

Syllabus

Subject

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

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Rubén Jarazo Álvarez r.jarazo@uib.es	11:00	12:00	Tuesday	03/02/2020	16/02/2020	AF20, Ramon Llull
	16:00	17:00	Wednesday	17/02/2020	31/07/2020	AF20, Ramon Llull

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 "Literatures of the United States of America" or "The United States and Globalisation: Literature, Film and Television".

Additionally, Cultural Studies has grown into a (cross)discipline in its own right in the last half-century or so, 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 offering traditional lectures in history, will aim at arousing 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

Recommended

All students must be able to use English at a C1+ level, both orally and in written form. All students are expected to have a level of English equivalent to that of the English Language course taught in the same semester as this subject: "English Language V". Therefore, the maximum number of serious mistakes allowed in their projects and assessment activities for this course will be the same as that established in the syllabus of "English Language V". Those fearing that their level of English is not good enough

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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 1) history of the Anglophone areas, 2) cultural studies, and 3) academic language to register in this course. "Cultural Insights into the English-Speaking World II" is the first course in the Degree that focuses on the American context, but it assumes skills and knowledge acquired in the "Cultural Insights I" (1st year) and "Comprehension and Interpretation of Academic Texts" (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), (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 Acadèmic*.

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

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



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USH. History of the United States of America

- Unit 1. The Planting of English America, 1500-1733
- Unit 2. Colonial Society on the Eve of Revolution (1700-1775)
- Unit 3. America Succeeds from the Empire (1775-1783) and Launching the New Ship of State (1789-1800)
- Unit 4. The Presidencies of Thomas Jefferson, James Madison and James Monroe
- Unit 5. The Ferment of Reform and Culture: Education, Religion and Culture (1790-1860)
- Unit 6. The South, the Slavery Controversy and Drifting Towards Disunion (1793-1860)
- Unit 7. The Civil War (1861-1865) and the Ordeal of Reconstruction (1865-1877)
- Unit 8. From the Gilded Age (1869-1900) to Wilsonian Progressivism (1901-1912)
- Unit 9. America in the Roaring Twenties (1919-1929)
- Unit 10. The Great Depression and the New Deal (1933-1939)
- Unit 11. The U.S. in World War II (1941-1945) and the Cold War Era (1945-1960s)
- Unit 12. The Stormy Sixties (1960-1969)

USC. US Culture

- Unit 1. What is Culture? American Cultural Studies in Context
- Unit 2. Religion and American Exceptionalism. Case Study: *Footloose* (1984)
- Unit 3. Nation-States and State Apparatuses. Case Study: The Articles of Confederation and the United States Constitution
- Unit 4. American Political Institutions: The Presidency. Case Study: Donald Trump.
- Unit 5. American Cultural Geography: City Branding, Approaches to North-South Regionalism and the Myth of the American West. Case Study: *Little Miss Sunshine* (2006).
- Unit 6. Ethnicity and White Supremacism in America. Case Study: *Malcolm X* (1992).
- Unit 7. Gender, Sexuality and Masculinity in the U.S. Case Study: *The Big Bang Theory*, Season 1 (2008).
- Unit 8. Gender, Sexuality and Femininity in the U.S. Case Study: *Transamerica* (2005).
- Unit 9. The transmission of American Culture: Hollywood and Disney. Case Study: *Independence Day* (1996).
- Unit 10. The transmission of American Culture: Youth Cultures, Subcultures and Fandom. Case Study: *Stranger Things*, Season 3 (2019).
- Unit 11. Social Stratification and the American Dream. Case Study: *American Beauty* (1999).

Additionally, other case studies will be discussed in the seminar sessions.

Teaching methodology

FLIPPED-CLASSROOM

The methodology for this course will be based on a flipped-classroom model, shifting "content delivery" to a learner-centered model in which **video lessons, collaborative discussions, digital research and text readings will be essential outside the classroom. In-class sessions will be primarily devoted to practical seminars and activities**, so we can explore topics in greater depth and create a meaningful learning environment in the in-class sessions.

Thus, students are expected to read and watch the compulsory materials **IN ADVANCE** so they can be discussed in class.

