



COURSE UNIT (MODULE) DESCRIPTION

| Course unit (module) title | Code |
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| CULTURAL HISTORY OF GREAT BRITAIN | |

| Lecturer(s) | Department(s) where the course unit (module) is delivered |
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| Coordinator: Lect. Lina Fedorčenkienė Other(s): | Kaunas Faculty Institute of Language, Literature and Translation Studies Muitinės St 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 |
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| 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 | | |
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| <p>The course aims at introducing students to the most important periods in the history of Great Britain from prehistoric times to the present with a focus on major political, social, cultural, religious and intellectual developments. The students will acquire intercultural competence through extending systematic knowledge and understanding of Britain's historical and cultural heritage.</p> | | |
| Learning outcomes of the course unit (module) | Teaching and learning methods | Assessment methods |
| Upon the completion of the course the students will be able to: <ul style="list-style-type: none"> – identify and characterise different political, cultural, social and religious trends in Britain; | Problem-based instruction, video presentations, methods of active learning and instruction (individual work, work in groups, group discussions). | Test |
| <ul style="list-style-type: none"> – critically select, systematise, analyse and assess information on historical, social and cultural context of Britain from different sources; | Research methods (quest for information, systemizing, preparation of a presentation), analytical methods (immanent and comparative analysis). | Presentation Seminar report |
| <ul style="list-style-type: none"> – interpret key phenomena of British history and culture in the context of corresponding world events; | Analytical methods (immanent and comparative analysis). | Presentation |
| <ul style="list-style-type: none"> – communicate ideas and inform judgements that include reflection on relevant historical, social and cultural context of Britain through devising and sustaining grounded arguments; | Research methods (quest for information, systemizing, preparation of a presentation), methods of active learning and teaching (group discussions), | Presentation |
| <ul style="list-style-type: none"> – develop and enhance skills in critical reading necessary to study further in the field with a high degree of autonomy. | Research methods (quest for information, systemizing, preparing a presentation), | Presentation |

| Content: breakdown of the topics | Contact hours | Self-study work: time and assignments |
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| | Lectures | Consultations | Seminars | Exercises | Laboratory work | Internship/work placement | Contact hours | Self-study hours | Assignments |
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| 1. Prehistoric Britain. Britain's earliest inhabitants. The Mesolithic ceremonial centres and monuments to the dead. The Neolithic architecture and ritual landscape: The Bronze Age settlements and industry. The Iron Age cultural zones. The arrival of the Celts. The structure of Celtic society. Druidism. <i>La Tène</i> culture and art. | 2 | | | | | | 2 | 7 | Reading Cunliffe et al. p.11-17; McDowall Ch. 1; watching a BBC documentary <i>The Celts</i> (1986); preparing a presentation. |
| 2. Roman Britain (c. 55 BC – c. AD 440). Julius Caesar's expeditions and the Roman conquest of Britain. Roman economy and society. Roman art and innovations in Britain: towns, system of roads, baths, frescoes, mosaics. Roman place names in Britain. Britain under the Late Empire. The end of the Roman rule. | 2 | | 2 | | | | 4 | 6 | Reading Morgan. Ch.1; analysis and discussion of reading excerpts of Julius Caesar's <i>Commentaries on the Gallic War</i> ; Ch. 23-26 of Gildas' <i>De Excidio Britanniae</i> , preparing a presentation on suggested topics |
| 3. The Anglo-Saxon Period (c. 440 – 1066). The Anglo-Saxon invasion and settlement in Britain. Saxons and Celts. The Anglo-Saxon society and political landscape. Heptarchy. The Mercian supremacy. The Celtic kingdoms: Wales, Ireland, Scotland. The Anglo-Saxon culture. The Viking invasions. The Danelaw. King Alfred the Great and the age of unification. <i>The Anglo-Saxon Chronicle</i> and <i>The Doombook</i> . King Cnut and the decline of the English monarchy. The disputed succession. | 4 | | 2 | | | | 6 | 6 | Reading McDowall Ch. 2-3, selections of Bede's <i>Ecclesiastical History of the English People</i> ; selections of Anglo-Saxon and <i>The Anglo-Saxon Chronicle</i> on the reign of Alred the Great (878 – 886) |
| 4. Christianity in the British Isles. St Ninnian's mission to the Picts. St Patrick and the Irish. The Celtic Church. Gregory the Great and Augustine's mission to the English. Celtic vs. Roman Christianity. The Synod of Whitby. The rise and spread of monastic culture: Iona (St Columba). and Lindisfarne (St Aidan). Ogham alphabet. The monastic scriptorium and the art of illuminated manuscripts (<i>The Book of Kells</i> , <i>Lindisfarne Gospels</i>). The gems of Christian literature the writings of the Venerable Bede, Caedmon's <i>Hymn</i> , <i>Beowulf</i> . | 4 | | 2 | | | | 6 | 8 | Reading Chadwick Ch. 17-18; Leclercq Ch. 5, 7; amking a virtual tour to the most important early Christian sites and monuments in Britain; analysis of and discussion of the selected excerpts of early Irish monastic writings; preparing a presentation |
| 5. The Early Middle Ages (1066 – 1290). The Norman Conquest (1066). William the Conqueror and the establishment of the feudal rule. Norman architecture in Britain. Life in the castle. Geoffrey of Anjou and the rise of the House of Plantagenet. Henry II and the reorganisation of the legal system. The murder of Thomas Beckett (1170). Britain and the crusades: Richard I (Lionheart). King John, Magna Carta (1215) and the decline of feudalism. Church and state. Edward I and the beginnings of Parliament. Political, economical and social panorama. The growth of towns as centres of wealth. Language, literature and culture. | 4 | | | | | | 4 | 6 | Reading Morgan Ch. 2; McDowall Ch. 4-6; and the description of the Battle of Hastings given by William of Malmesbury (1090-1143); Edward Grimm's account of the murder of Thomas Beckett; preparing a seminar report |
| 6. The Late Middle Ages (1290 – 1485). The Hundred Years' War. Edward III and the age of chivalry. The Order of the Garter. The legend of King Arthur. The Black Death (1348-1350) The crisis of kingship. Richard II and the Peasants' Revolt (1381). Heresy and orthodoxy. Wales in Revolt. The Wars of the Roses (1455–1485).. Politics, religion and urban culture The changes in language. Hagiographies. Mystery plays. Pilgrimages. William Langland's <i>Piers Plowman</i> and Geoffrey Chaucer's <i>Canterbury Tales</i> .. William Caxton and the | 2 | | 2 | | | | 4 | 6 | Reading Morgan Ch.; 4; Thackeray & Findling Ch. 4-5 analysis and discussion of the selected excerpts of Malory's <i>Morte d'Arthur</i> and Chaucer's <i>Canterbury Tales</i> ; preparing a presentation |

