

## Syllabus

### Subject

<b>Subject / Group</b>	21804 - Cultural Insights into the English-Speaking World I / 2
<b>Degree</b>	Degree in English Studies - First year Degree in Catalan Language and Literature - Fourth year
<b>Credits</b>	6
<b>Period</b>	2nd semester
<b>Language of instruction</b>	English

### Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Rubén Jarazo Álvarez	11:00	12:00	Tuesday	03/02/2020	16/02/2020	AF20, Ramon Llull
<i>Responsible</i> <a href="mailto:r.jarazo@uib.es">r.jarazo@uib.es</a>	16:00	17:00	Wednesday	17/02/2020	31/07/2020	AF20, Ramon Llull

### Context

'Cultural insights into the English-speaking world I' (CI) is one of the so-called 'assignatures de formació bàsica' (mandatory first-year modules) in the UIB's BA programme in English Studies. As it stands, it is offered in the second term of the degree's first year, together with other modules which are specifically designed to provide students with the basic background knowledge they will need to successfully tackle the more specific courses offered in years 2-4. Many of these will cover the different periods and genres in the literatures of Britain, the USA and other English-speaking countries, as well as introduce cultural and translation studies. Students can only make the most of their study of literary and other cultural materials when they are already acquainted with the historical and cultural context from which they have emerged. This is where this course comes in, providing a basic geographical, historical and, above all, cultural introduction to the British Isles, with a clear focus on the United Kingdom. Although no longer the world power it was not so long ago, understanding the UK remains central to understanding the English-speaking world, since its influence is still very much present in a myriad of aspects characterising its former colonies, including the USA. The latter country, and more broadly English-speaking North America, will be the object of study in a complementary 3rd-year module, 'Cultural insights into the English-speaking world II', thus enabling the student to successfully access the US literature course offered in the second term of the same third year.

Additionally, cultural studies has in the last half-century or so grown into a (cross)discipline in its own right, especially in the English-speaking world, and this course, although not a cultural studies course per se, is also designed to acquaint the student with some of the basic contributions and concerns of cultural theorists as applied to the British and Irish cases but also to the student's own cultural context. Seen this way, CI will be the student's gateway to a whole range of both mandatory and elective courses in cultural studies, all of which belong in the degree's 'Literary and cultural manifestations' module. Consequently, this course, rather than offer traditional lectures in history, will attempt to arouse questions for debate, mostly relating or leading to cultural identity issues, with the ultimate aim of fostering the student's critical analysis and favouring a deeper perception of the worldviews that can be found among members of English-speaking societies.

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This course should equip the student with some of the training and skills required not only to teach English as a foreign language (language and culture can only be artificially separated) but also to enter the labour market and compete for the increasing number of jobs made available beyond the teaching sector for which intercultural competence is sought. Thus, potential employers may well include the public administration (in need of cultural mediators), translation agencies, publishing houses and the media in general, as well as the tourism and hospitality sectors.

### Requirements

Although a first-year course, 'Cultural insights into the English-speaking world I' will be entirely taught in English, and this language is also to be used in teacher-student interaction in the classroom. As a result, a good command of both oral and written English will most certainly contribute to a successful performance in the course on the part of the student. Likewise, basic notions of European history and culture, which should have been acquired in secondary education, are equally important.

### Recommended

Even though there are no compulsory requirements, the student is advised to have passed 'English language I' before registering for 'Cultural insights into the English-speaking world I'. Those fearing that their level of English is not good enough are kindly requested to refer to the syllabi of both 'English language I' and 'English language II', in which information is provided on the level of English to be acquired in both courses.

Likewise, students are reminded of the availability of the so-called 'Aula d'Autoaprenentatge d'Idiomes' ([http://estudis.uib.cat/digitalAssets/276/276802\\_c13.pdf](http://estudis.uib.cat/digitalAssets/276/276802_c13.pdf)), in which they can work autonomously and improve their English language skills.

