

Guía docente / *Course Syllabus*

2018-19

1. Descripción de la Asignatura / *Course Description*

Asignatura <i>Course</i>	CULTURA Y SOCIEDADES DE C I: INGLÉS (docencia en inglés)
Códigos <i>Code</i>	303023; 304023
Facultad <i>Faculty</i>	Facultad de Humanidades
Grados donde se imparte <i>Degrees it is part of</i>	Grado en Traducción e Interpretación (Francés); Grado en Traducción e Interpretación (Alemán)
Módulo al que pertenece <i>Module it belongs to</i>	Lengua c y su cultura
Materia a la que pertenece <i>Subject it belongs to</i>	Cultura y sociedades
Departamento responsable <i>Department</i>	Filología y Traducción
Curso <i>Year</i>	2º
Semestre <i>Tern</i>	1º
Créditos totales <i>total credits</i>	6
Carácter <i>Type of course</i>	Obligatoria
Idioma de impartición <i>Course language</i>	Inglés
Modelo de docencia <i>Teaching model</i>	A1

Clases presenciales del modelo de docencia A1 para cada estudiante: 31 horas de enseñanzas básicas (EB), 14 horas de enseñanzas prácticas y de desarrollo (EPD) y 0 horas de actividades dirigidas (AD). Hasta un 10% de la enseñanza presencial puede sustituirse por docencia a distancia (también presencial, pero posiblemente asincrónica), de acuerdo con la programación de la Asignatura publicada antes del comienzo del curso.

Number of classroom teaching hours of A1 teaching model for each student: 31 hours of general teaching (background), 14 hours of theory-into-practice (practical group tutoring and skill development) and 0 hours of guided academic activities. Up to 10% of face-to-face sessions can be substituted by online teaching, in accordance with the course schedule published before it begins.

2. Responsable de la Asignatura / *Course Coordinator*

Nombre <i>Name</i>	Marina Sciarretta
Departamento <i>Department</i>	Filología y Traducción
Área de conocimiento <i>Field of knowledge</i>	Filología Inglesa
Categoría <i>Category</i>	Profesora Asociada Lou
Número de despacho <i>Office number</i>	14-1-51
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3. Ubicación en el plan formativo / *Academic Context*

Breve descripción de la asignatura <i>Course description</i>	<p>This is an introductory course on the sociocultural aspects of the English-speaking world with a special emphasis on the United Kingdom. It enables the student to become familiar with key historical, political, economic, religious and social aspects of English-speaking countries, and to develop communication skills and critical thinking.</p> <p>The course is divided into two main sections:</p> <ol style="list-style-type: none">1. LANGUAGE and IDENTITY in the UNITED KINGDOM2. HISTORY of the UNITED KINGDOM, from the 19th to the 21st century
Objetivos (en términos de resultados del aprendizaje) <i>Learning objectives</i>	<ul style="list-style-type: none">- Introduce the theoretical and practical aspects of the target culture, that is, the English culture, through texts and audiovisual media. The topics covered are related to society, economy, politics, education, the media, religion and sexuality, among others.- Understand the importance of these topics for the field of Translation and Interpreting.- Introduce aspects in English from different disciplines such as historiography, sociology, sociocultural studies and anthropology.- Familiarise the student with the different English-speaking cultures.- Develop critical cultural awareness about the different English-speaking cultures and the student's own culture.- Familiarise the student with international contexts in which cultural translation projects can be developed.- Provide the student with the tools to develop a positive attitude towards multiculturalism.- Be able to recognise the sociocultural diversity of the English-speaking world through written texts and audio-visual materials.
Prerrequisitos	The prerequisite for this course is to have a B2 level of English,

<i>Prerequisites</i>	according to the Common European Framework of Reference for Languages, given that students will have to be able to read and understand the selected readings and documentaries, as well as engage in debates about the different issues related to the topics covered.
<i>Recomendaciones Recommendations</i>	
<i>Aportaciones al plan formativo Contributions to the educational plan</i>	The main aim of this course is to provide the student with theoretical and practical tools to be used when working as a translator and/or interpreter. Thus, the main topics deal with identity, history, family, religion, economy, politics, education and intercultural communication. It is a second-year compulsory course in the degree in Translation and Interpreting, and it is related to English as a second language courses. It is an essential complement for Culture and Societies of the English-speaking World CII, a second semester course which focuses on the history and culture of the United States.

