:00	18:00	Thursday	01/09/2018	10/02/2019	BE10, Ramon Llull (by appointment)
	15:30	16:30	Wednesday	11/02/2019	31/07/2019	BE10, Ramon Llull (by appointment)

Context

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.

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 is also designed to acquaint the student with some of the basic contributions and concerns of cultural theorists as applied to the American cultural context. 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 belong in English-speaking societies.

Requirements

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Recommended

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" at the end). Those fearing that their level of English is not good enough are kindly requested to refer to the so-called 'Aula d'Autoaprenentatge d'Idiomes' (http://estudis.uib.cat/digitalAssets/276/276802_c13.pdf), in which they can work autonomously and improve their English language skills.

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).

Erasmus/International students are welcome but, like local students, they must show their competence in the following areas: (1) a C1 level of English Language (consolidated advance or proficiency), (2) notions of Cultural Studies and World History, and (3) the ability to write academic essays accordingly. They should NOT enrol in this course otherwise. Erasmus/International students will sit the exercises and assessment as any other student in the dates included in the chronogram and the UIB official calendar. No exceptions will be made, apart from those contemplated in the Reglament Academic.

Laptops or tablets (and headphones) are highly advisable for purposes related to classroom activity. No other electronic device whatsoever is allowed when otherwise specified by the lecturer.

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

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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.

Range of topics

USH. History of the United States of America

- Unit 1. Settling the Northern Colonies and American Life in the XVII Century (1619-1700)
- Unit 2. Colonial Society on the Eve of Revolution (1700-1775)
- Unit 3. The Confederation and the Constitution (1776-1790)
- Unit 4. The Triumphs of Jeffersonian Republic (1800-1812), the II War for Independence and the Upsurge of Nationalism (1812-1824)
- Unit 5. The Ferment of Reform and Culture: Education, Religion and Culture (1790-1860)
- Unit 6. The South and Slavery Controversy and Drifting Towards Disunion (1793-1860)
- Unit 7. The Furnace of the Civil War (1861-1865) and the Ordeal of Reconstruction (1865-1877)
- Unit 8. From the Gilded Age (1869-1896) to Progressivism (1901-1912)
- Unit 9. America in the Roaring Twenties (1919-1929)
- Unit 10. Roosevelt, the Great Depression and the New Deal (1933-1939)
- Unit 11. America in World War II (1941-1945), the Cold War and the Eisenhower Era (1945-1960)
- Unit 12. The Stormy Sixties (1960-1968)
- Unit 13. From Richard Nixon (1969-1974) to George W. Bush (2001-2009): Building the American Global Empire
- Unit 14. From Bill Clinton to Donald Trump (1993-2017): Politics of Fear after 9/11

USC. United States Culture

- Unit 1. What is Culture? American Cultural Studies in Context
- Unit 2. Religion and the American exceptionalism: In God We Trust (*The Crucible*)
- Unit 3. Articles of Confederation and the United States Constitution
- Unit 4. American Political Institutions: The Presidency (*Lincoln*)
- Unit 5. American Cultural Geography: City Branding (Las Vegas, New York and Washington D.C.) (*Taxi Driver*), approaches to North-South Regionalism (*To Kill a Mockingbird*) and the Myth of the American West.
- Unit 6. Ethnicity and White Supremacism in America (*The Butler*)
- Unit 7. The Sexual Revolution: From Stonewall to Pink Capitalism and Homonationalism (*Queer as Folk* and *Transamerica*)
- Unit 8. The Myth of the American Family: Intersectionality and the Nation (*Cat on a Hot Tin Roof*)
- Unit 9. The American Dream, class and capitalism (*Fight Club*)
- Unit 10. The transmission of American Culture: Youth Culture (*Spiderman: Homecoming*), Hollywood (*Independence Day*) and Disney (*The Incredibles*)

Teaching methodology

In-class work activities (2.52 credits, 63 hours)

