

Academic year	2016-17
Subject	21804 - Cultural Insights into the English-Speaking World I
Group	Group 1, 2S
Teaching guide	M
Language	English

Subject identification

Subject	21804 - Cultural Insights into the English-Speaking World I
Credits	2.4 de presencials (60 hours) 3.6 de no presencials (90 hours) 6 de totals (150 hours).
Group	Group 1, 2S (Campus Extens)
Teaching period	Second semester
Teaching language	English

Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
José Igor Prieto Arranz jose-igor.prieto@uib.es	10:00	11:00	Tuesday	01/09/2016	31/01/2017	Despatx del Subdirector de l'Escola de Doctorat
	11:00	12:00	Tuesday	01/02/2017	31/05/2017	Despatx del Subdirector de l'Escola de Doctorat

Contextualisation

'Cultural insights into the English-speaking world I' (CI) is one of the so-called 'assignatures de formació bàsica' (compulsory first-year courses) in the UIB's BA programme in English Studies. As it stands, it is offered in the second term of the degree's first year, together with other courses which are specifically designed to provide students with the basic background knowledge they will need to successfully tackle the more specific courses offered in years 2-4. Many of these will cover the different periods and genres in the literatures of Britain, the USA and other English-speaking countries, as well as introduce cultural and translation studies. Students can only make the most of their study of literary and other cultural materials when they are already acquainted with the historical and cultural context from which they have emerged. This is where this course comes in, providing a basic geographical, historical and, above all, cultural introduction to the British Isles, with a clear focus on the United Kingdom. Although no longer the world power it was not so long ago, understanding the UK remains central to understanding the English-speaking world, since its influence is still very much present in a myriad of aspects characterising its former colonies, including the USA. The latter country, and more broadly English-speaking North America, will be the object of study in a complementary 3rd-year course, 'Cultural insights into the English-speaking world II', thus enabling the student to successfully access the US literature course offered in the second term of the same third year.

Additionally, cultural studies has in the last half-century or so grown into a (cross)discipline in its own right, especially in the English-speaking world, and this course, although not a cultural studies course per se, is also designed to acquaint the student with some of the basic contributions and concerns of cultural theorists as applied to the British and Irish cases but also to the student's own cultural context. Seen this way, CI will be the student's gateway to a whole range of both compulsory and optional courses in cultural studies, all of

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which belong in the degree's 'Literary and cultural manifestations' module. Consequently, this course, rather than offer traditional lectures in history, will attempt to arouse questions for debate, mostly relating or leading to cultural identity issues, with the ultimate aim of fostering the student's critical analysis and favouring a deeper perception of what it means to belong in English-speaking societies.

This course should equip the student with some of the training and skills required not only to teach English as a foreign language (language and culture can only be artificially separated) but also to enter the labour market and compete for the increasing number of jobs made available beyond the teaching sector for which intercultural competence is sought. Thus, potential employers may well include the public administration (in need of cultural mediators), translation agencies, publishing houses and the media in general, as well as the tourism and hospitality sectors.

Requirements

Although a first-year course, 'Cultural insights into the English-speaking world I' will be entirely taught in English, and this language is also to be used in teacher-student interaction in the classroom. As a result, a good command of both oral and written English will most certainly contribute to a successful performance in the course on the part of the student. Likewise, basic notions of European history and culture, which should have been acquired in secondary education, are equally important.

Recommendable

Even though there are no compulsory requirements, the student is advised to have passed 'English language I' before registering for 'Cultural insights into the English-speaking world I'. Those fearing that their level of English is not good enough are kindly requested to refer to the syllabi of both 'English language I' and 'English language II', in which information is provided on the level of English to be acquired in both courses.

Likewise, students are reminded of the availability of the so-called 'Aula d'Autoaprenentatge d'Idiomes' (http://estudis.uib.cat/digitalAssets/276/276802_c13.pdf), in which they can work autonomously and improve their English language skills.

Equally important is the student's background knowledge in European history and culture. This course will help students systematise their knowledge, setting up productive comparisons between their own cultural context, on the one hand, and British and other English-speaking societies, on the other.

Students with a more limited knowledge of the cultural context of these countries and fearing an overload of data are encouraged to consult:

-Garwood, Christopher; Gardani, Guglielmo and Peris, Edda 2000 [1992]: *Aspects of Britain and the USA*. Oxford, Oxford University Press (Alberta Giménez 910.4(73/410)GAR asp).

