



Universitat de Lleida

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

Coordination: MINA RIERA, NURIA

Academic year 2022-23

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>
	Bachelor's Degree in English Studies	1	COMMON/CORE	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	COMMON/CORE	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	nuria.mina@udl.cat	6	

## Learning objectives

### Objectives

1. To have a wide vision of the countries that make up the English-speaking world and its culture.
2. To acquire the ability to connect cultural aspects with the historical and social reality of the English-speaking countries, showing respect towards cultural heritage and diversity.
3. To acquire tools of analysis, synthesis, and management of different source documents.

## 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 through the analysis of both written and audiovisual current texts. A wide-ranging view of English-speaking countries by geographical zone, starting with the United Kingdom and the United States of America and finishing with the former British colonies.

## Methodology

### METHODOLOGY:

All classes will be in person.

Class sessions will consist of a combination of lectures on theory, textual analysis of literary pieces, and in-class activities.

Students are expected to have read beforehand the texts to be analysed in every class session.

## Development plan

The following schedule of sessions is an approximation:

Sessions	Contents
	<b>THEORY:</b>
14 September	<b>NO CLASS</b>
19-20 September	<ul style="list-style-type: none"> <li>• Course presentation</li> <li>• Introduction to the English-speaking countries</li> <li>• A historical introduction to the English-speaking countries</li> </ul>
26-27 September	<ul style="list-style-type: none"> <li>• Colonialism and post-colonialism</li> </ul>
3-4 October	<ul style="list-style-type: none"> <li>• Post-colonial theory</li> </ul>
10-11 October	<ul style="list-style-type: none"> <li>• Post-colonial theory</li> <li>• <b>In-class activity 1</b></li> </ul>
17-18 October	<ul style="list-style-type: none"> <li>• Post-colonial theory</li> </ul>
24-25 October	<ul style="list-style-type: none"> <li>• Americanization and Globalization</li> <li>• <b>In-class activity 2</b></li> </ul>
31 October	<ul style="list-style-type: none"> <li>• Language ownership: The case of English</li> </ul>
	<b>TEXTUAL ANALYSIS:</b>
7-8 November	<ul style="list-style-type: none"> <li>• <b>On-line test (theory)</b></li> <li>• Ireland</li> </ul>
14-15 November	<ul style="list-style-type: none"> <li>• India</li> </ul>
21-22 November	<ul style="list-style-type: none"> <li>• The West Indies</li> <li>• <b>In-class activity 3</b></li> </ul>
28-29 November	<ul style="list-style-type: none"> <li>• Oceania</li> </ul>

5 December	<ul style="list-style-type: none"> <li>• Africa</li> </ul>
12-13 December	<ul style="list-style-type: none"> <li>• Africa</li> <li>• <b>In-class activity 4</b></li> </ul>
19-20 December	<ul style="list-style-type: none"> <li>• Course wrap-up</li> <li>• <b>20 December: In-class essay</b></li> </ul>
18 January (9h, classroom 1.03) (Official exam date)	<b>Final exam (theory + textual analysis)</b>

The course instructor reserves the right to modify the contents in the development plan.

## Evaluation

- Active participation: 10%
- In-class activities: 25%
- On-line test: 15%
- Final exam: 25%
- In-class essay: 25%

Students must always cite the author when quoting from a source. To learn how to cite properly, please check "[Guia de treballs acadèmics](#)" (Available in Resources). If a student does not cite the author of a passage, this will be considered **plagiarism**.

If plagiarised material is detected, we will apply what is established in the 'Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees'. Accordingly, **any piece of evaluation containing plagiarism will imply that both that piece of evaluation and the subject will be graded a fail mark (0), with no possibility of a resit assessment.**

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

Basic grammatical mistakes will be penalized by subtracting 0.25 point per basic mistake. If the student's piece of evaluation contains **more than 5 basic mistakes**, the piece of evaluation will be graded a **fail mark**.

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 or a part-time job with schedules coinciding with classes have the right to apply for alternative assessment within 5 days from the start of the semester. For more information, please write an e-mail to [lletres.secretariacentre@udl.cat](mailto:lletres.secretariacentre@udl.cat), or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres).

## Bibliography

### GENERAL BIBLIOGRAPHY:

- Ashcroft, Bill et al., eds. *The Post-Colonial Studies Reader*. Oxford: Routledge, 2006.
- Boehmer, Elleke. *Colonial and Postcolonial Literature*. Oxford: Oxford University Press, 2005.
- Crystal, David. *English as a Global Language*. Cambridge: Cambridge University Press, 1998.
- Edwards, Viv. *Multilingualism in the English-Speaking World*. Malden, Massachusetts: 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.
- Young, Robert J. C. *Postcolonialism: A Very Short Introduction*, 2nd edition. Oxford: Oxford University Press, 2020.