**SYLLABUS**

**regarding the qualification cycle FROM 2023 to 2025**

1. Basic Course/Module Information

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| --- | --- |
| Course/Module title | American Society |
| Faculty (name of the unit offering the field of study) | Faculty of Humanities |
| Name of the unit running the course | Department of English Studies |
| Field of study | English Studies |
| Qualification level  | MA level |
| Profile | General academic  |
| Study mode | Full-time studies |
| Year and semester of studies | Second year / 3 semester |
| Course type | optional |
| Language of instruction | English |
| Coordinator | dr hab. prof. UR Małgorzata Martynuska |
| Course instructor | dr hab. prof. UR Małgorzata Martynuska |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester(n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits**  |
| 3 | 15 |  |  |  |  |  |  |  | 2 |

1.2. Course delivery methods

- conducted in a traditional way

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

pass with a grade

2. Prerequisites

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| --- |
| Knowledge of English at least at upper-intermediate level |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

|  |  |
| --- | --- |
| O1 | Presenting American society in the context of its racial, ethnic, and religious composition. |
| O2 | Presenting multiethnic issues in the USA. |
| O3 | Presenting Civil Rights movement in the USA. |
| O4 | Presenting issues connected with ethnic stereotyping and gender equality. |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | The graduate has knowledge in the field of American culture, describes problems concerning multiethnic societies and complex anthropological processes. | K\_W04 |
| LO\_02 | The graduate understands research methods and academic trends in the field of culture studies. He/she understands analysis of cultural hybridity and ethnic minorities in the USA. | K\_W05 |
| LO\_03 | The graduate is able to use the right methodology and Communication skills to solve problems referring to culture Studies | K\_U01 |
| LO\_04 | The graduate can make research hypothesis and form critical judgements, e.g. about the status of ethnic minorities. | K\_U02 |
| LO\_05 | The graduate is able to learn on his/her own and guide others, e.g. in the field of civil rights. | K\_U10 |
| LO\_06 | The graduate is able to form critical assessment of his/her knowledge in reference to transformations occurring in the multicultural societies. | K\_K01 |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

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| Content outline |
| Native Americans: selected indigenous tribes, cultural appropriation, western images; |
| European Immigrants: ethnic ghettoes, Irish Americans, German Americans, Italian Americans, Jewish Americans, Polish Americans; |
| US Hispanics: Mexican Americans, Cuban Americans, Puerto Ricans Americans, tropicalism, pan-ethnicity, Chicano movement, Nuyorican Movement, Spanglish, film stereotypes |
| Mexican Holidays in USA: Quinceañera, Cinco de Mayo, Las Posadas, Guadalupe, Day of the Dead;Mexican music in USA: Tejano, corrido, narco-corrido, mariachi; |
| Asian Americans: ethnic stereotypes, Chinese Americans, Japanese Americans, Korean Americans, ethnic ghettoes, cosplay, K-pop, K-drama; |
| African Americans: Civil Rights Movement, racial segregation, Great migration, Harlem Renaissance, Black Panthers, Black Lives Matter, affirmative action, gender equality, music genres (gospel, jazz, reggae, hip hop, rap);  |
| American South: the Bible Belt, Antebellum, plantations, Reconstruction, Ku Klux Klan, chivalry, gun culture, critical race theory, country music, Cajun and Creole, American South in film, Southern Gothic. |

3.4. Methods of Instruction

Lecture: a lecture supported by a multimedia presentation

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

|  |  |  |
| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01 | test | lectures |
| LO-o2 | test | lectures |
| LO-03 | test | lectures |
| LO-04 | Test | lectures |
| LO-05 | Observation | lectures |
| LO-06 | Observation | lectures |

4.2 Course assessment criteria

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| presence at lectures and passing the final test

|  |  |
| --- | --- |
| **grades** | **% marks** |
| Bdb (A) | 95-100 |
| plus dobry (B) | 86-94 |
| Dobry (C) | 80-85 |
| plus dostateczny (D) | 70-79 |
| Dostateczny (E) | 60-69 |
| Niedostateczny (F) | 0-59 |

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5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 15 |
| Other contact hours involving the teacher (consultation hours, examinations) | 3 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 42 |
| Total number of hours | 60 |
| Total number of ECTS credits | 2 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

|  |  |
| --- | --- |
| Number of hours | *none* |
| Internship regulations and procedures | *none* |

