



Universidad  
de Alcalá

# GUÍA DOCENTE

**Historia de los Países de Habla  
Inglesa //**

**History of the English-Speaking  
Countries**

**Grado en Estudios Ingleses  
Grado en Lenguas Modernas y Traducción**

**Universidad de Alcalá**

**Curso Académico 2022/2023**

**Primer Curso – Primer Cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	Historia de los Países de Habla Inglesa // History of the English-Speaking Countries
Código:	251002/440002
Titulación en la que se imparte:	Estudios Ingleses Lenguas Modernas y Traducción
Departamento y Área de Conocimiento:	Filología Moderna. Filología Inglesa.
Carácter:	Básica
Créditos ECTS:	6
Curso:	Primer Año / Primer Semestre
Profesorado:	<b>Estudios Ingleses:</b> José Santiago Fernández Vázquez <b>Lenguas Modernas y Traducción (Alcalá):</b> José Santiago Fernández Vázquez <b>Lenguas Modernas y Traducción (Guadalajara):</b> Jonathan Patrick Sell
Horario de Tutoría:	A Determinar
Idioma en el que se imparte:	Inglés

**1a. PRESENTATION**

For students of English Studies and of Modern Languages and Translation, an understanding of the historical roots of the English-speaking world is an indispensable part of their training. This subject offers a diachronic overview of British and US history, geography, culture and politics together with an introduction to the history of Ireland and the Commonwealth. In the process, it assesses the role of the UK and the USA as the two English-speaking countries that have exerted the greatest influence on the world throughout history. As a result, students will enhance their understanding of historical and contemporary Britain, United States, Ireland and the English-speaking world through the analysis of a wide range of texts, both literary and non-literary, and other media, such as films and TV programmes.

**1b. COURSE SUMMARY**

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English-speaking countries that have exerted the greatest influence on the world throughout history. As a result, students will enhance their understanding of historical and contemporary Britain, United States, Ireland and the English-speaking world through the analysis of a wide range of texts, both literary and non-literary, and other media, such as films and TV programmes.

### Prerequisites and recommendations:

All activities in this course are conducted in English. Following the guidelines issued by the Department of Modern Philology, students are expected to have at least a CEFR B1.2 level of competence.

## 2. AIMS

### Generic competences:

1. To show positive and critical attitudes to the historical, geographical, cultural and political content of the subject.
2. To display greater tolerance to individual and collective differences.
3. To reveal greater solidarity and comprehension in order to avoid prejudice and discrimination.
4. To exhibit positive attitudes to the democratic functioning of the class.
5. To become more respectful towards other opinions and ways of thinking (and living).
6. To deal efficiently with bibliographical research.
7. To be able to defend their positions through analysis and argument.
8. To demonstrate critical thinking.
9. To communicate their thoughts through written and oral presentations.

### Subject specific competences:

1. To reconstruct the past –recognizing the major events, periods and changes in the history of Great Britain, the United States, Ireland and some Commonwealth countries.
2. To judge the historical evolution of the British and US political systems, as well to examine some of the major turning points in the history of Ireland and the British ex-colonies.
3. To acquire the specific vocabulary and terminology that is related to the study of the history, geography, cultural and political life of the most outstanding English-speaking countries.
4. To analyze, interpret and discuss the selected articles, fragments, films in detail by means of oral presentations.

5. To measure the degree of bias in the texts students have to read and write about their opinion on the topics dealt by those texts.

### 3. MODULE CONTENTS

#### Contents:

- 1.- Introduction to the history of the United Kingdom of Great Britain and Northern Ireland
- 2.- Introduction to the history of Ireland
- 3.- Introduction to the history of the Commonwealth countries
- 4.- Introduction to the history of the United States of America

UNITS	HOURS
<b>1.- INTRODUCTION TO THE HISTORY OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND</b>	• 17.5 hours
<b>2.- INTRODUCTION TO THE HISTORY OF IRELAND</b>	• 5 hours
<b>3.- INTRODUCTION TO THE HISTORY OF THE COMMONWEALTH COUNTRIES</b>	• 5 hours
<b>4.- INTRODUCTION TO THE HISTORY OF THE UNITED STATES OF AMERICA</b>	• 17.5 hours

Each instructor will provide a detailed program for each unit at the beginning of the course. Students must be aware that, although every unit specified in the syllabus will be covered in the course, the hours assigned for each unit are tentative. Therefore, the instructor might vary the time dedicated to each unit in order to properly attend the learning needs of the group.

