



Universitat de Lleida

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

Coordination: SANTAULARIA CAPDEVILA, MARIA  
ISABEL

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	HISTORY AND SOCIETY OF THE UNITED KINGDOM			
<b>Code</b>	101273			
<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	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
<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>	1		5
	<b>Number of groups</b>	1		1
<b>Coordination</b>	SANTAULARIA CAPDEVILA, MARIA ISABEL			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MINA RIERA, NURIA	nuria.mina@udl.cat	3	
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## Learning objectives

- 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.
- Be aware of how history is inscribed in a city (Liverpool in our case) and its institutions.

## 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) and/or other films/clips to be determined.

**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 16<sup>th</sup> 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 17<sup>th</sup> and 18<sup>th</sup> 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 19<sup>th</sup> 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 20<sup>th</sup> century. Significant socio-political figures and events:** An overview of the 20<sup>th</sup>-century key historical events and their protagonists. **Discussion on:**

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

## Methodology

The methodology for this course includes:

- 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. Debates may take place on-line.
- Gamification activities: for some of the units, revision of the contents can 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.
- A field trip to Liverpool (optional) that will take place during the semester depending on number of people interested and availability. The trip is organized around a series of activities that take place in some of the city's most emblematic buildings/institutions and which are intended to make the students reflect on historical, social, and cultural issues introduced in class.

## Development plan

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

	THURSDAY	FRIDAY
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Unit 1	15 September	16 September
Unit 2	22 September	23 September
	NO CLASS	NO CLASS
	6 October	
Unit 3		7 October
	13 October	14 October
	20 October	21 October
Unit 4	27 October	28 October
	3 November	
<b>PE3 (written exam)</b>		
Unit 5		4 November
	10 November	11 November
Unit 6	17 November	18 November
	24 November	25 November
Unit 7	1 December	2 December
	NO CLASS	9 December
Unit 8	15 December	16 December
	22 December	NO CLASS
<b>PE4 (written exam) + AP1 (written assignment)</b>		

## 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](mailto: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) is 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 in exams. Written assignment can be penalised up to two points for serious language mistakes.
- Students should read/watch compulsory texts before the corresponding sessions.
- Plagiarism is not allowed. In case of plagiarism, 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'.
- In case the authorship of a work is doubtful, the instructor can establish a mechanism to certify this authorship. In case the student cannot argue or justify the contents, the work will 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.
PE4: Written exam	28 %	9 January at 12.00, ROOM 1.03
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. Discussions may be on-line. Gamification activities may be introduced in different lessons without forewarning.

**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.

**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.

**VERY IMPORTANT:** Students who take part in the field trip to Liverpool will have to hand in a **COMPULSORY** exercise on their return (date to be determined). In group, they'll have to prepare a review of the trip focusing on the (academic) highlights. The review should focus especially on how the experience has contributed to the understanding of the history and society of the UK. The information should be presented in an attractive and original format (a poster, a power point, a clip, etc.) since the best exercises will be published in the Department's web page. Take into account that they should also be brief and clear for those who access the information in order to get the gist of the experience. Before the trip, we will give further details if needed.

## 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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- Danziger, Nick. *Danziger's Britain: A Journey to the Edge*. London: Flamingo, 1997.
- Dargie, Richard. *A History of Britain: The Key Events That Have Shaped Britain from Neolithic Times to the 21<sup>st</sup> Century*. London: Arcturus, 2007.
- Hirsch, Afua. *Brit(ish): On Race, Identity and Belonging*. London: Jonathan Cape, 2018.
- 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.
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- Wilson, A.N. *Our Times: The Age of Elizabeth II*. London: Arrow, 2008.