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| first English printing press. The establishment of grammar schools and universities. | | | | | | | | | |
| 7. The Tudor Age (1486 – 1603) Henry Tudor and the birth of the nation state. Henry VIII and the English Reformation (1534). The Dissolution of the Monasteries (1536-1541) The Act of Union (1536) Mary I and the Protestant-Catholic struggle. Mid-Tudor England and Elizabeth I. Elizabeth's home and foreign policy. Tudor parliaments. The new trading empire. Scotland and England. Mary, Queen of Scots and the Scottish Reformation. The English Renaissance. Social life under the Tudors. Language and culture. The increase of literacy. Shakespeare's theatre. The development of the English thought: Thomas Moore's <i>The Utopia</i> . Tudor architecture. | 4 | | 2 | | | | 6 | 8 | Reading Morgan Ch. 5, Thackerey & Findling, Ch. 6-7; watching a film <i>Elizabeth: The Golden Age</i> (2007), preparing a presentation |
| 8. The Stuarts (1603 – 1707). James VI of Scotland and the Union of England and Scotland Act (1603) Parliament against the Crown: James I. Society and economic life. Gunpowder Plot (1605). The English Civil War and Interregnum (1642-1660). The Commonwealth (1649) Oliver Cromwell as Lord Protector. The Restoration (1660). The Great Plague (1665). The Great Fire of London (1666). The trial and execution of Charles II. Political and social life in Stuart Britain. The Whig War and the Tory Peace. Foreign relations. The economy and commercial developments. The role of religion in Stuart Britain. Protestant sects. The revolution in thought and intellectual climate: Thomas Hobbes, John Locke, Francis Bacon. The development of science: William Harvey, Sir Isaac Newton. Artistic and literary trends. The English Metaphysical school. King James' translation of the Bible. The Stuart architecture: Sir Christopher Wren. James II and the Glorious Revolution, (1688–1689). Colonial expansion to 1707. The Act of Union (1707) and the birth of the United Kingdom of Great Britain. Union Jack. | 2 | | 2 | | | | 4 | 7 | Reading Morgan Ch. 6; Thackerey & Findling, Ch. 8-9; watching a film <i>Gunpowder, Treason and Plot</i> (2004); preparing a presentation |
| 9. The eighteenth century Britain (1707 – 1789). The coming of the Hanoverians to the British throne. George I and Protestant monarchy. Jacobitism. Political upheaval and finance in the eighteenth century. The Scottish Enlightenment. The ideas of Thomas Carlyle and Thomas Paine. Social and economic life in Georgian Britain. Demographic growth. The invention of the steam engine: James Watt. The Industrial Revolution. Agricultural change and market economies. Country estates. The turnpike system and the development of canals. London Debating Societies. Radicalism and the loss of the American colonies. Oligarchy of the Whigs. The 18 th century empire. | 2 | | 2 | | | | 4 | 4 | Reading Morgan Ch. 7 , Cunliffe <i>et al.</i> p. 154-167. |
| 10. The nineteenth century Britain. The French Revolution and the Napoleonic Wars. The Battles of Trafalgar and Waterloo. The age of reform: the Factory Act (1802), the Abolition of the Slave Trade (1807) and the Reform Bill. (1832). The masses and the classes: the urban worker. The 19 th century empire and dominion. Britain's overseas trade, investment and shipping industry. The labour/ co-op movements. British migration and emigration. Railway mania. Ireland, Scotland, Wales: Home Rule frustrated. Irish nationalism and the Fenians. The Irish Potato Famine and its impact on world history. | 2 | | | | | | 2 | 5 | Reading Morgan Ch. 8; McDowall Ch. 18-19; preparing a presentation. |
| 11. The Victorian Age (1837 – 1901). The society and politics during the reign of Queen Victoria. The self-confidence of the Liberal age. The rise of the middle class. The growth of towns and cities. Population and politics. Education and literacy. Changes in thinking and | 2 | | 2 | | | | 4 | 8 | Reading McDowall Ch. 20-21, watching a BBC documentary <i>Victorians: Their Story in Pictures</i> (2008) |