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Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures	Large group (G)	<p>The lectures will be articulated around the main theoretical aspects of each period/aspect included in the programme. Laptops or tablet will be welcome for pedagogical reasons.</p> <p>Attendance is not compulsory, but those students who attend must be ready to take part in short activities and/or q-a sequences.</p> <p>Although teacher-centred, these sessions are designed to gradually diminish the lecturer's intervention and foster the student's. The student will often need to do some prior reading for flipped-classroom sessions.</p> <p>Materials will be freely available through the Aula Digital platform and at the library.</p>	43
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 videos included in the programme. 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. Laptops or tablet (and headphones) will be welcome for pedagogical reasons.	15
Assessment	Test 2	Large group (G)	This exam will consist of evaluating the students' knowledge acquired during the second half of the semester.	3
Assessment	Test 1	Large group (G)	This exam will consist of evaluating the students' knowledge acquired during the first half of the semester.	2

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 Aula Digital platform.

Distance education tasks (3.48 credits, 87 hours)

Modality	Name	Description	Hours
Individual self-study	Reading, preparing, studying	<p>Students are expected to read the compulsory texts before they are discussed in class.</p> <p>Studying for the assessment tasks includes revising notes, re-reading compulsory texts, watching videos, finding complementary materials if need be, attending tutorials to clarify doubts, etc.</p>	45
Individual self-study	Essay 2	INDIVIDUAL ESSAY. Students are expected to write an essay based on ONE specific TOPIC. The lecturer will provide students with a list of topics at the beginning of the semester.	20
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.	15

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Modality	Name	Description	Hours
Group self-study	Essay 1	GROUP ESSAY (4 students per group). Students are expected to write an essay based on ONE specific TOPIC. The lecturer will provide students with a question for the essay.	7

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

This course is designed for ONE assessment pathway. Attendance is thus not compulsory but recommended. However, if a student fails to show up on the day and the time established any assessment item, 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*. Students will not be allowed into the classroom once the evaluation session has started. Erasmus/International students will sit the exercises and assessment as any other student in the dates included in the chronogram and the UIB official calendar. No exceptions will be made, apart from those contemplated in the *Reglament acadèmic*.

Frau en elements d'avaluació

In accordance with article 33 of Academic regulations, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

Test 2

Modality	Assessment
Technique	Objective tests (retrievable)
Description	This exam will consist of evaluating the students' knowledge acquired during the second half of the semester.
Assessment criteria	<p>This exam will consist of evaluating the students' knowledge acquired during the second half of the semester. It will be done individually and in the classroom. Every four wrong answers, the student will be penalised with ONE correct answer, so randomness is not advisable.</p> <p>Students must obtain a minimum mark (5) in this exam. Otherwise, the student will retake ONE final exam in the <i>Convocatoria extraordinaria</i> again. Students will also need to obtain a minimum score of 5 in the examination in order to average out with the other assessment items.</p> <p>Mobile phones and other electronic devices are not allowed in the room.</p>

Final grade percentage: 30%with a minimum grade of 5

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Test 1

Modality	Assessment
Technique	Objective tests (retrievable)
Description	This exam will consist of evaluating the students' knowledge acquired during the first half of the semester.
Assessment criteria	<p>This exam will consist of evaluating the students' knowledge acquired during the first half of the semester. It will be done individually and in the classroom. Every four wrong answers, the student will be penalised with ONE correct answer, so randomness is not advisable.</p> <p>Students must obtain a minimum mark (5) in this exam. Otherwise, the student will retake ONE final exam in the <i>Convocatoria extraordinaria</i> again. Students will also need to obtain a minimum score of 5 in the examination in order to average out with the other assessment items.</p> <p>Mobile phones and other electronic devices are not allowed in the room.</p>

