

UNIVERSIDAD NACIONAL DE TUCUMÁN

FACULTAD DE FILOSOFÍA Y LETRAS.

DEPARTAMENTO DE INGLÉS.

## *English History*

### *History of the English speaking peoples*

**2013**

#### **General Information about the Course:**

**Teaching Staff:** Prof. Adjunta a cargo de Cátedra: Gladys Beatriz Contino.  
Auxiliar Graduado: Rosana Manca.

**Course meetings:** Annual Course, 60 hs

#### **Course Rationale:**

Content selection for a syllabus is by no means an easy task for its designer since the concern for leaving aside relevant topics is always present. What sort of overall historical jigsaw puzzle should the teacher help students represent in their minds? Will the glimpse obtained be comprehensive enough? Will students be well led in their research adventure? Will they manage to stick fragments together and thus get a meaningful overall picture of the history of England and other English speaking countries? These challenges, operative as guidelines, will be the pillars of this course which is intended to be an introductory one. Introductory, in the sense of an initial threshold, a mere approximation to the study of social, cultural and political issues concerning Britain. Further and more in-depth prospective studies might be carried out by attending other graduate or post-graduate courses.

Some of the many possible thematic axis will be connected to the mingling of the races and the extent to which each of them contributed to the development of the English language and of Britain's peculiar political institutions and cultural features. The enormous amount of native speakers of English -over 322 million- and many millions more who speak it as a second or foreign language turns out to be the direct consequence of Britain's expansion overseas. Therefore, the emergence, extension and implications of the Pax Britannica will be central to the syllabus. Likewise, references to the essential aspects of the Pax Americana and the existence of various regional economic blocs will be made.

One of the main goals of the course is to stimulate critical thinking through inquiry-based instruction. (Leading questions are made to students so as to draw information, inferences, and predictions about various topics, students should as well generate thoughtful questions of their own and try to answer them in creative ways. If the answers

are not promptly triggered, students should be resourceful enough to do further research work and eventually produce adequate response).

The class format will include lectures (making use of plentiful visual material) but special emphasis will be placed on **interactive lecturing** since active students' participation is fostered. The teacher, on the other hand, will select key points that introduce, complement, and/or clarify the course reading assignments, and will focus on presenting central points or generate themes that tie together as many interconnected topics as possible.

Due to the wide range of contents and time constraints, “**study cases**” of some English speaking countries will be resorted to. For this purpose, a **final research presentation** will be requested at the end of the course. Students will get instructions and guidance from the beginning of the academic term so that they start doing research work in an orderly and consistent way. (reading and collecting newspaper cuttings, obtaining brochures from embassies or tourist offices abroad, gathering and selecting printed material, etc) Each group of no more than 5 pupils will become “specialized” in the country of their choice: Canada, Australia, India, etc. This final production will be presented in a multimedia as well as in written format in such a way that the selected content might circulate among the rest of the classmates as study material for the final examination.

### **Long term objectives:**

Students should be able to:

- learn about significant people, events and places connected with both the recent and more distant past.
- learn about changes and continuities within the History of England as they look at it in a variety of ways, for example from political, economic, social, religious or cultural perspectives.
- use different sources of information to help them investigate the past both in in-depth and in overview ways, using adequate historical vocabulary to describe events, people and developments.
- describe and make links between the main events, situations and changes within and across the different periods and societies studied.
- broaden their outlook and general knowledge.
- develop a responsible and critical appreciation of the value, the complexity, the endurance, and the fragility of human achievements.
- develop the habit of relating past time events with their current consequences and analogues.
- acquire ability in collecting, selecting and organizing information.
- develop the habit of thinking critically and thus discussing controversial issues calmly and with sound arguments.
- integrate research and writing skills so as to elaborate a research project.

## **SYLLABUS CONTENTS**

### **The Making of England**

- Britain's prehistory. The Celts. The Romans. Roman life.
- The Saxon invasion. Government and society. Christianity: Church vs. State. The Vikings. Their legacies.

### **The Growth of the Realm**

- The impact of the Norman Conquest. The Feudal and Manorial systems.
- Henry the II and his sons. Military, administrative and Legal reforms. Common Law. The Angevin Empire.
- John and Magna Carta.
- Parliament: Its emergence and evolution. Edward I's Model Parliament. Make up. Functions. Parliamentary Growth in the XIV<sup>th</sup> century. How it works at present.

### **The community of the realm**

- Discontent in High Medieval England.
- Towns and commerce. Wool trade. High Medieval Christianity. The New Orders. Intellectual life.

### **The Late Middle Ages**

#### **The century of war, plague and disorder**

- The Black Death. Political and social conflict. Religious ferment. The Laborer's Revolt. The fluidity of Labour. John Wycliffe. The Decay of Feudalism.

### **Britain in Tudor Times**

- The birth of the National State. The new monarchy. Humanism and Renaissance. Beginning of overseas expansion. Impact of European expansion. European colonial empires. Centralized Royal Governments.
- Tudor Beginnings: Economic and social changes.
- The reign of Henry VIII. The Protestant Reform. The break with Rome. Abolition of the monasteries.
- Edward VI and Protestantism. Mary Tudor and Catholicism.
- Elizabethan England. "The Elizabethan Compromise". The Anglican Church: Current events. The Sea Dogs. Overseas Sea Power.

### **Britain in Stuart Times**

- Crown and Parliament.
- Parliament against the crown. The despotic rule of Charles I Civil War.

## Republican and Restoration Britain

- Republican Britain. Oliver Cromwell. The crown and the new constitutional monarchy.
- The Revolution Settlement. The beginnings of the British Empire.

## Imperial and Foreign Affairs

- **Pax Britannica:** First, Second and Third Empires. Its main features, implications and consequences. Withdrawal from Empire. Emergence of the Commonwealth of Nations. Current Issues.
- **“Case study”** of certain English speaking countries.
- **Pax Americana:** Its main features, implications and consequences.
- The emergence of regionally integrated blocks, both on economic and political grounds. **EU, MERCOSUR, NAFTA, ASEAN**
- Latin America’s and Argentina’s international relations.

## Assessment Issues

Assessment tools to be used in the course:

- Permanent monitoring of the students’ reading assignments through oral reports, completion exercises, true/false exercises, multiple choice, completion of graphic organizers, quizzes, etc.
- Four Quarterly Tests. (100% required, so students are allowed 4 resits)
- Final Research Project. (as detailed above)

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