

Guía docente / *Course Syllabus*

2018-19

1. Descripción de la Asignatura / *Course Description*

Asignatura <i>Course</i>	CULTURA Y SOCIEDADES DE B I: INGLÉS (docencia en inglés)
Códigos <i>Code</i>	302022
Facultad <i>Faculty</i>	Facultad de Humanidades
Grados donde se imparte <i>Degrees it is part of</i>	Grado en Traducción e Interpretación (Inglés)
Módulo al que pertenece <i>Module it belongs to</i>	Lengua b 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>	María Dolores López Jiménez
Departamento <i>Department</i>	Filología y Traducción
Área de conocimiento <i>Field of knowledge</i>	Filología Inglesa
Categoría <i>Category</i>	Profesora Contratada Doctora Temporal
Número de despacho <i>Office number</i>	Building 14, 1st floor, office 36
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3. Ubicación en el plan formativo / *Academic Context*

Breve descripción de la asignatura <i>Course description</i>	This is an introductory course on the sociocultural aspects of the English-speaking world with a special emphasis on the United Kingdom and the United States. Its main aim 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 family, religion, race, economy, politics, and health, among others. Besides, the course presents real case studies and concrete cultural translation problems related to these topics.
Objetivos (en términos de resultados del aprendizaje) <i>Learning objectives</i>	(a) 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, religion and sexuality, among others. (b) Understand the importance of these topics for the field of Translation and Interpreting. (c) Introduce aspects in English from different disciplines such as historiography, sociology, sociocultural studies and anthropology. (d) Familiarize the student with international contexts in which cultural translation projects can be developed. (e) Develop critical cultural awareness about the different English-speaking cultures and the student's own culture. (f) Familiarize the student with international contexts in which cultural translation projects can be developed. (g) Provide the student with enough tools to develop a positive attitude towards multiculturalism. (h) Be able to recognize the sociocultural diversity of the English-speaking world through written texts and audio-visual materials.
Prerrequisitos <i>Prerequisites</i>	The prerequisite for this course is to have a B2 level of English according to the Common European Framework of Reference for Languages. That proficiency level is necessary for the student not only to be able to read and comprehend the selected readings and documentaries but also to engage in debates on the different issues related to the topics covered.

Recomendaciones <i>Recommendations</i>	
Aportaciones al plan formativo <i>Contributions to the educational plan</i>	It is a second-year course in the degree on Translation and Interpreting. It is also a compulsory course which is related to English as a second language courses (Lengua B). Besides, this first-semester course is an essential complement for Culture and Societies of the English-Speaking World BII, a second-semester course, which focuses on the history of the United Kingdom and the United States (18th-21st centuries).

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>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>
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>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>
Competencias específicas de la Titulación que se desarrollan en la Asignatura <i>Specific competences of the Degree that are developed in the Course</i>	<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>
Competencias particulares de la	The students should

asignatura, no incluidas en la memoria del título
Specific skills of the Course, not included in the Degree's skills

- (a) Apply critical thinking techniques and the ability to question the information from sociocultural studies.
- (b) Become familiar with key historical, political, economic, religious and social aspects of English-speaking cultures.
- (c) Introduce theoretical and practical aspects about Britain and the EEUU through texts and audiovisual practice related to topics such as family and society, economy, politics, education, race and gender, etc.
- (d) Acquire knowledge of the customs and traditions of the cultures under study.
- (e) Acquire knowledge of the physical, political and human geography of the countries under study.
- (f) Be able to identify and understand religious and identity diversity in the English-speaking cultures under study.
- (g) Provide the tools for the student to develop a tolerant attitude towards the recognition of ethnic multiculturalism, gender and sexual identity.
- (h) Identify analytically different discourse types and styles in the English-speaking world (communication styles and culture norms of speech).
- (i) Acquire tolerance to recognize the diversity of contemporary societies, and become aware of the differences and similarities between cultures in a respectful, and yet critical way.
- (j) Introduce the diversity of social systems in the international context to develop cultural translation projects.
- (k) Be able to work in an independent and cooperative way.
- (l) Enable an open-minded attitude when interacting with peers.
- (m) Raise awareness about current topics/issues related to those countries where the target language is spoken natively, by reading the press (printed or online) or periodical publications of a general or specialized nature.