Equally important is the student's background knowledge in European history and culture. This course will help students systematise their knowledge, setting up productive comparisons between their own cultural context, on the one hand, and British and other English-speaking societies, on the other. Students with a more limited knowledge of the cultural context of these countries and fearing an overload of data are encouraged to consult:

-Garwood, Christopher; Gardani, Guglielmo and Peris, Edda 2000 [1992]: Aspects of Britain and the USA. Oxford, Oxford University Press (Alberta Giménez 910.4(73/410)GAR asp).

-Sheering, Susan; Seath, Jonathan and White, Gillian 1985: Spotlight on Britain. Oxford, Oxford University Press (Arxiduc L. S. 428.64SHE).

These are basic introductions to contemporary British culture, either on its own or compared to that of the United States of America, addressing foreign students with limited background knowledge. A more thorough introduction to British culture can be found in the following volume:

-Oakland, John 2016: British civilisation. An Introduction (8th edition). London, Routledge. Some chapters from this book will be compulsory reading.

For those fearing an overload of historical data, the following titles are highly recommendable:

-McDowall, David 2002: An Illustrated History of Britain. Harlow, Longman (RL 941MCD). This is a highly entertaining history of the country written with the foreign language learner in mind. This book will in fact be compulsory reading during the course but reading it prior to the beginning of the semester will place students in a far better position.

-Grant, R. G. et al. 2011: History of Britain & Ireland. The Definitive Visual Guide. London: Dorling Kindersley. Some excerpts from this book will be made available to the student through Aula Digital.

An introduction to a cultural approach to textual commentary can be found in:

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-Pérez Rodríguez, Eva María and Prieto Arranz, José Igor 2006: *Commenting on Texts. Literature, History, The Media*. Palma de Mallorca: Servei de Publicacions de la Universitat de les Illes Balears (RL 801.959PER). Although students will not be asked to hand in written commentaries, this book will help them make the most of the wide range of cultural materials to be seen and analysed in class.

Finally, students are encouraged to become familiar with the wide range of print and audiovisual media available in Majorca catering for the English-speaking population.

### Skills

#### Specific

- \* 3. Knowledge and understanding of the main cultural and literary features defining the English-speaking world.
- \* 4. Capacity to analyse texts in English from a linguistic, literary and cultural perspective.
- \* 5. Knowledge and understanding of the main contributions made by English Studies-related disciplines (literary and cultural studies).

#### Generic

- \* 4. Capacity to relate and integrate ideas and information from different sources and disciplines, as well as to apply them in practice.
- \* 7. Capacity to respect and value linguistic and cultural diversity, fostering equal opportunities in professional environments
- \* 12. Self-critical attitude fostering the student's concern for quality and continuous improvement.

#### Transversal

- \* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

#### Basic

- \* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

### Content

#### Range of topics

##### A.. INTRODUCTION

###### 1. An introduction to Britain. Geographical facts and figures

This unit will introduce some basic aspects concerning the British Isles in general, and the United Kingdom in particular, although references will also be made to the Republic of Ireland.

##### B. BRITISH AND IRISH HISTORY IN A NUTSHELL. B.BRITISH AND IRISH HISTORY IN A NUTSHELL

###### 2. From Pre-History to the Middle Ages

This is the first of a series of history-devoted units. In this course, however, history is not an end in itself but a means through which students will be better equipped to understand



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the sociocultural features defining the countries under study today. This unit will provide a quick overview of key episodes in early British history. Thus, the student will discover the extent of Romanisation in Britain, become acquainted with the country's Roman heritage and understand what would eventually make England substantially different from the rest of the British territories. Additionally, the student will be introduced to the way national histories have traditionally been narrated, paying special attention to early, obscure episodes and characters and how these can still be made relevant today.

This unit is also meant to highlight the main episodes defining medieval England, i.e. between the 11th and 15th centuries. Special emphasis will be placed on England's increasing hegemony and its effect on neighbouring nations, the troublesome Anglo-French relations and their effect on English identity, as well as the birth and evolution of Parliament. A brief overview of the arts in medieval Britain will also be provided.

