



Universidad  
**Nebrija**

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**GRADO EN  
TRADUCCIÓN  
CURSO 2011/2012**

**Asignatura:**

**HISTORY & INSTITUTIONS OF  
ENGLISH-SPEAKING COUNTRIES**

**Código:**

**LAC 113**



**Course: LAC 113 History & Institutions of English-Speaking Countries**

**Formation: Elective subject**

**Credits ECTS: 6**

**Year: 3 TA**

**Semester: 1st**

**Professor: Richard Mullen**

**Academic Year: 2011/2012**

## **1. PREVIOUS REQUIREMENTS**

Advanced level of English.

## **2. BRIEF DESCRIPTION OF CONTENTS**

- To explore the historical development of the United States and North America from 1492 until the late 20th century.
- To study some of the original documents relating to this development as a means to understanding historical processes.
- To improve the students' ability to analyze and evaluate various historical trends and movements.
- To analyze the foundation and development of various American institutions in relation to their English and European origins.
- To strengthen the oral and written skills necessary for communicating in English.

## **3. PRINCIPAL SKILLS AND COMPETENCIES WHICH THE COURSE MATERIAL WILL DEVELOP**

**General Competencies which the student will acquire:**

- To write correctly using diverse types of exposition and argumentation.
- To utilize current information and communication technologies.
- To express arguments orally in public in an organized and comprehensible way.
- To express oneself orally using correct terminology related to the course material.
- To identify, catalog, transcribe, summarize, analyze and interpret complex information, using different means (written, oral audiovisual and digital).
- To apply skills of organization and teamwork, especially in the analysis of historical and cultural tendencies.
- To develop skills of self-learning and co-learning through team interaction, analysis, self-evaluation and reflection.
- To improve the capacity to define themes and deal with projects of analysis which can contribute to the understanding of problems in historical development.
- To be able to make judgments and diagnose cultural realities in an objective and rational way.
- To develop abilities to organize, research and write essays in English on topics related to the analysis of historical trends.



- To expand the capacity for interpersonal communication based on critical reflection and analysis.
- To develop the capacity for reading, understanding, analyzing and interpreting texts written in English.
- To improve the ability to transmit ideas and interpretations orally – in English – through different modes of communication and technological means.
- To develop his/her knowledge and abilities of the grammar, vocabulary and usage of the English language.

#### **Specific Competencies:**

Through the completion of this course, the student will:

- Acquire knowledge and understanding of historical trends and developments.
- Become more aware of the cultural forces which contributed to these developments and events.
- Expand the knowledge and understanding of the concepts and specific approaches to the study of history.
- Improve the critical skills necessary for understanding, analyzing and evaluating historical developments and original historical documents.
- Be capable of applying that knowledge, elaborating and developing adequate oral arguments, through both individual effort and group work.
- Develop tools for analysis and the capacity to connect and interpret relevant data, in order to transmit processed information in correct format while using appropriate terminology.
- Acquire an informed perspective and capacity for analysis of humanistic situations and developments.
- Improve abilities and knowledge of the grammar, vocabulary, and usage of the English language
- Strengthen an awareness of themes related to the European and American cultural heritage.

#### **4. FORMATIVE ACTIVITIES AND METHODOLOGY**

The formative activities and the methodology of this course combine theoretical and practical classes with the personal work of the student. The explanation of the important themes, decisive events and fundamental concepts which have contributed to the historical development of English-speaking countries will aid the student to understand the present and add to his knowledge of the past. The students will be involved in distinct activities applying the theoretical competencies which they acquire:

- In working teams, the students will study concrete aspects of the course material which afterwards they will communicate to their fellow classmates.
- Projects will be carried out on historical and cultural topics with the objective of learning and understanding historical origins and the distinctive factors which are intertwined in these themes.
- The students, guided by the professor, will research and uncover information about aspects related to the course themes in order to participate in oral presentations and classroom discussions.

