



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
CULTURAL HISTORY OF THE USA	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Livija Grikiėtis Other(s):	Institute of Language, Literature and Translation Studies Kaunas Faculty, Muitinės Street 8, LT-44280 Kaunas

Study cycle	Type of the course unit (module)
Bachelor (first cycle)	Subject of individual studies

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face to face	Semester 3 (2 nd year of study)	English

Requirements for students	
Prerequisites: None	Additional requirements (if any): None

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	133	50	83

Purpose of the course unit (module): programme competences to be developed		
<p>During this course, students will get acquainted with the important trends in modern American culture. Each trend will be examined historically (beginning with its earliest appearance in the United States) and followed through its major events. Students will learn how each trend fits into the overall history of America, as well as its role in modern culture. To study different aspects of American culture, students will use content analysis of cultural artefacts (films, newspaper headlines, political cartoons, advertisements, music etc.).</p>		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Having completed the course, students will be able to:	Problem-based instruction; individual reading, individual and collective presentations.	Evaluation of conclusions of group discussions and presentations.
– identify the major geographical and demographic landmarks of the United States;		
– discuss the historical roots of current cultural phenomena;	Problem-based instruction; individual reading, individual and collective presentations.	Evaluation of conclusions of group discussions and presentations.
– apply primary sources of different periods as a key into understanding those periods;	Article and literature analysis, group discussion, case study, generalization of examples, preparation for group projects, individual and collective presentations.	Evaluation of solutions to case studies, conclusions of group project and presentation.
– work individually and in groups preparing individual and collective presentations of various cultural artefacts;	Literature analysis, individual and collective presentations.	Evaluation of conclusions of group discussions and presentation.
– develop a sense of US culture and to appreciate how it differs from Lithuanian culture.	Situation and case analysis; group discussion, debates, individual and collective presentations.	Academic essay evaluation and presentation of the results of individual work.

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Consultations	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. The concept of culture. Cultural history: the study of cultural and historical processes.	1						1	3	Reading of scholarly literature, preparation for discussion.
2. The main stages of history and culture of the USA.	2						2	3	Reading of scholarly literature, preparation for discussion.
3. Review of different social or national groups, most important USA history facts and events in the cultural and historical aspect.	3		3				6	6	Situation and case analysis; discussion and preparation for individual presentation.
4. Native Americans: tribes, the history of moving to reservations, modern problems and changes.	2		1				3	5	Reading of scholarly literature.
4. Immigrants: waves of migration.	2		1				3	6	Discussion and preparation of team projects.
5. Afro-Americans: slaves, Civil war, Jim Crow, "separate but equal" movement for the national rights, rap and bands.	2		1				3	6	Case analysis, discussion, introducing team projects.
6. America and war: cold war (Second world war and Soviet Union, Korea and Vietnam, Cuba and the Bay of Pigs, other phenomena of the Cold war).	2		1				3	5	Reading of scholarly literature, discussion.
7. Terrorists (September 11, law response, Afghanistan and Iraq).	3		2				5	7	Text reading, preparation of a discussion and individual work.
8. Space: (Apollo, NASA, "Star wars", militarization of the space).	2		1				3	5	Discussion.
9. Advertisement: advertisement catchwords, types of product, the directives of the correct advertisement, client protection).	2		2				4	6	Text reading and analysis, case analysis.
10. Shopping (credits, consolidation of loan, bankruptcy, shopping centers and shopping districts).	2		1				3	6	Discussion, preparation individual work (essay) writing.
11. Hollywood: (outcome, influence on the culture, history review).	2		1				3	7	Text reading, watching of video material and analysis, preparation for debates.
12. Feminism (early movement for the women rights).	2						2	7	Reading and discussion of scholarly literature, preparation for presentation.
13. Human rights (civil, political, economic, social and cultural rights)	3		2				5	3	Debates
14. Healthy lifestyle (sport, fast food, the youth cult).	2						2	10	Preparation for examination.
Consultations		2					2		
Total	32	2	16				50	83	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Presentation	20%	Week 2-16	Quality of the presentation content and oral performance. The assessment criteria are as follows: 10 – slide presentation demonstrates excellent knowledge and skills; 9 - slide presentation demonstrates very good knowledge