-Sheering, Susan; Seath, Jonathan and White, Gillian 1985: *Spotlight on Britain*. Oxford, Oxford University Press (Arxiduc L. S. 428.64SHE).

These are basic introductions to contemporary British culture, either on its own or compared to that of the United States of America, addressing foreign students with limited background knowledge.

For those fearing an overload of historical data, the following title is highly recommendable:

-McDowall, David 2002: *An Illustrated History of Britain*. Harlow, Longman (RL 941MCD). This is a highly entertaining history of the country written with the foreign language learner in mind.

An introduction to a cultural approach to textual commentary can be found in:

-Pérez Rodríguez, Eva María and Prieto Arranz, José Igor 2006: *Commenting on Texts. Literature, History, The Media*. Palma de Mallorca: Servei de Publicacions de la Universitat de les Illes Balears (RL 801.959PER).

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Although students will not be asked to hand in written commentaries, this book will help them make the most of the wide range of cultural materials to be seen and analysed in class.

Finally, students are encouraged to become familiar with the wide range of print and audiovisual media available in Majorca catering for the English-speaking population.

Skills

'Cultural insights into the English-speaking world I' will enable the student to work towards many of the learning outcomes which our study programme has identified as inherent to the 'Literary and cultural manifestations' module. These are listed below.

Specific

- * • 3. Knowledge and understanding of the main cultural and literary features defining the English-speaking world..
- * • 4. Capacity to analyse texts in English from a linguistic, literary and cultural perspective..
- * • 5. Knowledge and understanding of the main contributions made by English Studies-related disciplines (literary and cultural studies)..

Generic

- * • 4. Capacity to relate and integrate ideas and information from different sources and disciplines, as well as to apply them in practice..
- * • 7. Capacity to respect and value linguistic and cultural diversity, fostering equal opportunities in professional environments..
- * • 12. Self-critical attitude fostering the student's concern for quality and continuous improvement..

Basic

- * You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

Content

The course contents will be divided into three main sections, as can be seen below.

Theme content

A. INTRODUCTION. A. INTRODUCTION

Unit 1. Unit 1. An introduction to Britain. Geographical facts and figures

This unit will introduce some basic aspects concerning the British Isles in general, and the United Kingdom in particular, although references will also be made to the Republic of Ireland. Topics to be discussed include geographical identities and national symbols, physical features and climate; agriculture, fisheries and forestry; energy resources; transport and communications; attitudes to the environment, etc. All these data will serve to contextualise other units in the syllabus, especially the history-related ones.

B.BRITISH AND IRISH HISTORY IN A NUTSHELL. B.BRITISH AND IRISH HISTORY IN A NUTSHELL



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Unit 2. From Pre-History to the Middle Ages. Unit 2. From Pre-History to the Middle Ages

This is the first of a series of history-devoted units. In this course, however, history is not an end in itself but a means through which students will be better equipped to understand the socio-cultural features defining the countries under study today.

This unit will provide a quick overview of key episodes in early British history. Thus, the student will discover the extent of Romanisation in Britain, become acquainted with the country's Roman heritage and understand what would eventually make England substantially different from the rest of the British territories.

Additionally, the student will be introduced to the way national histories have traditionally been narrated, paying special attention to early, obscure episodes and characters and how these can still be made relevant today.

This unit is also meant to highlight the main episodes defining medieval England, i.e. between the 11th and 15th centuries. Special emphasis will be placed on the increasing hegemony of England and its effect on neighbouring nations, the troublesome relation with France and its effect on English identity, as well as the birth and evolution of Parliament. A brief overview of the arts in medieval Britain will also be provided.

Unit 3. Unit 3. From the 16th to the 18th century: towards a Protestant, parliamentary monarchy

This unit covers one of the focal periods in British history. The events that took place in it, or rather the way these have been narrated, have clearly influenced the English / British collective memory for a long time. Attention will be paid to social and political advances although emphasis will be placed on the English Reformation, the consequences of which are very clearly related to the country's self-image pointed out above. Some biographical details will be provided of two historical giants, already familiar to most students: Henry VIII and Elizabeth I. Their lives have often been the subject of fiction works (both literature and films) and, in systematising knowledge of some of the events surrounding their lives, students will no doubt get a better grasp of the significance of this fascinating period.

