

## TEACHING GUIDE

### SYLLABUS

#### 1. DESCRIPTION OF THE SUBJECT

<b>Degree:</b>	<b>Translation and Interpretation</b>
<b>Dual Honours Degree:</b>	
<b>Subject:</b>	<b>The Culture and Societies of Language C- English II 303034 &amp; 304034</b>
<b>Module:</b>	<b>3</b>
<b>Department:</b>	<b>Language and Translation</b>
<b>Academic year:</b>	
<b>Semester:</b>	<b>2</b>
<b>Total credits:</b>	<b>6</b>
<b>Year:</b>	<b>2</b>
<b>Nature of module:</b>	<b>Compulsory</b>
<b>Language of teaching:</b>	<b>English</b>

<b>Teaching model:</b>	<b>A1</b>	
<b>a. Core Teaching (CT):</b>		<b>70%</b>
<b>b. Practical Teaching and Development (PTD):</b>		<b>30%</b>
<b>c. Supervised Activities (SA):</b>		

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### 2. SUBJECT DIRECTOR

<b>Subject Director</b>	
<b>Name:</b>	<b>VERÓNICA PACHECO COSTA</b>
<b>Faculty:</b>	<b>Humanities Faculty</b>
<b>Department:</b>	<b>Language and Translation</b>
<b>Area:</b>	<b>English</b>
<b>Category:</b>	<b>Tenured Associate Professor</b>
<b>Tutorials:</b>	<b>Mondays and Wednesdays, 10am-1pm</b>
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### 3. PLACE WITHIN THE CURRICULUM

#### 3.1. Description of the learning outcomes

- Introduce the theoretical and practical aspects of sources of culture in the English language through texts and audiovisual media about diverse subjects related with the English-speaking world, such as history, art, literature, intercultural communication and stereotypes, multilingualism, society, economics and politics, education and the media, religion and sexuality, among others.
- Understand the importance of the issues described above in the professional world of translation and interpreting.
- Present contents in the English language from diverse disciplines such as historiography, sociology, cultural studies and anthropology.
- Provide students with general knowledge of discourses in the English language that give them the possibility to choose which of them they will follow in their future as a translation professional.
- Bring students closer to diverse English-speaking cultures.
- Develop critical reasoning and the capacity to question.
- Insert work in an international context to develop cultural translation projects.
- Provide tools so that students can move towards the recognition of multiculturalism.
- Be capable of recognising social and identity diversity based on texts and audiovisual materials from English-speaking cultures.

#### 3.2. Contributions to the curriculum

This subject provides an introduction to the cultural realities of English-speaking countries, focusing particularly on the United States. The aim of the course is to provide students with practical and theoretical tools in order to work as a translator and interpreter. To this end, students will review the main aspects of the political and institutional organisation, history, society, and the idiosyncrasies of English-speaking countries, since knowledge of such matters is essential in order to access the labour market and perform optimally as a professional.

This subject is part of the second year on the Degree in Translation and Interpreting. It belongs to the block of compulsory subjects, and is related with English language courses such as Language C. It provides a general grounding for translation and interpreting subjects, as well as documentation and research subjects.

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This course examines in depth the social and political reality of the current century, along with the past three centuries in the United States, in addition to matters of national identity, institutions, ideologies, and forms of expression and cultural representation. The subject tackles issues that are common to other years, but applied to professional translation and interpreting, and above all, it is an essential complement to Culture and Societies of Language CI, which tackles aspects pertaining to the United Kingdom. The aim is for students to acquire the tools they need to undertake their professional endeavours, having a general grounding in the different English-speaking cultures.

This subject is of immense instrumental and practical importance within Translation and Interpreting studies, since it develops specific competencies such as knowledge of international economic, social, and political aspects, and the analytical identification of discourses from the English-speaking world. Furthermore, it is valuable for the professional future of the student, since real case studies are presented, along with specific cultural translation problems in the world of economics, law, politics, society, and communication.

### **3.3. Recommendations or previous knowledge required**

The prerequisite for this course is Level B2 in the European Common Framework of Reference for Languages, thus ensuring that students are able to follow the readings and audiovisual practices adequately. An advanced level of expression in English is required in order to develop complex reasoning and practical audiovisual comprehension of diverse contents and subjects regarding the culture and society of English-speaking countries.

## 4. COMPETENCIES

### **4.1 Degree competencies developed through this subject**

Generic

- Verbal communication: capacity to express reasoning and arguments convincingly, valuing, even above grammatical correctness, the resources available to the student to successfully express their thoughts; capacity for dialogue and to express themselves in public; respect for others' opinions.
- Learning strategies: learning by induction and deduction; study techniques; independent learning.
- Creativity in written and oral manifestations of the language.
- Interpersonal communication skills, manifested through group activities that will test the student's capacity to interact with fellow students.
- Knowledge of contemporary cultural production (film, theatre, music) in the

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foreign countries studied.