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

PARTE I	PEOPLE AND IDENTITIES
PARTE II	RELIGION AND SEXUALITY
PARTE III	LIFE AND FAMILY
PARTE IV	RACE
PARTE V	GENDER
PARTE VI	HEALTH
PARTE VII	POLITICS
PARTE VIII	THE ECONOMY

6. Metodología y recursos / *Methodology and Resources*

Metodología general
Methodology

The course methodology involves both deductive and inductive learning methods with a combination of resources to enable assimilation of information and understanding. The students have to perform a variety of tasks such as reading texts, introducing information, watching documentaries, doing small-scaled research and participating in debates.
 English-only policy: lessons will be taught only in English.

	Therefore, student motivation and participation are key factors to achieve the desired dynamics of the course.
Enseñanzas básicas (EB) <i>General teaching</i>	The lessons are divided into two types: Basic Education (EB) (theoretical lessons) and Practical and Developmental Education (EPD) (practical lessons). In the EB lessons the main theoretical aspects are introduced. The students have to read a selection of chapters/articles before coming to class. For the EB lessons, there are questions on Blackboard that the students must answer before class. The students are expected to discuss the readings and tasks assigned to achieve not only content learning but also critical thinking and develop their language skills.
Enseñanzas prácticas y de desarrollo (EPD) <i>Theory-into-practice</i>	For the EPD lessons the students have to watch a selection of documentaries in the target language before coming to class. For the EPD lessons, there are questions on Blackboard that the students must answer before class.
Actividades académicas dirigidas (AD) <i>Guided academic activities</i>	

7. Criterios generales de evaluación / *Assessment*

Primera convocatoria ordinaria (convocatoria de curso) <i>First session</i>	<p>El 65% de la calificación procede de la evaluación continua. El 35% de la calificación procede del examen o prueba final. Continuous assessment is based on the following:</p> <ol style="list-style-type: none"> 1. Midterm exam: 35% 2. Attendance and class participation: 30% <p>The midterm exam consists of two different parts (see sample on Blackboard). In the first part the students have to answer short questions and define words/expressions from the theoretical lessons (EB lessons). In the second part an extract from any of the documentaries discussed in class (EPD lessons) will be played during the exam for the students to write a short essay. In that essay the student should relate the content covered in the EB lessons to that from the EPD lessons. Linguistic accuracy is required. Serious grammatical and lexical mistakes will have a negative impact on the final grade. The midterm grade comes from the sum of both parts, that is, questions from the EB lessons and questions on the EPD lessons.</p> <p>Class participation: Attendance will only be taken into account if there is active class participation in English. The students have to show that they have worked on the written and audio-visual materials on their own and must have an active attitude in class at all times. Final exam: 35%</p> <p>The final exam will test the students on the content covered in the second part of the semester. It consists of two different parts as the midterm (see sample on Blackboard). In the first part the students have to answer short questions and define words/expressions from the theoretical lessons (EB lessons). In the second part an extract from any of the documentaries discussed in class (EPD lessons) will be played during the exam for the students to write a short essay. In that essay the student should relate the content covered in the EB lessons to that from the EPD lessons. Linguistic accuracy is</p>
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	<p>required. Serious grammatical and lexical mistakes will have a negative impact on the final grade. The final exam grade comes from the sum of both parts, that is, questions from the EB lessons and questions on the EPD lessons.</p> <p>Those students that fail the midterm will have the opportunity to retake it the day of the final exam. That day there will be two exams: (a) an exam that will test all the students on the content covered in the second part of the semester and (b) an exam that will only be taken by those students that failed the midterm.</p>
<p>Segunda convocatoria ordinaria (convocatoria de recuperación) <i>Second session (to re-sit the exam)</i></p>	<p>In the June call the students will retake the exam(s) they failed in the first semester.</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>The student will only take one exam which is worth 100%</p>
<p>Criterios de evaluación de las enseñanzas básicas (EB) <i>General teaching assessment criteria</i></p>	<p>Durante la evaluación continua: Through class attendance and participation the professor will be able to check if the students are working on the readings and questions on a daily basis.</p> <p>Durante el examen o prueba final (1ª convocatoria): In the first part of the midterm exam and the final exam the students have to answer short questions and define words/expressions from the theoretical lessons (EB lessons)</p> <p>Durante el examen o prueba final (2ª convocatoria): In the first part of the midterm exam and the final exam the students have to answer short questions and define words/expressions from the theoretical lessons (EB lessons)</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: Through class attendance and participation the professor will be able to check if the students are working on the readings and questions on a daily basis.</p> <p>Durante el examen o prueba final (1ª convocatoria): In the second part of the midterm and final exams an extract from any of the documentaries discussed in class (EPD lessons) will be played during the exam for the students to write a short essay. In that essay the student should relate the content covered in the EB lessons to that one from the EPD lessons.</p> <p>Durante el examen o prueba final (2ª convocatoria): In the second part of the midterm and final exams an extract from any of the documentaries discussed in class (EPD lessons) will be played during the exam for the students to write a short essay. In that essay the student should relate the content covered in the EB lessons to that one from the EPD lessons.</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:</p> <p>Durante el examen o prueba final (1ª convocatoria):</p> <p>Durante el examen o prueba final (2ª convocatoria):</p>
<p>Puntuaciones mínimas necesarias para aprobar la</p>	<p>1ª convocatoria: In order to pass the course, it is necessary to obtain at least 5 points out of a total of 10 points on each of the three parts (midterm exam, final exam, attendance and class</p>