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| scientific advances: Robert Owen, William Booth, Charles Darwin. Public leisure: sport and seaside resorts. Victorian literature, music, theatre and popular entertainment. The Pre-Raphaelites. | | | | | | | | | |
| 12. The twentieth century. Britain in the First World War. The rise of the Labour party. The Anglo-Irish War and Ireland's independence. The political landscape of 1939-1945. The new international order. The British society in the 1960s: a cultural revolution. George V and the House of Windsor. a popular monarchy. The end of the empire. Elizabeth II. The British Isles today. | 2 | | | | | | 2 | 7 | Reading Morgan Ch. 10 , McDowall Ch. 22-23, watching a film <i>The King's Speech</i> (2010) |
| 13. Revision | | 2 | | | | | 2 | 5 | Preparation for the examination |
| Total | 32 | 2 | 16 | | | | 50 | 83 | |

| Assessment strategy | Weight, % | Deadline | Assessment criteria |
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| Presentation (1) | 35% | During the semester | <p><u>10-9 (excellent to very good):</u> The information provided is accurate, detailed and relevant to the subject matter. The presentation is engaging. It exhibits clear and rigorous argument, logic, perceptiveness, liveliness and effective use of visual aids; demonstrates precise focus, coherent organisation, confident handling of appropriate academic vocabulary to communicate valid ideas efficiently. The student gives extensive evidence of original, independent, mature thought. The presentation is perfectly timed and well-organised. The student is engaged well with the group, responds well or reasonably well to questions; exhibits no or hardly any grammar and pronunciation errors.</p> <p><u>8 (good):</u> The information provided is well-chosen and relevant to the subject matter. The presentation exhibits clarity, logic and appropriate use of carefully selected illustrative material; most points dealt with are substantially argued. The student demonstrates good handling of proper academic vocabulary to communicate valid ideas efficiently. The presentation is timed and well-organised. The student is engaged with the group and responds well to questions but makes a few grammar and/or pronunciation errors.</p> <p><u>7 (average):</u> The information provided is generally accurate and indicates the grasp of major issues. Despite a moderate range of academic vocabulary, the presentation is sufficiently clear and logical. The development may contain some poorly chosen information, but major ideas are adequately supported. The presentation is of more or less right length. The student responds reasonably well to questions but makes occasional grammar and pronunciation errors.</p> <p><u>6 (fair):</u> The information provided is incomplete; there are occasional gaps and/or irrelevant material. The presentation contains some adequate illustrative material. A limited control of focus, and/or weak organisational pattern (may ramble, be repetitious, hard to follow), and/or development (may contain some inaccurate information). The presentation is of more or less right length, but some material is not covered properly. The student demonstrates little attempt to engage with the group, mostly uncomfortable responding to questions, frequent grammar and pronunciation errors.</p> <p><u>5 (poor):</u> The information provided contains significant gaps and/ or errors and reveals limited knowledge. The argumentation is underdeveloped and not entirely clear. The interpretation of the issues dealt with is fairly superficial. Some evidence is mentioned, but not integrated into presentation. The presentation is not always clear or easy to follow; unimaginative and not engaging; significantly over time. The material is fairly disorganised. The student demonstrates uncomfortable responding to questions and no</p> |