The students will complete at least two obligatory assignments throughout the semester. In addition, they will be required to make an analysis of bibliographical material prepared for the purpose of deepening the understanding of the course material.



## 5. SYSTEM OF EVALUATION

### 5.1. Regular Evaluation:

1.1. Participation:	10%
1.2. Directed Activities:	20%
1.3. Mid-Term Examination:	20%
1.4. Final Examination:	50%

### 5.2. Repeat Evaluation:

The final grade of the evaluation is obtained by averaging the note of the written repeat examination (60%) with the grades obtained through the tasks and activities done during the semester (40%). To be considered passing, the final averaged grade of the repeat evaluation must be at least a 5.

### 5.3. Restrictons:

To be eligible for these averaged grades, the student must be present at a minimum of 80% of the class sessions AND obtain at least a 5 in both the written and oral part of the final examination. Any grade under 5 is considered a fail.

## 6. BIBLIOGRAPHY

### BASIC READING LIST

*The Penguin History of the United States*. Hugh Brogan. 2<sup>nd</sup> Edition. London: Penguin, 2001.

Packet of photocopied material (available in reprografía)

### SUGGESTED COMPLEMENTARY BOOKS:

Bedford, Henry F. and Trevor Colburn. *The Americans: A Brief History to 1877*. Volume 1. New York: Harcourt, Brace, Jovanovich, 1980.

Bedford, Henry F. and Trevor Colburn. *The Americans: A Brief History from 1865*. Volume II. New York: Harcourt, Brace, Jovanovich, 1980.

Blum, John Morton. *Woodrow Wilson and the Politics of Morality*. Boston: Little, Brown and Company, 1956.

Brodie, Fawn. *Thomas Jefferson: An Intimate History*. New York: W. W. Norton & Company, 1974.

Carroll, Peter N. and David Noble. *The Free and the Unfree*. 3<sup>rd</sup> Edition. Australia: Penguin Books, 2001

*The Causes of the American Civil War*. Edwin C. Rozwenc, ed. Lexington, Massachusetts: D. C. Heath and Company, 1972.

Cooke, Alistair. *America*. New York: Carroll & Graf, 2002. Originally published 1973.

Cooke, Alistair. *The American Home Front 1941-1942*. Boston: Atlantic Monthly Press, 2006.

Cross, Gary and Rick Szostak. *Technology and American Society*. 2<sup>nd</sup> Edition. New York: Prentice Hall, 2004.

Daniels, Robert V. *Studying History: How and Why*. Englewood Cliffs, New Jersey: Prentice Hall, 1981.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave*. Oxford World Classics, 2009.