			<p>and skills;</p> <p>8 - slide presentation demonstrates good knowledge and skills;</p> <p>7 - slide presentation demonstrates satisfactory knowledge and skills;</p> <p>6 - slide presentation demonstrates average knowledge and skills;</p> <p>5 - slide presentation demonstrates minimum knowledge and skills;</p> <p>4-0 - minimum requirements for slide presentation are not met.</p>
Essay	20%	During the semester	<p>The assessment criteria are as follows:</p> <p>10-9 points - An essay demonstrates clear and consistent mastery. The student effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons and other evidence to support the position. The essay is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas. It exhibits skillful use of language, using a varied academic vocabulary, meaningful variety in sentence structure and is free of errors in grammar.</p> <p>8 points - An essay demonstrates reasonably consistent mastery, although it has occasional errors in quality. The student develops a point of view on the issue and demonstrates strong critical thinking, using appropriate examples, reasons and other evidence to support the position. The essay is well organized and focused, demonstrating coherence and progression of ideas. It exhibits facility in the use of language, using appropriate vocabulary, meaningful variety in sentence structure and is generally free of most errors in grammar.</p> <p>7 points - An essay demonstrates adequate mastery, although it has some errors in quality. The student develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons and other evidence to support the position. The essay is generally organized and focused, demonstrating some coherence and progression of ideas. It has adequate but inconsistent facility in the use of language, using generally appropriate vocabulary, some variety in sentence structure and has some errors in grammar.</p> <p>6 points - An essay demonstrates developing mastery, and is marked by some weaknesses. The student develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons or other evidence to support the position. The essay is limited in its organization and focus; it demonstrates some weaknesses in coherence or progression of ideas. It displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice, lacks variety or demonstrates problems in sentence structure and contains an accumulation of errors in grammar.</p> <p>5 points - An essay demonstrates little mastery, and is flawed by several weaknesses. The student develops a point of view on the issue that is vague or seriously limited and demonstrates weak critical thinking, providing inappropriate or insufficient examples, reasons or other evidence to support the position. The essay is poorly organized and focused; it demonstrates serious problems with coherence or progression of ideas. It displays very little facility in the use of language, using very limited vocabulary or incorrect word choice, demonstrates frequent problems in sentence structure and contains many errors in grammar errors in</p>

			grammar,
Participation	10%	During the semester	Quality of participation in class. Attention is given to positive outlook, enthusiasm and commitment of the students.
Examination	50%	Examination session	The assessment criteria are as follows: 10 points - 10 theoretical questions answered properly and correctly. 9 points - 1 of 10 theoretical questions is not answered properly or correctly. 8 points - 2 of 10 theoretical questions are not answered properly or correctly. 7 points - 3 of 10 theoretical questions are not answered properly or correctly. 6 points - 4 of 10 theoretical questions are not answered properly or correctly. 5 points - 5 of 10 theoretical questions are not answered properly or correctly. 0-4 points – 6 or more of 10 theoretical questions are not answered properly or correctly. Student knowledge and skills do not satisfy the minimal requirements.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Temperley, H., Bigsby, C.	2005	<i>A New Introduction to American Studies</i>		Taylor and Francis
Bryson, B.	2001	<i>Made in America: An Informal History of the English Language in the United States</i>		New York: Perennial
Cassill, R. V.	2001	<i>The Norton Anthology of Contemporary Fiction</i>		New York: W.W. Norton & Company, Inc.
Howard, C.	1994	<i>An Outline of American History</i>		Washington, D.C. : USIA
Smith, P.	2000	<i>A New Age Now Begins: A people's History of the American Revolution</i>		New York: Penguin Books
Urofsky, M. I.	1998	<i>Basic Readings in U.S. Democracy.</i>		Washington, D.C. : USIA
Optional reading				
Lewis, R. D.	2006	<i>When Cultures Collide</i>		Boston: Nicholas Brealey Publishing