

Subject card

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| Subject name and code | US Society in the 20th and 21st Century, PG_00144754 | | | | | | |
| Field of study | American Studies | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2024/2025 | | |
| Education level | postgraduate studies | Subject group | | | Obligatory subject group in the field of study Humanistic-social subject group | | |
| Mode of study | full-time studies | Mode of delivery | | | at the university | | |
| Year of study | 1 | Language of instruction | | | English | | |
| Semester of study | 2 | ECTS credits | | | 3.0 | | |
| Learning profile | academic | Assessment form | | | | | |
| Conducting unit | Zakład Amerykanistyki -> Instytut Anglistyki i Amerykanistyki -> Faculty of Languages | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr Bogna Dowgiało | | | | |
| | Teachers | | dr hab. Michał Kaczmarczyk dr hab. Anna Klonkowska | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 30.0 | 0.0 | 0.0 | 0.0 | 0.0 | 30 |
| | E-learning hours included: 0.0 | | | | | | |
| | Additional information: | | | | | | |
| Learning activity and number of study hours | Learning activity | Participation in didactic classes included in study plan | | Participation in consultation hours | | Self-study | SUM |
| | Number of study hours | 30 | | 2.0 | | 43.0 | 75 |
| Subject objectives | The aim of this course is to deepen the study of American society through a sociological perspective. Students will explore a wide range of processes and phenomena that have shaped North American society in the 20th and 21st centuries, such as individualism and individualization, social control, religiosity, meritocracy, racism, and urbanization. Students will become familiar with sociological concepts like social inequality, social roles, racial prejudice, models of masculinity and femininity, and cultural gender. | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
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| | [AMERMU2_U04] Student is able to use and present subject knowledge of history, society, politics and the arts, providing the necessary context for the study of literary and cultural phenomena and processes in North America. | The student formulates, in speech and writing, interpretative theses and complex theoretical problems concerning contemporary U.S. societal phenomena using specialized terminology appropriate for American studies. | [SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report |
| | [AMERMU2_W17] Student knows and understands fundamental dilemmas of modern civilization in the context of issues related to the development of North American literature, culture, art and society. | K_W08 - The student understands the ethical and economic conditions of 21st-century U.S. society and recognizes its multiculturalism and complexity. | [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report |
| | [AMERMU2_W15] Student knows and understands selected issues of the auxiliary sciences of American literary and cultural studies, including history, society, politics and art, providing the contextual knowledge necessary for the study of literary and cultural phenomena and processes in North America. | K_W01 - The student has an in-depth knowledge of selected significant social and cultural issues in 21st-century North America. K_W04 - The student possesses organized, advanced detailed knowledge concerning selected phenomena and processes related to 21st-century U.S. society. | [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report |
| | [AMERMU2_K01] Student is ready to critically assess the extent of her/his knowledge and skills, especially in the fields of American literature and cultural studies, contextual knowledge of American studies and the English language. | K_K01 - The student is aware of and critically evaluates their knowledge and skills regarding 21st-century U.S. society, and understands the need for continuous learning and development. | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report |
| | [AMERMU2_K05] Student is ready to inspire and organize activities for the dissemination of knowledge of American literature and culture and to popularize attitudes of tolerance and openness towards other cultures. | K_K03 - The student demonstrates openness and tolerance towards the multifaceted and heterogeneous nature of 21st-century U.S. society. | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report |

