

Subject card

Subject name and code	US History - class II, PG_00144791						
Field of study	American Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2024/2025		
Education level	undergraduate studies	Subject group			Obligatory subject group in the field of study		
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			2.0		
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 Piotr Derengowski				
	Teachers		mgr Iwona Flis				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
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		18.0	50
Subject objectives	The purpose of the course is to familiarize the students with historical context essential for further instruction within the American studies. Successful completion of the course provides the students with basic knowledge of the history of Western Hemisphere, as well as systematic knowledge of the History of the USA. This class also gives the students the opportunity to get to know both terminology and the basics skills for conducting historical research. Students learn how to interpret and critically analyze particular types of sources.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[AMERL3_W11] Knows and understands the basic interrelationships of American cultural and literary studies with other humanity studies and social sciences, including, in particular, knowledge of selected issues and basic terminology in American history, society, language, politics and art, constituting the basic contextual knowledge necessary for the study of North American cultural phenomena and processes.	The student knows and understands the issues and basic terminology of American History, which constitute the basic contextual knowledge necessary for the study of North American cultural phenomena and processes. (K_W11)	[SW4] test/exam - oral or written
	[AMERL3_K01] is ready to critically evaluate his knowledge and skills, especially in American cultural and literary studies, as well as the basic contextual knowledge of American studies concerning history, social sciences, geography, linguistics and art and English.	The student is ready to critically evaluate his/her knowledge and skills, especially in the field of North American history and basic knowledge of contextual knowledge of American studies concerning history (K_K01)	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written
	[AMERL3_K03] is ready to make decisions independently and to critically evaluate and accept responsibility for the consequences of her/his own actions and the actions of the teams in which s/he participates, in particular while performing tasks in American Studies and in professional practice.	The student is ready to make decisions independently and to critically evaluate and accept responsibility for the consequences of their own actions and the actions of teams, in which he/she participates, in particular by performing tasks within the framework of the study of American Studies. (K_K03)	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written
	[AMERL3_U08] Is able to participate in debate, present and evaluate different opinions and positions and discuss them, especially in relation to issues concerning cultural phenomena and processes in North America, American literature and the basic contextual knowledge of American studies in American history and art.	Student is able to participate in debate, present and evaluate various opinions and positions and discuss them, in particular in relation to issues concerning historical phenomena and processes in North America, as well as basic knowledge of the contextual knowledge of American studies in history (K_U08)	[SU1] oral statement/conversation/discussion
	[AMERL3_U09] Is able to use and communicate knowledge of history, social sciences, geography, linguistics and the arts, providing a basic context in the study of North American cultural phenomena and processes.	The student is able to use and communicate knowledge of history, which is the basic context in the study of historical phenomena and processes of North America (K_U09)	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
	[AMERL3_U12] Is able to interact with others and plan and organize individual and team work, especially in the field of American Studies and in a selected sphere of cultural or economic activity related to knowledge of cultural contexts and the English language.	The student is able to interact with others and plan and organize individual and team work, especially in the framework of American Studies (K_U12)	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
Subject contents	<p>Semester 2: Political-economic history of the USA since 1865. Discussions around issues, e.g.: Radical reconstruction of the American South. Scallywags and Carpetbaggers. From emancipation to racial segregation. Industrial revolution social transformation in urban agglomeration and on the province (including growth of the importance of the West). Gilded Age. Progressivism. Political and social activation of women. Radicalization of white Americans (WASP). Industry politics relations. The 20s. The lawless decade. Harlem renaissance, new artistic trends, new conceptions to oppose the segregation (B.T. Washington vs. W.E.B. DuBois). Black nationalism, Pan-Africanism, Garveism. Great Depression economic and social repercussions, FDR, New Deal, importance of the development of military industry (during the WWII) for warding off the crises. The 50s: contrasts in the Affluent society (poverty, prejudices, discrimination, exclusion); fear against communism (development of anticommunist propaganda in the USA, nuclear threat). Struggle with racial segregation (Martin Luther King vs. Malcolm X). Presidency of JFK. Equal rights for minorities. Mobilization of radical socio-political groups, brutalization of public life. Revival of Conservatism: social transformations (1968-1992). In search for new doctrine from Clinton to Obama. Interpretation of sources (individual assignments).</p>		

