



Universitat de Lleida

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

Coordination: VIZCAINO CABEZAS, VERONICA

Academic year 2023-24

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	VIZCAINO CABEZAS, VERONICA			
Department	FOREIGN LANGUAGES AND LITERATURES			
Teaching load distribution between lectures and independent student work	60h of class sessions 90h of students' autonomous work			
Important information on data processing	Consult this link for more information.			
Language	English			
Distribution of credits	5 credits of theory 1 credit of practice			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
VIZCAINO CABEZAS, VERONICA	veronica.vizcaino@udl.cat	6	

Subject's extra information

The course includes 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.

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.

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.

Methodology

The methodology for this course includes:

a) 60h of class sessions, which encompass the following:

- Lectures introducing major topics and providing contextual frameworks.
- Gamification activities: for some of the units, revision of the contents can take place using the gamification resources of the virtual campus

b) 90h of students' autonomous work:

- 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.
- Students will have to study the contents taught in class, which will be assessed through two exams.
- Students will have to carry out a project in pairs in order to both revise and broaden the contents taught in class.

c) Extra:

- 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

The scheduled dates for each unit are approximate.

	THURSDAY	FRIDAY
Unit 1	14 September	15 September
Unit 2	21 September	22 September
Unit 3	5 October	6 October
		13 October
Unit 4	19 October	20 October
	26 October	27 October
2 November: Exam Units 1-4		
Unit 5		3 November
	9 November	10 November
Unit 6	16 November	17 November
	23 November	
Unit 7		24 November
	30 November	1 December
Unit 8	14 December	15 December
	21 December	22 December
8 January: Exam Units 5-8 (12h – Room 1.03)		

Evaluation

GENERAL INFORMATION:

- 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 or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).
- Attendance to classes is highly recommended.
- NP will be given when a student's assessment activities weigh less than 50% of the overall grade for the subject.
- 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 -0.25 point per repeated basic mistake. More than 5 repeated basic mistakes will entail a fail mark.
- **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.**
- 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 (Block 1):

Textbook	Activity	Assessment 20%	Date
From: O'Driscoll, James. <i>Britain for Learners of English</i> . Oxford: Oxford University Press, 2009 (+ workbook)	<u>Block 1: Self-study material</u> On-line quiz 1: Unit 8 "The Government" + exercises Unit 9 "Parliament" + exercises Unit 14 "Education" + exercises Unit 16 "The Media" + exercises	10%	13-15 October
	On-line quiz 2: Unit 20 "Food and Drink" + exercises Unit 21 "Sport and Competition" + exercises Unit 22 "The Arts" + exercises Unit 23 "Holidays and Special Occasions" + exercises	10%	1-3 December

<u>Block 2: Units 1-4</u> Exam Units 1-4	30%	2 November
<u>Block 3: Units 5-8</u> Exam Units 5-8	30%	<u>Official exam date:</u> 8 January (12h – room 1.03)
<u>Block 4: Projects</u> Written assignment in pairs	20%	<u>Deadline:</u> 15 January

*To successfully pass the course, it is necessary to achieve an overall passing grade in the exams (5/10), as they contribute to 60% of the final mark.

WRITTEN ASSIGNMENT: Students will have to hand in a written assignment **in pairs**. 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 class.

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.

ALTERNATIVE EVALUATION: Two assessment worksheets (50% each). 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). In some cases, tasks are related to visual or written texts the students have to watch/read. Exact instructions and rubrics will be included in the assessment worksheets themselves.

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 21st 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.
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- 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.