| Subject contents | <p>Theoretical perspectives and their empirical influence (14 h)</p> <p>The variety of religious experience and American individualism: (William James and John Dewey, Robert Bellah, Ann Swidler) American meritocracy and its dark sides (Michael Young, Michael J. Sandel) The American culture of control (Clarence Darrow, Michel Foucault, David Garland) Social inequalities from various theoretical perspectives (Robert K. Merton. Charles W. Mills, Reinhard Bendix) Sociological interpretations of race-prejudice (William I. Thomas, Jeffrey C. Alexander). The empirical approaches of American sociology (James Coleman, Anselm Strauss) The Chicago School of sociology. Field research in urban environment (Jane Addams, Paul Cressey, Nels Anderson, Lyn Lofland, Howard Becker, Thomas, Znaniecki)</p> <p>Chosen social problems (16 h)</p> <p>Critical Race Theory and contemporary perception of race and racism in the US</p> <p>Early inspirations and racial justice movements (W.E.B. Du Bois, Martin Luther King Jr) Systemic racism, evolving changes in social policies, and contemporary social movements (Eduardo Bonilla-Silva, Joe Feagin, Melissa Weiner, Charles Wade Mills, Tanya Golash-Boza, Crystal Fleming)</p> <p>From structural functionalism and its essentialist perception of gender roles to social constructionism and queer theory</p> <p>Structural functionalism and an essentialist perception of gender roles (Talcott Parsons) Gender inequalities and evolving changes in social policies (Betty Friedan) Social constructionism and queer theory (Judith Butler, Suzan Stryker) Evolving masculinity and femininity models in the contemporary US society (Tristan Bridges, Michael Kimmel)</p> <p>Urban sociology: from mapping social problems in industrial Chicago to a new interactional order in postmodern cities</p> <p>Urbanism as a way of life</p> <p>Behavior in public places (Erving Goffman)</p> | | | | | | | | | | | |
|-----------------------------------|--|-------------------------------|--|--------------------------|-------------------|-------------------------------|----------------------------|-------|-------|-----------------------------------|-------|-------|
| Prerequisites and co-requisites | General knowledge of American culture and society, and proficiency in English at the B2 level. | | | | | | | | | | | |
| Assessment methods and criteria | <table border="1"> <thead> <tr> <th data-bbox="453 1352 794 1384">Subject passing criteria</th> <th data-bbox="799 1352 1141 1384">Passing threshold</th> <th data-bbox="1145 1352 1473 1384">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="453 1384 794 1415">final project presentation</td> <td data-bbox="799 1384 1141 1415">60.0%</td> <td data-bbox="1145 1384 1473 1415">70.0%</td> </tr> <tr> <td data-bbox="453 1415 794 1447">participation in class discussion</td> <td data-bbox="799 1415 1141 1447">60.0%</td> <td data-bbox="1145 1415 1473 1447">30.0%</td> </tr> </tbody> </table> | | | Subject passing criteria | Passing threshold | Percentage of the final grade | final project presentation | 60.0% | 70.0% | participation in class discussion | 60.0% | 30.0% |
| Subject passing criteria | Passing threshold | Percentage of the final grade | | | | | | | | | | |
| final project presentation | 60.0% | 70.0% | | | | | | | | | | |
| participation in class discussion | 60.0% | 30.0% | | | | | | | | | | |
| Recommended reading | <p>Basic literature</p> <p>Bellah, Robert and Tipton, Steven M. (2006), The Robert Bellah Reader, Durham: Duke University Press (s. 319-332).</p> <p>Goffman, Erving (1966). Behavior in public places: Notes on the social organization of gatherings. New York: The Free Press.</p> <p>Golash-Boza, Tanya Maria (2015). Race and Racism. A Critical Approach. Oxford University Press, pp. 177-204 (Understanding Racial Inequality Today: Sociological Theories of Racism).</p> <p>Kimmel, Michael (2013). The Gendered Society. Oxford University Press, pp. 112-140 (The Social Construction of Gender Relations).</p> <p>Sandel Michael J. (2020) The Tyranny of Merit: Whats Become of the Common Good? New York: Macmillan.</p> <p>Sztompka Piotr (1986) Robert K. Merton: An Intellectual Profile, London: Macmillan.</p> | | | | | | | | | | | |

