



Universitat de Lleida

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

Coordination: DOMINGUEZ RUE, EMMA

Academic year 2022-23

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
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	4	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	DOMINGUEZ RUE, EMMA			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	60h in-class teaching			
	90h autonomous 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
DOMINGUEZ RUE, EMMA	emma.dominguez@udl.cat	6	Monday & Tuesday from 13h to 14h

Subject's extra information

We remind you that the recordings and other contents of the CV are protected by the intellectual and industrial property rights of the University of Lleida, in accordance with the clause included in the "Legal notice", visible in all places. website owned by the UdL ".

Plagiarism is severely penalized in accordance with the regulations of the Faculty of Arts

Learning objectives

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 work and interact in an oral or written way with other students.

RESULTS

- Acquire and apply basic concepts and methodologies to be able to propose an exercise of scientific research in culture in the English language.
- Demonstrate a deep knowledge of the history, culture and society of the USA, showing sensitivity towards the diversity of cultural heritage.
- Acquire the ability to analyze cultural aspects and their relationship with the historical-social reality of English-speaking countries.

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. Early America: before European migration

- The Iroquois Creation Story (version by David Cusick)
- Pima Stories of the Beginning of the World (versions by Thin Leather and J. W. Lloyd)

2. The Colonial Period

- William Bradford: "The Mayflower Compact" (1620)
- William Bradford: "Of Plymouth Plantation" (1637) From Chapter X. Showing How They Sought Out a Place of Habitation; and What Befell Them Thereabout

3. The Road to Independence - Revolution

- Thomas Paine: From *Common Sense* (1776)
- Thomas Jefferson: from "The Declaration of Independence" (1776)

4. The Birth of a Nation: the Formation of a National Government

- Jonathan Edwards, *Sinners in the Hands of an Angry God* (1703-1758)
- Judith Sargent Murray, "On the Equality of the Sexes" (1790)

5. Westward Expansion and Regional Differences – Sectional Conflict

- Tecumseh: "Sell a Country! Why Not Sell the Air?" (1810)
- Frederick Douglass: "Speech to the American Anti-Slavery Society" (1865)

6. The Civil War and Reconstruction

- A House Divided: Speech Delivered at Springfield, Illinois, at the Close of the Republican State Convention, June 16, 1858
- Chief Charlot, "He has filled graves with our bones" (1870)

7. A Country in the Making: Between Growth & Transformation, Discontent & Reform

- Emma Lazarus: "The New Colossus" (1883)

- Frederick Jackson Turner: from *The Significance of the Frontier in American History* (1893)

8. World War I & its Aftermath: from the Roaring Twenties to the Great Depression

- Zora Neale Hurston, "How It Feels to Be Colored Me" (1928)
- F. Scott Fitzgerald, "Babylon Revisited" (1931)

9. The New Deal and World War II

- John Steinbeck, *Of Mice and Men* (1937)
- Franklin Delano Roosevelt: "The Four Freedoms" (1941)

NOTE: the contents of this unit will be developed using the flipped learning methodology; all materials and instructions have been uploaded in the Recursos space and the lecturer will provide further information and updates in class

10. Postwar America and the Cold War & Decades of Change: 1960 to 1980

- Martin Luther King, Jr.: "I have a Dream" (1963)
- Joan Baez, "A Song for David" (1970)

11. New Conservatism and A New World Order

- Toni Morrison, "Recitatif" (1983)
- Sandra Cisneros, "Woman Hollering Creek" (1991)

12. Into the 21st century

- Adrienne Rich: "Why I Refused the National Medal for the Arts" (1997)
- John Updike, comment from *The New Yorker* 24th September 2001

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.

- **Essay 1 – 25 points**

Students are required to answer an essay question in pairs (choice of one out of 2 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

- **Exam – 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. The exam will consist of 25 short questions.

- **Essay 2 – 25 points**

Students are required to answer an essay question individually (choice of one out of 2 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 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 texts – 20 points

Students are required to analyse in pairs one of the texts from the list provided in the course programme, relating the text with the historical, cultural and social context in which the text was produced. 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 text is aimed at enhancing the knowledge of American history acquired in the theoretical sessions and raise awareness of cultural texts 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 20 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 express him/herself fluidly without excessive hesitation, without the need to read from a text: up to 5 points
- The student can describe the topic and its relevance in a clear and coherent way, with an acceptable command of grammar and vocabulary: up to 5 points

UNIT 9 - FLIPPED LEARNING

This unit will be carried out using the "flipped learning" methodology and will add 5% to your final mark, depending on the tasks you complete:

- Adding events to timeline (1 point)
- Mini-presentation (2 points)
- Preparation of questions for the test (1 point)
- Participating in the test (1 point)

If plagiarised material is detected, the teaching staff will apply what is established in the 'Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees'.

https://www.udl.cat/export/sites/universitat-illeida/ca/udl/norma/.galleries/docs/Ordenacio_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-Acord-235-CG-21-7-2022.pdf

The course is evaluated through continuous assessment. Students who combine their studies with a full-time job or a part-time job that coincides with class schedules are entitled 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 (1817) *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/>