



Universitat de Lleida

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

Coordination: DOMÍNGUEZ RUÉ, EMMA

Academic year 2018-19

## Subject's general information

<b>Subject name</b>	HISTORY AND SOCIETY OF THE UNITED STATES			
<b>Code</b>	101274			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	3	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>	4		2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	DOMÍNGUEZ RUÉ, EMMA			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	60h lectures 90h independent work			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			
<b>Distribution of credits</b>	5 ECTS theory 1 ECTS practice			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DOMÍNGUEZ RUÉ, EMMA	edominguez@dal.udl.cat	6	

## Subject's extra information

This course is aimed at introducing students to the main events in the history of the United States. Therefore, its main objective is to provide students with an outline of American history from its beginnings as a nation to the present day, even though its contents include aspects prior to European migration and the colonial period.

Recommended level of English: C1

Please be aware that it is possible to fail this course if the student's level of English is not up to the standards required by the degree.

## Learning objectives

- Understand the main events in US history and be able to explain and summarize the contents in a clear and understandable way.
- Expose the main points and / or the basic concepts of the content of the course in a coherent way.
- Express oneself orally and in writing with the corresponding grammar correction, while using the appropriate structures, styles and vocabulary.
- Be able to understand and relate the main events in US history
- Be able to work in groups and interact in an oral or written way with other students.

## Competences

### Competences

- **General Competences:**

- CG5: show ability for independent work
- CG10: develop academic work by showing sensibility to the diversity of cultural heritage, human rights and eradication of inequality
- CG11: learn autonomously

- **Specific Competences:**

- CE6: Identify and implement the foundations of scientific research in linguistics, literature and culture in the English language.
- CE9: Analyze the historical, social and cultural reality of the English-speaking countries.
- CE14: Analyze the interaction between history, society, and cultural production in the English language.

## Subject contents

### COURSE CONTENTS

1. Early America
2. The Colonial Period
3. The Road to Independence
4. The Formation of a National Government
5. Westward Expansion and Regional Differences – Sectional Conflict
6. The Civil War and Reconstruction
7. Growth and Transformation – Discontent and Reform
8. War, Prosperity and Depression
9. The New Deal and World War II
10. Postwar America
11. Decades of Change: 1960-1980
12. The New Conservatism and a New World Order
13. Bridge to the 21<sup>st</sup> century

## Methodology

The methodology for this course will combine theoretical sessions, independent work, tutorials and oral presentations. The course involves a workload of 150 hours distributed as follows:

- Contact Hours: 60h (including lectures, oral presentations and tutorials).
- Independent Study: 90h (including preparation for exams, reading of primary and secondary sources, essay writing, and preparation for oral presentation).

### *Teaching and Learning Activities:*

- Lectures provide an introduction and overview of the period under discussion.
- Readings provide an illustration of the period in question in greater detail through its analysis and discussion.
- The written assignment and the oral presentation will help students to put into practice the formal and research conventions of academic work to the context of a cultural product and its relevance to the historical period when it was produced.
- Tutorials are intended to guide and supervise students' work during the course, where the teacher is available at the times specified for individual guidance.

## Evaluation

### **Assessment Guidelines**

- Written Exam 1 – 25%

This short written exercise is intended to assess your knowledge and understanding of the main events in US history that have been commented on in class.

- Written Exam 2 – 25%

This second written test is also intended to assess your knowledge and understanding of the main events in US history that have been commented on in class since the first written assignment.

- Written Essay – 25%

You will be required to write an essay on any of the topics on the list below or any other topic about US history that might interest you (provided that you inform the lecturer first). This essay is intended to enlarge your knowledge of US history by focussing on aspects that are often not explained in conventional history books, while assessing your ability to articulate and synthesize ideas. The length of your essay should be between 1000 and 1500 words. Please note that copy-pasting from internet or plagiarising will be **severely penalised**.

