



FACULTADE DE FILOLOXÍA
DEPARTAMENTO DE FILOLOXÍA INGLESA E
ALEMÁ

Historia e cultura dos países de fala inglesa

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GUÍA DOCENTE E MATERIAL DIDÁCTICO
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FACULTADE DE FILOLOXÍA. DEPARTAMENTO DE FILOLOXÍA INGLESA E ALEMÁ
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1. DESCRIPTION OF THE SUBJECT

Name and code: Historia e cultura dos países de fala inglesa (G5061121)

(History and Culture of English-speaking Countries)

Type of subject: Compulsory

Degree: English Language and Literature, first year, first semester

Credits (ECTS): 6

Profs: Dr. Fernando Alonso Romero (coordinator)	(office number: 406)
Dr. Susana María Jiménez Placer	(office number: 310)
Dr. Cristina Mourón Figueroa	(office number: 334)
Dr. José Manuel Oro Cabanas	(Facultade de Humanidades Campus de Lugo, office number: 101)

Language: Preferably English, but otherwise Spanish and/or Galician

The subject in the syllabus

The study of historical and sociocultural aspects is placed inside the syllabus of the degree ‘English Language and Literature’ of the University of Santiago de Compostela at the same level of relevance of the subjects dealing with linguistic and literary matters. So, the ‘compulsory’ character of this subject inside the degree is unquestionable and constitutes one of its essential pillars. Moreover, for the correct assimilation of the literary contents of any English-speaking country (in this case the British Isles, the USA and the Commonwealth) it is absolutely necessary to have studied in depth their history and their social characteristics as literature is a reflection of the evolution of history, culture and society. Consequently, this subject is basic for a humanistic and interdisciplinary degree (language, culture, translation, linguistics and literature) as the one offered by the University of Santiago de Compostela. As a matter of fact, we are educating filologists with a marked humanistic character. Therefore, *History and Culture of English-speaking Countries* cannot be considered just a subject for specialization or for studying other subjects in depth but it must be considered a basic and general subject. Hence, its compulsory character.

The relationship of *History and Culture of English-speaking Countries* with other subjects of the degree and its role in it is intrinsically linked to the contents to be studied in

other subjects of this same degree. *History and Culture of English-speaking Countries* offers an overall vision of the history of the British Isles from the arrival of the first inhabitants until contemporary events, the history of the USA from the pre-colonial times until contemporary events, and the history of the British Commonwealth, considering also the economic, social and cultural characteristics that made it possible for the British and American cultures to become two of the most important and influential nations of the world.

Other subjects of the degree that complement the historical and cultural components are the optative subjects (3rd year) *Culture and Tradition in the British Isles* and *Culture and Tradition in the USA*.

For subjects such as *History of the English Language I* (compulsory, 3rd year) and *History of the English Language II* (compulsory, 4th year), the student must have an adequate command of the historical and sociocultural features of each historical period of the English language, which is provided by *History and Culture of English-speaking Countries*. Besides, if we consider that literature is a cultural product, the acquisition of knowledge regarding the historical and sociocultural context of the English-speaking countries will provide the student with a solid base to successfully face the historical and philological study of the main periods, authors and works dealt with in the various literature subjects of the degree (*Introduction to English Literature, English Literature 1, 2 and 3, English Poetry, Introduction to American Literature, American Literature 1 and 2, Postcolonial Literature, etc.*)

2. COURSE OBJECTIVES AND COMPETENCE

The main objective of the subject is to provide students of English Philology a detailed and complete vision not only of the most important historical events of the various periods that correspond to the history of the British Isles, the British Commonwealth and the USA from

their origins to the present time, but also the most relevant sociocultural characteristics in each of them. The purpose is to enhance the students' humanistic development and construct an identification to the culture of the British Isles, of the USA and of the British Commonwealth.

A second objective is the students' correct and adequate assimilation of the contents that can be found in the next section.

Pre-requisites:

Students are required to possess an intermediate-advanced level of the English language in addition to Spanish and Galician languages. They must also have a certain basis of general historical knowledge acquired from their secondary education.

Requisites:

The following competencies, skills and abilities are to be developed by the student:

- Reading comprehension and analysis of historical texts
- Capacity for relating historical events of different periods
- Debating
- Responsibility for their own work
- Stimulation of critical and independent thought
- Acceptance of cultural diversity
- Creativity
- Practice and consolidation of written English

3. CONTENTS

The subject consists of two parts: the study of the history of the British Isles and the study of the history of USA and Commonwealth.

