

Guía docente / *Course Syllabus*

2018-19

1. Descripción de la Asignatura / *Course Description*

Asignatura <i>Course</i>	CULTURA Y SOCIEDADES DE C II: INGLÉS (docencia en inglés)
Códigos <i>Code</i>	303034; 304034
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>	2º
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 asíncrona), 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>	Verónica Pacheco Costa
Departamento <i>Department</i>	Filología y Traducción
Área de conocimiento <i>Field of knowledge</i>	Filología Inglesa
Categoría <i>Category</i>	Profesora Contratada Doctora
Número de despacho <i>Office number</i>	2/3/13
Teléfono <i>Phone</i>	
Página web <i>Webpage</i>	
Correo electrónico <i>E-mail</i>	vpacheco@upo.es

3. Ubicación en el plan formativo / *Academic Context*

Breve descripción de la asignatura <i>Course description</i>	<p>This course examines in depth the social and political reality of the current century, along with the past four centuries in the United States, in addition to matters of national identity, institutions, ideologies, and forms of expression and cultural representation. 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, vocabulary issues in the world of economics, law, politics, society, and communication.</p>
Objetivos (en términos de resultados del aprendizaje) <i>Learning objectives</i>	<p>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.</p>
Prerrequisitos <i>Prerequisites</i>	<p>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. Furthermore this course 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</p>

	need to undertake their professional endeavours, having a general grounding in the different English-speaking cultures.
Recomendaciones <i>Recommendations</i>	
Aportaciones al plan formativo <i>Contributions to the educational plan</i>	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.

4. Competencias / Skills

Competencias básicas de la Titulación que se desarrollan en la Asignatura <i>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>
Competencias generales de la Titulación que se desarrollan en la Asignatura <i>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>CG02 - Traducir textos escritos en dos lenguas extranjeras.</p> <p>CG03 - Corregir y editar textos redactados en español y en dos lenguas extranjeras.</p> <p>CG04 - Mediar entre personas provenientes de distintas lenguas y culturas.</p> <p>CG05 - Elaborar informes de carácter general a partir de fuentes diversas, incluyendo el uso de dos lenguas extranjeras.</p> <p>CG06 - Resolver problemas relacionados con la redacción y traducción de textos, con capacidad para integrar en los mismos conocimientos multidisciplinares.</p>
Competencias transversales de la Titulación que se desarrollan en la Asignatura <i>Transversal skills of the Degree that are developed in this Course</i>	<p>CT01 - Comunicar en lengua española ideas propias o ajenas al más alto nivel, tanto oralmente como por escrito.</p> <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>CE01 - Gestionar y ejecutar proyectos de traducción profesional (directa e inversa) dentro de unos plazos competitivos y con unos resultados de calidad.</p> <p>CE02 - Manejar procesadores de texto y recursos en Internet a un nivel avanzado.</p> <p>CE07 - Enseñar el español como lengua extranjera.</p> <p>CE08 - Enseñar lenguas extranjeras.</p> <p>CE09 - Crear y gestionar bases de datos terminológicas.</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"> • 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 the USA. • Introduce theoretical and practical aspects of the sources of USA 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 USA. • Knowledge of the physical, political and human geography of the USA. • Be capable of recognising religious and identarian diversity based on the variety of religions in the USA. • Offer tools that allow students to move towards recognition of ethnic multiculturalism, gender, and sexual identity. • 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 USA. • Knowledge of the foundations of international relations. • Show initiative and a participatory attitude in classroom debates, always 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 USA 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. Contenidos de la Asignatura: temario / Course Content: Topics