PATHWAY A AND B

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During the first two weeks of the semester, students will choose a learning pathway. Pathway A, for those students who can attend and participate regularly in in-class sessions (at least 80%) and Pathway B, for those students who cannot attend and participate regularly in in-class sessions. **Those students who initially choose Pathway A but, in the end, do not attend 80% of the sessions will be automatically allocated to Pathway B.**

ATTENDANCE AND IN-CLASS PARTICIPATION

In fairness to students, this course will not factor class attendance in the final grade, but in-class and out-of-class participation. **So ACTIVE participation will be particularly taken into account and assessed accordingly.**

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

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Seminars and workshops	Large group (G)	The seminars and/or workshops will be dedicated to the discussion and analysis of texts and videos included in the programme. Students must read and watch the materials in advance, 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. In these sessions, practical skills and theoretical aspects will be assessed.	58
Assessment	Final Exam	Large group (G)	This exam will consist of evaluating the students' knowledge acquired during the second half of the semester. Dates will be announced at the beginning of the semester.	3
Assessment	Midterm Exam	Large group (G)	This exam will consist of evaluating the students' knowledge acquired during the first half of the semester. Dates will be announced at the beginning 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	Essay	Students are expected to write an essay based on ONE specific TOPIC. Dates will be announced at the beginning of the semester.	25
Individual self-study	Portfolio Activities	Several portfolio activities will be conducted throughout the semester so as to foster meaningful and autonomous learning. Seminars "The Politics of In/difference" and "Disney exhibition" will be assessed with a poster presentation. At the time of writing this teaching guide two out-of-class activities have been planned and are pending funding as <i>Activitats Complementàries a la Docència</i> : a/ Disney exhibition at Caixaforum Palma (https://	5

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Modality	Name	Description	Hours
		caixaforum.es/ palma/fichaexposicion?entryId=573740); b/ Seminar on "The Cultural Politics of In/Difference". Dates will be announced at the beginning of the semester.	
Individual self-study	Theoretical content delivery	Main theoretical aspects of each period/aspect included in the programme will be freely available through the Aula Digital platform and at the library. These online sessions are designed to gradually diminish the lecturer's intervention and foster the student's (flipped-classroom sessions).	25
Group or individual self-study	Reading, preparing, studying	Students are expected to read and watch compulsory materials before in-class sessions start. 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. 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.	32

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

PATHWAY A AND B

During the first two weeks of the semester, students will choose a learning pathway. Pathway A, for those students who can attend and participate regularly in in-class sessions (at least 80%) and Pathway B, for those students who cannot attend and participate regularly in in-class sessions. **Those students who initially choose Pathway A but, in the end, do not attend 80% of the sessions will be automatically allocated to Pathway B.**

ATTENDANCE AND IN-CLASS PARTICIPATION

In fairness to students, this course will not factor class attendance in the final grade, but in-class and out-of-class participation. **So ACTIVE participation will be particularly taken into account and assessed accordingly.**

NO SHOW

If a student fails to show up on the day and time established for any assessment item or fails to deliver an activity on time, the grade in that item will be recorded as "0" ("Fail") for the final average. The dates and times of assessment items will not be altered under any circumstance. Erasmus/International students will follow the same rules. No exceptions will be made, apart from those contemplated in the *Reglament acadèmic*.

PASS GRADE

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Should compulsory items not be successfully passed by the student, the rest of their grades will not be taken into account, even if the average score is a PASS (5 or higher). In this case, the student will have a 4.5 in their record.

USE OF ELECTRONIC DEVICES

Using laptops and headphones will be encouraged in the classroom, but acceptable only if used for purposes related to classroom activity. No electronic device whatsoever is allowed in the classroom during examinations, unless otherwise specified by the lecturer (e.g. if the session entails use of the internet for pedagogical purposes). **Any student found using these devices for purposes unrelated to the course will be asked to leave the room.**

ANNOUNCEMENTS

Students are reminded of the importance of checking "Aula Digital" regularly for important announcements concerning the course. Any announcement made through "Aula Digital" has the same validity as those included in this guide.

ORIGINALITY AND FRAUD

By registering in this course, and by handing in their projects, students declare that their assignments have not been submitted elsewhere and are completely original. Fraud will be firmly prosecuted.

Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "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".

Seminars and workshops

Modality	Theory classes
Technique	Real or simulated task performance tests (non-recoverable)
Description	The seminars and/or workshops will be dedicated to the discussion and analysis of texts and videos included in the programme. Students must read and watch the materials in advance, 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. In these sessions, practical skills and theoretical aspects will be assessed.
Assessment criteria	Students will participate in a wide range of in-class activities on a weekly basis , which will assess out-of-class videos and practical skills. All students are expected to have a level of English equivalent to that of the English Language course taught in the same semester as this subject: "English Language V" (C1+). Therefore, the maximum number of serious mistakes allowed in the projects and assessment activities presented in this course will be the same as that established in the syllabus of "English Language V".