4. Competencias / Skills

<i>Competencias básicas de la Titulación que se desarrollan en la Asignatura Basic skills of the Degree that are developed in this Course</i>	<p>CB1 - Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio</p> <p>CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio</p> <p>CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética</p> <p>CB4 - Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado</p> <p>CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía</p>
<i>Competencias generales de la Titulación que se desarrollan en la Asignatura General skills of the Degree that are developed in this Course</i>	<p>CG01 - Comunicarse con corrección, oralmente y por escrito, en dos lenguas extranjeras.</p> <p>CG04 - Mediar entre personas provenientes de distintas lenguas y culturas.</p> <p>CG06 - Resolver problemas relacionados con la redacción y traducción de textos, con capacidad para integrar en los mismos conocimientos multidisciplinares.</p>
<i>Competencias transversales de la Titulación que se desarrollan en la Asignatura Transversal skills of the Degree that are developed in this Course</i>	<p>CT02 - Adaptarse a entornos de trabajo colaborativos.</p> <p>CT03 - Desarrollar estrategias de aprendizaje autónomo.</p> <p>CT04 - Tener capacidad de adaptación a situaciones nuevas.</p> <p>CT05 - Tener capacidad para idear propuestas profesionales novedosas.</p> <p>CT06 - Trabajar de forma ética, evitando todo tipo de prácticas intelectuales, profesionales o personales fraudulentas, buscando la calidad y el rigor en los resultados</p>

<p>Competencias específicas de la Titulación que se desarrollan en la Asignatura</p> <p><i>Specific competences of the Degree that are developed in the Course</i></p>	<p>CE02 - Manejar procesadores de texto y recursos en Internet a un nivel avanzado.</p> <p>CE03 - Manejar herramientas específicas de Traducción Asistida por Ordenador y localización.</p> <p>CE05 - Conocer las técnicas de interpretación bilateral o de enlace.</p> <p>CE08 - Enseñar lenguas extranjeras.</p>
<p>Competencias particulares de la asignatura, no incluidas en la memoria del título</p> <p><i>Specific skills of the Course, not included in the Degree's skills</i></p>	<ul style="list-style-type: none"> - The acquisition of knowledge about the most significant aspects of the history of the United Kingdom (19th – 21st centuries). - Development of critical thinking and the ability to question the information found in various sources to cultural studies. - Familiarisation with key historical, political, economic, religious and social aspects of English-speaking cultures. - Acquisition of knowledge of the customs and traditions of the cultures under study. - Acquisition of knowledge of the physical, political and human geography of the countries under study. - Ability to identify and understand religious and identity diversity in the English-speaking cultures under study. - Development of a tolerant attitude towards the recognition of ethnic multiculturalism, gender and sexual identity. - Ability to identify analytically different discourse types and styles in the English-speaking world (communication styles and culture norms of speech). - Acquisition of tolerance to recognise the diversity of contemporary societies, and become aware of the differences and similarities between cultures in a respectful, and yet critical way. - Acquisition of knowledge of the diversity of social systems in the international context to develop cultural translation projects. - Ability to work in an independent and cooperative way. - Development of an open-minded attitude when interacting with peers. - Development of awareness and interest in current events in the countries under study, by reading the press (print or network) or periodical publications of a general or specialised nature.

5. Contenidos de la Asignatura: temario / *Course Content: Topics*

PARTE I	LANGUAGE AND IDENTITY IN THE UNITED KINGDOM
1	Identity issues, lifestyle, political systems, physical and political geography of the Isles, immigration and identity, social classes and cultural perception.
2	Cultural and social variation in Ireland, Scotland, Wales and England. Languages and regional identity.
3	Language. The power of the English language: reasons and consequences.
4	Intercultural communication: cultural variation in British English in contrast with Spanish and with other English-speaking countries (USA, Australia). Politeness and Prescriptive issues in communication.
PARTE II	HISTORY OF THE UNITED KINGDOM, FROM THE 19TH TO THE 21ST CENTURY
1	Social, cultural, political and economic issues.
2	Cultural manifestations and identity development throughout history.
3	Ireland, Wales, Scotland and England: their hatred-love relationship throughout history.