### 4. TEACHING AND LEARNING METHODS

There are several teaching/learning strategies according to the different types of classes and meetings with the teachers. Students get together with the teacher in the classroom twice per week (lecture and seminar).

#### 4.1. STUDENT WORKLOAD: 200 HOURS

Class-contact hours:	45 (classes: lecture and seminar) + 3-hour exam
Independent learning:	152 hours
Total	200 hours

#### METHODOLOGY

LECTURE	Lectures will be focused on the acquisition of theoretical information related to the historical, geographical, cultural and political life of the United Kingdom, the United States, Ireland and the Commonwealth countries.
SEMINAR	<p>In the seminars, through class discussions and group work, students will scrutinize in articles and films the main characteristics they have already acquired in the lectures. In this manner, they will be able to evaluate the different texts, to place them in context and to shape their own opinion on the topic dealt.</p> <p>Students will be expected to read the set texts before they are discussed in seminars and prepare their tutorials adequately. There can be no substitute for reading the original work and it is the students' response to the reading that mainly matters. Students are also expected to read materials thoroughly and to participate freely, meaningfully and regularly in classroom discussions and other related activities</p>
TUTORIALS / WORKSHOPS	In order to guide and supervise students' work during the course, the teacher is available at the times specified for individual / group guidance.

## CLASS MATERIALS

A wide range of material and resources (texts, films, etc.) will be used in class. A Reader Pack with all the necessary course material will be available for downloading online at “Mi Portal” or will be provided otherwise by the lecturer.

## 5.- ASSESSMENT

### Assessment criteria

The following criteria will be taken into account for assessment:

- The ability to discuss and write coherently on several issues related to the subject.
- The ability to apply the contents of the units in written assignments and oral presentations.
- The ability to present ideas showing a good command of different communication strategies.
- In all the activities, language performance (in grammar, lexis and spelling) will be taken into account. Following the guidelines issued by the Department of Modern Philology, students are expected to be competent at CEF level B1.2.

### Grading criteria

Assessment will be based on these criteria:

- **Class attendance** (minimum 80% of the classes) and participation with coherent and valuable contributions.
- **Acquisition, understanding and application of concepts, together with originality of ideas, in the following tasks:**
  - Seminar work, through response to questionnaires on texts completed before those texts are discussed in seminars.
  - An individual or group essay, or a class presentation, on a free topic proposed by the students and assessed by the lecturer.
  - Other oral presentations to be held throughout the term. The possibility of a mid-term and final exam may be offered the first day of class.

### Grading descriptors

- **Outstanding (MH):** Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved at an exceptionally high level. Performance in all the tasks shows that students have read and thought at a level well beyond what is expected in the module. Students attend lectures and are always well-prepared for discussion in seminars. They obtain outstanding results in the exams.
- **Excellent (SB):** Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved at a very high standard and an exceptionally high level. Performance in all the tasks shows all or most of the appropriate characteristics expected for this type of work. Students attend lectures and are practically always well-prepared for discussion

in seminars, with almost no absences. They obtain excellent results in the exams.

- **Very Good (N):** Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Performance in all the tasks shows a good knowledge of the syllabus contents. Students attend lectures and seminars, with few absences, and have done most of the preparation for them. They have a good foundation in the prescribed readings and build on ideas put forward in lectures and seminars. They obtain very good results in the exams.
- **Satisfactory (A):** Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Performance in all the tasks shows some of the appropriate characteristics in relation to content, illustration, organisation and expression. Students are present in lectures and seminars, with few absences, and occasionally contribute to discussions. They obtain acceptable results in the exams.
- **Fail (S):** Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Performance in all the tasks shows limited understanding of essential concepts and/or minimal research. Students have multiple absences and when they come, they are often not prepared or they do not say much. Their results in the exams are insufficient considering the requirements of the course.

