



## Teaching Guide

| Teaching Guide      |   |        |                           |           |
|---------------------|---|--------|---------------------------|-----------|
| Identifying Data    |   |        |                           | 2018/19   |
| Subject (*)         | Culture and Civilisation of English-Speaking Countries  | Code   |                           | 613G03022 |
| Study programme     | Grao en Inglés: Estudos Lingüísticos e Literarios   |        |                           |           |
| Descriptors         |   |        |                           |           |
| Cycle               | Period  | Year   | Type                      | Credits   |
| Graduate            | 1st four-month period   | Third  | Obligatory                | 6         |
| Language            | English   |        |                           |           |
| Teaching method     | Face-to-face  |        |                           |           |
| Prerequisites       |   |        |                           |           |
| Department          | Letras  |        |                           |           |
| Coordinador         | Woodward Smith, Elizabeth Anne  | E-mail | elizabeth.woodward@udc.es |           |
| Lecturers           | Woodward Smith, Elizabeth Anne  | E-mail | elizabeth.woodward@udc.es |           |
| Web                 |   |        |                           |           |
| General description | The geography,and history, as well as artistic and cultural aspectos of English-speaking countries. |        |                           |           |

## Study programme competences

| Code | Study programme competences   |
|------|---|
| A2   | Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.  |
| A6   | Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.  |
| A11  | Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.  |
| A15  | Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.  |
| A17  | Coñecer a historia e a cultura das comunidades anglófonas.  |
| A18  | Dominar a gramática da lingua inglesa.  |
| A19  | Coñecer a situación sociolingüística da lingua inglesa.   |
| A20  | Coñecer a variación lingüística da lingua inglesa.  |
| A21  | Coñecer a evolución histórica externa e interna da lingua inglesa.  |
| B1   | Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.  |
| B3   | Adquirir capacidade de autoformación.   |
| B4   | Ser capaz de comunicarse de maneira efectiva en calquera contorno.  |
| B5   | Relacionar os coñecementos cos doutras áreas e disciplinas.   |
| B6   | Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.  |
| B7   | Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.   |
| B8   | Apreciar a diversidade.   |
| C3   | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |

## Learning outcomes

| Learning outcomes   | Study programme competences |    |    |
|---|-----------------------------|----|----|
| Students will learn the importance of history and culture in the development of literature, language and society in English-speaking countries. | A2                          | B1 | C3 |
| They will examine primary and secondary sources, learning to compare, contrast and analyze critically.  | A6                          | B3 |    |
| They will become aware of the reasons for cultural differences, behaviour and mentalities.  | A11                         | B4 |    |
| They will be able to interconnect their knowledge of this subject with other subjects in the curriculum.  | A15                         | B5 |    |
| Students will be able write texts/summaries adequately.   | A17                         | B6 |    |
| They will be able to explain their ideas for the benefit of their classmates.   | A18                         | B7 |    |
| They will appreciate that culture and history are closely connected to the literature and the development of a language.                        | A19                         | B8 |    |
|   | A20                         |    |    |
|   | A21                         |    |    |



| Contents  |  |
|---|--|
| Topic   | Sub-topic  |
| 1. Introduction and commentary of the programme | 1.1. Commentary of the programme, method, deadlines, assessment, etc.          |
| 2. Summary of the history of the British Isles  | 2.1. Romans, Anglo-Saxons, Vikings   |
|   | 2.2. The Norman Conquest and its cultural consequences                         |
|   | 2.3. Wales: Under English domination   |
|   | 2.4. Scottish independence; Bannockburn 1314                                   |
|   | 2.5.. The Tudors;how they came to rule: the bones of a King under the carpark  |
|   | 2.5.1. The Invincible Armada   |
|   | 2.6. The trial of Charles I, the Republic, and the Restoration of the monarchy |
|   | 2.7. Industrial Revolution; the Victorian period; the empire                   |
|   | 2.8. WWI; WWII   |
| 3. Summary of the history of the United States  | 3.1. Early America   |
|   | 3.2. The colonial period   |
|   | 3.3. The road to independence  |
|   | 3.4. The first presidents  |
|   | 3.5. Slavery, and women's rights   |
| 4. Physical geography of the British Isles      | 4.1. Climate   |
|   | 4.2. Geographical features; the island mentality                               |
| 5. Physical geography of the USA                | 5.1. Climate   |
|   | 5.2. Geographical features   |
| 6. The constitution of the UK                   | 6.1. Government  |
|   | 6.2. Elections; the role of the monarchy ; the Abdication Crisis 1936          |
| 7. The constitution of the USA                  | 7.1. Government  |
|   | 7.2. Elections; the role of the president                                      |
| 8. Foreign affairs                              | 8.1. The UK vs. EU; Brexit   |
|   | 8.2. UK's Special Relationship with the USA                                    |
| 9. British art, artists and cultural context.   | British 18th- and 19th-century painters; Sources of cultural inspiration.      |

