



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Society and Culture of Great Britain / Didžiosios Britanijos kultūra ir visuomenė	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Jr. Assist. Eimantė Liubertaitė	Department of English Philology Faculty of Philology

Study cycle	Type of the course unit (module)
BA	Compulsory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Seminars	Autumn	English

Requirements for students	
Prerequisites: - a good command of the English language (B2 according to CEFR)	Additional requirements (if any):

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5 ECTS	120	32	88

Purpose of the course unit (module): programme competences to be developed		
The purpose of the course is to review the vital cultural events that have shaped British society with a focus on major political and economic elements of the nations' development. By the end of the course, the students will have gained a comprehensive understanding of Britain's past and how it has influenced the nation's cultural and societal norms.		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
General learning outcomes: <ul style="list-style-type: none"> • Will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines; • Will be able to understand the specifics of different cultures and to analyse and assess cultural contexts; • will be able to study, work, and communicate with people from different cultural backgrounds and develop awareness, respect, and openness to cultural diversity; • Will be able to identify problems and challenges in their own and related fields; • will be able to identify problems by 	Problem-based, interactive seminars, during which the students will provide comparative analyses of various texts ranging from the chosen coursebook (extracts to be read before each seminar) to chosen Encyclopedia Britannica articles and contemporary newspaper reports (to be read in class). The coursebook chosen for the course - <i>An Illustrated History of Britain</i> by David McDowall (1989; Longman). Also, during each seminar one student will be asked to present their research	Cumulative assessment: 2 progress tests and 1 presentation

<p>finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions;</p> <ul style="list-style-type: none"> • Will be familiar not only with the changes taking place in their field of interest, but also their causes, challenges, opportunities; • will be open to new ideas, strive to change, and be creative and innovative. <p><u>Subject-specific learning outcomes:</u></p> <ul style="list-style-type: none"> - will gain knowledge about the history of Britain from pre-historical times to the end of the 20th century; -will gain knowledge about the political, economic, social and cultural development of Britain (aspects of geography, history, public policy, literature and art, mentality and self-awareness, customs and traditions, everyday communication conventions, etc); -will gain knowledge about the main features of the cultural periods in British history and Western history more generally; -will gain ability to apply the acquired cultural knowledge for a better understanding of modern British society and the context of English literature, as well as the ability to distinguish the most prominent features of British culture and compare them with Lithuanian culture, and identify and explain similarities and differences; -will gain qualities of critical thinking; -will gain the ability to work in a group; -will gain the ability to discuss and provide support for their arguments, as well as the ability to understand, translate, edit and create texts of various genres in English, taking into account the communication intention, addressee, etc. and mediate in various communication situations; - will gain skills of public speaking, as well as the ability to communicate correctly and effectively in English in various situations, taking into account the communication intention, addressee, social environment, etc. (C1 according to CEFR. 	<p>on a provided historical topic.</p> <p>NB In case distance-learning will be required, the seminars will be web-based and offered online.</p> <p>All the study materials (reading materials, assignments, etc.) will be uploaded to the VMA Moodle system (Virtualioji mokymosi aplinka).</p> <p>The students will be given the opportunity to join the course online (virtually). The lecturer will share the class with them via MS Teams.</p>	
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Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments

<p>SEMINAR 1</p> <p>Introduction to the course: aims, structure, assessment scheme.</p> <p>Prehistoric Britain. Who were the Celts?</p>			2				2		<p>In-class reading: Britannica article on Druid religion.</p>
<p>SEMINAR 2</p> <p>Roman Britain.</p>			2				2	4	<p>Home reading: pp. 8-10 from the coursebook.</p> <p>In-class assignment: viewing of a short official Channel 5 video on the Roman origins of London, followed by a list of comprehension questions:</p> <p>https://www.youtube.com/watch?v=yAeFyQnnvGs&t=414s</p> <p>Presentation: Roman Heritage in Britain: Roads and Houses</p>
<p>SEMINAR 3</p> <p>Guest lecture by dr. Laura Gimeno-Pahissa (Universitat Autònoma de Barcelona, Spain)</p> <p>Historical context: the establishment of the American colonies, the Boston Tea Party, the American War of Independence.</p>			2				2	4	<p>Home reading: excerpts from <i>Encyclopaedia Britannica</i> articles on the American colonies, the American Revolution, and the Boston Tea Party:</p> <p>https://www.britannica.com/summary/American-colonies ;</p> <p>https://www.britannica.com/event/American-Revolution ;</p> <p>https://www.britannica.com/event/Boston-Tea-Party</p>
<p>SEMINAR 4</p> <p>Anglo Saxon England. Early Middle Ages.</p>			2				2	4	<p>Home reading: pp. 11-17 from the coursebook.</p> <p>Optional: viewing a free-access documentary “What Was Normal Life Like In Anglo-Saxon Britain?” by Chronicle, the Little Dot Studios Network:</p> <p>https://www.youtube.com/watch?v=-XCy3WKtmNc</p> <p>Presentations: Vikings in Britain: Raids and Growing Influence, King Alfred the Great</p>
<p>SEMINAR 5</p> <p>Norman Conquest. Feudalism. Magna Carta.</p>			2				2	6	<p>Home reading: pp. 23-33 from the coursebook.</p> <p>Presentations: The</p>

