

Subject card

Subject name and code	History and Social Culture of the USA - seminars, PG_00144740						
Field of study	American Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study Subject group related to scientific research 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	1		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of American Studies -> Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Maria Fengler				
	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 aim of this class is to introduce the students to the new ways of examining issues that confront the US today - via the historical lenses. The social and cultural history of the USA that we study in the classroom includes issues like "migration, affirmative action, racial segregation, interracial relationships, political representation, racialized poverty and affluence, educational inequality, incarceration, terrorism, cultural appropriation, civil society, religion, marriage and divorce, and racial identity formation" - all listed by the authors of the textbook adopted for this class.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[AMERMU2_U01] Student is able to use methods and tools appropriate to literary studies and cultural and religious studies to innovatively perform analytical and interpretive tasks concerning phenomena and processes in American literature and culture.	Students are ready to critically assess the scope of his knowledge and skills, especially in the field of US history and social culture	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[AMERMU2_U05] Student is able to communicate with diverse audiences on specialized topics concerning literary and cultural phenomena and processes in North America, using advanced terminology in literary and cultural and religious studies.	Students can communicate with a diverse audience on specialist topics in the field of US social history using advanced specialist terminology	[SU1] oral statement/conversation/discussion
	[AMERMU2_W06] Student knows and comprehensively understands advanced terminology in cultural and religious studies applicable to the study of cultural phenomena and processes in North America.	Knows and uses advanced terminology to describe cultural phenomena and processes in the USA	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[AMERMU2_W02] Student knows and comprehensively understands selected issues that constitute advanced general knowledge of cultural phenomena and processes in North America.	Characterizes selected issues in the field of American social history and determines their connections with cultural changes	[SW1] oral statement/conversation/discussion
	[AMERMU2_W12] Student knows and comprehensively understands advanced methods of analysis and interpretation applicable to the study of culture and cultural identities of North American societies.	Adjusts and understands the methods of analysis and interpretation applicable in the study of culture and cultural identities of American society	[SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[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.	Students are ready to inspire and organize activities to disseminate knowledge about the society of the United States, including the promotion of tolerance and openness towards other cultures.	[SK2] 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.	Recognizes and lists the fundamental dilemmas of modern civilization in the context of issues related to the development of American society.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[AMERMU2_U06] Student is able to conduct a debate on American literature, culture and society, present and evaluate different opinions and positions and discuss them.	Students can conduct a debate on the social history of the USA, present and evaluate various opinions and positions and discuss them	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task
	[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.	Students are ready to critically assess the scope of his knowledge and skills, especially in the field of US history and social culture	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[AMERMU2_W08] Student knows and comprehensively understands selected topics representing advanced detailed knowledge of selected cultural phenomena and processes in North America.	Recognizes and defines selected issues constituting advanced detailed knowledge of selected cultural phenomena and processes in the USA.	[SW2] presentation/project/paper/report [SW5] implementation of a problem task
Subject contents	In this class, we follow the chapters of the Textbook authored by Matthew Desmond and Mustafa Emirbayer. 1. Race in the XXI century; 2. The Invention of Race; 3. Politics; 4. Economics; 5. Housing; 6. Crime and Punishment; 7. Education; 8. Aesthetics; 9. Associations; 10. Intimate Life; 11. Toward Racial Democracy. Primary sources and video clips are subject to analysis and discussion in class. Students prepare their own brief presentations.		
Prerequisites and co-requisites	Fluency in English, C1		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	primary source analysis (problem based project)	51.0%	25.0%
	debates, active participation in class discussions	80.0%	45.0%
	in class tasks, quizzes	51.0%	30.0%
Recommended reading	Basic literature	Matthew Desmond, Mustafa Emirbayer, Race in America (New York-London: W. W. Norton & Company Inc., 2016);	
	Supplementary literature	Students search (library and online queries) for appropriate literature to prepare analysis of primary sources	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Sample task in class: Watch the 5 min. film clip in class. Write a two-paragraph interpretation. Identify the problem represented in the video (reference: textbook) 5 points What kind of research question emerges from this film? 5 points Interpret the phenomena using relevant contexts from our class material 5 points So what? Share your opinion. Formulate your thesis 5 points		
Work placement	Not applicable		

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