TEMA 1	A NEW WORLD
TEMA 2	VIRGINIAN BEGINNINGS
TEMA 3	PURITAN NEW ENGLAND
TEMA 4	THE ROOTS OF REVOLUTION

TEMA 5	THE INDEPENDENCE
TEMA 6	A NEW NATION
TEMA 7	WESTERN
TEMA 8	NORTH AND SOUTH
TEMA 9	THE CIVIL WAR
TEMA 10	THE PROCESS OF RECONSTRUCTION
TEMA 11	MINERS, RAILROADS AND CATTLEMEN
TEMA 12	THE AMERINDIANS
TEMA 13	INDUSTRIALIZATION
TEMA 14	THE SUFFRAGISTS
TEMA 15	20TH CENTURY
TEMA 16	REFORMERS AND PROGRESIVES
TEMA 17	AN AMERICAN EMPIRE
TEMA 18	WWI
TEMA 19	THE ROARING 20S
TEMA 20	CRASH AND DEPRESSION
TEMA 21	THE NEW DEAL
TEMA 22	WWII
TEMA 23	PROSPERITY
TEMA 24	BLACK AMERICANS
TEMA 25	COLD WAR AND KOREA
TEMA 26	VIETNAM WAR
TEMA 27	HISPANIC AMERICANS
TEMA 28	THE END OF 20TH CENTURY
TEMA 29	OBAMA VS TRUMP

6. Metodología y recursos / *Methodology and Resources*

<p>Metodología general <i>Methodology</i></p>	<p>The course follows an interdisciplinary methodology and includes approaches from different disciplines, such as history, literature, sociology, cultural studies, anthropology, film and the arts.</p> <p>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.</p> <p>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 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.</p> <p>Assignments must be submitted by means of the subject's Virtual</p>
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Enseñanzas básicas (EB) <i>General teaching</i>	There is not a sharp difference between EBs and EPs.
Enseñanzas prácticas y de desarrollo (EPD) <i>Theory-into-practice</i>	There is not a sharp difference between EBs and EPs.
Actividades académicas dirigidas (AD) <i>Guided academic activities</i>	There is not.

7. Criterios generales de evaluación / *Assessment*

Primera convocatoria ordinaria (convocatoria de curso) <i>First session</i>	<p>El 33% de la calificación procede de la evaluación continua. El 67% de la calificación procede del examen o prueba final. Assessment will be based on three elements:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p>In both exams, basic language mistakes made in English may negatively affect the final grade.</p> <ol style="list-style-type: none"> 3. The creation of a blog about a topic chosen during the first few
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	<p>classes. This blog will be developed as a group, and the relevant instructions will be given at the start of the course.</p> <p>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%</p> <p>In case of those students who are unable to be in a group for the Blog, then it will be substituted by a paper. If the blog is failed, the students will be able to resit with a paper. In order to agree with the topic of the paper the students have to get in contact with the lecturer.</p> <p>To resit the exams the students will have to resit in the Final Exams only the exam that was failed.</p> <p>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.</p>
<p>Segunda convocatoria ordinaria (convocatoria de recuperación) <i>Second session (to re-sit the exam)</i></p>	<p>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.</p> <p>In case of those students who are unable to be in a group for the Blog, then it will be substituted by a paper. If the blog is failed, the students will be able to resit with a paper. In order to agree with the topic of the paper the students have to get in contact with the lecturer.</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.</p> <p>Se evaluará del total de los conocimientos y competencias que figuren en la guía docente del curso anterior, mediante el sistema de prueba única.</p> <p>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.</p> <p>In case of those students who are unable to be in a group for the Blog, then it will be substituted by a paper. If the blog is failed, the students will be able to resit with a paper. In order to agree with the topic of the paper the students have to get in contact with the lecturer.</p>
<p>Criterios de evaluación de las enseñanzas básicas (EB) <i>General teaching assessment criteria</i></p>	<p>Durante la evaluación continua: 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.</p> <p>Durante el examen o prueba final (1ª convocatoria): 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.</p> <p>Durante el examen o prueba final (2ª convocatoria): Students must</p>