The first part will deal with an overall vision of the history of the British Isles from the Prehistoric period until contemporary events, considering also the economic, social and cultural characteristics that made it possible for the British culture to become one of the most important and influential of the world.

The second part will provide the students with an overview of the history of the United States of America from the pre-colonial period to the most prominent events of 21st century, focusing on those aspects which laid the foundations of what we nowadays call the culture of the USA. An overview of the history of the British Commonwealth will be also offered.

PART 1 – The British Isles

UNITS

1. Britain and Ireland. Patterns of landscape
2. The Beginnings of British and Irish Prehistory
3. The Early Iron Age: The Celtic Civilization
4. Roman Britain. The Romanization of Britannia
5. The Coming of Christianity
6. The Anglo-Saxon Civilization
7. The Viking Influence
8. The Middle Ages
9. The Renaissance
10. The Eighteenth Century
11. The Industrial Revolution and the British Empire
12. The Twentieth Century
13. Twenty-first-century Perspectives

PART 2- USA and Commonwealth

UNITS

14. Pre-colonial and Colonial North America. The American Revolution
15. The Nineteenth Century: The Conquest of the West and the North and South Conflict
16. The Twentieth Century. Twenty-first-century Perspectives
17. The British Commonwealth

4. BIBLIOGRAPHY

This bibliographic list is intended as a general guide. Specific bibliography for each of the units will be provided in class.

The British Isles

- Arnold-Baker, Charles. *The Companion to British History*. (Routledge, London & New York, 2001).
- Black, J. A. *A History of the British Isles*. (MacMillan Press Ltd., London, 1996).
- Bradshaw, B & Roberts, P. *British Consciousness and Identity*. (Routledge, 1998).
- Briggs, A. *A Social History of England*. (Penguin Books, 1991).
- Cannon, J. and Griffiths. *The Oxford Illustrated History of the British Monarchy*. (Oxford University Press, Oxford, 1988).
- Cannon, J. *The Oxford Companion to British History*. (Oxford University Press, Oxford, 2002).
- Cunliffe, B. *Facing the Ocean. The Atlantic and its People* (Oxford University Press, Oxford, 2001).
- Fry, S. & Plantagenet, P. *A History of Ireland*. (Routledge, London & New York, 1993).
- Gardiner, J. ed. *Who's Who in British History*. (Collins & Brown, London, 2000).
- Kearny, H. *The British Isles. A History of Four Nations*. (Cambridge University Press, Cambridge, 1995).
- Kramer, J. *Britain and Ireland. A Concise History*. (Routledge, London & New York, 2007).
- Lindop, C. and Fisher, D. *Discover Britain. A Practical Guide to the Language, Country and People*. (Cambridge University Press, Cambridge, 1986).
- Longman. *Longman Dictionary of English Language and Culture*. (Longman, 1993).
- MacDowall, D. *Britain in Close-up*. (Longman, Essex, 1997).
- Marshall, P. J. ed. *The Cambridge Illustrated History of the British Empire*. (Cambridge University Press, Cambridge, 1996).
- Miles, D. *The Tribes of Britain* (Phoenix, London, 2006).
- Morgan, D. *A Short History of the British people*. (Verlag Enzyklopädie, Leipzig, 1989).
- Morgan, K.O. ed. *The Young Oxford History of Britain and Ireland*. (Oxford University Press, Oxford, 1996).
- Morgan, K.O. ed. *The Oxford Illustrated History of Britain*. (Oxford University Press, Oxford, 1997, 2009).
- Norman, E. *A History of Modern Ireland*. (Penguin, Suffolk, 1971).
- O' Hegarty, P.S. *A History of Ireland under the Union*. (Methuen, London, 1952).
- Oakland, J. *British Civilization*. (Routledge, London, 1991).
- Pounds, N. J. G. *The Culture of the English People*. (Cambridge University Press, Cambridge, 1994).
- Pryor, F. *Britain B.C. Life in Britain and Ireland before the Romans*. (Harper Perennial, London, 2004)
- Ranelagh, J. O'Beirne. *A Short History of Ireland*. (Cambridge University Press, Cambridge, 1994).
- Seymour, J. *The Countryside Explained*. (Penguin Books, 1979).
- Speck, W.A. *Historia de Gran Bretaña*. (Cambridge University Press, Cambridge, 1996).
- Stamp, L.D. *The British Isles: A Geographic and Economic Survey*. (Ekos & Stanley H. Beaver, 1963).
- Trevelyan, G.M. *A Shortened History of England*. (Penguin, London, 1987).
- Turner, G. *British Cultural Studies: an Introduction*. (Unwin Hyman, Boston, 1990).
- Wales, Prince of. *A Vision of Britain*. (Doubleday, London, 1989).
- Wood, E. S. *Historical Britain*. (The Harvill Press, London, 1997).