The 17th century is probably the most convulsive in modern British history. This unit will also focus on its main conflicts, largely resulting from events that took place in the previous century, and how these were solved, further strengthening the power of Parliament and the notion of a Protestant nation. Scotland and England were united under the same crown in this period and the consequences of this union will also be discussed.

The 18th century will see Britain become a single country and then a world power through both imperial expansion and industrialisation. This brought about rapid, significant social changes and this unit will at least in part hint at the ways the country found to cope with them. Meanwhile, the Protestant succession placed a German family on the British throne, as a result of which the country's parliamentary tradition strengthened to such an extent that it could be argued no other European country at the time enjoyed a similar degree of democratic freedom.

Unit 4. Unit 4. The 19th and 20th centuries: from 'Britannia rules the waves' to 'Cool Britannia'

The British 19th century is very much defined by Queen Victoria, without doubt a household name. This unit will attempt to systematise the significance of her name and figure, providing a common narrative thread to a century that saw many significant changes, spearheaded by Britain's industrial and imperial power. The legacy of this period is still very much present in early 21st-century Britain.

Additionally, this unit rounds off the student's brief journey through British history, providing the link between the features and ideals of the Victorian era and today's Britain. Emphasis will be placed on the effects of 20th-century events on British identity/ies, a topic which will be more fully discussed in the last sessions of the course.

Unit 5. Unit 5. Standing up against British hegemony. A short history of Ireland

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Up to now Irish history has only been referred to indirectly. This imbalance will now be somehow redressed and so this unit is designed to acquaint the student with a selection of the most significant episodes in the development of Ireland, especially with relation to the events simultaneously taking place in Britain and which you have already studied.

Although early (Celtic) Irish history will be covered, greater emphasis will be placed on events following the 16th century, characterised by English / British domination, and especially the period covering the last 150 years or so, which largely account for the current state of Anglo-Irish relations as well as the situation of Northern Ireland.

Unit 6. Unit 6. Britain today

This unit aims at providing a quick overview of the country's recent structural changes, referring to contemporary life conditions as well as representative attitudes of the British people to their own country.

C. CONTEMPORARY BRITISH CULTURE. C. CONTEMPORARY BRITISH CULTURE

Unit 7. Unit 7. The British people

This unit will provide a quick overview of the different population settlements in Britain up to 1066; how population grew up to the 20th century; and how Britain started receiving immigration in the 20th century. Additionally, references will also be made to the main ethnic minorities present in the country today, the most representative population movements from 1900, and relevant attitudes to national, ethnic and local identities.

Unit 8. Unit 8. Religion. Focus on the legacy of the Church of England

Religion is a topic which should not be new to the student since it has inevitably appeared in the history-related sessions. At all events, a brief religious history of the UK will be provided, with references to both Christian and non-Christian traditions, as well as cooperation among the different faiths. This unit will also address the way religion is presented in British schools, how the British relate to religion, and what their characteristic attitudes to religion and morality are.

Last but not least, this unit will locate the established English church within the broader Protestant world, pointing out its peculiarities and its place in today's society. Most important of all, the legacy of the Church of England will be highlighted, evidencing how the English political and cultural context has shaped both the institution and religious attitudes, and how this legacy is still very much present today, when regular church attendance only applies to a small minority of the country's population.

Reference will also be made to Ireland, where nationalist and religious discourses have gone hand in hand.

Unit 9. Unit 9. Politics and government

Although all western European countries are now democratic and so their constitutional and political systems share similar institutions, some countries still preserve rather curious features which speak volumes about their past and traditions. Britain is a good case in point. Although its peculiarities are fewer now as an EU member, its system differs substantially from those in mainland Europe and has visibly inspired those in many other countries in the English-speaking world.

This unit will first highlight the main distinctive features of the British constitutional and political system and will then move on to focus on the monarchy, emphasising the symbolic yet essential role it has traditionally played in the development and consolidation of national identity discourses.

This done, the British parliamentary system will be presented and discussed. Thus, emphasis will be placed on the institution of the British Parliament, including the electoral procedure and Parliament's links with the British Government. Mainstream attitudes to politics will also be discussed.

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Unit 10. Unit 10. International relations

This unit focuses on the current state of British international relations, emphasis being placed on four main points: (1) the loss of Empire and the creation of the Commonwealth; (2) Anglo-American relations; (3) Anglo-Irish relations; and (4) the European Union (EU).