- DuBois, W.E.B. *The Souls of Black Folk*. London: Penguin, 1996.
- The Enduring American Vision A History of the American People*. Ed. Clark E. Clifford. New York: Houghton Mifflin, 2001.
- Evans, Harold. *They Made America: From the Steam Engine to the Search Engine*. Boston: Little Brown, 2004.
- Galbraith, John Kenneth. *The Great Crash*. Englewood Cliffs, New Jersey: Prentice Hall, 1964.
- Garraty, John A. *The American Nation*. New York: Harper and Row, 1971.
- Heffner, Richard. *A Documentary History of the United States*. New York: Signet, 2002.
- Hobsbawm, E. J. *The Age of Capital: 1848-1875*. New York: Charles Scribner's Sons, 1979.
- Jenkins, Philip. *A History of the United States of America*. Third Edition. New York: Palgrave/Macmillan, 2007.
- Jenkins, Philip. *Decade of Nightmares: The End of the Sixties and the Making of the Eighties America*. Oxford University Press, 2006.
- Johnson, Paul.. *A History of the American People*. Harper Perennial, 1999.
- Jones, Maldwyn A. *Limits of Liberty American History 1607-1992*. .London: Oxford University Press, 1995.
- Joseph, Alvin M., Jr. *The Patriot Chiefs: A Chronicle of American Indian Resistance*. New York: The Viking Press, 1961.
- Kearns, Doris. *Lyndon Johnson and the American Dream*. New York: Harper and Row, 1976.
- Manchester, William. *The Glory and the Dream: A Narrative History of America 1932-1972*. Toronto: Bantam Books, 1974.
- McClellan, James E. *Science and Technology in World History: An Introduction*. Baltimore: Johns Hopkins University Press, 2006.
- McCullough, David. *1776*. New York: Simon and Shuster, 2005.
- National Geographic Almanac of American History*. James Miller, et. al. Washington, D.C.: National Geographic Publishing, 2007.
- Paul, Daniel. *We Were Not the Savages*. Fernwood Books, Ltd., 2003.
- Randall, J. G. and David Donald. *The Civil War and Reconstruction*. Boston: Little, Brown, and Company, 1969.
- Reconstruction: An Anthology of Revisionist Writings*. Kenneth M. Stampp and Leon Litwack, eds. Baton Rouge: Louisiana State Press, 1969.
- Reynolds, David. *America, Empire of Liberty: A New History*. London: Penguin, 2010.
- Roark, Michael, et al. *The American Promise*. Bedford/St. Martin's Press. 1989.
- Schama, Simon. *The American Future: A History from the Founding Fathers to Barack Obama*. London: Vintage, 2009.
- Schlosser, Eric. *Fast Food Nation*. New York: Houghton Mifflin, 2002.
- Turner, Frederick Jackson. *The Frontier in American History*. Whitefish, Montana: Kessinger Publishing, 2010.
- Washington, Booker T. *Up From Slavery*. New York: Airmont Publishing Company, 1967.
- Why the North Won the Civil War*. David Donald, ed. New York: Macmillan, 1960.
- Wills, John E., Jr. *The World From 1450-1700*. UK: Oxford University Press, 2009.
- Wilson, John Hoff. *Herbert Hoover: Forgotten Progressive*. Boston: Little, Brown and Company, 1975.
- Wright, Esmond. *Fabric of Freedom: 1763-1800*. New York: Hill and Wang, 1961.

## INTERNET LINKS

In addition to an abundance of relevant websites, students should make use of the many electronic resources - journals, indexes, archives, etc.- available in the library.

## 7. BRIEF CURRICULUM OF THE PROFESSOR:



Native of the United States. Doctorate in Literature (Columbia University). Formerly a professor at City University of New York. Research in various areas of British/American literature and 20th-century culture. Has published studies of American poetry of the 20<sup>th</sup> century.

#### **8. INSTRUCTOR'S DEPARTMENT LOCATION AND OFFICE HOURS**

- E-mail: [rmullen@nebrija.es](mailto:rmullen@nebrija.es)
- Dehesa Campus c/Pirineos, 55 28040 Madrid  
Department of Applied Languages: Despacho 418  
TLF: 91.452.11.00 x2588 FAX 91.452.1110
- TUESDAY & THURSDAY 8.30--10h y 11.30--14h FRIDAY 9.00 --12h