**Important:** Remember that you must avoid plagiarism. Ideas taken from other sources, regardless of whether they are quoted, summarized or paraphrased, must be cited adequately. According to article 34 of the University of Alcalá's regulations concerning evaluation, any plagiarism found in the final version of a paper will be penalised. In this course, plagiarism will result in failing the subject.

### **Assessment procedures**

Assessment is continuous, except for those students who apply for permission to take a final examination in accordance with article 10 of the "Normativa reguladora de los procesos de evaluación de los aprendizajes" as approved by the Governing Body of the UAH on 24 March 2011.

Students will be assessed according to their performance in the following:

- Oral presentations on selected contents from the units.
- Participation in class discussions, workshops and tutorials with valuable contributions.
- Seminar work, through response to questionnaires on texts completed before those texts are discussed in seminars.
- Presentation of various pieces of written work.
- A mid-term and/or final examination.

### **IMPORTANT:**

- Students are responsible for completing assignments before the deadline. Late assessments will not be accepted, unless the instructor determines that a late assignment is justified.

## Final exam

There will be a 2 or 3-hour final summative written exam for those students who are not able to follow the continuous assessment scheme and apply for final assessment, in accordance with the UAH regulation on evaluation. A final exam will be compulsory in this case. It will serve to assess the theoretical and practical contents of the course. For those students, assessment will be based on the final exam only (100%). This exam may include objective short answer questions and discussion questions.

## Re-sit exam

There will be another opportunity to pass the subject at the end of the second semester. This will also take the form of a 2 or 3-hour written exam, with a similar format to the above-mentioned final examination, which will constitute 100% of the overall mark.

## 6. BIBLIOGRAPHY

### Basic References

- Black, J. (2017). *A History of the British Isles (4<sup>th</sup> ed.)*. London: Palgrave.
- Cronin, M. & O'Callaghan, L. (2014). *A History of Ireland (2<sup>nd</sup> ed.)*. London: Macmillan
- Duncan, R. & Goddard, J. (2018). *Contemporary United States. (5<sup>th</sup> ed.)*. London: Palgrave.
- Fiedler, Eckhard et al. (1990) *America in Close-up*. Harlow, Essex: Longman.
- Garwood, Christopher et al. (1992) *Aspects of Britain and the USA*. Oxford: Oxford UP.
- Jenkins, P. (2017). *A History of the United States*. London: Macmillan.
- Mauk, David and John Oakland (2017) *American Civilization. An Introduction (7<sup>th</sup> ed.)*. London and New York: Routledge.
- Morgan, K. (2010). *The Oxford History of Britain (Updated Edition)*. Oxford: Oxford UP.
- Oakland, J. (2020) *British Civilization: An Introduction (9<sup>th</sup> ed.)*. London: Routledge.
- . (2001) *Contemporary Britain: A Survey with Texts*. London and New York: Routledge.
- O'Driscoll, James (2009) *Britain for Learners of English*. Oxford: Oxford UP.

### Optional References

- Boyer, Paul S. (2012) *American History. A Very Short Introduction*. Oxford: Oxford UP.
- Campbell, Neil and Alasdair Kean (2016) *American Cultural Studies: An Introduction to American Culture (4<sup>th</sup> ed.)*. London and New York: Routledge.
- Roark, James L. et al. (2012) *The American Promise*. 5th edition. Vol. II: London: Bedford / St Martins.
- Falk, Randee (1993) *Spotlight on the USA*. Oxford: Oxford UP.
- Hernández Alonso, Juan J. (2002) *Los Estados Unidos de América: Historia y Cultura*. Salamanca: Ediciones Colegio de España.
- Kearney, Hugh. (2006). *The British Isles: A History of Four Nations*. Cambridge: CUP.

Luedtke, Luther S., ed. (1988) *Making America: The Society and Culture of the United States*. New Delhi: Tata McGraw-Hill Publishing Co., Ltd.

## 7. ADDITIONAL PROVISION

The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.