



Universitat de Lleida

DEGREE CURRICULUM  
**INTRODUCTION TO ENGLISH-  
SPEAKING COUNTRIES**

Coordination: MINA RIERA, NURIA

Academic year 2018-19

Subject's general information

<b>Subject name</b>	INTRODUCTION TO ENGLISH-SPEAKING COUNTRIES			
<b>Code</b>	101258			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	COMMON	Attendance-based
	Bachelor's Degree in English Studies	1	COMMON	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3.8		2.2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	MINA RIERA, NURIA			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	60h lectures 90h independent student work			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Distribution of credits</b>	Theoretical credits: 2.2 Classroom practice credits: 3,8			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MINA RIERA, NURIA	nuriamina@dal.udl.cat	3	
VALENTOVÁ , KATERINA	kvalentova@dal.udl.cat	3	

## Learning objectives

### Objectives

1. To learn about English speaking countries in the 21<sup>st</sup> Century and to better understand the cultural reality in those countries<sup>2</sup>
2. Acquire knowledge about the diverse cultural areas in the postcolonial English speaking world
3. Analyse the impact the current culture in the Anglosaxon world
4. Acquire critical analysis skills around the the cultural and social factors in the English speaking world and to value the intercultural elements in the different linguistic contexts
5. Use the adequate form of new technologies of information and communication
6. Working in an autonomous way with responsibility and initiative

## Competences

### Competencies

#### General competencies

CG5 To demonstrate the capacity to work alone

CG10 To develop academic knowledge and to apply it with sensibility towards the diversity of cultural heritage, human rights and the reduction of all types of inequalities and inequities

CG15 To find and manage information using different and diverse sources of information

#### Specific competencies

CE9 To analyze the historical, social and cultural histories of English speaking countries

## Subject contents

### CONTENTS

An introduction to cultural, political and social aspects of English speaking countries with reference to written texts, current audiovisual forms of media. A wide ranging view of English speaking world from the UK and USA to former British colonies.

## Methodology

### Methodology

Educational classes on the introduction to units and themes

Debate/discussion sessions about written and audiovisual material in relation to different themes in the studies units

Written tests based on the themes

Oral presentations about a cultural theme/aspect in the studied countries

Written work

## Development plan

### Module 1 (Weeks 1-8):

#### Week 1

- A historical introduction to the English-speaking countries

#### Week 2

- Colonialism and post-colonialism

#### Week 3

- Postcolonial theory

#### Week 4

- Orientalism

#### Week 5

- Globalisation and Americanisation

#### Week 6

- Language ownership: The case of English

#### Week 7

- Written exam
- Discussion groups

#### Week 8

- Discussion groups

## Module 2 (Weeks 9-16):

### Week 9

- History, ethnicity, hybridity and otherness

### Week 10

- India and Pakistan (Rhetoric of English India, Jazz, Bollywood and other issues)

### Week 11-12

- New Zealand and Oceania (The myth of authenticity, land as theme, Maoris)

### Week 13-14

- Africa (Blackness, historiography, language and feminism in African literature, Nollywood)

### Week 15

- Group projects

### Week 16

- Tutorials and Written exam

## Evaluation

### Table of Evaluation

Evaluation method	Evaluation criteria	Observations	O*	Activity	%*
<b>Attendance and participation</b>				Attendance is required	
<b>Written exam</b>	Module 1 exam Module 2 exam				28% 25%
<b>Essays</b>	Written project in groups				27%
<b>Other (O)</b>	Discussion groups for module 1				20%
<b>TOTAL</b>		**It is compulsory during the term to pass all the evaluations in order to pass the subject			100

O: Objective. %: percentatge of the final grade.

Students must always cite the author when quoting from a source. To learn how to cite properly, please consult "Guia de treballs acadèmics." If a student does not cite the author of a passage, this will be considered plagiarism. Any piece of evaluation containing plagiarism will be failed with a mark of 0.

Students taking this subject are expected to have a B2 level of English. Therefore, students should show grammatical and lexical ability, at least, at B2 level in order to pass the subject.

Students must carry out all items of evaluation in order to be evaluated.

Evaluation is continuous. Those students who combine their studies with a full-time job have the right to apply for an alternative evaluation within 5 days from the start of the semester. For more information, please write an email to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or visit the Secretariat of the Faculty of Arts.

## Bibliography

### BIBLIOGRAFIA GENERAL

- Ashcroft, Bill et al., eds. *The Post-Colonial Studies Reader*. Oxford: Routledge, 2006.
- Crystal, David. *English as a Global Language*. Cambridge: Cambridge University Press, 1998.
- Edwards, Viv. *Multilingualism in the English-Speaking World*. Malden, Massachussets: Blackwell, 2004.
- Louis, William Roger et al., eds. *The Oxford History of the British Empire*. Oxford: Oxford University Press, 2001.
- Marshall, Peter James, ed. *The Cambridge Illustrated History of the British Empire*. Cambridge: Cambridge University Press, 1996.
- Musman, Richard. *Background to English-Speaking Countries*. London: Macmillan, 1993.