### 3. From the 16th to the 18th century: towards a Protestant, parliamentary monarchy

This unit covers one of the focal periods in British history. The events that took place in it, or rather the way these have been narrated, have clearly influenced the English / British collective memory for a long time. Attention will be paid to social and political advances although emphasis will be placed on the English Reformation, the consequences of which are very clearly related to the country's self-image. Some biographical details will be provided of two historical giants, already familiar to most students: Henry VIII and Elizabeth I. Their lives have often been the subject of fiction works (both literature and films) and, in systematising knowledge of some of the events surrounding their lives, students will no doubt get a better grasp of the significance of this fascinating period.

The 17th century is probably the most convulsive in modern British history. This unit will also focus on its main conflicts, largely resulting from events that took place in the previous century, and how these were solved, further strengthening the power of Parliament and the notion of a Protestant nation. Scotland and England were united under the same crown in this period and the consequences of this union will also be discussed.

The 18th century will see Britain become a single country and then a world power through both imperial expansion and industrialisation. This brought about rapid, significant social changes and this unit will at least in part hint at the ways the country found to cope with them. Meanwhile, the Protestant succession placed a German family on the British throne, as a result of which the country's parliamentary tradition strengthened to such an extent that it could be argued no other European country at the time enjoyed a similar degree of democratic freedom.

The unit will conclude with a brief overview of the arts in Britain across the 16th, 17th and 18th centuries.

### 4. The 19th and 20th centuries: from 'Britannia rules the waves' to 'Cool Britannia'

The British 19th century is very much defined by Queen Victoria, without doubt a household name. This unit will attempt to systematise the significance of her name and figure, providing a common narrative thread to a century that saw many significant changes, spearheaded by Britain's industrial and imperial power. The legacy of this period is still very much present in early 21st-century Britain.

Additionally, this unit rounds off the student's brief journey through British history, providing the link between the features and ideals of the Victorian era and today's Britain. Emphasis will be placed on the effects of 20th-century events on British identity/ies.

Finally, an overview will also be provided of the evolution of the arts in Britain in the period under review.

### 5. Standing up against British hegemony. A short history of Ireland

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Up to now Irish history has only been referred to indirectly. This imbalance will now be somehow redressed and so this unit is designed to acquaint the student with a selection of the most significant episodes in the development of Ireland, especially with relation to the events simultaneously taking place in Britain and which you have already studied.

Although early (Celtic) Irish history will be covered, greater emphasis will be placed on events following the 16th century, characterised by English / British domination, and especially the period covering the last 150 years or so, which largely account for the current state of Anglo-Irish relations as well as the situation of Northern Ireland.

### C. CONTEMPORARY BRITISH CULTURE

#### 6. Culture and identity: the case of Britain

This unit will help students begin to grasp the concepts of 'culture' and 'identity'. Thus, they will become acquainted with key terms and theories that should help them discuss such issues from an academic perspective. Examples will be provided illustrating relevant attitudes to national, ethnic and local identities in Britain.

#### 7. The British constitutional and legal system

Although all western European countries are now democratic and so their constitutional and political systems share similar institutions, some countries still preserve rather curious features which speak volumes about their past and traditions. Britain is a good case in point. Although its peculiarities are fewer now as an EU member, its system differs substantially from those in mainland Europe and has visibly inspired those in many other countries in the English-speaking world.

This unit will first highlight the main distinctive features of the British constitutional and political system and will then move on to focus on the monarchy, emphasising the symbolic yet essential role it has traditionally played in the development and consolidation of national identity discourses.

This done, the British parliamentary system will be presented and discussed. Thus, emphasis will be placed on the institution of the British Parliament, including the electoral procedure and Parliament's links with the British Government.

Finally, this unit will provide a brief overview of the British legal system, highlighting some of the main peculiarities of the British judicial system. References will also be made to the possible impact of Brexit on the country's legal system.

