



Universitat de Lleida

# DEGREE CURRICULUM

# **CULTURE AND SOCIETY OF ENGLISH-SPEAKING COUNTRIES**

Coordination: PUJOLRAS NOGUER, ESTHER

Academic year 2023-24

## Subject's general information

Subject name	CULTURE AND SOCIETY OF ENGLISH-SPEAKING COUNTRIES			
Code	101275			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	4	COMPULSORY	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	5	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	PUJOLRAS NOGUER, ESTHER			
Department	FOREIGN LANGUAGES AND LITERATURES			
Teaching load distribution between lectures and independent student work	60 hours in-class teaching 90 hours autonomous work			
Important information on data processing	Consult <a href="#">this link</a> for more information.			
Language	English			
Distribution of credits	Theoretical credits: 2 Practical credits: 4			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
PUJOLRAS NOGUER, ESTHER	esther.pujolras@udl.cat	6	

## Learning objectives

- \* To gain knowledge about the diversity of cultural heritage in the English-speaking world and view this diversity as a result of colonialism.
- \* To be able to analyse cultural aspects in their relationship with the varied historical and social realities of English-speaking countries.
- \* To raise students' awareness towards the violence and trauma that stands at the core of the postcolonial experience.
- \* To sensitize students towards the implications of the concept of "race" and, as a consequence, to foster a critical standpoint regarding the racial configuration of the geopolitics of the contemporary world.
- \* To apply a postcolonial studies methodology to an analysis of literary and audiovisual texts related to the English-speaking world.
- \* To question and reflect upon the meaning of "English"

## Competences

### General Competences:

CG5 To show capacity for autonomous work.

CG10 To carry out academic tasks showing an awareness of diversity of cultural heritage, human rights, and the avoidance of inequality and discrimination.

CG11 To learn autonomously.

### Specific Competences:

CE6 To identify and implement the foundations of scientific research in linguistics, literature and culture in English.

CE9 To analyze the historical, social and cultural realities of English-speaking countries.

CE14 To analyze the interaction between history, society, and cultural production in English.

### Cross-disciplinary Competences:

CT6: To apply a gender perspective to tasks related to specific professional settings.

## Subject contents

The subject is intended to provide students with a comprehensive view of what constitutes the world of English-

speaking countries whose population is in its majority not white. This implies (1) a thorough study of the British Empire as a simultaneous unifying and fragmentary force, (2) a recognition of the violence and trauma that stands at the core of the (post)colonial experience, (3) a critique of the racial geopolitical configuration of the contemporary world and (4) an awareness of the intertwining of "race" and gender. The geographical areas studied are West Africa, East Africa, South Africa, India and Sri Lanka.

## Methodology

In this subject, lectures will be combined with discussion and seminar sessions. Specific activities will be carried out in the classroom aimed at analyzing texts from a postcolonial perspective.

There will also be an oral presentation in pairs about specific topics related to the culture and society of English-speaking countries that the teacher will provide students with.

**LECTURES** will be devoted to introducing aspects related with the history and culture of English-speaking countries which students will need in order to analyze texts and view documentaries and films that illustrate the complexity of societies directly affected by colonialism. Lectures will be accompanied by debate questions so that class participation will be fomented.

In the **SEMINAR SESSIONS** worksheets related to different texts will be used. Students will be expected to apply theoretical concepts from postcolonial criticism in their analysis of texts.

## Development plan

Unit 0. Introductory Session: Commonwealth, Postcolonialism, Transnationalism

Unit 1. Africa: The Dark Continent?

- Colonial Configurations: Maps and the Heart of Darkness
- Postcolonial Writing Back: Africa Is People

Unit 2. West Africa

- Ghana: The Road to Independence
- Nigeria: The Biafran War

Unit 3. East Africa

- From Zanzibar & Tanganika to Tanzania: Delineating the Indian Ocean World
- Uganda & Kenya: The African Asian Question
- The Case for the Chagos Islanders

Unit 4. The Middle Passage and the Creation of a Caribbean Identity

Unit 5. The South African Case

- The Apartheid Years
- The Truth and Reconciliation Commission & The Configuration of the Rainbow Nation

Unit 6. India

- The Jewel in the Crown: Historical Entanglements
- Independence & The Partition

Unit 7. Sri Lanka

- The Shape of a Tear: From Ratnapida (Island of Gems) to Ceylon
- The Sri Lankan Civil War

Unit 8. Concluding Unit: English-Speaking Countries and the Legacy of Imperial Discomfort

## 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](mailto: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 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.
- 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.
- Students should read/watch compulsory texts before the corresponding sessions.
- All discussion worksheets will be provided by instructor before the corresponding sessions and should be prepared by students before discussion.
- 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.
- In case the authorship of a work is doubtful, the instructor can establish a mechanism to certify this authorship.
- 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 and always without contravening the official regulations.

### SUMMARY OF ASSESSMENT ACTIVITIES

<b>BLOCK 1 – 30%</b>	<b>Exam 1</b>	<b>Units 1 – 4:</b> General Questions + Essay
<b>BLOCK 2 – 30%</b>	<b>Exam 2</b>	<b>Units 5 – 6:</b> General Questions + Essay
<b>BLOCK 3 – 20%</b>	<b>Creation of a Video (Oral Presentation)</b>	In groups of three/four Selection of a topic from a list provided by the teacher
<b>BLOCK 4 – 20%</b>	<b>In-class Activities</b>	Completion of worksheets; homework; class discussions; short presentations

### ALTERNATIVE ASSESSMENT

Students who opt for **Alternative Assessment** are expected to do Exam 1 (50%) and Exam 2 (50%) on the day scheduled by the teacher at the beginning of the semester. In other words, they are expected to do the exams exactly on the same day as their classmates.

**EXAM RESITS:** See the calendar of Facultat de Lletres

**IMPORTANT NOTE:** To pass the subject, it is essential that the average of blocks 1 and 2 once the corresponding resits are done, is equal to or higher than 5.

## Bibliography

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- Beckles, H.M and V. Shepherd, eds. *Caribbean Slave Society and Economy: A Student Reader*, 1991.
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- Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991*. Granta, 1991.
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