| Planning                        |                    |                      |                               |             |
|---------------------------------|--------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests           | Competencies       | Ordinary class hours | Student?s personal work hours | Total hours |
| Introductory activities         | A15 A17 B8         | 2                    | 0                             | 2           |
| Document analysis               | A11                | 2                    | 10                            | 12          |
| Workbook                        | A2 A11 A19 A20 A21 | 5                    | 20                            | 25          |
| Research (Research project)     | A6 A18 B1 B6 C3    | 1                    | 8                             | 9           |
| Mixed objective/subjective test | A2 A11 B7          | 2                    | 10                            | 12          |
| Summary                         | A15 B4             | 2                    | 10                            | 12          |
| Guest lecture / keynote speech  | A17                | 18                   | 18                            | 36          |
| ICT practicals                  | B3 C3              | 10                   | 18                            | 28          |
| Events academic / information   | B5 B8              | 2                    | 2                             | 4           |
| Personalized attention          |                    | 10                   | 0                             | 10          |

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies           |   |
|-------------------------|---|
| Methodologies           | Description   |
| Introductory activities | Commentary on the programme; deadlines for work; norms; expectations. |
| Document analysis       | Analysis of a wide variety of primary and secondary sources           |



|                                 |   |
|---------------------------------|---|
| Workbook                        | Varied texts for reading as support for learning. Internet sources.   |
| Research (Research project)     | Research on a topic related to the course content.  |
| Mixed objective/subjective test | Written exam: short answers; short commentaries; identification of significant elements   |
| Summary                         | Summaries are to be made of written material and Internet sources so as to demonstrate understanding, and that the student can make the connection between different aspects. |
| Guest lecture / keynote speech  | Whole class sessions: explanations, guidance, recommendations for private study; student participation is encouraged  |
| ICT practicals                  | How to access materials and sources through Internet. Study and critical evaluation of such sources   |
| Events academic / information   | Attendance and participation in the guest lectures organized in the Faculty. Brief summaries of content may be required.  |

## Personalized attention

| Methodologies               | Description  |
|-----------------------------|--|
| Research (Research project) | <p>Students are advised to seek guidance about how best to approach this kind of task. Practical advice and appropriate sources will be offered to students.</p> <p>The lecturer is available in weekly tutorial office hours to solve any problems or give advice. Outside these hours, I can also be reached via e-mail.</p> <p>ADI is a university office specialised in attending to members of the university with special needs due to discapacity or other differentiating situations with regard to the rest of the community. Students can talk to Dr. Ana Veleiro for more information, or contact ADI directly at <a href="http://www.udc.es/cufie/uadi/">http://www.udc.es/cufie/uadi/</a>, or by phone ext. 5622, or via email: <a href="mailto:adi@udc.es">adi@udc.es</a>.</p> |

## Assessment

| Methodologies                   | Competencies    | Description  | Qualification |
|---------------------------------|-----------------|--|---------------|
| Research (Research project)     | A6 A18 B1 B6 C3 | Students will carry out an individual piece of work, They will be required to write a review of one book, from an approved list of library books, following a model and indications provided. Students must include full details of all bibliographical and electronic sources consulted. This is a review, not a summary of the book in question. Plagiarism (including copy and paste) will mean failing this part of the assessment. Students should be aware that the faculty has a computer programme (Turnitin) to detect plagiarism (copying others' work, wholly or in part), as well as re-using pieces of work already handed in by the same student for other purposes. Deadline: 14th December 2018. | 25            |
| Mixed objective/subjective test | A2 A11 B7       | Written exam: short answers; short commentaries; identification of significant elements , objects, historical and cultural documents, paintings, geographical features.  | 50            |
| ICT practicals                  | B3 C3           | <p>Analysis of primary and secondary sources via Internet /and/or photocopies. Study and critical evaluation of such materials.</p> <p>Some of the completed tasks will be collected for assessment in TGR classes.</p> <p>Other tasks will be completed at home based on Interactive sessions.</p> <p>Interactive: 20% + TGR tasks: 5%</p> <p>See dates for Interactive tasks below.</p> <p>See note on plagiarism above.</p>   | 25            |