- Basic knowledge of international relations.

Discipline-Specific

Language competency:

- Written comprehension: overall understanding of written texts, being able to extract relevant information and answer overall comprehension questions.
- Oral comprehension: overall understanding of oral texts, being able to recognise important information and leave extraneous information to one side.
- Oral expression: be able to speak about and in everyday situations, to talk about daily routines, personal experiences, places, ways of being, etc.
- Written expression: be able to fill out forms with personal details, write personal and commercial letters, as well as texts that deal with general subjects.
- Phonology: know the phonemes of the foreign language, its distinctive phonetic features, accent and intonation, etc.
- Grammatical competency: know the grammatical resources of the foreign language; compare grammatical aspects of their mother tongue and the foreign language.
- Vocabulary: a firm grasp of lexical fields related with everyday life, with certain specialist fields, and with aspects of the cultural and social life of the foreign countries studied.

Cultural and sociolinguistic competencies:

- Knowledge of the customs and traditions of the cultures studied.
- Knowledge and necessary skills to tackle the social dimension of the use of the language (dialects, registers, sector-specific languages, courtesy rules, expressions of popular wisdom...).
- Knowledge of the physical and political geography of the countries studied.

Pragmatic competency:

- Discursive: knowledge of the textual mechanisms of the foreign language (coherence, cohesion, textual conventions, etc.).
- Functional: use of adequate oral and written discourse for specific communicative functions and situations (express hypotheses, wishes, comparison between two or more elements, give instructions...).

Professional

- Be able to use bilingual and monolingual lexicographical sources correctly, in accordance with the needs of each given moment.
- Be able to use the University's virtual platform productively, not only to communicate with the teacher and fellow students, but as a fundamental component in their independent learning.
- Be able to use the resources offered by the Internet (chat rooms, forums,

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email....) productively, as a gateway to exchange with students of the language and culture in question.

- Be able to work independently and cooperatively.

### Academic

- Recognise the diversity and multiculturalism of contemporary societies, becoming aware of the differences and similarities between cultures, and showing respect for the customs and approaches of other cultures.
- Have a positive attitude towards the possibility of staying in one of the countries where the language studied is spoken in order to improve their knowledge of the country and its culture.
- Have an open attitude towards possibilities of interaction with all members of the groups.
- Show initiative and a participatory attitude in classroom debates, respecting others' ideas at all time.
- Interest in current affairs and events in the countries whose language is being learned, by reading the press (printed or online) or general or specialist periodic publications.
- Confidence in their own resources to express themselves in the foreign language.
- Attitude of respect towards fellow classmates speaking in the foreign language in class.
- Be able to work in an international context, in which they will undoubtedly have to work in the future.
- Positive attitude towards reading in the foreign language as a fun and pleasurable activity

### 4.2. Competencies of the Module that will be developed in the subject

- Develop critical reasoning skills and the capacity to question the information found in different sources. Present contents in English from different disciplines such as historiography, cultural studies, sociology, anthropology and translation studies, among other fields of knowledge.
- Interpersonal communication skills, manifested through group activities that will test the student's capacity to interact with fellow students.
- Be able to use the resources offered by the Internet (chat rooms, forums, email....) productively as a gateway to exchange with students of the language and culture in question.
- Verbal communication: capacity to express reasoning and arguments convincingly, valuing, even above grammatical correctness, the resources available to the student to successfully express their thoughts.
- Capacity for dialogue and to express themselves in public; respect for others' interventions.

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- Written comprehension: understand and analyse written texts of a certain level of sophistication, extracting relevant information and answering comprehension questions.
- Oral comprehension: understand and analyse oral texts of a certain level of sophistication, recognising important information and leaving extraneous information to one side.
- Lexical competency: firm grasp of the lexical fields related with certain specialist fields and with aspects of the cultural and social life of the English-speaking countries studied.
- Learning strategies: learning by induction and deduction; study techniques.