Final grade percentage: 30% with a minimum grade of 5

Essay 2

Modality	Individual self-study
Technique	Papers and projects (non-retrievable)
Description	INDIVIDUAL ESSAY. Students are expected to write an essay based on ONE specific TOPIC. The lecturer will provide students with a list of topics at the beginning of the semester.
Assessment criteria	<p>INDIVIDUAL ESSAY. Students are expected to write an essay based on ONE specific TOPIC. Structure: academic introduction, six body paragraphs, conclusion and Works cited. Format: Times New Roman, 12pt, double space, 5 pages. The lecturer will provide students with a list of topics at the beginning of the semester. Students must follow Chicago Citation Style (Author-Date) (in the Works Cited as well as in the in-text citation). They will individually contribute critically in the field of Cultural Studies by analysing one specific American cultural product, taking into account US history.</p> <p>Serious ortho-typographical mistakes in English language (level C1) and Chicago Citation Style will be penalised accordingly.</p> <p>Academic fraud will be penalised in accordance with the UIB Academic Regulation (Article 33). By registering in this subject, and handing their projects in, students declare their assignments are completely original. Dates will be announced at the beginning of the semester.</p>

Final grade percentage: 30%

Essay 1

Modality	Group self-study
Technique	Papers and projects (non-retrievable)
Description	GROUP ESSAY (4 students per group). Students are expected to write an essay based on ONE specific TOPIC. The lecturer will provide students with a question for the essay.
Assessment criteria	<p>GROUP ESSAY (4 students per group). Students are expected to write an essay based on ONE specific TOPIC. Structure: academic introduction, eight body paragraphs, conclusion and Works cited. Format: Times New Roman, 12pt, double space, 6 pages. The lecturer will provide students with a question for the essay. Students must follow Chicago Citation Style (Author-Date) (in the Works Cited as well as in the in-text citation). They will individually contribute critically in the field of Cultural Studies by analysing one specific American cultural product, taking into account US history.</p> <p>Serious ortho-typographical mistakes in English language (level C1) and Chicago Citation Style will be penalised accordingly.</p>

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Additionally, students could attend the Seminar "The Cultural Politics of In/Difference", related to the contents and methodological approaches of this course, and they will then write a commentary/review (10% BONUS of the students' final mark).

Final grade percentage: 10%

Resources, bibliography and additional documentation

Students are encouraged to make use of the recommended and complementary bibliography to reinforce their learning process.

Basic bibliography

These books will be essential for this course:

- Campbell, Neil and Alasdair Kean. 2016. *American Cultural Studies. An Introduction to American Culture*. New York: Routledge.
- Dallmann, Antje, Eva Boesenberg and Martin Klepper (eds.). 2016. *Approaches to American Cultural Studies*. London: Routledge.
- Rudnick, Lois P., Judith E. Smith and Rachel Lee Rubin (eds.). 2009. *American Identities: An Introductory Textbook*. Hoboken, NJ: John Wiley & Sons.

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.
- Booker, M. Keith. 2010. *Disney, Pixar, and the Hidden Messages of Children's Films*. ABC-CLIO.
- Coogan, Peter. 2006. *Superhero: The Secret Origin of a Genre*. San Francisco: Monkeybrains.
- Cullen, Jim. 2003. *The American Dream. A Short History of an Idea that Shaped a Nation*. Oxford and New York: Oxford University Press.
- Dewey, Joseph. 2005. *Oxford Guide to British and American Culture*. Oxford: Oxford University Press.
- Giroux, Henry A. and Grace Pollock. 2010. *The Mouse that Roared: Disney and the End of Innocence*. Rowman & Littlefield Publishers.
- 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.
- Kennedy, David M., Elizabeth Cohen and Thomas Andrew Bailey. 2006. *The American pageant: a history of the Republic*. Boston: Houghton Mifflin Co.
- 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.
- Orvell, Miles and Jeffrey L. Meikle. 2009. *Public Space and the Ideology of Place in American Culture*. Amsterdam: Rodopi.
- Parker, A., M. Russo, D. Sommer, and P. Yaeger (eds.). 1991. *Nationalisms and sexualities*. New York, NY: Routledge.



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- Puar, J. 2007. *Terrorist Assemblages: Homonationalism in Queer Times*. Durham, NC: Duke University Press.
- Rojek, Chris. 2006. *Cultural Studies*. Oxford: Blackwell.
- Ross, K. (ed.). 2012. *The Handbook of Sex, Gender and Media*. Malden, MA: Wiley-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 will be uploaded on Campus Extens as the course develops.