The following web links may also be of great help and interest for the student:

General:

www.britannia.com
www.royal.gov.uk
<http://www.bbc.co.uk/history/>
www.wikipedia.org

Specific:

The Celts: <http://www.historyworld.net/>

Roman Britain: <http://www.roman-britain.org/>

The Anglo-Saxons in England:

http://www.britainexpress.com/History/dark_ages_index.htm and

<http://www.regia.org/history/history.htm>

The Vikings in England: <http://www.viking.no/e/england/index.html>

The Bayeaux Tapestry: <http://www.bayeuxtapestry.org.uk/>

Richard I and the Crusades: <http://www.templarhistory.com/richard.html>

England and the Crusades: <http://crusades.boisestate.edu/Europe/england/>

Economy and society in medieval towns:

<http://www.trytel.com/~tristan/towns/townint7.html>

Economy and society in medieval England:

<http://history.wisc.edu/sommerville/123/123%2013%20Society.htm>

England in the Middle Ages:

http://www.historylearningsite.co.uk/england_medieval.htm

The Wars of the Roses and Richard III: www.richardiii.net

The Victorian Age: <http://www.victorianweb.org/>

The Commonwealth: <http://www.thecommonwealth.org/>

Oliver Cromwell: www.olivercromwell.org

Civil War in the Stuart Period: www.british-civil-wars.co.uk

The Church of England: www.cofe.anglican.org

Historical events and sociocultural characteristics of Great Britain from the Middle Ages until now: <http://www.historylearningsite.co.uk/>

USA and Commonwealth

Boorstin, Daniel Jr. (ed) *Estados Unidos. Una civilización*. Barcelona: Labor, 1974.

Brogan, Hugh. *Longman History of the United States*. Nueva York: Longman, 1985.

Brogan, Hugh. *The Penguin History of the United States of America*. Londres: Penguin, 1985.

Burns, M. John et al. *The National Experience. A History of the United States of America*. Nueva York: Harcourt, Brace and World, 1963.

Caughney, John W. and Ernest R. Man. *A History of the United States of America*. Chicago: McNally, 1964.

Cook, Chris. *Longman Handbook of Modern American History 1763-1996*. Londres: Longman, 1994.

Crothers, George. *American History*. Nueva Cork: Holt, Rinehart and Wnston, 1964.

Fawcet, Edmund and Tony Thomas. *America, Americans*. Londres: Collins, 1983.

Forner E and J. A. Garraty (eds). *The Reader's Companion to American History*. Boston: Houghton/Mifflin, 1991.

Johnson, Paul. *A History of the American People*. Londres: Phoenix Press, 1997.

Johnson, Thomas H. *The Oxford Companion to American History*. Nueva York: Oxford UP, 1966.

Jones, Maldwyn A. *The Limits of Liberty. American History 1607-1992*. Nueva York: Oxford UP, 1995.

Morrison, Samuel Eliot. *The Oxford History of the American People*. Nueva York: Oxford UP, 1965.

Nevins, Allan. *A History of the American People from 1492*. Londres: Oxford UP, 1970.

Purvis, Thomas. *A Dictionary of American History*. Cambridge, Ma: Blackwell, 1997.

Silverman, Jason. *American History Befote 1877*. Nueva York: McGraw-Hill, 1989.

Zeuske, Max. *A Short History of the United States of America*. Leipzig: Verlag, 1989.

5. METHODOLOGY

The participation of the student, which will be fostered with diverse activities, illustrations and practical explanations, is the basis for the teaching method to be used in class.

Although it is true that the contents of the subject are susceptible to a more theoretical explanation, we will try to combine the theory with a much more practical approach. Therefore, illustrative materials such as maps, photocopies of historical documents, historical films and/or documentaries, portraits and biographies of relevant historical characters, articles, etc. will support the contents of each unit.