	<p>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.</p>
<p>Crterios de evaluaci3n de las ensefanzas pr3cticas y de desarrollo (EPD) <i>Theory-into-practice assessment criteria</i></p>	<p>Durante la evaluaci3n continua: The creation of a blog about a topic chosen during the first few classes. This blog will be developed as a group, and the relevant instructions will be given at the start of the course.</p> <p>In case of those students who are unable to be in a group for the Blog, then it will be substituted by a paper. If the blog is failed, the students will be able to resit with a paper. In order to agree with the topic of the paper the students have to get in contact with the lecturer.</p> <p>Durante el examen o prueba final (1ª convocatoria): The creation of a blog about a topic chosen during the first few classes. This blog will be developed as a group, and the relevant instructions will be given at the start of the course.</p> <p>In case of those students who are unable to be in a group for the Blog, then it will be substituted by a paper. If the blog is failed, the students will be able to resit with a paper. In order to agree with the topic of the paper the students have to get in contact with the lecturer.</p> <p>Durante el examen o prueba final (2ª convocatoria): The creation of a blog about a topic chosen during the first few classes. This blog will be developed as a group, and the relevant instructions will be given at the start of the course.</p> <p>In case of those students who are unable to be in a group for the Blog, then it will be substituted by a paper. If the blog is failed, the students will be able to resit with a paper. In order to agree with the topic of the paper the students have to get in contact with the lecturer.</p>
<p>Crterios de evaluaci3n de las actividades acad3micas dirigidas (AD) <i>Criteria of assessment of guided academic activities</i></p>	<p>Durante la evaluaci3n continua: There is not any.</p> <p>Durante el examen o prueba final (1ª convocatoria): There is not any.</p> <p>Durante el examen o prueba final (2ª convocatoria): There is not any.</p>
<p>Puntuaciones m3nimas necesarias para aprobar la Asignatura <i>Minimum passing grade</i></p>	<p>1ª convocatoria: 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%</p> <p>2ª convocatoria: 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%</p>
<p>Material permitido <i>Materials allowed</i></p>	<p>Nothing.</p>
<p>Identificaci3n en los ex3menes <i>Identification during exams</i></p>	<p>En cualquier momento de la realizaci3n de una prueba de evaluaci3n los profesores podr3n requerir la acreditaci3n de la identidad de cualquier estudiante, mediante la exhibici3n de su</p>

	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.
Observaciones adicionales <i>Additional remarks</i>	

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

COMPULSORY	<ul style="list-style-type: none"> • O’Callaghan, Bryn (2004) “AN ILLUSTRATED HISTORY OF THE USA”, <i>LONGMAN</i>
	<ul style="list-style-type: none"> • Bradbury, Malcom (1998) “INTRODUCTION TO AMERICAN STUDIES”, <i>LONGMAN</i> • Breidlid, Anders (1996) “AMERICAN CULTURE. AN ANTHOLOGY OF CIVILIZATIONS TEXTS”, <i>ROUTLEDGE</i> • Campbell, Neil (1997) “AMERICAN CULTURAL STUDIES: AN INTRODUCTION TO AMERICAN CULTURE”, <i>ROUTLEDGE</i> • Collins, Gail (2003) “AMERICA'S WOMEN”, <i>HARPER</i> • Cullen, Jim (2002) “THE ART OF DEMOCRACY. A CONCISE HISTORY OF POPULAR CULTURE IN THE USA”, <i>MONTHLY REVIEW PRESS</i> • Delk, Cheryl (1997) “DISCOVERING AMERICAN CULTURE”, <i>ANN ARBOR</i> • Brogan, Hugh (1999) “THE PENGUIN HISTORY OF THE USA”, <i>PENGUIN</i> • Perdue, Theda (2010) “NORTH AMERICAN INDIANS”, <i>OUP</i> • Maisel, Sandy L. (2007) “AMERICAN POLITICAL PARTIES AND ELECTIONS”, <i>OUP</i> • Roberts, Cokie (2005) “FOUNDING MOTHERS”, <i>PERENNIAL</i> • Collins, Gail (2003) “AMERICA'S WOMEN”, <i>HARPER</i> • Roberts, Cokie (2015) “CAPITAL DAMES”, <i>HARPER</i> • (1978) “THE TREASURY OF AMERICAN POETRY”, <i>BARNES AND NOBLE</i>