## **IMPORTANT; PLEASE NOTE:**

- **More than 5 severe mistakes (e.g. they writes) will result in a failed essay i.e. grade 0/25.**
- **Plagiarising will result in a failed essay i.e. grade 0/25.**
- **Not using / acknowledging secondary sources will result in a failed essay i.e. grade 0/25.**
- **Incorrect citation of secondary sources will subtract 2 points to your essay.**

- Oral Presentation – 25%

This oral presentation will consist of a 10 to 15-minute talk in which you should present the results of your essay to the rest of the class. This presentation is intended to share your knowledge of an aspect of US history with your colleagues, but also to assess your ability to articulate and synthesize ideas in spoken English. Please note that you will be allowed to present a powerpoint to follow the sequence of your ideas, but **under no circumstances** should you read your presentation.

## Possible Topics for Essay / Presentation

- The Anazasi Mystery
- The Pueblo Indians
- The Witches of Salem
- The Amish
- The Nation's Founding Fathers
- Benjamin Franklin
- The First Great Awakening
- The Second Great Awakening
- The Underground Railroad
- The American Civil War
- American Women's Rights in the 19<sup>th</sup> Century
- Alexander Graham Bell
- Thomas Edison
- Henry Ford
- Jazz & Blues
- Hiroshima and Nagasaki

- The Cold War and the War in Space
- The Civil Rights Movement
- The election process
- History as seen from literature
- Elvis Presley
- The Vietnam War
- Woodstock
- The Watergate
- The Iran-contra issue
- the US two-party system
- The Wars in Iraq and Kuwait
- 9-11 and the War on Terror
- US History, Society and Culture through the Lens of Cinema

The course is evaluated through continuous assessment. Students who combine their studies with a full-time job they have the right to request an alternative assessment within 5 days from the beginning of the semester. For information, send an email to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or speak to the staff at Secretaria de Lletres.

## Bibliography

### BIBLIOGRAPHY

- Ahlstrom, Sydney E. (1972) *A Religious History of the American People*. New Haven, CT: Yale University Press.
- Bailyn, Bernard et al. (1985) *The Great Republic: A History of the American People* (2 vols.). Lexington, MA: D.C. Heath & Co.
- Bodnar, John (1985) *The Transplanted: A History of Immigrants in Urban America*. Bloomington, IN: Indiana University Press.
- Brown, Dee (1991) *Bury My Heart at Wounded Knee: An Indian History of the American West*. New York: Henry Holt & Co.
- De Tocqueville, Alexis (1981) *Democracy in America*. Thomas Bender et al., eds. New York: McGraw-Hill.
- Dinnerstein, Leonard et al. (1990) *Natives and Strangers: Blacks, Indians and Immigrants in America*. Oxford University Press.
- DuBois, Ellen C. (1978) *Feminism and Suffrage: The Emergence of an Independent Women's Movement in America, 1848-1869*. Ithaca, NY: Cornell University Press.
- Greenstein, Fred I. and Frank B. Feigert. (1985) *The American Party System and the American People*. Upper Saddle River, NJ: Prentice-Hall.
- Kennedy, David M. et al. (2006). *The American Pageant: A History of the Republic*. Boston: Houghton Mifflin.
- LaFeber, Walter (1987) *America, Russia, and the Cold War*. New York: McGraw-Hill.
- McPherson, James (1989) *Battle Cry of Freedom: The Era of the Civil War*. New York: Ballantine Books.
- Nash, Gary B. et al. (1990) *The American People: Creating A Nation and A Society* (2 vols.). New York: HarperCollins.
- Tindall, George B. and David E. Shi (1992) *America: A Narrative History*. New York: W.W. Norton & Co.
- Zinn, Howard (2003). [\*A People's History of the United States\*](#). New York: HarperPerennial Modern Classics.

### ONLINE RESOURCES

<http://www.ushistory.org/us/index.asp>

<http://teachingamericanhistory.org/library/>

<http://www.teachamericanhistory.org/>

<http://historymatters.gmu.edu/browse/wwwhistory/>