



Universitat de Lleida

DEGREE CURRICULUM
**HISTORY AND SOCIETY OF THE
UNITED KINGDOM**

Coordination: SANTAULARIA CAPDEVILA, MARIA
ISABEL

Academic year 2021-22

Subject's general information

| | | | | |
|---|--|---------------|------------------|------------------|
| Subject name | HISTORY AND SOCIETY OF THE UNITED KINGDOM | | | |
| Code | 101273 | | | |
| Semester | 1st Q(SEMESTER) CONTINUED EVALUATION | | | |
| Typology | Degree | Course | Character | Modality |
| | Bachelor's Degree in English Studies | 2 | COMPULSORY | Attendance-based |
| | Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation | 2 | COMPULSORY | Attendance-based |
| Course number of credits (ECTS) | 6 | | | |
| Type of activity, credits, and groups | Activity type | PRAULA | | TEORIA |
| | Number of credits | 1 | | 5 |
| | Number of groups | 1 | | 1 |
| Coordination | SANTAULARIA CAPDEVILA, MARIA ISABEL | | | |
| Department | ENGLISH AND LINGUISTICS | | | |
| Important information on data processing | Consult this link for more information. | | | |
| Language | English | | | |

| Teaching staff | E-mail addresses | Credits taught by teacher | Office and hour of attention |
|-------------------------------------|----------------------------|---------------------------|------------------------------|
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Learning objectives

The objective of the course is to understand British history, society and major institutions. Through introductory lectures, analyses of a variety of texts and practice from a textbook formulated for learners of English, the course will offer a comprehensive panoramic view of contemporary British society and the history that has produced it.

- Know how to identify the country politically and geographically.
 - Be aware of the country's national and cultural identity.
 - Know the country's major institutions and cultural events.
 - Know the historical evolution of the country from prehistory to contemporary times.
 - Know major historical events and major historical figures.
 - Understand what cultural products reveal about the country's history and society.
 - Be aware of the interaction between culture, history and society.
 - Be able to explain aspects of the country's history, society, figures and events clearly and analytically and to express these contents in a grammatically correct way.
 - Learn how to exploit a city's cultural and historical heritage to learn about the country's history and society.
- Please note: the subject used to include an optional trip to Liverpool which will not take place this year taking into account the state of global emergency. Once the situation goes back to normal, the trip will be organised again.**

Competences

General competences:

- CG5 Demonstrate capacity for individual work.
- CG10 Develop academic tasks applying awareness of the diversity of cultural heritage, human rights and the erosion of all types of inequality and iniquity.
- CG11 Learn in an autonomous way.

Specific competences:

- CE6 Identify and apply the basics of scientific research to culture in English.
- CE9 Analyse the historical, social and cultural reality of the English-speaking countries.
- CE14 Analyse the interaction between history and society and cultural products in English.

Subject contents

SELF-STUDY:

From: O'Driscoll, James. *Britain for Learners of English*. Oxford: Oxford University Press, 2009 (+ workbook):

- Unit 20 "Food and Drink" + exercises

- Unit 23 “Holidays and Special Occasions” + exercises
- Unit 21 “Sport and Competition” + exercises
- Unit 22 “The Arts” + exercises
- Unit 8 “The Government” + exercises
- Unit 9 “Parliament” + exercises
- Unit 14 “Education” + exercises
- Unit 16 “The Media” + exercises

SYLLABUS COVERED IN CLASS:

UNIT 1: The United Kingdom and the Four Nations. Situating the country geographically and politically: Geographical and political introduction to the United Kingdom and the four nations that constitute it.

UNIT 2: The pre-eminence of England: English vs. British and other (national identities): An introduction to the difference between English and British and an analysis of the reasons that account for the supremacy of England over the other three nations and the (sometimes conflicted) relations between them. Emphasis will also be placed on the issue of national identity in the United Kingdom. **Discussion on:**

- *Braveheart* (Mel Gibson, 1995). (Film)

UNIT 3: A fast-forward into history. From prehistory to the Medieval Period: An overview that goes from the prehistory of the peoples of Great Britain and the different invasions to the creation of England as a country, covering the games of thrones involving various royal houses that ruled the country and its expansion on the island to incorporate Wales.

