

Subject card

Subject name and code	History and Social Culture of the USA - lecture, PG_00144741						
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			3.0	
Learning profile	academic		Assessment form				
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 hab. Anna Mazurkiewicz				
	Teachers		dr hab. Anna Mazurkiewicz				
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						
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	This class examines American history and culture with a special focus on key developments in US social history, including historical processes and cultural phenomena that shaped it - from Colonial times to the present era. Such perspective,interdisciplinary and multidimensional,provides for a comparative approach toward diverse groups of Americans (Native Americans, Latinos, descendants of Europeans, Afro-Americans, Asians). Based on such approach, students will discover multifaceted interpretations of social constructs such as nation, citizenship, race as well as American exceptionalism.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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	[SW4] test/exam - oral or written
	[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 [SU3] text preparation/written work [SU4] test/exam - oral or written
	[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.	evokes and understands the context of historical processes that determine social and cultural development in the USA	[SW4] test/exam - oral or written
	[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.	[SW4] test/exam - oral or written
	[AMERMU2_W10] Student knows and understands main trends in the development of cultural and religious studies, especially in relation to the study of American culture	recalls and reviews the main development trends in the study of American society and culture	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	[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.	[SK1] oral statement/conversation/discussion [SK3] text preparation/written work
	[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	[SW4] test/exam - oral or written
	[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 [SK4] test/exam - oral or written
	[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	[SW4] test/exam - oral or written
	[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.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written work

Subject contents	The course deals with issues related to the American experience (history and culture), with particular emphasis on the intertwining issues of race and class. The curriculum includes: 1) an outline of pre-Columbian civilizations; 2) time frames and directions of the influx of European emigration; 3) concepts that have shaped American culture from the colonial period to the present day; 4) demographic characteristics of the USA; 5) an outline of linguistic diversity; 6) media, social movements, elements of the political and judicial system, and others. A multi-directional and multicultural perspective will be proposed, contrasting with each other the experiences of various groups (Indian, Latinos, descendants of Europeans, African Americans and others) and the resulting differences in relation to such concepts as "nation" and "citizenship", American "Uniqueness", "pursuit of happiness", race, racism, immigration and other. Students also study assigned readings independently of discussions in class. The texts studied concern the problems of migration, racism, political representation, poverty related to origin, education, crime, religiosity, family life, shaping identity, affirmative action. During the course, students learn about the results of research in many disciplines, including history, sociology, anthropology and culture		
Prerequisites and co-requisites	Fluency in English, C1		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Exam	51.0%	70.0%
	Active participation in lecture (discussion)	80.0%	15.0%
	Written review	51.0%	15.0%
Recommended reading	Basic literature Literatura z zakresu historii USA, życia kulturalnego i religijnego wykorzystująca: 1. Bonnie G. McEwan, The Spiritual Conquest of La Florida, American Anthropologist, Vol. 96, No. 4 (Dec. 1994), s. 653-664; 2. J. Demos, Notes on Life in Plymouth Colony, The William and Mary Quarterly, Vol. 30, No. 1 (Jan., 1973), s. 1-18; 3. J. Beecher Field, A Key for the Gate: Roger Williams, Parliament, and the Pilgrims, American Quarterly, Vol. 35, No. 3 (Oct., 1983), s. 353-382; 4. J. H. Kettner, Subjects or Citizens? A Note on British Views Respecting the American Colonies, American Quarterly, Vol. 19, No. 5 (Jun. 1976), pp. 945-967; 5. W.E. Dodd, The Social Philosophy of the Cotton Planter [in:] The Cotton Planter and the Social Order, ed. by W.E. Dodd, (Cambridge, 1967), s. 48-70; 6. W.E. Wiethoff, Enslaved Africans Rivalry with White Overseers in Plantations, American Quarterly, Vol. 36, No. 3 (Jan., 2006), pp. 429-455; Źródła: 7. A.G. Bogue, Frederick Jackson Turner Reconsidered, The History Teacher, Vol. 27, No. 2 (Feb. 1994), s. 195-221; 8. R. E. Bonner, Flag Culture and the Consolidation of Confederate National Identity, The American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 9. C. Moseley, Attitudes toward Blacks in Popular Song of the Civil War, American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 10. Gregory J. W. Urwin, Warfare, Race, and the Civil War in American History, The American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 11. Mark Grimsley, Very Long Shadow, Black Flag over Dixie. Racial Atrocities and the Civil War, University Press, 2004), s. 231-244. 12. A. Carnegie, Wealth, North American Review, June 1889, p. 653-664; 13. M. Crawford, The Company Town, Perspectives, Vol. 30, Settlement Patterns, No. 1, (Spring 2002), s. 1-18. 14. R. Philipson, The Harlem Renaissance as Postcolonial Phenomenon, American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 15. O.B. Grant, Social Justice versus Social Equality: The Capitalistic Justification, American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 16. R. Smith, Saving the Dust Bowl: Bennetts Triumph over Tragedy, The American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 17. R. Philipson, The Harlem Renaissance as Postcolonial Phenomenon, American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 18. E.S. Abelson, : Gender and Homelessness in Great Depression, 1930s, American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 19. J.A. Pandiani, The Crime Control Corps: An Invisible New Deal Program, American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 20. W. Sharpe and L. Wallock, Bold New City or Built-Up 'Burb? Redefining Contemporary Suburbia, American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 21. S.P.Teret, A.P.Michaelis, Litigating for Native American Health: The Impact of the Indian Health Policy, Vol. 26, No. 2 (2005), pp. 246-259. 22. D.C. Worgs, "Beware of the Frustrated . . .": The Fantasy and Reality of the American Dream, American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 23. N. Foley, Partly Colored or Other White. Mexican Americans and The American Dream, American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 24. K.R. Johnson, Melting Pot or Ring of Fire?: Assimilation and the Mexican American Experience, California Law Review, Vol. 85, No. 5, (2001), s. 1361-1376. 25. K.R. Johnson, Melting Pot or Ring of Fire?: Assimilation and the Mexican American Experience, California Law Review, Vol. 85, No. 5, (2001), s. 1361-1376. 26. Anna Mazurkiewicz, East European Lobby in the U.S. during the Cold War, American Quarterly, Vol. 54, No. 2 (May, 2002), s. 293- 332; 27. Anna Mazurkiewicz, Decisive Factors in the Selection of Place of Refuge for World War II Political Émigrés from East Central Europe in the United States Immigration Policy and Its Implementation, (Peter Lang Edition: Frankfurt am Main 2017), s. 149-167. 28. Anna Mazurkiewicz, Migration crises and interest of a state. A look at the Polish Migration, Przegląd Polonijny 3/173 (2019): 4158. 29. Mary Frances Berry, History Teaches Us to Resist (Beacon, 2019).		

