



## COURSE DATA

### DATA SUBJECT

**Code:** 35319

**Name:** History and culture of English-speaking countries

**Cycle:** Undergraduate Studies

**ECTS Credits:** 6

**Academic year:** 2026-27

### STUDY (S)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	1	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1000 - Degree in English Studies	History	BASIC

### COORDINATION

SANTAEMILIA RUIZ JOSE

SEVILLA PAVON ANA

## SUMMARY

This subject will deal with the most relevant geographical, historical and cultural aspects, as well as the institutions in the English-speaking world, and their relationship with current affairs and contemporary society.

This subject should be useful as background knowledge for literature and linguistics subjects, such as ¿History of the English Language¿, or aspects related to varieties of the English language, the cultural context in translation, etc.

¿Philosophical thought in English-speaking countries¿ complements ¿History and Culture¿ as both subjects provide general training in the Humanities with a focus on the English-speaking countries.

This subject further contributes to the development of social values related to gender equality (SDG 5), democracy (SDG 16), and linguistic and cultural diversity (SDGs 4, 16 and 10).

## PREVIOUS KNOWLEDGE



## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

## OTHER REQUIREMENTS

No previous knowledge is required but having an interest in history in general and in the way of life of the English-speaking countries and people, would be useful.

## COMPETENCES / LEARNING OUTCOMES

### 1000 - Degree in English Studies

Demonstrate, within the field of English Studies, an ethical attitude that focuses on aspects such as gender equality, equal opportunities, the values of the culture of peace and democracy and a sensitiveness regarding environmental problems and sustainability while, at the same time, knowing about and being able to appreciate linguist diversity and multiculturality.

Have and apply general knowledge in humanistic areas related to this field of study.

Interrelate different areas of humanistic studies.

Relate geographical and historical aspects and the most relevant institutions in the Anglophone world to contemporary society and culture.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Work and learn autonomously, and plan and manage ones workload.

Work in a team in contexts related to English Studies and develop interpersonal relationships.

## DESCRIPTION OF CONTENTS

### Unit 1. Introduction: History, Culture, the English-speaking world

Definitions of culture. History and culture: Studying the past to understand the present. Introduction to the English-speaking world.

### Unit 2. Geography: Geographical aspects of the UK, Ireland and the USA

The impact of geography on the development of society in the UK and the US. Basic geographical aspects.



**Unit 3. Outline of the history of the British Isles**

Early times. The Middle Ages. The Tudors and the Stuarts. The 18th and 19th centuries in the United Kingdom and Ireland.

**Unit 4. Outline of the history of the United States**

British Colonies in America. Independence, Civil War and the growth of the US.

**Unit 5. Overview of the 20th and 21st centuries in the United Kingdom and Ireland**

Historical and cultural landmarks in the United Kingdom and Ireland. Contemporary society. System of government. Education. Media.

**Unit 6. Overview of the 20th and 21st centuries in the United States**

Historical and cultural landmarks in the United States Contemporary society. System of government. Education. Media.

**Unit 7. UK/US contemporary culture and society**

Culture through institutional discourse: politics, education, and the media (television, written press, Internet). Social and cultural diversity geography. Social and cultural diversity in contemporary UK/US: gender, age, ethnicity, social class, identity.

**Unit 8. Overview of the English-speaking world**

Geography and socio-linguistic contact. Historical and cultural landmarks. Contemporary society, diversity and identity politics.

These content will lead to the following **learning outcomes**:

- ¿ to discuss issues dealt with in the subject, both in the spoken and written form. Ideas should be put forward or defended taking into account social and ethical values
- ¿ to find information from different sources and show this in the class and assessment activities
- ¿ to present correctly and by the deadline any team or individual activity.
- ¿ to compare the previous issues with other areas or disciplines

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	5,00
Independent study and work	55,00



Preparation of lessons	0,00
Preparation for assessment activities	30,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

**Theory-based classes:** Lectures by the lecturer, plus presentations of previously researched material by the students.

**Practical classes:** Discussion of texts, maps, advertisements, speeches, videos or any other material useful to understand historical and cultural issues specific to the English-speaking world.

In addition to lectures and seminars, students may be asked to attend tutorials in small groups in order to revise some of their written activities and comments. In both, theory and practice, students are expected to participate actively through discussion, group work, online forums or blog contributions. This participation will be an important component of their final mark. Additionally, students may be asked to produce written material and to make presentations.

## EVALUATION

Assessment breakdown in the first and second calls:

- A) Final exam - 70%
- B) Continuous assessment i 30%

Those students who have been assessed during the term will keep their grade in the second call. In order to pass the subject, students need to reach at least 50% of the grade assigned to the final exam(s).

The ability to communicate at the B2 (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

Plagiarism will not be tolerated; it is a serious academic offence. Any student who is found to have committed plagiarism in his/her work for the course will face serious consequences which will lead to failing the whole subject. For more information on what plagiarism is and how to avoid it, go to <http://www.uv.es/englishphil/plagiarism>.

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.



The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

## REFERENCES

### Basic references:

Rodrick, Anne B. (2019) *The history of Great Britain*. Santa Barbara, CA: Greenwood. 2nd ed.  
O'Callaghan, Bryn (1990) *An illustrated history of the United States*. Harlow: Longman.

### Further references:

#### *History & culture:*

Fouberg, Erin H., Alexander B. Murphy & H.J. de Blij (2009) *Human Geography: People, Place, and Culture*. John Wiley & Sons, 9th ed.  
Jenkins, Keith (1995) *On 'What is History?': From Carr and Elton to Rorty and White*. London/New York: Routledge.  
Kraas, Frauke et al (2014) *Megacities: Our global urban future*. Cham: Springer.

#### *United Kingdom & Ireland:*

Ashok, Padmaja (2018) *The social history of England*. Telangana: Orient BlackSwan. 2nd ed.  
Dargie, Richard (2007) *A History of Britain: The key events that have shaped Britain from Neolithic times to the 21st century*. London: Arcturus.  
Grant, R.G. et al. (2011) *History of Britain & Ireland: The definitive visual guide*. London/New York: DK.  
Hawes, James (2021) *The shortest history of England: Empire and division from the Anglo-Saxons to Brexit - A retelling for our times*. New York: The Experiment.  
Lang, Sean (2006) *British history for dummies*. Chichester: John Wiley & Sons, Ltd. 2nd ed.  
Morgan, Kenneth O. (ed.) (2010) *The Oxford History of Britain*. Oxford: Oxford University Press. Revised edition.

#### *United States of America:*

Berkin, Carol, Christopher L. Miller, Robert W. Cherny & James L. Gormly (2008) *Making America: A History of the United States*. Boston/New York: Houghton Mifflin Co. 5th ed.  
Grant, Susan-Mary (2012) *A concise history of the United States of America*. Cambridge: Cambridge University Press.  
Fiedler, E. et al. (1998) *America in Close-up*. Harlow, Essex: Longman.  
Gilbert, M. (2003) *The Routledge Atlas of American History*. 3rd ed. London: Routledge.  
Man, D. & J. Oakland (1998) *American Civilisation: An Introduction*. New York: Routledge.