#### 8. Religion. Focus on the legacy of the Church of England

Religion is a topic which should not be new to the student since it has inevitably appeared in the history-related sessions. At all events, a brief religious history of the UK will be provided, with references to both Christian and non-Christian traditions, as well as cooperation among the different faiths. This unit will also address the way religion is presented in British schools, how the British relate to religion, and what their characteristic attitudes to religion and morality are. Last but not least, this unit will locate the established English church within the broader Protestant world, pointing out its peculiarities and its place in today's society. Most important of all, the legacy of the Church of England will be highlighted, evidencing how the English political and cultural context has shaped both the institution and religious attitudes, and how this legacy is still very much present today, when regular church attendance only applies to a small minority of the country's population.

Reference will also be made to Ireland, where nationalist and religious discourses have gone hand in hand.

#### 9. International relations

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This unit focuses on the current state of British international relations, emphasis being placed on four main points: (1) the loss of Empire and the creation of the Commonwealth; (2) Anglo-American relations; (3) Anglo-Irish relations; and (4) the European Union (EU).

### 10. British cultural geography

Cultural geography explores the relationship between culture and space. Broadly speaking, this unit will help students understand how the British people make sense of the territory they live in and, consequently, how this territory is made to look different from that of other countries. Particular attention will be paid to housing and the suburban sprawl phenomenon, general socialisation rules and the British pub as a liminal space.

### 11. Social class

Britain has often been referred to as a 'class-ridden' society. Indeed, class pervades all aspects of British life and culture. As Kate Fox puts it, the way the British conceive of social class is not entirely related to one's occupation and material wealth. Rather, the British 'judge social class in much more subtle and complex ways: [...] how you arrange, furnish and decorate your [...] house; not just the make of car you drive, but whether you wash it yourself on Sundays, take it to a car wash or rely on the English climate to sluice off the worst of the dirt for you. Similar fine distinctions are applied to exactly what, where, when, how and with whom you eat and drink; the words you use and how you pronounce them; where and how you shop; the clothes you wear; the pets you keep; how you spend your free time [...] and so on' (Fox 2004: 15).

Accordingly, this unit will look at class transversally, offering comparisons between the way social class is perceived and experienced in Britain and a country like our own.

### 12. Education

This unit will offer insight into some of the main trends in contemporary British education, with a special focus on universities. References will be made to common educational trends exported throughout the English-speaking world, which should help to introduce some of the methodological changes to be implemented by Spanish universities in the European Higher Education Area.

### 13. The media

This unit is designed to raise awareness of the deep influence that the media have on our lives -it is no coincidence that critics now say that our perception of reality is a 'mediated' one. Although information will also be provided on television, the main emphasis will be placed on the print media.

### 14. Leisure: sports; food and drink; holidays and special occasions

Sports are central to leisure as understood in most of the Western world, either because they are actively practised or, even more frequently, widely watched on television or read about in the papers. Britain is no exception to this principle. More importantly, many of the most popular sports today were actually first invented or provided with rules in Britain. Even more importantly, the practice of such sports has long been associated with two principles, fair play and amateurism, traditionally understood to be at the core of Britishness -hence the importance of sports in traditional British education. This unit will hint at other instances of both fair play and amateurism still present in British institutions, explore the extent to which they are still applicable in today's sports scene and refer to the most relevant sports in both Britain and Ireland.

A second section in this unit will present food and drink as cultural artifacts, placing emphasis on the peculiarities of the British cuisine and the culture surrounding all of it (what Britons eat, when and with whom; the connotations of the different meal names).

References will also be made to the way the British spend their holidays. This section has a twofold aim. First, it will provide a very short introduction to the history of British travel and

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tourism, linking it to the townscape of seaside resorts as well as to the development of genres such as sitcom. Secondly, it will introduce the most relevant holidays on the British and Irish calendars, together with their associated traditions, linking these to other holidays and traditions in the English-speaking world.

