**description of the course of study**

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| **Course code** | **0231.8.FILA1P.B/C15.HWB** | |
| **Name of the course in** | Polish | ***Historia Wielkiej Brytanii*** |
| English | *History of Great Britain* |

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** | | lecture |
| * 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** | David McDowall, *An Illustrated History of Britain*, Harlow: Longman, 1989. |
| **Further reading** | Burns, W. *A Brief History of Great Britain*. Facts on File, 2010.  Misztal Mariusz. *An Outline of British History*. Wydawnictwo Akademii Pedagogicznej, Kraków, 2000. |

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 Great Britain .  C2. Preparing the ground for classes in the history of English literature by creating a historical and cultural context. |
| * 1. **Detailed syllabus *(Lecture 30 h)***   1. Prehistoric England: Celts and Romans. Anglo-Saxon and Viking invasions.  2. The origins of Christianity. Establishment of the English states.  3. Norman invasion and feudalism. Magna Carta and the twilight of feudalism.  4. Territorial achievements of Henry II. Governments of Plantagenets and the beginnings of Parliament. Edward I's policy towards the Celts.  5. The war with Scotland and France. Edward III and the age of knighthood. Plague, heresy and peasant revolts.  6. The War of the Roses - Lancaster vs. York. Murders in a royal family. The crisis of the aristocracy.  7. Beginning of the Tudor rule: economic policy of Henry VII; flourishing court culture for Henry VIII.  8. A break with the religious authority of Rome in favor of royal rule - the beginnings of the Reformation and Anglicanism. Anglicizing Wales; colonization of Ireland.  9. The Elizabethan Age. Territorial expansion of England - the beginning of slave trade and piracy authorized by the court. Victory over the Spanish Armada. Development of culture and literature.  10. Defense of Protestantism. Execution of Maria, Queen of Scots. Stuart governments.  11. Conflict between Parliament and the king. Civil War: Royalists against parliamentarians. Execution of Charles I and the Protectorate of Cromwell and the Governments of the Puritans of 1649-1660.  12. A failed attempt to restore Catholicism for Charles II and James II. Rights strengthening the position of Protestantism in England. Anti-Catholic legislation in Ireland.  13. Colonization of America. Beginnings of the Hanover dynasty. The first English Prime Minister - Robert Walpole - and the appointment of a Cabinet of Ministers. The beginning of political parties in England.  14. Loss of American colonies. Industrial Revolution.  15. The French Revolution and the Napoleonic Wars: Trafalgar and Waterloo. Victorian era at home and abroad: Victorian customs and the British Empire.  16. Beginning of the House of Windsor and the two world wars. |

**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 a well-ordered knowledge of the place of British 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 the history of Great Britain, 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 regarding the history of Great Britain and information which comes from them, 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 cultural studies in the history of Great Britain consisting in the formulation and analysis of a research problem and the selection and application of methods, tools and advanced ICT techniques | FILA1P\_U03 |
| within the scope of **Social COMPETENCE:** | | |
| K01 | is aware of the importance and role of British history in the development of social awareness and responsibility for the cultural heritage of European 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 can independently search for information on the history of Great Britain, although he/she has problems organizing it. He/she understands the need to deepen his/her knowledge, but is quite unsystematic in this regard. Understands to an elementary degree the importance of Britain's history for the 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; holistic view of English culture by observing the links between British history, and its literature and language. The student can independently search for information on the history of Great Britain, although he/she has problems organizing it. He/she understands the need to deepen his knowledge, but is not systematic enough in this regard. Understands the importance of Great Britain's history for the 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** | 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 English culture by observing the links between British history and its literature and language. Independently searches for information on the history of Great Britain, understands the need to deepen his/her knowledge, although is not always systematic in this area. Has a satisfactory level of awareness of the importance of British history for the 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** | Knowledge of historical facts and dates; the ability to combine them logically and chronologically to draw conclusions, build parallel / contrast / analogy; the ability to observe historical continuation, e.g. in the English parliamentary tradition, religion or legislation; holistic view of English culture by observing the links between British history and its literature and language. Independently searches for information on the history of Great Britain, is aware of the need to deepen their knowledge, and is aware of the importance of British history for the 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; the ability to observe historical continuation, e.g. in the English parliamentary tradition, religion or legislation; ability to logically and chronologically refer to parallel events in the history of their own country; holistic view of English culture by observing the links between British history and its literature and language. Independently searches for information on the history of Great Britain, is aware of the need to deepen their knowledge, and is fully aware of the importance of British history for the 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** |

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

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