7. Instructional materials

|  |
| --- |
| Compulsory Literature:Aranda, E. 2009. “Puerto Rican Migration and Settlement in South Florida: Ethnic Identities and Transnational Spaces.” [in:] *Caribbean Migration to Western Europe and to the United States. Essays on Incorporation, identity, and Citizenship*, edited by M. Cervantes-Rodriguez, R. Grosfoguel, and E. Mielants, pp. 111-130. Philadelphia: Temple University Press.**Dowling, J. A**. 2014. *Mexican Americans and the Question of Race*. Austin: University of Texas Press (rozdział 6: “Re-envisioning Our Understanding of Latino Racial Identity”).Galens, J., A. Sheets and R. V. Young. 1995. *Gale Encyclopedia of Multicultural America*. New York: International Thomson Publishing Company. (wybrane grupy etniczne, np. Irlandczycy Chińczycy).**Gramlich, John**. 2023. “Americans and affirmative action: How the public sees the consideration of race in college admissions, hiring.” *Pew Research Center*, June 16. https://www.pewresearch.org/short-reads/2023/06/16/americans-and-affirmative-action-how-the-public-sees-the-consideration-of-race-in-college-admissions-hiring/Logan, J. R. and W. Zhang. 2009. “Cubans and Dominicans: Is There a Latino experience in the United States?” [in:] *Caribbean Migration to Western Europe and to the United States. Essays on Incorporation, identity, and Citizenship*, edited by M. Cervantes-Rodriguez, R. Grosfoguel, and E. Mielants, pp. 191-2007. Philadelphia: Temple University Press.**Orenstein, S.** 1995.“American Indians” [in:] American Studies Newsletter (January), pp. 1-9. Schiller, N. G. 2009. “Theorising about and beyond Transnational Processes.” [in:] *Caribbean Migration to Western Europe and to the United States. Essays on Incorporation, identity, and Citizenship*, edited by M. Cervantes-Rodriguez, R. Grosfoguel, and E. Mielants, pp. 18-40. Philadelphia: Temple University Press.Trigger, B.G. and W.E. Washburn. 1996. *The Cambridge History of the Native Peoples of the Americas*, Volume 1, Part I, USA: Cambridge University Press (wybrane szczepy indiańskie). |
| **Complementary literature:****Attiah, Karen**. 2023. “White women have helped sink the affirmative action ship.” *Washington Post*, June 30.**Burszta, W. J.** 1998.*Antropologia kultury. Tematy, teorie, interpretacje*. Poznań:Zysk i S-ka.**Gajda, J.** 2015. *Antropologia kulturowa. Kultura obyczajowa początku XXI wieku*. Kraków: Impuls.**Heath, J. and A. Potter**. 2005. *Nation of Rebels. Why Counterculture Became Consumer Culture*. New York: HarperBusiness (rozdział 4: “I Hate Myself and Want to Buy” oraz rozdział 8: “Coca-Colonization”).**Kraut, Alan M.** 1991.“From Foreign Shores” *American Studies Newsletter* (September) pp. 1-10. Mann, A. 1995. “From Immigration to Acculturation.” [in:] *Making America*, edited by L.S. Luedtke, pp. 68-80, Washington D.C.; USIA.Martynuska, M. 2012. *Imigrantki w społeczeństwie amerykańskim. Porównanie przypadku irlandzkiego I włoskiego, 1880-1930*. Rzeszów: Wydawnictwo UR.Martynuska, M. 2018. *The Cultural Hybridity of Mexican Americans*. Rzeszów: Wydawnictwo UR.**McLaurin, M.** 2000. “Public Perception of the Past in the American South: a Paradigm Shift.” *American Studies Journal*. Issue on American Race Relations, Number 45 (summer), pp.18-25.**Milian C.** 2013. *Latining America. Black-Brown Passages and the Coloring of Latino/a Studies.* Athens and London: The University of Georgia Press.*Oxford Guide to British and American Culture*, Oxford University Press, 2010.**Paleczny, T.** 2002. *Współczesne społeczeństwo amerykańskie*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.**Reyes, Kimberly.** 2018. “Affirmative Action Shouldn’t Be About Diversity.” *The Atlantic*, December. https://www.theatlantic.com/ideas/archive/2018/12/affirmative-action-about-reparations-not-diversity/578005/**Tindal G.B. i D.E. Shi.** 1996. *Historia Stanów Zjednoczonych*, Zysk i S-ka, Poznań: 1996. |

Approved by the Head of the Department or an authorised person