



Universitat de Lleida

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

Coordination: DOMÍNGUEZ RUÉ, EMMA

Academic year 2019-20

Subject's general information

Subject name	HISTORY AND SOCIETY OF THE UNITED STATES			
Code	101274			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	3	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	4		2
	Number of groups	1		1
Coordination	DOMÍNGUEZ RUÉ, EMMA			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	60h lectures 90h independent work			
Important information on data processing	Consult this link for more information.			
Language	English			
Distribution of credits	5 ECTS theory 1 ECTS practice			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DOMÍNGUEZ RUÉ, EMMA	emma.dominguez@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

1. America before European migration
2. The Colonial Period
3. Revolution and Independence
4. The Birth of a Nation
5. Westward Expansion and Regional Differences – Sectional Conflict
6. The Civil War and Reconstruction
7. A Country in Transformation
8. World War I & its Aftermath: from the Roaring Twenties to the Great Depression
9. The New Deal and World War II
10. Postwar America and the Cold War
11. Decades of Change: 1960 to 1980
12. A New World Order
13. Into the 21st 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

Evaluation procedures will consist of four parts, each of which will amount to 25% of the final mark. All parts are designed to provide evidence of the competences expressed by the study plan as well as to offer students the possibility to display their different abilities and talents.

- **Exam 1 – 25 points**

This written exercise is intended to assess students' knowledge and understanding of the main events in US history that have been explained in class. Each exam will consist of 25 short questions.

- **Exam 2 – 25 points**

This written exercise is intended to assess students' knowledge and understanding of the main events in US history that have been explained in class. Each exam will consist of 25 short questions.

- **Essay – 25 points**

Students are required to answer an essay question in pairs (choice of one out of 3 possibilities) analysing one main event in American history, relating the event, its causes and its consequences with its historical, cultural and social context. The essay is intended at assessing students' ability to work in groups and articulate and synthesise ideas in academic English. At the same time, the in-depth analysis of a certain topic in US history is aimed at assessing students' knowledge of American history acquired in the theoretical sessions and enhancing their ability to use information in order to think critically.

Assessment Criteria for the Essay:

The following criteria will be taken into account, all of them amounting to 25 points:

- The student shows s/he has understood the concepts dealt with in class: up to 5 points
 - The student shows capacity to interpret ideas explained in class and is able to apply them to the essay topic: up to 5 points
 - The student can express his / her ideas in a clear and coherent way: up to 5 points
 - The student is able to make critical judgements about main concepts in US history: up to 5 points
 - The student can express him/herself fluidly, with an acceptable command of grammar and vocabulary: up to 5 points
- **Oral presentation: the US through its moments – 25 points**

Students are required to analyse one relevant issue / event / person in American history and/or culture (e.g. the presidential election, the CIA, Elvis Presley), relating them with their historical, cultural and social context. The presentation is intended at familiarising students with basic research methods while assessing their ability to articulate and synthesise ideas in academic English. At the same time, the in-depth study of a topic in American history / culture is aimed at enhancing the knowledge acquired in the theoretical sessions, while raising awareness about the relevance of particular topics as products of their historical and social background.

This oral presentation will consist of a 10 to 15-minute talk in which students are intended to share the results of the research undertaken with the rest of the class. The oral presentation is also aimed at sharing knowledge with peers, while it assesses the students' ability to articulate and synthesize ideas in spoken English.

Assessment Criteria for the Oral Presentation:

The following criteria will be taken into account, all of them amounting to 25 points:

- The student shows s/he has understood the concepts dealt with in class: up to 5 points
- The student shows capacity to interpret ideas explained in class and is able to apply them to the topic: up to 5 points
- The student can describe the topic and its relevance in a clear and coherent way: up to 5 points
- The student can express him/herself fluidly without excessive hesitation, without the need to read from a text: up to 5 points
- The student has an acceptable command of grammar and vocabulary: up to 5 points

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 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/>

Adaptations to the methodology due to COVID-19

Due to the situation, classes have been cancelled and regular sessions for Units 6 to 13 have been replaced by:

- online debates for each unit
- online tool for quations and doubts
- Materials for self-study
- Summaries for each unit in powerpoints and videoconference
- online tests
- oral presentations are recorded and shared via Campus Virtual

Adaptations to the evaluation due to COVID-19

Assessment Guidelines – COVID Update

- **Exam 1 – 20 points**

THIS EXAM CAN BE FOUND IN TESTS – Test 1. REMEMBER THIS TEST WILL COVER UNITS 1 TO 7: YOU WILL HAVE 12 MINUTES TO COMPLETE 20 SHORT QUESTIONS AND YOU CAN TAKE THE TEST ANYTIME BETWEEN THE 20th AND THE 27th APRIL AT 8h

DEADLINE: 27th April 2020, 8h

- **Exam 2 – 20 points**

THIS EXAM CAN BE FOUND IN TESTS – Test 2. REMEMBER THIS TEST WILL COVER UNITS 8 TO 13: YOU WILL HAVE 12 MINUTES TO COMPLETE 20 SHORT QUESTIONS AND YOU CAN TAKE THE TEST ANYTIME BETWEEN THE 11th AND THE 18th MAY AT 8h

DEADLINE: 18th May 2020, 8h

- **Essay – 25 points**

THIS ESSAY WILL BE UPLOADED IN RECURSOS – ESSAYS. PLEASE UPLOAD THE DOCUMENT AS PDF NAMED WITH BOTH YOUR SURNAME/S

DEADLINE: 25th May 2020, 8h

Students are required to answer an essay question in pairs (choice of one out of 3 possibilities) analysing one main event in American history, relating the event, its causes and its consequences with its historical, cultural and social context. The essay should have about 1000 words and is intended at assessing students' ability to work in groups and articulate and synthesise ideas in academic English. At the same time, the in-depth analysis of a certain topic in US history is aimed at assessing students' knowledge of American history acquired in the theoretical sessions and enhancing their ability to use information in order to think critically.

PLEASE WRITE AN EXTENDED ANSWER TO ONE OF THE FOLLOWING QUESTIONS:

1. The American Civil War: causes and consequences
2. The Homestead Act and the Last Frontier: causes, progress and consequences
3. American Involvement in WW2: causes and consequences__

- **Oral presentation: the US through its moments – 25 points**

THIS PRESENTATION WILL BE RECORDED AND UPLOADED IN RECURSOS – ORAL PRESENTATIONS. PLEASE UPLOAD THE VIDEO AND THE POWERPOINT (IF NECESSARY) NAMED WITH YOUR NAME AND SURNAME/S

DEADLINE: 1st June 2020, 8h

- **Participation – 10 points**