Unit 11. Unit 11. The legal system

This unit will open with a brief legal history of Britain. This will serve to contextualise a description of the current sources of British law. Minor references will also be made to peculiarities of the British judicial system, briefly describing the court structures in England and Wales as well as the civil and criminal procedures in both nations. Finally, a brief summary of the main requirements of the legal profession will be provided, followed by a description of British attitudes to the legal system and crime.

Unit 12. Unit 12. The economy

This unit will open with a brief economic history of the UK. This will serve to contextualise the modern economy, with references to policies, structures and overall performance. Such issues will provide a good opportunity to discuss social class in Britain. The unit will also present the country's main financial, industrial and commercial institutions and will finally come to an end by tackling consumer protection and general attitudes to the economy.

Unit 13. Unit 13. Social services and housing

This unit will include a brief overview of social services history. Then references will be made to household and demographic structures, the UK social services (pensions and welfare), the National Health Service (NHS) and the personal social services.

This unit will conclude with a specific section devoted to housing. The student will have the chance to see how British culture has shaped what is probably the most important aspect in everyone's daily life: one's home. The British difference between 'house' and 'home' speaks volumes about the importance granted to housing, including not only the type of house one lives in but also where this is to be found.

This unit will help the student differentiate between the different types of housing available, what social connotations these have, what activities are generally carried out in their different rooms, and even what names these are given depending on one's social extraction. Clear connections will also be made to information already introduced in previous units so as to illustrate how historical events have influenced the daily life of the British people and, to a large extent, the English-speaking world.

Unit 14. Unit 14. Education

This unit will offer insight into some of the main trends in contemporary British education, with a special focus on universities. References will be made to common educational trends exported throughout the English-speaking world, which should help to introduce some of the methodological changes to be implemented by Spanish universities in the European Higher Education Area.

Unit 15. Unit 15. The media

This unit is designed to raise awareness of the deep influence that the media have on our lives -it is no coincidence that critics now say that our perception of reality is a 'mediated' one. Although information will also be provided on television, the main emphasis will be placed on the print media.

Unit 16. Unit 16. Leisure: sports; food and drink: pub culture; holidays and special occasions; the arts

Sports are central to leisure as understood in most of the Western world, either because they are actively practised or, even more frequently, widely watched on television or read about

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in the papers. Britain is no exception to this principle. More importantly, many of the most popular sports today were actually first invented or provided with rules in Britain. Even more importantly, the practice of such sports has long been associated with two principles, fair play and amateurism, traditionally understood to be at the core of Britishness -hence the importance of sports in traditional British education. This unit will hint at other instances of both fair play and amateurism still present in British institutions, explore the extent to which they are still applicable in today's sports scene and refer to the most relevant sports in both Britain and Ireland.

Equally central to British leisure is pub culture, which will also be discussed in this unit. Additionally, a short description of British food and drink staples will also be provided.

References will also be made to the way the British spend their holidays. This section has a twofold aim. First, it will provide a very short introduction to the history of British travel and tourism, linking it to the townscape of seaside resorts as well as to the development of genres such as sitcom. Secondly, it will introduce the most relevant holidays on the British and Irish calendars, together with their associated traditions, linking these to other holidays and traditions in the English-speaking world.

The unit will end with a brief overview of the British arts scene.

Unit 17. Unit 17. Identity

This unit will systematise knowledge previously acquired by the student in earlier units. In order to do so, we shall depart from Foucault's notion of discourse, thanks to which we will be able to present identity as something constructed, i.e. not given by nature. This done, we will proceed to analyse, however briefly, where Britishness stands with respect to variables such as social class, religion, gender, ethnicity and even the very concept of 'nation'.