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| | | | attempt at engaging with the group. <u>4 and below (fail):</u> The information provided is very limited and gives little evidence of even superficial understanding of the subject matter. Ineffective organisational pattern; the structure is incoherent. The interpretation of the issues dealt with is entirely superficial, there is little or no evidence discussed. The oral performance is clumsy, difficult to follow and dull. The presentation is significantly under or over time and disorganised. The student demonstrates no engagement with the group and inability to respond to any question appropriately. |
| Participation in seminars | 15% | During the semester | Quality of participation in seminars (extent of contribution to discussion by posing and responding to questions, devising and sustaining grounded arguments, providing valid critical remarks). |
| Examination | 50% | Examination session | The examination paper is a test of closed (multiple-choice) questions each of which is assessed by 1 point. 10 – excellent knowledge and skills, 100-91% correct answers; 9 – very good knowledge and skills, 90-81% correct answers; 8 – knowledge and skills are good, 80-71% correct answers; 7 – mediocre knowledge and skills, 70-61% correct answers; 6 – knowledge and skills are satisfactory, 60-51% correct answers; 5 – knowledge and skills may satisfy minimal requirements, 50-41% correct answers; 0 - 4 – minimal requirements are not satisfied, less than 40% correct answers. |

| Author | Year of publication | Title | Issue of a periodical or volume of a publication | Publishing place and house or web link |
|---------------------------------|---------------------|--|--|--|
| Compulsory reading | | | | |
| Cunliffe, B. <i>et al.</i> | 2004 | <i>The Penguin Illustrated History of Britain and Ireland.</i> | | London: Penguin Books. |
| Horrox, R., Ormrod, M.W. | 2006 | <i>Social History of England 1200-1500.</i> | | Cambridge: Cambridge University Press. |
| Mc Dowal, D. | 2006 | <i>An Illustrated History of Britain.</i> | | UK:Longman. |
| Morgan, K.O. | 2009 | <i>The Oxford History of Britain.</i> | | Oxford: Oxford University Press. |
| Kearney, H. | 2006 | <i>The British Isles: A History of Four Nations.</i> | | Cambridge: Cambridge University Press. |
| O’Driscoll, J. | 1995 | <i>Britain. The Country and Its People.</i> | | Oxford: Oxford University Press. |
| Stobaugh, J. P. | 2012 | <i>British History: Observations and Assessments from Early Cultures to Today.</i> | | Green Forest: Master Books. |
| Strong, R. | 1999 | <i>The Spirit of Britain: Narrative History of the Arts.</i> | | London: Hutchinson. |
| Sawyer, P.H. | 2003 | <i>From Roman Britain to Norman England.</i> | | London: Routledge. |
| Thackerey, F.W., Findling, J.E. | 2004 | <i>Events that Changed Great Britain from 1066 to 1714.</i> | | Westport: Greenwood Publishing Group, Inc. |
| Optional reading | | | | |
| Ackroyd, P. | 2002 | <i>The Origins of the English Imagination.</i> | | London: Chatto & Windus |
| Brown, P. | 2003 | <i>The Rise of Western Christendom: Triumph and Diversity.</i> | | Oxford: Blackwell Publishing. |
| Chadwick, H. | 1993 | <i>The Early Church</i> | | London: Penguin Books. |
| Childs, D. | 1997 | <i>Britain Since 1945. A Political History.</i> | | London: Routledge. |
| Corning, C. | 2006 | <i>The Celtic and Roman Traditions: Conflict and Consensus in the Early Medieval Church.</i> | | New York: Palgrave Macmillan. |
| Findley C., Rothney, J. | 2011 | <i>Twentieth Century World</i> | | Houghton Mifflin |

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| Hollister, W. C., Bennett, J. | 2010 | <i>Medieval Europe: A Short History</i> | | |
| Kishlansky, M., Geary, P., O'Brien, P. | 2010 | <i>Civilization in the West</i> | | UK: Longman |
| Leclercq, J. | 2011 | <i>The Love of Learning and the Desire for God: A Study of Monastic Culture.</i> | | New York: Fordham University Press. |
| Koch, J.T. | 2006 | <i>Celtic Culture: A Historical Encyclopedia.</i> | | ABC-CLIO |
| Miles, B. | 2009 | <i>The British Invasion: The Music, the Times, the Era.</i> | | London: Sterling Publishing Company. |
| Storry, M. | 2007 | <i>British Cultural Identities</i> | | London: Routledge. |
| Overfield, J. | 2002 | <i>Sources of Twentieth Century Global History</i> | | Houghton Mifflin |
| Turner, G. | 2003 | <i>British Cultural Studies.</i> | | London: Routledge. |