Final grade percentage: 10% for pathway A

Final grade percentage: 0% for pathway B

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Final Exam

Modality	Assessment
Technique	Objective tests (recoverable)
Description	This exam will consist of evaluating the students' knowledge acquired during the second half of the semester. Dates will be announced at the beginning of the semester.
Assessment criteria	This exam will consist of evaluating the students' knowledge acquired during the second half of the semester. Multiple choice test: 100 questions. Every four wrong answers, the student will be penalised with ONE correct answer, so randomness is not advisable.

Students will take two multiple-choice tests in the middle and final weeks of the term, respectively. **The mean of the marks obtained by the students in both tests must be 5/10 or above for him/her to pass the course. Please note that the mark obtained in each test must be at least 4/10 for the mean to be calculated. Should the student have obtained a grade below 4 in the mid-term exam, s/he will not be allowed to take the final exam.** At all events, the student will be offered a re-take, to be held in the extraordinary assessment period set up on the UIB's official calendar for this purpose.

Final grade percentage: 25% for pathway A with a minimum grade of 5

Final grade percentage: 35% for pathway B with a minimum grade of 5

Midterm Exam

Modality	Assessment
Technique	Objective tests (recoverable)
Description	This exam will consist of evaluating the students' knowledge acquired during the first half of the semester. Dates will be announced at the beginning of the semester.
Assessment criteria	This exam will consist of evaluating the students' knowledge acquired during the first half of the semester. Multiple choice test: 100 questions. Every four wrong answers, the student will be penalised with ONE correct answer, so randomness is not advisable.

Students will take two multiple-choice tests in the middle and final weeks of the term, respectively. **The mean of the marks obtained by the students in both tests must be 5/10 or above for him/her to pass the course. Please note that the mark obtained in each test must be at least 4/10 for the mean to be calculated. Should the student have obtained a grade below 4 in the mid-term exam, s/he will not be allowed to take the final exam.** At all events, the student will be offered a re-take, to be held in the extraordinary assessment period set up on the UIB's official calendar for this purpose.

Final grade percentage: 25% for pathway A with a minimum grade of 5

Final grade percentage: 35% for pathway B with a minimum grade of 5

Essay

Modality	Individual self-study
Technique	Papers and projects (recoverable)
Description	Students are expected to write an essay based on ONE specific TOPIC. Dates will be announced at the beginning of the semester.
Assessment criteria	Students will submit an academic essay (2500 words + Works Cited) and contribute critically in the field of Cultural Studies by analysing one specific American cultural product, taking into account US history. The lecturer will provide students with a list of topics at the beginning of the semester.

Instructions and guidelines about the contents, structure, and process of elaboration of this final essay will be provided by the lecturer in class and via Aula Digital at the beginning of the course. Students will follow the Chicago Manual of Style 17th edition (Author-Date) both for their in-text citation and their Works Cited.

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All students are expected to have a level of English equivalent to that of the English Language course taught in the same semester as this subject: "English Language V" (C1+). Therefore, the maximum number of serious mistakes allowed in the projects and assessment activities presented in this course will be the same as that established in the syllabus of "English Language V".

The mark obtained by the students in the essay must be 5/10 or above for him/her to pass the course. A re-take for the essay will be also offered in the extraordinary assessment period.

Final grade percentage: 30% for pathway A with a minimum grade of 5

Final grade percentage: 30% for pathway B with a minimum grade of 5

Portfolio Activities

Modality	Individual self-study
Technique	Learning file (non-recoverable)
Description	Several portfolio activities will be conducted throughout the semester so as to foster meaningful and autonomous learning. Seminars "The Politics of In/difference" and "Disney exhibition" will be assessed with a poster presentation. At the time of writing this teaching guide two out-of-class activities have been planned and are pending funding as Activitats Complementàries a la Docència: a/ Disney exhibition at Caixaforum Palma (https://caixaforum.es/palma/fichaexposicion?entryId=573740); b/ Seminar on "The Cultural Politics of In/Difference". Dates will be announced at the beginning of the semester.
Assessment criteria	Attending the seminars "The Cultural Politics of In/difference" and Caixaforum's "Disney exhibition" will be compulsory . Students will be assessed by means of a poster presentation. Further instructions about the poster will be provided by the lecturer and in Aula Digital in Week 1. All students are expected to have a level of English equivalent to that of the English Language course taught in the same semester as this subject: "English Language V" (C1+). Therefore, the maximum number of serious mistakes allowed in the projects and assessment activities presented in this course will be the same as that established in the syllabus of "English Language V".

Final grade percentage: 10% for pathway A

Final grade percentage: 0% for pathway B

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

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- 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.
- 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 in Aula Digital as the course develops.