6. Metodología y recursos / *Methodology and Resources*

<p>Metodología general <i>Methodology</i></p>	<p>The course methodology mixes both deductive and inductive methods, with a combination of resources to enable assimilation of information and understanding.</p> <p>Reading texts, presenting information, watching documentaries and related films, doing small-scaled research and participating in debates, among others, comprise the types of tasks the students will have to develop, with the aim of making the contents more approachable and meaningful.</p> <p>The study of both theoretical and practical issues related to the culture of English-speaking countries will be addressed through the presentation of topics only after the students have worked on specific texts in a cooperative way. These texts will be related to a series of online documents (press, news, YouTube videos, forums, blogs), additional reading texts of academic nature, and audiovisual resources for their practice and assimilation. The method will also be oriented towards critical reflection on the contents presented through practical activities that will ensure active learning.</p> <p>English-only policy: lessons will be taught only in English; in this sense, student motivation and participation is key to achieve the desired dynamics of the course. The students are expected to talk about the readings and tasks assigned to achieve not only content learning but also critical thinking and develop their language skills.</p> <p>Workload: Likewise, specific tasks will have to be completed outside the classroom, such as readings and watching audiovisual material, as well as the search of contents in the new media. The student is expected to attend the class once this work has been done, given that the flipped system adopted (the student first learn, and then we share in the class) implies that the core of the course is the student's ability to be updated and interested in the proposed activities.</p>
<p>Enseñanzas básicas (EB) <i>General teaching</i></p>	<p>As indicated in the General Methodology, the student is expected to do specific tasks outside the classroom, given that the flipped system is adapted.</p> <p>During the theory class students will be expected to participate and shape ideas with the help of the lecturer, answer the questions prepared at home and take notes of everything discussed. Refer to General Methodology & Course Programme for further information.</p>
<p>Enseñanzas prácticas y de desarrollo (EPD) <i>Theory-into-practice</i></p>	<p>As for the theory classes, students are expected to do some specific tasks outside the classroom.</p> <p>During the practice class students will be expected to be active and participate, to take notes of new contents and to do the presentations required.</p> <p>Refer to General Methodology and Course Programme for further information.</p>
<p>Actividades académicas dirigidas (AD) <i>Guided academic activities</i></p>	<p>None.</p>

7. Criterios generales de evaluación / Assessment

<p>Primera convocatoria ordinaria (convocatoria de curso) <i>First session</i></p>	<p>El 65% de la calificación procede de la evaluación continua. El 35% de la calificación procede del examen o prueba final. The course assessment is based on four parts:</p> <ol style="list-style-type: none"> 1. A midterm exam (around week 7-8), which will include the theoretical and practical contents of the subject completed until the date of the exam.(35% of the final mark) 2. Participation in class. Attendance will only be taken into account if there is active participation in class, in English. The students have to show that they have worked on the written and audio-visual sources on their own, and must have an active attitude in class at all times.(10% of the final mark) 3. Presentation in class of a proposed topic proposed by the teacher and related to one of the theoretical aspects taught in class. The presentations may have the form of PowerPoint/Prezi presentation. More information will be given at the beginning of the course. (20% of the final mark) PLUS 4. A written exam at the end of the semester. The final written test will be based on a theoretical section and a practical task. (35% of the final mark) In the theoretical section, the students will have to explain a series of terms, topics, and references of cultural, historical and social type presented throughout the course, taking into account the approach used for the analysis of each one. The contents of such questions will not only cover the texts read at home, but also any new aspect that has been dealt with in class, either in a prepared or in a spontaneous way, in the light of the doubts that are presented. In the practical section, the students will have to answer questions based on the following: A) Information extracted from audiovisual material used in class and at home; B) Class presentations; C) Information extracted from debates, documentaries, class questions, etc. <p>Those who have failed the midterm exam will be able to retake this section as well on the same day.</p>
<p>Segunda convocatoria ordinaria (convocatoria de recuperación) <i>Second session (to re-sit the exam)</i></p>	<p>The written exam in this case will be worth 100% of final mark.</p>
<p>Convocatoria extraordinaria de noviembre <i>Extraordinary November session</i></p>	<p>Se activa a petición del alumno siempre y cuando éste esté matriculado en todas las asignaturas que le resten para finalizar sus estudios de grado, tal y como establece la Normativa de Progreso y Permanencia de la Universidad. Se evaluará del total de los conocimientos y competencias que figuren en la guía docente del curso anterior, mediante el sistema de prueba única. The written exam in this case will be worth 100% of final mark.</p>
<p>Criterios de evaluación de las enseñanzas básicas (EB) <i>General teaching assessment criteria</i></p>	<p>Durante la evaluación continua: Please see criteria for ongoing evaluation. Durante el examen o prueba final (1ª convocatoria): Durante el examen o prueba final (2ª convocatoria):</p>