UNIT 4: The 16th century. The Elizabethan Period: An analysis of one of the (apparently) most successful eras in the history of England: the reign of Elizabeth I.

UNIT 5: The 17th and 18th centuries. From the Stuarts to the Hanovers with a republican interlude: The history of the royal houses that ruled England after the Tudors (paying attention to the brief period during which England was a republic) and the expansion of England to become the United Kingdom (with Scotland and later Northern Ireland).

UNIT 6: The 19th century. The Victorian Period: An analysis of one of the most influential periods in the United Kingdom: the reign of Queen Victoria and the Industrial Revolution.

UNIT 7: The British Empire: An overview of the origins and development of the British Empire, as well as of its demise.

UNIT 8: The 20th century. Significant socio-political figures and events: An overview of the 20th-century key historical events and their protagonists. **Discussion on:**

- *The King's Speech* (Tom Hooper, 2010). (Film) + other films or clips to be determined.

Methodology

CLASS ORGANISATION:

Due to the present state of emergency and limited access to the building, we will alternate between face-to-face teaching and on-line teaching as established in the calendar.

FACE-TO-FACE CLASSES: If, due to space restrictions, we cannot accommodate the whole group in the classroom, we will establish rotations. If this is the case, the face-to-face class will take place using the videoconference tool in the virtual campus (VC) so that the students who stay at home can follow the class on-line synchronically. Face-to-face classes will also be made available on-line synchronically for those students that have to stay at home due to causes related to the pandemic.

ON-LINE TEACHING: All on-line teaching will be done synchronically using the videoconference tool in the virtual campus (VC) on the days and at the times established in the calendar.

LOCKDOWN ALTERNATIVE: In the event of a new lockdown, all classes will be on-line and delivered synchronically using the videoconference tool in the virtual campus (VC) on the days and at the times established in the calendar.

RETURN-TO-THE-CLASSROOM ALTERNATIVE: In the event of an improvement of the conditions and a return to face-to-face classes, lessons will proceed as normal in the classroom as established in the chronogram below.

On-line classes will not necessarily be recorded.

TEACHING METHODOLOGY:

In order to fulfil the subject's objectives, the course is divided into:

- Lectures introducing major topics and providing contextual frameworks.
- Classroom debates at the end of some of the units. Lecturer will provide some questions based on films/clips that students will have watched at home.
- Gamification activities: for some of the units, revision of the contents will take place using the gamification resources of the virtual campus.
- Self study: students will have to read and prepare a selection of units from the book *Britain for Learners of English* by James O'Driscoll. These will be assessed through on-line quizzes.

Development plan

Dates for quizzes (PE1 + PE2) based on O'Driscoll's book will be provided at the beginning of the semester.

| | THURSDAY (on-line) | FRIDAY (face-to-face) |
|--|--------------------|-----------------------|
| Unit 1 | 16 September | 17 September |
| Unit 2 | 23 September | 24 September |
| | 30 September | |
| Unit 3 | | 1 October |
| | 7 October | 8 October |
| | 14 October | 15 October |
| Unit 4 | 21 October | 22 October |
| | 28 October | |
| PE3 (written exam) | | |
| Unit 5 | | 29 October |
| | 4 November | 5 November |
| Unit 6 | 11 November | 12 November |
| | 18 November | 19 November |
| Unit 7 | 25 November | 26 November |
| | 2 December | 3 December |
| Unit 8 | 9 December | 10 December |
| | 16 December | 17 December |
| PE4 (written exam) + AP1 (written assignment) | | |

Evaluation

GENERAL INFORMATION:

- Students who combine their degree with a full time job or a part-time job with schedules coinciding with classes have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres).
- Attendance to classes is compulsory.
- NP will be given when a student's assessment activities weigh less than 50% of the overall grade for the subject.
- Dates for assessment activities will be provided at the beginning of the semester. Date for PE4 (written exam 2) will be the one established in the Faculty's exam calendar.
- Activities handed in after the deadline will not be accepted.
- Language will be taken into account in all of the assessment activities. There will be a penalty of -0.15 points per serious mistake.
- Students should read/watch compulsory texts before the corresponding sessions.
- Plagiarism is not allowed. Assessment activities containing plagiarised material (even if only partial) will automatically be failed (0)
- The course tutor reserves the right to introduce additional or alternative material for study at her discretion and to modify the programme if needs be.