	Supplementary literature	Podcasts and online lecture series: a) The American Revolution with Joanne B. Freeman, Yale University Co YouTube https://www.youtube.com/watch?v=shTBSGoYtK0&list=PLDA2BC5E785D495AB b) The Civil War and Reconstruction with David Blight, Yale University Co YouTube https://www.youtube.com/watch?v=QXXp1bHd6gl&list=PL5DD220D6A1282057 c) African-American History: Modern Freedom Struggle with Clay Carson, Stanford YouTube https://www.youtube.com/watch?v=IPjfbStnWd8&list=PL40E11D5C66CAC48C d) Immigration and Migration, American Social History Project, http://ashp.cuny.edu/podcast?subject=348 ; e) African Americans, American Social History Project, https://ashp.cuny.edu/podcast?subject=338 ; f) D. Gabaccia, Workers at the Border (4 części), Class in American Imm 12 Apr. 2011, kanał wideo YouTube http://www.youtube.com/watch?v=926gDCTThxk&feature=plcp&context=C20e9dUDOEgsToPDskJLT-o7e0AQjKHwbG2QayjZ g) Robert Reich Inequality for All film/ lecture. https://www.youtube.com/watch?v=9REdcxfie3M https://www.youtube.com/watch?v=O_LkMWP2Q2A
	eResources addresses	
Example issues/ example questions/ tasks being completed	Sample test question: When was Emmett Till murdered? a) The same year as Brown II (with all deliberate speed) b) Just a week before the March to Selma organized by Dr. Martin Luther King c) The same day as the Little Rock (Arkansas) tried to enter the school building d) Right after Malcolm X was shot dead Sample exam questions: a. What kind of disadvantages stem from neighborhood segregation? b. Describe convict leasing and how we got from that to mass incarceration. c. How are the legacies of segregated education still appearing in modern education systems? d. On a basis of a selected example, explain the impact of stereotypes on the ethnic/immigrant communities. e. Why religious life continues to be one of the most racialized areas of American society?	
Work placement	Not applicable	

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