## 9. DETAILED PROGRAM OF THE COURSE

**GRADO: TRADUCCIÓN**

**COURSE: LAC 113 HISTORY & INSTITUTIONS OF ENGLISH-SPEAKING COUNTRIES**

**YEAR: 3 TA**

**SEMESTER: FIRST**

**CREDITS ECTS: 6**

**ACADEMIC YEAR: 2011/2012**

Week	Session	Theory, Practice and Continuous Evaluation Sessions	Individual Study and Practical Work of the Student	Hours Present	Hours per Week of Study/Work
1	1	Presentation of the course goals, objectives and contents of the program; explication of the teaching methodology and work required throughout the semester	Obligatory directed activities during the semester: -Researched Essays on approved topics related to history/culture. -Oral presentation on another approved topic. Exact dates to be announced.	1.5	17.5 h. spaced throughout the semester
1	2	Introduction; history and geography of the United States and North America; statistics; exploration and immigration	Brogan Chapt.1 p.3-9	1.5	5h.
2	3	A world apart - America before Columbus;		1.5	
2	4	European conflicts and discoveries; Native American cultures	Brogan Chapt.5 p.51-70	1.5	5h.
2	5	Conquest and conversion; English, Spanish, French rivalries; Coastal ports and the Caribbean	Reading #1 - packet	1.5	
3	6	Spain in the New World; collision of cultures; expansion of empires; pursuit of wealth	Brogan Chapt.2 and 3 p.10-29	1.5	5h
3	7	Christianity and conversion; Native American values; territorial conflicts	Reading #2	1.5	
4	8	Roots of English colonization; settlement of Jamestown, Virginia; economic survival; conflicts and trade with local inhabitants	Brogan Chapt.4 p.30-50	1.5	
4	9	Settlement of New England ; morality and civic values; importance of sermons; educational institutions; Pilgrims and Puritans	Oral presentations	1.5	5h
4	10	Religion and politics; power of Puritan congregations versus economic growth; Boston – the Errand into the Wilderness	Reading #3	1.5	
5	11	<b>TEST #1</b>		1.5	
5	12	Thirteen British Colonies; religious tolerance and Pennsylvania; farming and shipping	Brogan Chapt.7 p.87-109	1.5	5h
5	13	Loyalty to the Crown versus American patriotism; Declaration of Independence	Reading #4	1.5	5h
6	14	The War of the Revolution; George Washington and Thomas Jefferson.	Brogan Chapt.10 p. 167-185	1.5	
6	15	European allies against Britain; The New Republic; Treaty of Paris 1783.	Oral presentations	1.5	5h
6	16	Writing and ratification of the Constitution;	Brogan Chapt.11 p.204-215	1.5	3h



		separation of powers – legislative, executive, judicial	Reading #5		
7	17	European slave trade in the New World; slavery and its consequences 1800-1861.	Brogan Chapt.14 p.280-314	1.5	
7	18	Agriculture and the segregated society; social norms; educational institutions	Reading #6	1.5	
8	19	The Civil War 1861-1865. Northern states versus Southern traditions; States' rights versus the power of the Union	Brogan Chapt.15 p.315-345 Reading #7	1.5	5h.
8	20	Abraham Lincoln and Reconstruction; amendments to the Constitution	Oral presentations	1.5	
8	21	<b><u>TEST #2</u></b>		1.5	
9	22	Immigration and marginalization; Westward expansion and the growth of cities; monopolies, wealth and industrialization	Brogan Chapt.17 p.377-406. Reading #8	1.5	5h
10	23	Growth of technology in early 20 <sup>th</sup> century; World War I; women's suffrage	Brogan Chapt.19 p.435-456. Oral Presentations	1.5	
10	24	The Roaring Twenties; religion and prohibition; the Great Depression	Reading #9	1.5	5h
10	25	Economic expansion and World War II; the New Deal	Brogan Chapt.23 p.551-583	1.5	
11	26	Growth of the federal government; social developments; The Cold War and the nuclear arms race.	Reading #10	1.5	
11	27	Civil Rights Movement; Supreme Court as an institution	Brogan Chapt.25 p.615-644 Reading #11 Brogan Chapt.11 p.211-213	1.5	5h
12	28	Developments in racial integration; civil disobedience; environmental movement	Reading #12 Written Essay Due	1.5	
12	29	Materialism, technology and wealth; liberals versus conservatives; expansion of mass media; America in world politics	Brogan Chapt.27 p.669-694	1.5	
13 a 14		<b>Final Exam Evaluation</b>		6 h	
15 a 16		<b>Final Extraordinary Exam Evaluation</b>			
1 a 1		<b>Tutorials</b>		15h	10h
TOT AL				<b>64.5</b>	<b>85.5 = 150 hours</b>