SUMMARY OF ASSESSMENT ACTIVITIES:

Assessment of self-study material:

| Textbook | Activity | Assessment 14% | Date |
|---|--|-------------------|------------------|
| From: O'Driscoll, James. <i>Britain for Learners of English</i> . Oxford: Oxford University Press, 2009 (+ workbook) | PE1: On-line quiz on the following units: Unit 8 "The Government" + exercises Unit 9 "Parliament" + exercises Unit 14 "Education" + exercises Unit 16 "The Media" + exercises | 7 % | To be determined |
| | PE2: On-line quiz on the following units: Unit 20 "Food and Drink" + exercises Unit 21 "Sport and Competition" + exercises Unit 22 "The Arts" + exercises Unit 23 "Holidays and Special Occasions" + exercises | 7 % | To be determined |

| | | |
|-------------------|------|--|
| PE3: Written exam | 28 % | Date, time and room to be determined. Date does not necessarily have to coincide with class schedules. |
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| PE4: Written exam | 28 % | Date, time and room established in the Faculty's exam calendar. |
| AP1: Written assignment | 20 % | Date to be determined. |
| PARTICIPATION IN CLASS DISCUSSIONS AND GAMIFICATION ACTIVITIES | 10 % | Class discussions will take place at the end of the established units. Gamification activities may be introduced in different lessons without forewarning. |

ALTERNATIVES TO FACE-TO-FACE EXAMS: In case face-to-face exams had to be cancelled due to the present state of emergency, we would replace the exams by assessment worksheets (at 28% or the same value as the exam). Just in case you wonder, assessment worksheets gauge the students' progress and their understanding of the contents introduced in the different units through a combination of questions the students have to answer, activities they have to conduct, topics they have to develop and/or projects they have to carry out (individually or in group). In some cases, tasks are related to visual or written texts the students have to watch/read. Exact instructions and rubrics would be included in the assessment worksheets themselves.

WRITTEN ASSIGNMENT: Students will have to hand in one written assignment. Exact instructions and a rubric will be provided at the beginning of the semester. There will be different options based on the contents explained in the classroom. Tasks will be allocated by lecturers.

CLASS PARTICIPATION: We will take into account quality and not just quantity of interventions. After class discussions, we may establish follow-up on-line questions to encourage participation.

Bibliography

- Bracewell, Michael. *England Is Mine: Pop Life in Albion from Wilde to Goldie*. London: Flamingo, 1998.
- Bryson, Bill, ed. *Icons of England*. London: Black Swan, 2010.
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- Jenkins, Simon. *A Short History of England*. London: Profile Books, 2012.
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- Mount, Harry. *How England Made the English*. London: Penguin, 2013.
- Oakland, John. *British Civilisation: An Introduction*. London and New York: Routledge, 2011.
- O'Farrell, John. *An Utterly Impartial History of Britain: Or 2000 Years of Upper Class Idiots*. London: Black Swan, 2007.
- O'Farrell, John. *An Utterly Exasperated History of Modern Britain: Or 60 Years of Making the Same Stupid Mistakes as Always*. London: Black Swan, 2009.

Paxman, Jeremy. *The English: A Portrait of a People*. London: Penguin, 1999.

Richards, Jeffrey. *Films and British National Identity: From Dickens to Dad's Army*. Manchester and New York: Manchester University Press, 1997.

Story, Mike and Peter Childs, eds. *British Cultural Identities*. London and New York: Routledge, 2013.

Wilson, A.N. *Our Times: The Age of Elizabeth II*. London: Arrow, 2008.