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| Supplementary literature | <p>Anderson, Nels (1923). <i>The Hobo: The Sociology of the Homeless Man</i>. Chicago: University of Chicago Press.</p> <p>Bellah, Robert and Tipton, Steven M. (2006), <i>The Robert Bellah Reader</i>, Durham: Duke University Press.</p> <p>Bonilla-Silva, E. The Structure of Racism in Color-Blind, Post-Racial America. <i>American Behavioral Scientist</i>, vol. 59, no. 11, Jan. 2015, pp. 135876.</p> <p>Bonilla-Silva, E. <i>What We Were, What We Are, and What We Should Be: The Racial Problem of American Sociology</i>. <i>Social Problems</i>, vol. 64, no. 2, Jan. 2017, pp. 17987.</p> <p>Bradley, Harriet (1996).</p> <p>Bridges, T., Pascoe CJ (2014) Hybrid masculinities new directions in the sociology of men and masculinities. <i>Sociology Compass</i> 8/3: 246258.</p> <p>Butler, Judith (1990) <i>Gender Trouble: Feminism and the Subversion of Identity</i>. Routledge.</p> <p>Cressey, Paul Goalby. (1932). <i>The Taxi-Dance Hall: A Sociological Study in Commercialized Recreation and City Life</i>. Chicago: University of Chicago Press.</p> <p>Dewey, John (1999) <i>Individualism Old and New</i>, New York: Prometheus Books.</p> <p>Du Bois, W. E. Burghardt (1898) [reprint] <i>The Study of the Negro Problems</i>. <i>The Annals of the American Academy of Political and Social Science</i>, Vol. 11, pp. 1-23.</p> <p>Fleming, Crystal Marie (2018) <i>How to Be Less Stupid about Race: On Racism, White Supremacy, and the Racial Divide</i>. Beacon Press.</p> <p>Friedan, Betty (1963) <i>The Feminine Mystique</i>. W. W. Norton.</p> <p>Garland David (2001) <i>The Culture of Control. Crime and Social Order in Contemporary Society</i>, Chicago: The University of Chicago Press.</p> <p>Goffman, Erving (1966). <i>Behavior in public places: Notes on the social organization of gatherings</i>. New York: The Free Press.</p> <p>Golash-Boza, Tanya Maria (2015) <i>Race and Racism. A Critical Approach</i>. Oxford University Press.</p> <p>Kimmel, Michael (2013) <i>Angry White Men. American Masculinity at the End of an Era</i>. Nation Books.</p> <p>Kimmel, Michael (2013). <i>The Gendered Society</i>. Oxford University Press.</p> <p>King Jr., Martin Luther (2010) <i>Where Do We Go from Here: Chaos or Community?</i> Beacon Press.</p> <p>Lofland, Lyn (1998). <i>The Public Realm</i>. New York: Aldine de Gruyter.</p> |
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| | | <p>Downs, Stuart (1997) <i>Violence in America. A Documentary History</i>, New York: (Macmillan).</p> <p>Mills, Charles Wright (2000) <i>The Power Elite</i> with a new Afterword by Alan Wolfe, Oxford: Oxford University Press.</p> <p>Parsons, Talcott (1955) <i>Family Structure and the Socialization of the Child</i>. In: <i>Family Socialization and Interaction Process</i>, edited by Talcott Parsons and R.F. Bales. Glencoe, IL: Free Press.</p> <p>Parsons, Talcott (1959) <i>The social structure of the family</i>. In: Anshen R N (ed.), <i>The Family: its Functions and Destiny</i>, New York, Harper and Row.</p> <p>Sandel Michael J. (2020) <i>The Tyranny of Merit: Whats Become of the Common Good?</i> New York: Macmillan.</p> <p>Santayana George (2009) <i>The Genteel Tradition in American Philosophy and Chracter and Opinion in the United States</i>, New Haven: Yale University Press.</p> <p>Stryker, Suzan (2006) <i>(De)Subjugated Knowledges. An Introduction to Transgender Studies</i>. In: S. Stryker, S. Whittle (eds.) <i>The Transgender Studies Reader</i>. Routledge.</p> <p>Sztompka Piotr (1986) <i>Robert K. Merton: An Intellectual Profile</i>, London: Macmillan.</p> <p>Taylor, Charles (2007) <i>A Secular Age</i>, Cambridge: The Belknap Press.</p> <p>Young, Michael (1958) <i>The Rise of the Meritocracy</i>. Harmondsworth: Penguin Books.</p> |
| | eResources addresses | Adresy na platformie eNauczanie: |
| Example issues/ example questions/ tasks being completed | 1. America as social utopia - 2. The varieties of American pragmatism - 3. The changes in American penal culture - | |
| Work placement | Not applicable | |

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