### 4.3. Specific competencies of the subject

- Know about the most significant aspects of the history and culture of the US over the last four centuries.
- Apply critical thinking skills and the capacity to question information found in various sources with regard to cultural studies applied to translation.
- Become familiar with key historical, political, economic, religious, and social aspects of English-speaking cultures.
- Introduce theoretical and practical aspects of the sources of English-language culture through texts and audiovisual practices pertaining to different topics, such as the family and society, economics and politics, education and the media, race and gender, among others.
- Knowledge of the customs and traditions of the cultures studied.
- Knowledge of the physical, political and human geography of the countries studied.
- Be capable of recognising religious and identarian diversity based on the variety of religions in English-speaking cultures.
- Offer tools that allow students to move towards recognition of ethnic multiculturalism, gender, and sexual identity.
- Identify analytically different discursive modes from the English-speaking world.
- Recognise the diversity and multiculturalism of contemporary societies, becoming aware of the differences and similarities between cultures, and showing respect for the customs and approaches of other cultures.
- Insert the diversity of social systems into the international context in order to develop cultural translation projects.
- Knowledge of contemporary cultural production (film, theatre, music) in the English-speaking countries studied.
- Knowledge of the foundations of international relations.
- Understand and empathise with people from different cultural surroundings.
- Show initiative and a participatory attitude in classroom debates, always

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respecting the ideas of others.

- Be able to work independently and cooperatively.
- Open attitude to the possibilities of interaction with all members of the group.
- Interest in the current affairs and events of the countries whose language is being learned, by reading the press (printed or online) or general or specialist periodical publications.
- Have a positive attitude towards the possibility of staying in one of the countries where the language studied is spoken, in order to improve knowledge of the country and its culture.
- Be able to work in an international context, in which they will undoubtedly have to work in the future.

### 5. CONTENTS OF THE SUBJECT (SYLLABUS)

1. History and culture of the US: 18<sup>th</sup>-21<sup>st</sup> Century: social, cultural, political and economic aspects.
2. Literature, music, arts, politics in the US.
3. The role of the US in the world.
4. The role of women in USA

### 6. METHODOLOGY AND RESOURCES

The course follows an interdisciplinary methodology and includes approaches from different disciplines, such as history, literature, sociology, cultural studies, anthropology, film and the arts.

The theoretical and practical aspects of the sources of culture in English-speaking countries, particularly the US, will be studied by presenting and unpicking specific texts on which the students must work cooperatively. These texts are related with a series of political documents, readings of literary texts, and audiovisual resources for practice and assimilation. The method will also be aimed towards critical reflection of the contents presented by means of practical activities that ensure active and task-based learning.

All classes will be conducted in English, fostering and valuing student participation. Every day, students will be expected to do the readings assigned in order to learn and



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assimilate not only their contents but also the relationship between data and social processes and their importance when it comes to translating and interpreting. Similarly, tasks will be assigned for outside the classroom, such as readings and practical subject exercises by means of audiovisual material and searching for contents on electronic media. Assignments must be submitted by means of the subject's Virtual Classroom platform. Students are expected to attend class with the assignments completed so as to have general background knowledge that will allow them to follow the class and participate actively in the case studies presented.

During the course, students will read texts and view audiovisual materials. The course is divided into centuries, and within each century there are several topics. Each week they will study a specific topic. During the theory session, the main theoretical aspects shall be presented based on the reading of texts students are required to carry out beforehand, ensuring they come to class well prepared. The corresponding area of the Virtual Classroom platform will provide all the information about what they have to do every week.

In the practical sessions, students will develop their audiovisual comprehension skills. Documentaries will be used based on the theoretical notions studied. Students will also benefit from oral practice by means of the preparation of presentations in class. Once again, the corresponding area of the Virtual Classroom platform will provide relevant information so that students know what they have to do each week.

The students must join the Facebook profile created by the teacher, since updated news items will be posted there regarding the topics dealt with in class.

### 7. ASSESSMENT

Assessment will be based on three elements:

1. A written exam half way through term, covering the theoretical and practical contents of the subject studied up to the exam date.
2. A written exam at the end of the term, covering the theoretical and practical contents studied in the second half of term.

In these exams, students must answer questions about the texts they have worked on at home, any new aspect dealt with in class, the audiovisual media they have worked with previously, and the class presentations given by the students.

In both exams, basic language mistakes made in English may negatively affect the final grade.

3. The creation of a blog about a topic chosen during the first few classes. This

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blog will be developed as a group, and the relevant instructions will be given at the start of the course.

To pass the subject, students need to get a grade of at least 5 out of 10 in each of the different parts mentioned above. The final grade will be obtained by calculating these three sections:

Written exam 1 (mid term)	33.3%
Written exam 2 (end of term)	33.3%
Blog	33.3%

### 8. BIBLIOGRAPHY

#### COMPULSORY

Compulsory reading: O'Callaghan, Bryn. *An Illustrated History of the USA*. Harlow: Longman, 2004.

Selection of reading texts made available to students through the Virtual Classroom.

#### GENERAL BIBLIOGRAPHY

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Collins, Gail. *America's Women*. New York: Harper, 2003.

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Kearny Datesman, Maryanne. *American Ways: An Introduction to American Culture*. Longman. 2005

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- Roberts, Cokie. *Founding Mothers*. New York: Perennial, 2005.
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