Prerequisites and co-requisites	English B1		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Walk-in quizzes	51.0%	15.0%
	Attendance and active participation	70.0%	10.0%
	Essay	51.0%	10.0%
	Presentation	51.0%	5.0%
	Reading journal	51.0%	30.0%
	Colloquiums	51.0%	30.0%
Recommended reading	<p>Basic literature</p> <p>E. Foner, <i>Voices of Freedom. A Documentary History, Vol. II: Colloquy with Colored Ministers (1865); Petition of Committee on Behalf of the Freedmen to Andrew Johnson (1865); The Mississippi Black Code (1865); Robert B. Elliot on Civil Rights (1874); Chief Joseph, An Indians View of Indian Affairs (1879); John Marshall Harlan, Dissent in Plessy v. Ferguson (1896); Ida B. Wells, Crusade for Justice (ca.1892); Charlotte Perkins Gilman, Women and Economics (1898); John A. Ryan, A Living Wage (1912); The Industrial Workers of the World and the Free Speech Fights (1909); Margaret Sanger on Free Motherhood, from Woman and the New Race (1920); André Siegfried on the New Society, from the Atlantic Monthly (1928); The Fight for Civil Liberties (1921); Bartolomeo Vanzetti's Last Statement in Court (1927); Congress Debates Immigration (1921); Alain Locke, The New Negro (1925); Letter to Secretary of Labor Frances Perkins (1937); Franklin D. Roosevelt, Greater Security for the Average Man (1934); Norman Cousins, Will Women Lose Their Jobs? (1939); Frank H. Hillon the Indian New Deal (1935); W.E.B. Du Bois, A Negro Nation within a Nation (1935); Franklin D. Roosevelt on the Four Freedoms (1941); Henry R. Luce, The American Century (1941); Henry A. Wallace on The Century of the Common Man (1942); African-Americans and the Four Freedoms (1944); Justice Robert A. Jackson, Dissent in <i>Korematsu v. United States</i> (1944); The Truman Doctrine (1947); NCS 68 and the Ideological Cold War (1950); Walter Lippman, a Critique of Containment (1947); Joseph R. McCarthy on the Attack (1950); Henry Steele Commager, Who is Loyal to America? (1947); Richard M. Nixon, What Freedom Means to Us (1959); The Southern Manifesto (1956); Martin Luther King Jr. and the Montgomery Bus Boycott (1955); James Baldwin on Student Radicals (1960); The Sharon Statement (1960); Barry Goldwater on Extremism in the Defense of Liberty (1964); Lyndon B. Johnson, Commencement Address at Howard University (1965); The Port Huron Statement (1962); Paul Potter on the Antiwar Movement (1965); Redstockings Manifesto (1969); Barry Commoner, The Closing Circle (1971); Jimmy Carter on Human Rights (1977); Phyllis Schlafly, The Fraud of the Equal Rights Amendment (1972); James Watt, Environmentalists: A Threat to the Ecology of the West (1978); Ronald Reagan, Inaugural Address (1981); American Neutrality and Entry into World War I (1914-1917) Woodrow Wilson: U.S. Declaration of Neutrality (1914); Colonel Edward House and Sir Edward Grey: Conversations Regarding American Involvement (1915-1916); William Jennings Bryan: On American Loans to the Belligerents (1914); Secretary of State Robert Lansing: Letter to President Wilson Rejecting Bryans Earlier Argument (1915); Walter Hines Page: Regarding American Protests against Maritime Warfare (1915); Woodrow Wilson: U.S. Strict accountability Warning to Germany (1915); William Jennings Bryan: U.S. Protest Over the Sinking of the Lusitania (1915); Arthur Zimmerman: Note to the German Minister to Mexico (1917); Theobald von Bethmann Hollweg on the Prospect of War with the U.S. (1917); Woodrow Wilson: U.S. Declaration of War with Germany (1917); George Kennans Long Telegram: (http://nsarchive.gwu.edu/coldwar/documents/episode-1/kennan.htm); Taylor Branch, <i>The King Years: Historic Moments in the Civil Rights Movement</i> (2013) Roxanne Dunbar Ortiz, <i>An Indigenous Peoples History of the United States</i> (2022) Jeffrey A. Engel, Mark Atwood Lawrence, Andrew Preston, <i>America in the World. A History in Documents since 1898</i> (2023) Glenda Elizabeth Gilmore, Thomas J. Sugrue, <i>These United States: a Nation in the Making, 1945 to the Present</i> (2016) Tom Gjelten, <i>A Nation of Nations: a Great American Immigration Story</i> (2016)</i></p>		

	Supplementary literature	<p>The Crash of 1929 (PBS)</p> <p>Was President Truman Responsible for the Cold War?, Taking Sides. Clashing Views in the United States History since 1945, pp. 26-49; Was Martin Luther King, Jr.'s Leadership Essential to the Success of the Civil Rights Revolution?, Taking Sides. Clashing Views in the United States History since 1945, pp. 202-223; Did Lee Harvey Oswald Kill President Kennedy by Himself?, Taking Sides. Clashing Views in the United States History since 1945, pp. 172-201.</p>
Example issues/ example questions/ tasks being completed	eResources addresses	<p>Adresy na platformie eNauczenie:</p> <p>African Americans and their rights from the end of the Civil War till the early 20th century.</p> <p>Labor movement in the late 19th and the early 20th centuries and a new understanding of freedom</p> <p>Expansions, limitations, and transformations of American Freedom from the Roaring Twenties up to the Sixties</p>
Work placement		Not applicable

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