Asignatura <i>Minimum passing grade</i>	participation). Those students that DID NOT ATTEND CLASS AND DID NOT TAKE THE MIDTERM EXAM will be able to obtain 100% of the final grade, taking the midterm and the final exam on the same day of the final exam. In that case, both exams will be worth 50% each. 2ª convocatoria: In order to pass the course, it is necessary to obtain at least 5 points out of a total of 10 points on each of the three parts (midterm exam, final exam, attendance and class participation). Those students that DID NOT ATTEND CLASS AND DID NOT TAKE THE MIDTERM EXAM will be able to obtain 100% of the final grade, taking the midterm and the final exam on the same day of the final exam. In that case, both exams will be worth 50% each.
Material permitido <i>Materials allowed</i>	Only a pen is allowed.
Identificación en los exámenes <i>Identification during exams</i>	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.
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

Main reference	<ul style="list-style-type: none"> • Jenkins, Simon. (2011) "A Short History of England", <i>London: National Trust.</i> • Kenneth O. Morgan. (2009) "The Oxford Illustrated History of Britain.", <i>Oxford University Press.</i> • McDowall, David (2004) "An Illustrated History of Britain", <i>Harlow: Longman</i> • O'Driscoll, James (2003) "Britain. The Country and its People: An Introduction for Learners of English.", <i>Oxford: Oxford University Press.</i> • Oakland, John. (2015) "British Civilization: An Introduction", <i>London: Routledge.</i> • Storry, Mike (2017) "British Cultural Identities. Fifth edition", <i>London: Routledge.</i>
Audiovisual materials	<ul style="list-style-type: none"> • (2007) "Little Britain", <i>BBC</i>

- (1997) “The Statue of Liberty”, *The History Channel [321 STA (DVD)]*
- (2000) “Sex In The 20th Century”, *The History Channel. [392.6 SEX (DVD)]*
- (2006) “British Yobs”, *Channel 4. Dispatches*
- (2005) “Voices of Civil Rights DVD (Save Our History).”, *The History Channel. 2 DVD. [341 VOI (DVD)]*.
- Jennifer Siebel (2011) “Miss Representation”, *Jennifer Siebel*
- (2010) “College, Inc.”, *Studio [378 COL (DVD)]*
- (2005) “Frontline: Is Wall Mart Good for America?”, *PBS. Rick Young, director. [339.5 ISW (DVD)]*
- Michael Moore (2007) “Sicko”