## Assessment comments

Subjective test: on the date approved by Xunta de Facultade for the academic year 2018-19 (first opportunity at the end of the semester). This date is not negotiable. Students should make sure they are present, especially if they travel during the Christmas holidays. This is valid for both UDC students and Erasmus students. The dates for submitting work and for the research must be adhered to; any circumstance which prevents a student from fulfilling his/her obligations must be officially justified in writing, together with appropriate documents. The equivalent of a 5 out of 10 is necessary in each section of the assessment in order to pass this subject. The second opportunity in July, according to the date fixed in the academic calendar, will be based on the repetition of the parts(s) not already passed, maintaining the same percentages. The July opportunity is not intended for improving marks of sections already passed; it is only for those parts which have not been passed. Students will obtain a "no presentado" (absent from assessment) if they do not attend the written exam and and if they do not hand in the required practical work (ICT practicals and the review). Students who fail the first opportunity and do not attend the second opportunity in July will receive SUSPENSO --fail--. Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity. Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.

## Sources of information

|                      |   |
|----------------------|---|
| <b>Basic</b>         | <ul style="list-style-type: none"> <li>- O'Driscoll, James (2009). Britain for Learners of English. Oxford: O.U.P.</li> <li>- CORBISHLEY, MIKE, et al. (1998). THE YOUNG OXFORD HISTORY OF BRITAIN AND IRELAND. OXFORD: O.U.P.</li> <li>- Crowther, J. (1999). Oxford Guide to British and American Culture. Oxford: O.U.P.</li> <li>- McDowall, David (1989). An Illustrated History of Britain. London: Longman</li> <li>- Storry, Mike; &amp; Peter Childs (1997). British Cultural Identities. London: Routledge</li> <li>- Egerton, Judy (1998). The British School. London: National Gallery Publications</li> </ul> <p>CIA. The World Factbook. <a href="https://www.cia.gov/library/publications/the-world-factbook/geos/xx.html">https://www.cia.gov/library/publications/the-world-factbook/geos/xx.html</a> United States History. <a href="http://countrystudies.us/united-states/">http://countrystudies.us/united-states/</a> United States Geography. <a href="http://countrystudies.us/united-states/geography.htm">http://countrystudies.us/united-states/geography.htm</a> United States Economy. <a href="http://countrystudies.us/united-states/economy.htm">http://countrystudies.us/united-states/economy.htm</a> United States Government. <a href="http://countrystudies.us/united-states/government.htm">http://countrystudies.us/united-states/government.htm</a> CIA. The World Factbook. <a href="https://www.cia.gov/library/publications/the-world-factbook/geos/xx.html">https://www.cia.gov/library/publications/the-world-factbook/geos/xx.html</a> United States History. <a href="http://countrystudies.us/united-states/">http://countrystudies.us/united-states/</a> United States Geography. <a href="http://countrystudies.us/united-states/geography.htm">http://countrystudies.us/united-states/geography.htm</a> United States Economy. <a href="http://countrystudies.us/united-states/economy.htm">http://countrystudies.us/united-states/economy.htm</a> United States Government. <a href="http://countrystudies.us/united-states/government.htm">http://countrystudies.us/united-states/government.htm</a></p> |
| <b>Complementary</b> | <ul style="list-style-type: none"> <li>- National Gallery, London (). <a href="http://www.nationalgallery.org.uk/">http://www.nationalgallery.org.uk/</a> .</li> </ul>  |

## Recommendations

### Subjects that it is recommended to have taken before

Lingua Inglesa 1/613G03003  
 Lingua Inglesa 2/613G03008  
 Lingua Inglesa 3/613G03015  
 Lingua Inglesa 4/613G03019

### Subjects that are recommended to be taken simultaneously

### Subjects that continue the syllabus

### Other comments

Regular attendance is very important for the study of this subject. Since some tasks for evaluation will be handed in during the practical classes, not attending implies forfeiting these marks.



(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.