### Teaching methodology

#### In-class work activities (2.4 credits, 60 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	Up to 1 ECTS (28 hours) will be devoted to theory sessions. Although teacher-centred, these are designed to gradually diminish the teacher's intervention and foster the student's. The student will often need to do some prior reading. All sessions will be based on PowerPoint presentations and other materials, freely available through the Campus Extens platform.	28
Seminars and workshops		Medium group (M)	Up to 0,9 ECTS (22 hours) will take the form of seminars and/or workshops. These are hybrid theoretical/ practical sessions based on discussions resulting from a previous assignment (seminars) or the study of materials presented in the course of the session (workshops). ADDITIONALLY, EVERY EFFORT WILL BE MADE TO ORGANISE TALKS AND SEMINARS BY GUEST SPEAKERS. Assessment criteria: (1) whether the student participates when requested to do so; (2) whether the student participates spontaneously; (3) whether his/her contributions show interest; (4) whether such contributions can be taken as evidence of having completed compulsory reading assignments; (5) whether such contributions can be taken as evidence of complementary reading on the part of the student; and (6) whether the student's contributions somehow enrich class discussions.	22
ECTS tutorials		Medium group (M)	Group tutorials (0.3 ECTS, 7 hours) will be held throughout the term, especially before assessment, so as to solve doubts and answers questions from students.	7
Assessment		Large group (G)	This will take up to 0,2 ECTS (3 hours). For further details, see the 'Student learning assessment' section below.  Assessment criteria: Accuracy (multiple-choice test) Use of theoretical sources, originality, critical literacy, mastery of English. The test will feature 50 questions covering the contents of the materials handed to the students. Correction will be as follows: right answer: +0.10; blank answer: -. Every three wrong answers: -0.10.	3

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to

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whether the subject work plan will be carried out through the schedule or through another way included in the Aula Digital platform.

### Distance education tasks (3.6 credits, 90 hours)

Modality	Name	Description	Hours
Individual self-study		The student will carry out a substantial amount of work on his/her own (1.2 ECTS, 30 hours). This will involve individual study and reading, classroom task completion, participation on the Campus Extens blog, online tutorials (e-mail)...	30
Individual self-study	Essay writing	Pathway B students (see Assessment section below) will also hand in a critical essay at the end of the term. The estimated workload for each of the students involved will be 1.2 ECTS (30 hours).	30
Group self-study		The preparation of seminars may well be carried out in small groups. The estimated workload for each of the students involved will be 1.2 ECTS (30 hours).	30

### Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

### Student learning assessment

#### Pathway A

Full-time students will attend sessions regularly and participate actively, having read the necessary materials or done their homework, as applicable, prior to coming to class.

Students will take two multiple-choice tests in the middle and final weeks of the term, respectively. Each test will be worth 45% of the final grade. The mean of the marks obtained by the students in both tests must be 5/10 or above for him/her to pass the course. The mark obtained in each test must be at least 4/10 for the mean to be calculated. Students will be offered a re-take in the extraordinary assessment. Should they have passed one of the tests held during the ordinary assessment period, they will only be expected to take another covering the part of the syllabus that has not been passed.

Participation will be worth 10% of the final grade. This applies to both the regular sessions and any other talk or seminar by guest speakers (for which optional extra tasks may be set).

#### Pathway B

Part-time students may choose this assessment option. Pathway B students will take the two tests described above for Pathway A and additionally, 10% of their final grade will result from a critical essay they will submit at the end of the term. Those interested in Pathway B will need to present the lecturer with a formal application in the first two weeks of the term. This application will include documentary evidence proving



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that they find themselves in one of the situations making students eligible for part-time student status (see Article 7, Reglament Acadèmic: <https://seu.uib.cat/fou/acord/12741/>).

If a student fails to show up on the date and at the time established by the lecturer for any midterm or final exam, they will receive a 0 (zero) grade for this activity. Should the student fail to take both the midterm and final exam, their grade will be 'No Presentat'.

Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the University of the Balearic Islands' Reglament Acadèmic (see Articles 29 and 30, Reglament Acadèmic, <https://seu.uib.cat/fou/acord/12741/>).

