



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN ENSEÑANZA DE LA LENGUA INGLESA

**Licenciatura en
Lengua Inglesa**

Asignatura: Civilización Anglófona II

Código: LI822

Créditos: 2

Intensidad semanal: 2 horas

Pre-requisito: Civilización Anglófona I (LI722)

RATIONALE

The courses Anglophone Civilization I and II aim to familiarize students with the cultural/historical context in which the English language has developed, enabling them to interact meaningfully with a culturally diverse, multinational linguistic community that tends to share as points of reference specific cultural icons, philosophical paradigms and historical memories.

The second of these courses explores the development and globalization of Anglophone civilization since its emergence from Great Britain and its spread over all parts of the world with the British colonization of the 17th, 18th and 19th centuries. Emphasis is on socio-historical phenomena that have shaped the character of the American, British and other English-speaking peoples, and how this character has impressed itself on the English language that is used today as a universal auxiliary language.

COURSE AIM

Familiarize learners with many of the significant manifestations of global Anglophone history and culture so as to facilitate meaningful communication with English speakers, facilitate the development of inter-cultural sensitivity, and stimulate appreciation and further inquiry concerning Anglophone civilization.

COMPETENCES

To achieve these aims the program will develop in students the following competences:

1. Participate meaningfully in discussions concerning the historical and cultural development of English-speaking peoples from the 17th to the 21st centuries.

2. Contextualize references to post 17th century Anglophone culture and history encountered in literature, films, songs, etc. in such a way as to stimulate appreciation and interest.
3. Respond meaningfully to cultural references occurring in all varieties of English in terms of socio-historical phenomena that have affected English speaking peoples from the 17th to the 19th centuries.
4. Identify and appropriately respond to linguistic and non-linguistic behaviors characterizing English speakers as influenced by cultural-historical factors.

THEMATIC UNITS

I. Historical Overview

- Britain in the 18th and 19th centuries
- British colonization of America
- Britain's colonial wars in America
- Formation of the United States of America
- Development and Expansion of the U.S.
- The Civil War and Reconstruction
- The United States becomes a world power
- World War I and postwar
- World War II
- Decolonization and the Cold War
- Socio-cultural upheaval of the 1960's and 70's
- The New Millennium

II. Language & Culture

- Development of the English language
- Geography of North America and Australia
- U.S. literature of the 19th century
- Anglophone literature of the 20th century
- Popular culture and entertainment
- Popular beliefs and attitudes
- U.S. Holidays
- U.S. Government
- Religion in the U.S.
- The American "melting pot"
- U.S. Foreign Relations
- Anglophone Multiculturalism

MATERIALS

The principal course material will be the CD/Manuscript ***The Roots of Anglophone Civilization***, which will be made available for students to copy. Additional materials will include written documents and exercises that will be made available for students to copy and/or consult on the course *blog*, “Anglophone Civilization I” <<http://ronperry1.blogspot.com>>. The professor will bring audio cassettes, CD’s and DVD’s to use in classroom activities. Students will use the resources of the Interactive Room of the Department of Humanities and Languages and will be expected to use computers (either at home or at the university) for researching and preparing assignments and for contributing to the *blog*.

METHODOLOGY

The course will employ a constructivist approach that seeks to elicit, amplify and reexamine students’ prior knowledge in relation to new information and experiences. The professor’s role will be to orient students in the gathering, presentation and critical analysis of pertinent information. Student preparation and presentation of material will facilitate their auto-construction of concepts while providing opportunities for application of pedagogical concepts and practice in the use of the English language.

While time limitations allow for little more than superficial exposure to and analysis thematic material, the course will establish points of reference which, it is hoped, will motivate students to explore, on their own initiative, diverse aspects British of civilization throughout the rest of their careers.

EVALUATION

Students will be assessed by means of:

- **Partial exams** – two formal written tests will measure students’ retention of important facts and analytical grasp of concepts. Each partial exam will represent **20%** of the definitive grade.
- **Final exam** – a formal written test will measure students’ comprehensive understanding of the material at the end of the course. The final exam will represent **30%** of the definitive grade.
- **Work-in-class** – written and oral quizzes, exercises, workshops and expositions presented individually, in pairs or in small groups. This will represent **15%** of the definitive grade
- **Out-of-class-work** –presented individually, in pairs or in small groups. Each type of work will count for 15% of the grade. This will represent **15%** of the definitive grade.

The criteria for assigning numerical grades will be as follows:

0.0 Not presented or not accepted in quality	3.5 – 3.9 Satisfactory (average)
1.0 – 2.9 Presented but below standard quality	4.0 – 4.4 Above average in quality
3.0 – 3.4 Achieves minimum standards (of the highest quality)	4.5 – 5.0 Excellent (of the highest quality)

Students will evaluate and reflect upon their own learning and that of their peers, and will evaluate the efficacy of the course and the professor by completing one or more **questionnaires**.

BIBLIOGRAPHY (Written Documents)

AMERICAN HERITAGE, *A Sense of History: The Best Writing from the Pages of American History*, New York, American Heritage, 1985.

BAILEY, Thomas A. *Probing America's Past: A Critical Examination of Major Myths and Misconceptions*. Lexington, MA: D.C. Heath, 1973. (Volumes 1 and 2).

BERKIN, Carol, et al. *Making America: A History of the United States*, Vol. 1. Houghton Mifflin Co. 1995.

BOLTON, W. F., *A Short History of Literary English*. London: Edward Arnold Publ. Ltd. 1967 427 B694

COWIE, A.P., et al. *Oxford Dictionary of English Idioms*. Oxford University Press, 1993. R423 C874

CRYSTAL, David. *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press, 1997. R403 C957

FREEBORN, Dennis. *From Old English to Standard English: A Course Book in Language Variation Across Time*, 3rd ed. Palgrave MacMillan, 2006. 429 F853

HORNBY, A.S. *Oxford Advanced Learner's Dictionary of Current English*, 5th ed. Oxford University Press, 1995.

MAGRUDER SMITH, Mary. *Magruder's American Government* (revised by William McClenaghan). Allyn and Bacon, Inc. 1972.

* PERRY, Ronald. *The Roots of Anglophone Civilization*. Pereira, UTP, 2008 (CD and MS)

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TODD, Lewis Paul and Merle Curti. *Rise of the American Nation*, 2nd Ed. New York. Harcourt Brace & World Inc. 1966.

BIBLIOGRAPHY (Films)

Casablanca (Michael Curtiz) 1942
Wind (Victor Fleming) 1939

Gone With the

Citizen Kane (Orson Wells; Herman Mankiewicz) 1941
Cooper) 1933

King Kong (Merion C.

Forrest Gump (Robert Zemeckis) 1994
Nation (D. W. Griffith) 1915

The Birth of a

The Godfather (Francis Ford Coppola) 1972
(Victor Fleming) 1939

The Wizard of Oz

The Gold Rush (Charlie Chaplin) 1925
(Michael Wadleigh) 1970

Woodstock