									Bayeux Tapestry – what story does it tell?, Norman Influence on the English Language
SEMINAR 6 Late Middle Ages. War of the Roses.			2				2	6	Home reading: pp. 43-56 from the coursebook. Presentations: The Black Death, The Peasants' Revolt (1381)
SEMINAR 7 The Tudors.			2				2	8	Home reading: pp. 67-78 from the coursebook. Presentations: Queen Elizabeth I: Adoration and Intrigue, Shakespeare and Elizabethan theatre
SEMINAR 8 Progress test 1				2			2	6	
SEMINAR 9 The Stuarts.			2				2	8	Home reading: pp. 87-96 from the coursebook. Presentations: The Gunpowder Plot, The Great Fire of London
SEMINAR 10 The Georgians. The Eighteenth Century.			2				2	8	Home reading: pp. 107 to 113 and 125 to 129 from the coursebook. In-class activity: group research and discussion on Johann Zohanny's painting <i>Dido and Lady Elizabeth Murray</i> (1799). Presentation: Slavery in Britain and Its Abolition
SEMINAR 11 The Industrial Revolution. British Empire. Queen Victoria.			2				2	8	Home reading: pp. 121-123 and 131-136, pp. 138-148 and pp. 155-156 (The End of "England's Summer") from the coursebook. Optional: viewing of the BBC documentary "The Genius of Turner: Painting the Industrial Revolution", dir. by Clare Beavan (2013). In-class reading: Britannica article on the Luddite movement. Presentations: Child Labour in Britain and Its Abolition, British Colonies in the Victorian Era
SEMINAR 12 Early 20 th century. The World Wars.			2				2	6	Home reading: pp. 159-167 from the

									coursebook. In-class reading: extract from a speech by Winston Churchill and Wilfred Owen's poem 'Dulce et Decorum Est' (primary sources) Presentation: <i>Home Front</i> Concept and its Importance
SEMINAR 13 Post World War II. Modern Britain.			2				2	6	75 and 179-184 from the coursebook. In-class reading: Britannica article on The Troubles. Presentations: Sir Winston Churchill, Margaret Thatcher
SEMINAR 14 Progress test 2				2			2	8	
SEMINAR 15 Contemporary issues (Brexit)			2				2	6	Home reading: Zadie Smith, "Fences: A Brexit Diary", in <i>Feel Free</i> . New York: Penguin Random House, 2018. pp.20-34. In-class reading: Britannica article on Euroskepticism and 'UKIP'.
SEMINAR 16 Consultation		2					2		
Total:		2	26	4			32	88	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Progress test 1	30 %	Groups 2 & 4: October 25th Groups 1 & 3: October 26th	The first progress test deals with the material covered during the first half of the semester (McDowall's course book Ch. 1 to Ch. 12). The test is comprised of a single task: - The students will have to answer fifteen multiple-choice questions by circling the correct answer. Every correct answer is given two points (30 points overall, which is then equated to 30% of the final mark for the course).
Progress test 2	30 %	Groups 2 & 4: December 13th Groups 1 & 3: December 14th	The second progress test deals with the material covered during the second half of the semester (McDowall's course book Ch. 13 to Ch. 23). The test is comprised of a single task: - The students will have to answer fifteen multiple-choice questions by circling the correct answer. Every correct answer is given two points (30 points overall, which is then equated to 30% of the final mark for the course).
Presentation	40 %	During each seminar	Each student will have to prepare and present one 10-minute PowerPoint presentation on a provided

			<p>historical topic.</p> <p>Presentation requirements:</p> <ul style="list-style-type: none"> - Each presentation must include a list of references; - The student must not read excessively from their notes while presenting their research; - The student must clearly highlight 1 historical fact from their research that might appear in one of the progress tests. <p>Assessment (max. 40%):</p> <ul style="list-style-type: none"> - Structure (clear introduction, cohesive main body, conclusions): 5% - Content (relevant and important information, logical development of ideas, 1 historical fact clearly highlighted): 20 % - Language (fluent English, no more than 5 mistakes): 10% - Questions (well-argued answers to 1 or 2 questions): 5%
			<p>In case a student fails the course, they will be provided the opportunity of a retake exam (to be held in February).</p> <p>The retake exam will consist of 20 multiple choice questions that will cover the material discussed throughout the course (McDowall's course book Ch. 1 to Ch. 23). Every correct answer is given 5 points (100 points overall, which is then equated to 100% of the final mark).</p>
			<p>The students are expected to have and maintain academic integrity, therefore any type of plagiarism or academic dishonesty is strictly forbidden. Any plagiarised material found in a student's work will be recorded and reported to the Committee of the Study Programme, resulting in the student failing the course. If during the re-taking of the exam the student once again resorts to academic dishonesty, he or she will be reported to the Committee of the Study Programme, where the issue of the student's expulsion will be raised. For more information on types of plagiarism, please consult the manual <i>Research Matters</i> (by Laima Erika Katkuvienė and Inesa Šeškauskienė).</p>

Author	Year of publication	Title	Issue of a periodical or vol. of a publication	Publishing place and house or web link
Compulsory reading				
McDowall, D	1989	<i>An Illustrated History of Britain</i>		Pearson Education Limited
Zadie Smith	2018	"Fences: A Brexit Diary", from the essay collection <i>Feel Free</i> (pp. 20-34)		New York: Penguin Random House
Optional reading				
Brooke, Ch.	1969	<i>From Alfred to Henry III.</i>		The Norton Library
Morgan, K.O.	1986	<i>The Oxford Illustrated History of Britain</i>		Oxford: OUP

Trevelyan, G.M.	1987	<i>A Shortened History of England</i>		Penguin Books

Last updated: September, 2023