Teaching methodology

In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	Up to 1 ECTS (28 hours) will be devoted to theory sessions. Although teacher-centred, these are designed to gradually diminish the teacher's intervention and foster the student's. The student will often need to do some prior reading. All sessions will be based on PowerPoint presentations and other materials, freely available through the Campus Extens platform.	28
Seminars and workshops		Medium group 2 (X)	Up to 0,3 ECTS (7 hours) will take the form of seminars and/or workshops. These are hybrid theoretical/practical sessions based on discussions resulting from a previous assignment (seminars) or the study of materials presented in the course of the session (workshops).	7
Practical classes		Medium group 2 (X)	Up to 0,6 ECTS (15 hours) will be devoted to purely practical sessions, mostly based on case studies, in which the student will be able to apply the knowledge acquired in the theory sessions.	15

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Modality	Name	Typ. Grp.	Description	Hours
ECTS tutorials		Medium group (M) 0,3	ECTS (7 hours) will also be devoted to medium-group tutorials, especially designed to guarantee best results, especially at critical times during the course (e.g. before a task is due or before the final exam).	7
Assessment		Large group (G)	This will take up to 0,2 ECTS (3 hours). For further details, see the 'Student learning assessment' section below.	3

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

Distance education work activities

Modality	Name	Description	Hours
Individual self-study		The student will carry out a substantial amount of work on his/her own. The estimated workload is the following: -Individual study and reading: 2.1 ECTS (52 hours) -Classroom task completion: 0.6 ECTS (15 hours) -Participation on Campus Extens blog: 0,2 ECTS (5 hours) -Online tutorials (email): 0,1 ECTS (3 hours)	75
Group self-study	Seminar and workshop preparation	The preparation of seminars may well be carried out in small groups. The estimated workload for each of the students involved will be 0.6 ECTS (15 hours)	15

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

All (UIB and exchange) students will be assessed equally. Students are expected to attend both theoretical and practice sessions regularly as well as participate actively. In order to maximise participation, the student is expected to read the necessary materials or do their homework, as applicable, prior to coming to class.

Students will take two multiple-choice tests in the middle and final weeks of the term, respectively. Each test will be worth 45% of the final grade. The first will roughly cover the first half of the units in the syllabus whereas the second will cover the remaining units in Section C (Contemporary British culture). The mean of the marks obtained by the students in both tests must be 5/10 or above for him/her to pass the course. Please note that the mark obtained in each test must be at least 4/10 for the mean to be calculated. Should this not be the case, the student will be offered a re-take, to be held in the specific assessment period set up on the UIB's official calendar for this purpose (on a date to be determined between 26 and 30 July 2017). Further details

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concerning the Faculty of Arts' official calendar can be found at <http://estudis.uib.cat/Calendaris/Facultats-i-escoles/ffil/>.

Each multiple-choice test will comprise 50 questions covering the contents of the materials covered in the course. Correction will be as follows: right answer: +0.10; blank answer: -. Every three wrong answers: -0.10.

The student's participation in class will be worth 10% of their final grade. This will be calculated through an attitude scale enquiring into the following elements: (1) whether the student participates when requested to do so; (2) whether the student participates spontaneously; (3) whether his/her contributions show interest; (4) whether such contributions can be taken as evidence of having completed compulsory reading assignments; (5) whether such contributions can be taken as evidence of complementary reading on the part of the student; and (6) whether the student's contributions somehow enrich class discussions.

This does not affect the statutory rights of those officially recognised by the UIB as part-time students (please refer to Section 7, Reglament Acadèmic de la Universitat, available at <https://seu.uib.cat/fou/acord/109/10959.html>). Part-time students are to let the lecturer know about their special status, and he will devise custom-made assignments that will be taken into account in their assessment in lieu of their participation in class. Such assignments will be duly announced on the course's chronogram as well as through Campus Extens.

It should be noted that plagiarism will always be penalised, in accordance with the UIB's current academic regulations, reproduced below:

Article 33 Reglament Acadèmic. Frau

1. Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'algun dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.

2. En particular, es considera un frau:

- a) En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.
- b) En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi).

If a student fails to show up on the date and at the time established by the lecturer for any midterm or final exam, they will receive a 0 (zero) grade for this activity. Should the student fail to take both the midterm and final exam, their grade will be 'No Presentat'.

Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the University of the Balearic Islands' Reglament Acadèmic, namely:

- (1) When the time between the end of one exam and the start of another is under 3 hours;
- (2) Hospitalisation; death of a close relative; compulsory public duties; sports competitions in the case of high-performance athletes.
- (3) In the specific case of incoming or outgoing exchange students, when there is conflict between the UIB's assessment calendar and the student's home or host institution (evidence of which must be duly provided).

Assessment dates will be duly announced on the course's official chronogram and Campus Extens site.

Students will not be allowed into the classroom once the exam/ practical session has already started.