Assessment dates will be duly announced on the course's official chronogram and Aula Digital site. Students will not be allowed into the classroom once the exam/ practical session has already started. Mobile phones and other electronic devices are NOT allowed in the classroom. Laptops or tablets are acceptable ONLY if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during exams/ practical sessions, unless otherwise specified by the lecturer (e.g., if the practical session entails use of the Internet for pedagogical purposes).

### Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

### Theory classes

Modality	Theory classes
Technique	Objective tests ( <b>recoverable</b> )
Description	Up to 1 ECTS (28 hours) will be devoted to theory sessions. Although teacher-centred, these are designed to gradually diminish the teacher's intervention and foster the student's. The student will often need to do some prior reading. All sessions will be based on PowerPoint presentations and other materials, freely available through the Campus Extens platform.
Assessment criteria	This test will roughly cover the first half of the units in the syllabus. The test will comprise 50 questions covering the contents of the materials covered in the course. Correction will be as follows: right answer: +0.10; blank answer: -. Every three wrong answers: -0.10.

Final grade percentage: 45% for pathway A with a minimum grade of 4

Final grade percentage: 45% for pathway B with a minimum grade of 4

### Seminars and workshops

Modality	Seminars and workshops
Technique	Attitude scales ( <b>non-recoverable</b> )
Description	Up to 0,9 ECTS (22 hours) will take the form of seminars and/or workshops. These are hybrid theoretical/practical sessions based on discussions resulting from a previous assignment (seminars) or the study of materials presented in the course of the session (workshops). <b>ADDITIONALLY, EVERY EFFORT WILL BE MADE TO ORGANISE TALKS AND SEMINARS BY GUEST SPEAKERS.</b> Assessment criteria: (1) whether the student participates when requested to do so; (2) whether the student participates spontaneously; (3) whether his/her contributions show interest; (4) whether such contributions can be taken as evidence of having completed compulsory reading assignments; (5) whether such contributions can be taken as evidence

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	of complementary reading on the part of the student; and (6) whether the student's contributions somehow enrich class discussions.
Assessment criteria	Assessment criteria: (1) whether the student participates when requested to do so; (2) whether the student participates spontaneously; (3) whether his/her contributions show interest; (4) whether such contributions can be taken as evidence of having completed compulsory reading assignments; (5) whether such contributions can be taken as evidence of complementary reading on the part of the student; and (6) whether the student's contributions somehow enrich class discussions.
Final grade percentage:	10% for pathway A
Final grade percentage:	0% for pathway B

### Assessment

Modality	Assessment
Technique	Objective tests ( <b>recoverable</b> )
Description	This will take up to 0,2 ECTS (3 hours). For further details, see the 'Student learning assessment' section below. Assessment criteria: Accuracy (multiple-choice test) Use of theoretical sources, originality, critical literacy, mastery of English. The test will feature 50 questions covering the contents of the materials handed to the students. Correction will be as follows: right answer: +0.10; blank answer: -. Every three wrong answers: -0.10.
Assessment criteria	This test will cover the remaining units in Section C (Contemporary British culture). The test will comprise 50 questions covering the contents of the materials covered in the course. Correction will be as follows: right answer: +0.10; blank answer: -. Every three wrong answers: -0.10.
Final grade percentage:	45% for pathway A with a minimum grade of 4
Final grade percentage:	45% for pathway B with a minimum grade of 4

### Essay writing

Modality	Individual self-study
Technique	Extended-response, discursive examinations ( <b>non-recoverable</b> )
Description	Pathway B students (see Assessment section below) will also hand in a critical essay at the end of the term. The estimated workload for each of the students involved will be 1.2 ECTS (30 hours).
Assessment criteria	Specific guidelines will be provided through Campus Extens. Special attention will be paid to use of English, knowledge of the topic, use of bibliographical resources and critical reading skills.
Final grade percentage:	0% for pathway A
Final grade percentage:	10% for pathway B

### Resources, bibliography and additional documentation

Please note that the book below marked as 'textbook' is compulsory reading. Additional compulsory reading materials will be made available by the lecturers.