<p> Criterios de evaluación de las enseñanzas prácticas y de desarrollo (EPD) <i>Theory-into-practice assessment criteria</i> </p>	<p> Durante la evaluación continua: Please see criteria for ongoing evaluation. Durante el examen o prueba final (1ª convocatoria): Durante el examen o prueba final (2ª convocatoria): </p>
<p> Criterios de evaluación de las actividades académicas dirigidas (AD) <i>Criteria of assessment of guided academic activities</i> </p>	<p> Durante la evaluación continua: Durante el examen o prueba final (1ª convocatoria): Durante el examen o prueba final (2ª convocatoria): </p>
<p> Puntuaciones mínimas necesarias para aprobar la Asignatura <i>Minimum passing grade</i> </p>	<p> 1ª convocatoria: In order to pass the course, it is necessary obtain 5 or more than 5/10 in each of the exams (midterm and final). Under no circumstances will students pass the course solely by obtaining the average of the two exams, when one of them scores lower than 5/10. If one of the written exams has been failed, it will have to be retaken in the June call. 2ª convocatoria: In order to pass the course, it is necessary obtain 5 or more than 5/10 in each of the exams (midterm and final). Under no circumstances will students pass the course solely by obtaining the average of the two exams, when one of them scores lower than 5/10. If one of the written exams has been failed, it will have to be retaken in the June call. </p>
<p> Material permitido <i>Materials allowed</i> </p>	<p> No reference materials will be allowed during the exams. At any time during the exam the lecturer may request the student to show proof of ID. If unavailable, the student may continue the exam but will have to produce proof of ID within the time requested by the lecturer. </p>
<p> Identificación en los exámenes <i>Identification during exams</i> </p>	<p> En cualquier momento de la realización de una prueba de evaluación los profesores podrán requerir la acreditación de la identidad de cualquier estudiante, mediante la exhibición de su carnet de estudiante, documento nacional de identidad, pasaporte u otro documento válido a juicio del examinador. Si no lo hiciese, el estudiante podrá continuar la prueba, que será calificada solo si la documentación es presentada en el plazo que el examinador establezca. </p>
<p> Observaciones adicionales <i>Additional remarks</i> </p>	

Los estudiantes inmersos en un programa de movilidad o en un programa de deportistas de alto nivel, así como los afectados por razones laborales, de salud graves o por causas de fuerza mayor debidamente acreditadas, tendrán derecho a que en la convocatoria de curso se les evalúe mediante un sistema de evaluación de prueba única. Para ello, deberán comunicar la circunstancia al profesor responsable de la asignatura antes del fin del periodo docencia presencial.

Students enrolled in a mobility program or a program for high-level athletes, as well as students affected by work or serious health problems or reasons of force majeure duly accredited, will have the right to be evaluated during the first session through a single test evaluation system. To do this, they must report changes in their circumstances to the program coordinator before the end of the teaching period.

8. Bibliografía / Bibliography

<p>Book</p>	<ul style="list-style-type: none"> • Fox, Kate (2005) "Watching the English. The Hidden Rules of English Behaviour", London: Hodder and Stoughton , pp.
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	<p>-432</p> <ul style="list-style-type: none"> • Jenkins, Simon (2011) “A Short History of England.”, <i>London: National trust</i> , pp. -321 • Morgan, Kenneth (2009) “The Oxford Illustrated History of Britain”, <i>Oxford: Oxford University Press</i> , pp. -688 • Mc Dowall, David (2004) “An Illustrated History of Britain”, <i>Harlow: Longman</i> , pp. -188 • O'Driscoll, James (2003) “Britain: The Country and its People: An Introduction for Learners of English”, <i>Oxford: Oxford University Press</i> , pp. -224 • Oakland, John (2015) “British Civilization: An Introduction”, <i>London: Routledge</i> • Storry, Mike (2017) “British Cultural Identities”, <i>London: Routledge</i>
Documentary	<ul style="list-style-type: none"> • “How the Celts saved Britain (Part 1)”, <i>BBC 4</i> • “Thatcher: The Iron Lady”, <i>BBC</i> • (2007) “Little Britain”, <i>BBC</i> • Hall, Martina (2002) “A History of Britain. Victoria and her Sisters”
Film	<ul style="list-style-type: none"> • Gavron, Sarah (2015) “Suffragette”