In general, we have taken our didactic strategy from the model of Baker and Westrup known as PPP: three consecutive phases of presentation, practice and production. In the presentation phase (2 theory hours per week), the teacher offers an essentially theoretical approach to the contents (always with the support of practical illustrations like photocopies, maps, historical documents, etc.). For the practice phase, the students will do some activities related to the theoretical content of each unit. Finally, for the production phase, the student will be required to produce autonomous activities such as an essay, summaries, tests or participation in debates which will have an impact on the continuous evaluation of the subject. The practice and the production phases will take place in the practical hour and/or in the individual tutorials.

For the course taught in Santiago, Professor Alonso and Dr. Mourón will be in charge of Part 1 as follows: Professor Alonso will explain units 1-7 while Dr. Mourón will undertake units 8-13. Dr. Jiménez will be in charge of Part 2 (units 14-17).

Continuous evaluation will be assessed as follows:

For Professor Alonso's part the students will be required to write an essay. For Dr. Mourón's part and Dr. Jiménez's part the student will have to do the following activities related to the practical credits of the subject:

1. Prior to the explanation of each unit, the student will have to read the corresponding section in *The Young Oxford History of Britain and Ireland* (Morgan, 1996) for Dr. Mourón's part, and the corresponding photocopies provided by Dr. Jiménez for part 2. No textbook is recommended but reading the chapters of this book and the photocopies will enable the student to have a general view of the contents of the unit. In this way, s/he will be able to assimilate the contents more easily and will approach them with a critical mind. Besides, participation is encouraged with these readings because the student will have acquired the necessary knowledge to make comments or questions about those issues s/he has not understood. For each unit, other more specific bibliography will be recommended.

2. The student will be also required to do some tests dealing with British culture and civilization (Anglofun tests) and to read a text dealing with the main historical issues explained in class and make a summary or answer some questions about the content. These activities must be handed in (always in class and by the student himself/herself) by the due date determined by the teacher.

3. In Dr. Mourón's part of the course, scenes from films portraying relevant historical events and/or documentaries will be shown in class, during which time the student must take notes. On the following session, s/he must answer some questions about the scenes, which must be handed in to the teacher in class. This activity determines whether the student has or has not assimilated the contents.

In part 2 of the course, two/three practical sessions will be devoted to the analysis of historical texts and documents, and scenes from films portraying relevant historical events. Students will have to read the texts and watch the scenes, and then answer some questions

about them which must be handed in to the teacher. Scenes and texts will be also discussed in class.

4. One debate will be held in one practical session. The students, guided by the teacher, will discuss controversial topics derived from content explanations. The debate will help students to reinforce a critical approach to historical events, offer creativity, and promote debating skills. The teacher will control the students' attendance and participation in the debate.

All activities will be included in the personal file of the student and will be taken into account for the continuous evaluation. As such, responsibility competence is fostered by which the student participates in the process of the continuous evaluation and shows responsibility by completing assignments throughout the year.

To take part in the continuous evaluation, the student must not miss any of these activities or s/he will be excluded from the continuous evaluation and can only take the final exams.

The specific requirements and course participation for the course taught in Lugo will be handed out on the first day of class.

6. ASSESSMENT SYSTEM

IN SANTIAGO:

There will be two types of evaluation: continuous and final:

Continuous evaluation:

For the part of professor Alonso (units 1-7), students will be assessed according to their participation in class and the essay plus the final exam in February and/or July. Therefore, the final mark for this part will be the result of two marks.

For the parts of Dr. Mourón and Dr. Jiménez, students will have to do the Anglofun tests and read and summarize the text, attend the films and do the corresponding tests, attend and participate in the debate, and take the final exams in February and/or July. The mark of the continuous evaluation counts as 40% of the final mark of each part and the final exam counts as 60%. The mark of the continuous evaluation of these two parts will be kept for the July exams.

Final evaluation:

It will affect those students who have not regularly attended lessons or have not written the essay, the summary of the text, the Anglofun tests, the film tests or have not attended the debate. They will be evaluated considering only the final exams in February and/or July. For Dr. Mourón's and Dr. Jiménez's parts the highest mark a student with no continuous evaluation may score in the exam would be 6.