#### Basic bibliography

(textbook) McDowall, David 2002: An Illustrated History of Britain. Harlow, Longman. RL 941MCD.  
 Fox, Kate 2004: Watching the English. The Hidden Rules of English Behaviour. London, Hodder. RL 306.0942FOX  
 Grant, R. G. et al. 2011: History of Britain & Ireland. The Definitive Visual Guide. London: Dorling Kindersley.

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Oakland, John 2016: *British Civilization. An Introduction* (8th edition). London and New York, Routledge. ISBN: 9780415746892.

Smith, Jo 2012: *Exploring British Culture*. Cambridge, CUP.

### Complementary bibliography

Brennan, Niamh; O'Brien, Francis J. and Pierce, Aileen 1992: *Ireland*. London and New York, Routledge. Jovellanos 657.3ICA

Bureau, Nela; Gallardo, P. and O'Neill, María eds. 1992. *Voices of Ireland / Veus d'Irlanda*. Proceedings of the First Conference on Irish Studies. Lleida, Pagès. RL Dipòsit 820.509VOI.

Carrera, María José; Carrera, Anunciación; Cámara, Enrique and Dapía, Celsa eds. 2008: *The Irish Knot : Essays on Imaginary/Real Ireland*. Valladolid, Universidad de Valladolid. RL 820.994 15IRI.

Carnevali, Francesca and Strange, Julie-Marie eds. 2007: *20th Century Britain. Economic, Cultural and Social Change* (2nd edition). Harlow, Pearson Education Limited.

Childs, Peter and Storry, Michael eds. 1999: *Encyclopaedia of Contemporary British Culture*. London, Routledge. RL 941.082ENC

Christopher, David P. 2006: *British Culture. An Introduction*. London and New York, Routledge. ISBN: 0415353971. RL 941.082CHI

Cunliffe, Barry; Bartlett, Robert; Morrill, John; Briggs, Asa and Bourke, Joana eds. 2004: *The Penguin Illustrated History of Britain and Ireland. From Earliest Times to the Present Day*. London, Penguin.

Dalton, Godfrey and Murray, Peter 1987: *Northern Ireland*. Cambridge, CUP. Mateu Orfila Dipòsit BP 914.16DAL.

Dewey, Joseph 2005: *Oxford Guide to British and American Culture*. Oxford, OUP. ISBN: 0194311295. RL 941.003OXF

Foster, R. F. 1989: *Modern Ireland 1600-1972*. London, Penguin. Anselm Turmeda Dipòsit SAT 5

Foster, R. F. ed. 2001 [1989]: *The Oxford History of Ireland*. Oxford, OUP. RL 941.5OXF

Garwood, Christopher; Gardani, Guglielmo & Peris, Edda 2000 [1992]: *Aspects of Britain and the USA*. Oxford, OUP. Alberta Giménez 910.4(73/410)GAR asp

Grant, R. G.; Kay, Ann; Kerrigan, Michael and Parker, Philip 2011: *History of Britain & Ireland. The Definitive Visual Guide*. London, Dorling Kindersley.

Gilbert, Martin 2007: *The Routledge Atlas of British History*. London, Routledge. RL 912GIL

Kearney, Hugh [Pardos, Julio A. Trans.] 1999: *Las Islas Británicas. Historia de cuatro naciones*. Madrid, CUP. RL 941KEA

McCormack, Bill 2001: *The Blackwell Companion to Modern Irish Culture*. Oxford, Blackwell. ISBN: 0631228179. RL 941.5BLA

Morgan, Kenneth O. ed. 1993 [1984]: *The Oxford Illustrated History of Britain*. Oxford, OUP. Ramon Llull 941 OXF

O'Driscoll, James 2003: *Britain. The Country and its People: An Introduction for Learners of English*. Oxford, Oxford University Press. RL 941.085ODR

Paxman, Jeremy 1999: *The English*. Woodstock and New York, Overlook. RL 942PAX

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