Mobile phones and other electronic devices are NOT allowed in the classroom. Laptops or tablets are acceptable ONLY if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during exams/ practical sessions, unless otherwise specified by the lecturer (e.g., if the practical session entails use of the Internet for pedagogical purposes).

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Theory classes

Modality	Theory classes
Technique	Objective tests (retrievable)
Description	Up to 1 ECTS (28 hours) will be devoted to theory sessions. Although teacher-centred, these are designed to gradually diminish the teacher's intervention and foster the student's. The student will often need to do some prior reading. All sessions will be based on PowerPoint presentations and other materials, freely available through the Campus Extens platform.
Assessment criteria	Up to 1 ECTS (28 hours) will be devoted to theory sessions. Although teacher-centred, these are designed to gradually diminish the teacher's intervention and foster the student's. The student will often need to do some prior reading. All sessions will be based on PowerPoint presentations or other materials freely available through the Campus Extens platform.

Final grade percentage: 45% with minimum grade 4

Seminars and workshops

Modality	Seminars and workshops
Technique	Attitude scales (non-retrievable)
Description	Up to 0,3 ECTS (7 hours) will take the form of seminars and/or workshops. These are hybrid theoretical/practical sessions based on discussions resulting from a previous assignment (seminars) or the study of materials presented in the course of the session (workshops).
Assessment criteria	Up to 0,3 ECTS (7 hours) will take the form of seminars and/or workshops. These are hybrid theoretical/practical sessions based on discussions resulting from a previous assignment (seminars) or the study of materials presented in the course of the session (workshops). Assessment criteria: (1) whether the student participates when requested to do so; (2) whether the student participates spontaneously; (3) whether his/her contributions show interest; (4) whether such contributions can be taken as evidence of having completed compulsory reading assignments; (5) whether such contributions can be taken as evidence of complementary reading on the part of the student; and (6) whether the student's contributions somehow enrich class discussions.

Final grade percentage: 5%

Practical classes

Modality	Practical classes
Technique	Attitude scales (non-retrievable)
Description	Up to 0,6 ECTS (15 hours) will be devoted to purely practical sessions, mostly based on case studies, in which the student will be able to apply the knowledge acquired in the theory sessions.
Assessment criteria	Up to 0,6 ECTS (15 hours) will be devoted to purely practical sessions, mostly based on case studies, in which the student will be able to apply the knowledge acquired in the theory sessions. Assessment criteria: (1) whether the student participates when requested to do so; (2) whether the student participates spontaneously; (3) whether his/her contributions show interest; (4) whether such contributions can be taken as evidence of having completed compulsory reading assignments; (5) whether such contributions can be taken as evidence of complementary reading on the part of the student; and (6) whether the student's contributions somehow enrich class discussions.

Final grade percentage: 5%

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Assessment

Modality	Assessment
Technique	Objective tests (retrievable)
Description	This will take up to 0,2 ECTS (3 hours). For further details, see the 'Student learning assessment' section below.
Assessment criteria	Assessment criteria: Accuracy (multiple-choice test) Use of theoretical sources, originality, critical literacy, mastery of English. The test will feature 50 questions covering the contents of the materials handed to the students. Correction will be as follows: right answer: +0.10; blank answer: -. Every three wrong answers: -0.10.

Final grade percentage: 45% with minimum grade 4

Resources, bibliography and additional documentation

Please note that the book below marked as 'textbook' is compulsory reading, together with other selected materials that will be duly pointed out and made available by the lecturer.

Basic bibliography

(textbook) Oakland, John 2016: British Civilization. An Introduction (8th edition). London and New York, Routledge. ISBN: 9780415746892.

Christopher, David P. 2006: British Culture. An Introduction. London and New York, Routledge. ISBN: 0415353971. RL 941.082CHI

Fox, Kate 2004: Watching the English. The Hidden Rules of English Behaviour. London, Hodder. RL 306.094 2FOX

McDowall, David 2002: An Illustrated History of Britain. Harlow, Longman (RL 941MCD).

O'Driscoll, James 2003: Britain. The Country and its People: An Introduction for Learners of English. Oxford, Oxford University Press. RL 941.085ODR

Complementary bibliography

Brennan, Niamh; O'Brien, Francis J. and Pierce, Aileen 1992: Ireland. London and New York, Routledge. Jovellanos 657.3ICA

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