**description of the course of study**

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| **Course code** | **0231.8.FILA1P.B/C16.HSZ** | |
| **Name of the course in** | Polish | **Historia Stanów Zjednoczonych** |
| English | ***History of the USA*** |

1. **LOCATION OF THE course OF STUDY within the system of studies**

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| **1.1. Field of study** | English Philology |
| **1.2. Mode of study** | Full-time studies, extramural studies |
| **1.3. Level of study** | First degree |
| **1.4. Profile of study\*** | Practical |
| **1.5. Person preparing the course description** | Dr Anna Gilarek |
| **1.6. Contact** | agilarek@ujk.edu.pl |

1. **General characteristicS ofthe course of study**

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| **2.1. Language of instruction** | English |
| **2.2. Prerequisites\*** | Knowledge of English at level B1+ CEFR |

1. **DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

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| * 1. **Form of classes** | | **lectures** |
| * 1. **Place of classes** | | **University branch in Sandomierz, Jan Kochanowski University in Kielce** |
| * 1. **Form of assessment** | | **Written exam** |
| * 1. **Teaching methods** | | classic lecture, conversational lecture, fragments of source texts analysis, multimedia presentation, fragments of documentary films. |
| * 1. **Bibliography** | **Required reading** | Boyer, Paul S. 2012. American History: A Very Short Introduction. Oxford University Press. |
| **Further reading** | Lewicki Z. 2009 – 2017. *Historia cywilizacji amerykańskiej. Tomy 1-4.* Kraków, Wyd. Scholar  Jenkins, P. 2007. *A History of the United States* (3rd edition). Palgrave MacMillan. |

1. **Objectives, syllabus CONTENT and intended LEARNING outcomes**

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| * 1. **Course objectives*(including form of classes)***   C1 - To familiarize students with the most important issues in the history of the United States.  C2 – To prepare ground for classes on the history of American literature by creating historical and cultural context. |
| * 1. **Detailed syllabus *(Lecture 30h)***   1. Pre-Columbian America.  2. European expansion in the Americas.  3. The development of the first British colonies.  4. The development of slavery in the South.  5. The development of trade in the north.  6. Conflict with the Indians, France and England.  7. Causes of the American Revolution.  8. War of Independence from Great Britain (the American Revolution).  9. Declaration of Independence.  10. The Constitution of the United States.  11. The formation of the first political parties.  12. Territorial expansion of the USA.  13. Afro-American slavery - causes, reality, effects.  14. Causes of the Civil War.  15. The Civil War: 1861-65.  16. Reconstruction of the South.  17. Segregation and racial discrimination in the South of the USA.  18. Gold rush and the conquest of the Wild West.  19. Extermination of the indigenous American population.  20. The development of industry, modernization and inventions.  21. The Jazz Age  22. The Great Depression of the 1930s.  23. The "New Deal" policy.  24. World War I.  25. World War II.  26. Cold war.  27. Korean War and Vietnam War.  28. Social changes in the 1960s – in particular, the Civil Rights movement and Women’s Liberation Movement (the issues of social justice, gender equality and multiculturalism in American society) |

**4.3 Intended learning outcomes**

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| **Code** | **A student, who passed the course** | **Relation to learning outcomes** |
| within the scope of **knowledge:** | | |
| W01 | has well-ordered knowledge of the place of American history in the humanities and social sciences, oriented to practical applications in the professional activities of an English philologist and in cultural and media activities | FILA1P\_W01 |
| W02 | Has in-depth knowledge and knows general and detailed terminology in the field of American history, directed at practical applications in the professional activities of an English philologist and in cultural and media activities | FILA1P \_W02 |
| within the scope of **ABILITIES:** | | |
| U01 | independently searches for sources and information regarding American history, and subjects them to critical analysis and synthesis in order to assess their suitability for the professional activities of an English philologist | FILA1P\_U01 |
| U02 | has basic skills in the field of conducting cultural studies consisting in formulating a research problem with respect to US history and analysis of the research problem, as well as the selection and application of methods, tools and advanced ICT techniques | FILA1P\_U03 |
| within the scope of **Social COMPETENCE:** | | |
| K02 | is aware of the importance and role of American history in the development of social awareness and responsibility for the cultural heritage of Western civilization | FILA1P \_K04 |

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| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code)*** | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | |
| **Exam written\*** | | | **Test\*** | | | **Project\*** | | | **Effort**  **in class\*** | | | **Self-study\*** | | | **Group work\*** | | | **Others\*** | | |
| ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | |
| *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* |
| W01 | + |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |
| W02 | + |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |
| U01 |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |
| U02 |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |
| K01 |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |

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| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **lecture (L)** | **3** | Basic knowledge of historical facts and the ability to place them in the era. The student is able to independently search for information on the history of the US, although he has problems organizing it. He understands the need to deepen his knowledge, but is quite unsystematic in this regard. Understands the importance of US history for European cultural heritage  *The assignments the student was expected to complete in order to pass (receive graded credit for) the exam were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | General knowledge of historical facts and the ability to place them in the era; a holistic view of US history by observing the links between pre-Columbian, colonial, and independent US history. The student can independently search for information on the history of the United States, although he has problems organizing it. He understands the need to deepen his knowledge, but is not systematic enough in this regard. Understands the importance of US history for European cultural heritage.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the exam were assessed and the result fell within the percentage range of 60-69%* |
| **4** | Knowledge of historical facts and dates; the ability to combine them logically and chronologically to draw conclusions; a holistic view of US history by observing the links between pre-Columbian and colonial history and the history of independent US; ability to combine US history with the present day. Independently searches for information on the history of the United States, understands the need to deepen his knowledge, although is not always systematic in this regard. Has a satisfactory level of awareness of the importance of US history for European cultural heritage.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the exam were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | Good knowledge of historical facts and dates; the ability to combine them logically and chronologically to draw conclusions, build parallel / contrast / analogy; holistic view of US history and the ability to observe the historical continuation of political, cultural and economic phenomena in this country; ability to combine past history and US civilization with contemporary. Independently searches for information on US history, is aware of the need to deepen his knowledge, and is aware of the importance of US history for European cultural heritage.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the exam were assessed and the result fell within the percentage range of 80-89%* |
| **5** | Very good knowledge of historical facts and dates; the ability to combine them logically and chronologically to draw conclusions, build parallel / contrast / analogy; holistic view of US history and the ability to observe the historical continuation of political, cultural and economic phenomena in this country; ability to combine past history and US civilization with contemporary; ability to logically and chronologically refer to parallel events as well as civilization and political phenomena in the history of their own country; ability to critically assess US history. Independently searches for information on US history, is aware of the need to deepen his knowledge, and is fully aware of the importance of US history for European cultural heritage.  *The assignments the student was expected to complete in order to pass (receive graded credit for) the exam were assessed and the result fell within the percentage range of 90-100%* |

1. **BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT**

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| **Category** | **Student's workload** | |
| **Full-time**  **studies** | **Extramural studies** |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/* | **30** | ***15*** |
| *Participation in lectures* | 30 | 15 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | **45** | ***60*** |
| *Preparation for lectures* | 15 | 20 |
| *Preparation for the exam* | 30 | 40 |
| *TOTAL NUMBER OF HOURS* | **75** | **75** |
| ECTS credits for the course of study | **3** | **3** |

***\*delete as appropriate***

***Accepted for execution*** *(date and legible signatures of the teachers running the course in the given academic year)*

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