The following tables indicate the activities, the criteria, and the instruments used for the evaluation and the percentages of the activities of the continuous evaluation and of the final exams in the final mark of the subject taught in Santiago:

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PART 1: THE BRITISH ISLES	<i>Activity</i>	<i>Criteria</i>	<i>Instrument</i>	<i>Percentage within the final marks of Part 1</i>	<i>Percentage of part 1 in the final mark</i>
	Exam (units 1-7)	-Knowledge of theoretical contents	Objective tests	50%	2/3
	the essay (units 1-7)	-Quality -Accurate expression of ideas -Capacity for critical analysis -Ability to relate contents -Good written expression	The essay	50%	
	Exam (units 8-13)	-Knowledge of theoretical contents	Objective tests	60%	

Anglofun tests (units 8-13)	-Completion of assignments by the deadline -Quality -Accurate expression of ideas -Capacity for critical analysis -Ability to relate contents -Good written expression	The tests themselves	15%	
Film tests (units 8-13)	-Film attendance in class -Quality -Accurate expression of ideas -Ability to relate contents -Good written expression	The tests themselves	20%	
Debate (units 8-13)	-Attendance -Good oral expression -Accurate expression of ideas -Capacity for critical analysis -Active participation	The debate itself	5%	

PART 2: USA & COMMON WEALTH	<i>Activity</i>	<i>Criteria</i>	<i>Instrument</i>	<i>Percentage within the final mark of part 2</i>	<i>Percentage of this part in the final mark</i>
	Exam (Units 14-17)	-Knowledge of theoretical contents	Exam	60%	1/3
	Text and questions	-Completion of assignments by the deadline -Quality -Accurate expression of ideas -Capacity for critical analysis -Ability to relate contents -Good written expression	The written answers to the questions handed in to the teacher and the oral discussion in the tutorial session	20%	

	Historical texts, documents and scenes from films	-Quality -Accurate expression of ideas -Ability to relate contents -Good written expression	The written answers to the questions handed in to the teacher and the oral discussion in the tutorial session	20%	
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The final mark for the whole subject is the result of three marks: the final mark from Professor Alonso's part, the final mark from Dr. Mourón's part (both assessing part 1: The British Isles) and the mark from Dr. Jiménez's part (part 2: USA & Commonwealth).

IN LUGO:

Assessment for the course done in Lugo will be as follows:

20% successful completion of assigned homework

20% active participation in class

60% final exam activities

7. ACTIVITIES TIMETABLE

Since the subject comprises approximately 16 weeks, 12 of them will be devoted to part 1 and 4 to part 2.

Week	Theory session	Theory session	Practical session
1	Unit 1	Unit 8	Texts/documents
2	Unit 2	Unit 8	Texts/documents
3	Unit 2	Unit 8	Film/text/documents
4	Unit 3	Unit 9	Film test/texts/documents
5	Unit 3	Unit 9	Tests/texts/documents
6	Unit 4	Unit 10	Film/text/documents
7	Unit 4	Unit 10	Film test/texts/documents
8	Unit 5	Unit 11	Texts/documents
9	Unit 6	Unit 11	Texts/documents
10	Unit 6	Unit 12	Tests/texts/documents

11	Unit 7	Unit 12	Texts/documents
12	Unit 7	Unit 13	Debate
Part 2			
13	Unit 14	Unit 14	Texts, film and tests
14	Unit 15	Unit 15	Texts, film and tests
15	Unit 16	Unit 16	Texts, film and tests
16	Unit 17	Unit 17	Texts, film and tests

Since this is an ECTS subject, the student will need 150 hours (lectures and autonomous work included) to pass the subject

8. RECOMMENDATIONS FOR THE STUDY OF THE SUBJECT

Attending class is strongly recommended, as well as complementing the classes by reading and reviewing the aforementioned and recommended bibliography, and doing all the activities designed for the subject. In this way, the student will benefit from having two marks (the continuous evaluation and the final exam) instead of having to rely upon just one mark in February and/or July.

The students are also encouraged to attend any type of extra-curricular activity that may bring them in contact with historical, social and cultural aspects of the history of Great Britain and Ireland and USA and Commonwealth, such as attending plays or historical films shown at the cinema. In addition, films are shown each year in our Faculty in original subtitled version which may deal with historical British, Irish or American events. In this case, the student would be strongly recommended to attend these films. Besides, the teacher may suggest fiction books portraying British or American historical characters or narrating historical events of a certain period. Such examples include *The Pillars of the Earth* and *World without End* by Ken Follet, which is about England in the Middle Ages, or *The Sunne in Splendour* by Sharon Penman about the Wars of the Roses. More titles may be provided at the student's request.

The subject will be taught preferably in English, but otherwise in Spanish and/or Galician.

Neither plagiarism of activities, nor copy and paste from the Internet will not be tolerated under any circumstance.