



Universitat de Lleida

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

Coordination: GUARDIOLA PASTOR, MARIA INES

Academic year 2023-24

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>	GUARDIOLA PASTOR, MARIA INES			
<b>Department</b>	FOREIGN LANGUAGES AND LITERATURES			
<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
CAÑADAS RICO, ARIADNA	ariadna.canadas@udl.cat	3	
GUARDIOLA PASTOR, MARIA INES	agnes.guardiola@udl.cat	3	

## 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:

The 60 hours of class sessions will consist of a combination of lectures on theory, textual analysis of literary pieces, and in-class activities, besides evaluation sessions.

In the 90 hours of students' autonomous work, students must read the text(s) for every session and answer the questions about them, study the contents taught in class for the two exams, and prepare a project (written reflection + brief oral presentation).

## Development plan

The following schedule of sessions is an approximation:

Dates	Contents
	<b>THEORY MODULE:</b>
18-19 September	<ul style="list-style-type: none"> <li>• Course presentation</li> <li>• Explanation of academic fraud</li> <li>• Introduction to the English-speaking countries</li> </ul>
25-26 September	<ul style="list-style-type: none"> <li>• Historical origins of colonialism and postcolonialism</li> </ul>
2-3 October	<ul style="list-style-type: none"> <li>• Postcolonial theory</li> </ul>
9-10 October	<ul style="list-style-type: none"> <li>• Postcolonial theory</li> <li>• <b>10 October: In-class activity 1</b></li> </ul>
16-17 October	<ul style="list-style-type: none"> <li>• Postcolonial theory</li> </ul>
23-24 October	<ul style="list-style-type: none"> <li>• Americanization and Globalization</li> <li>• Language ownership: The case of English</li> </ul>
30 October	<ul style="list-style-type: none"> <li>• <b>Written Assignment in class</b></li> </ul>
31 Octubre	<ul style="list-style-type: none"> <li>• <b>Theory Exam</b></li> </ul>

	<p><b>POSTCOLONIAL ANALYSIS OF LITERARY TEXTS:</b>  <b>Every week the lecturer will assign some homework to students for the following week. Specifically, the students must read the established texts and answer the questions about them at home. Students are expected to actively participate in the class discussions on the texts previously prepared at home.</b></p>
6-7 Noviembre	<ul style="list-style-type: none"> <li>• Canada</li> </ul>
13-14 Noviembre	<ul style="list-style-type: none"> <li>• The West Indies</li> </ul>
20-21 Noviembre	<ul style="list-style-type: none"> <li>• Oceania: New Zealand</li> </ul>
27-28 Noviembre	<ul style="list-style-type: none"> <li>• India</li> </ul>
4-5 Diciembre	<ul style="list-style-type: none"> <li>• Africa</li> </ul>
11-12 Diciembre	<ul style="list-style-type: none"> <li>• <b>Oral Presentations</b></li> </ul>
18-19 Diciembre	<ul style="list-style-type: none"> <li>• Course wrap-up + Mock exam</li> </ul>
17 January (9h, room 1.03) (Official exam date)	<p><b>Final Exam (theory and postcolonial analysis of the literary texts worked on in class)</b></p>

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

## Evaluation

### Block 1: Theory

- Theory Exam: 29%

## **Block 2: Theory applied to the postcolonial analysis of literary texts worked on in class**

- Final Exam: 29%

## **Block 3: Assignments**

- Written reflection: 21%
- Oral presentation (10 minutes): 21%

**Alternative assessment:**

- Block 1 exam: 29%
- Block 2 exam: 29%
- Individual piece of work: 42%
  - Written reflection: 21%
  - Oral presentation: 21%

- Attendance to classes is highly recommended.
- In order to understand both the theory and the literary texts that we will analyse in class and that students must have previously read at home, students must have a minimum of a B2 level of English.
- **Basic language mistakes** will discount 0.15 point. If the student makes more than 5 basic mistakes, especially if they are recurrent mistakes, the piece of evaluation will be graded with a fail mark.
- NP will be given when a student's assessment activities weigh less than 50% of the overall grade for the subject.
- Students must carry out **all pieces of evaluation** in order to be evaluated.
- If **academic fraud or spontaneous copying** 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.
- Students who want to ask for **alternative assessment** must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to [lletres.secretariacentre@udl.cat](mailto:lletres.secretariacentre@udl.cat) or ask for information at the Faculty's academic office (Secretaria Acadèmica 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.