

Subject card

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| Subject name and code | US History - class I, PG_00145153 | | | | | | |
| Field of study | American Studies | | | | | | |
| Date of commencement of studies | October 2026 | Academic year of realisation of subject | | | 2026/2027 | | |
| Education level | Bachelor's 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 | | | Polish | | |
| 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 Piotr Derengowski | | | | |
| | Teachers | | | | | | |
| 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. | | | | | | |

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| Learning outcomes | Course outcome | Subject outcome | Method of verification |
| | [AMERL3_K01] Is prepared to critically evaluate their knowledge and skills, particularly in the field of American cultural and literary studies, basic contextual knowledge of American studies and the English language. | The student is ready to critically evaluate their knowledge and skills, particularly in the history of the British colonies and the United States up to 1865, basic contextual knowledge of American studies, and the English language. | [SK2] presentation/project/paper/report [SK4] test/exam - oral or written |
| | [AMERL3_U05] Is able to use knowledge of geography, history, art, language and socio-political realities, which constitute the context for the study of cultural phenomena and processes in North America. | The student is able to use knowledge of history and socio-political realities, which constitute the basic context for the study of cultural phenomena and processes in North America up to 1865. | [SU1] oral statement/conversation/discussion [SU3] text preparation/written work |
| | [AMERL3_U01] Is able to select sources appropriately and evaluate, critically analyse, synthesise and present the information gathered, also with the use of advanced information and communication technologies, in particular with regard to issues concerning cultural phenomena and processes in North America and American literature. | The student is able to select appropriate sources and evaluate, critically analyse, synthesise, and present the collected information, including the use of advanced information and communication technologies, in particular with regard to issues concerning historical phenomena and processes in North America up to 1865. | [SU2] presentation/project/paper/report [SU3] text preparation/written work |
| [AMERL3_W10] Knows and understands selected issues in geography, history, art, language and socio-political realities, constituting the contextual knowledge necessary for researching cultural phenomena and processes in North America. | The student knows and understands selected issues in the history of British colonies in America and the United States, constituting the basic contextual knowledge necessary for researching cultural phenomena and processes in North America up to 1865. | [SW1] oral statement/conversation/discussion [SW3] text preparation/written work | |
| Subject contents | Semester 1: From colonization to the foundation of national states. Birth of the USA and the history of the region. Geographical environment; characteristic features of North America's landscape (physical map), political maps of the region (16th-19th century), administrative division of the USA (20th century). Discussions around issues, e.g. New World? Beginnings of the settlement (Chesapeake, Plymouth). Characteristic features of colonization: Spanish, Portuguese, English, French, Dutch. Beginnings of slavery, transatlantic trade (middle passage), development of AfroAmerican culture and forms of resistance. Diversity of Native Americans, conditioning of cooperation and causes of conflicts with Indians. Spanish America and British colonies. Economic, political, social, cultural rationale for American Revolution. The War of 1754/6-1763 and territorial changes on Western Hemisphere. British policy toward colonies in North America. Declaration of Independence. State constitutions. Two wars of the independence. Political system, trifurcation and balance of power (check and balances), Bill of Rights. Louisiana Purchase, market revolution, Manifest Destiny. Foundation of national states on Western Hemisphere. Cotton Kingdom and the peculiar institution. Abolitionism (W.L. Garrison, F. Douglass, E. Potowski-Rose, Grimke sisters). Slavery and territorial expansion of the USA. Doctrine of popular sovereignty. Mexico will poison us causes and outcomes of the Mexican War. The Civil War the second American Revolution? Elements of historical researches: types of sources, elements of the critical analysis and interpretation of sources (individual assignments). | | |
| Prerequisites and co-requisites | English B1 | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | Class participation | 70.0% | 10.0% |
| | Essay | 51.0% | 10.0% |
| | Walk-in quizzes | 51.0% | 15.0% |
| | Reading journal | 51.0% | 30.0% |
| | Presentation | 51.0% | 5.0% |
| Colloquiums | 51.0% | 30.0% | |

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| Recommended reading | Basic literature | <p>semester 1: E. Foner, <i>Voices of Freedom. A Documentary History</i>, Vol. I: Thomas Morton, <i>The Native Americans of New England</i> (1637); Bartolomé de las Casas on Spanish Treatment of the Indians, from <i>History of the Indies</i> (1528); Father Jean de Brébeuf on the Customs and Beliefs of the Hurons (1635); A Micmac Indian Replies to the French (1677); Richard Hakluyt, an Argument for Colonization from A Discourse Concerning Western Planting (1584); Maryland Act Concerning Religion (1644); John Winthrop, Speech to the Massachusetts General Court (1645); The Trial of Anne Hutchinson (1637); William Penn, <i>Pennsylvania Charter of Privileges and Liberties</i> (1701); Nathaniel Bacon on Bacon's Rebellion (1676); Complaint of an Indentured Servant (1756); Olaudah Equiano on Slavery (1789); Samuel Sewall, <i>The Selling of Joseph</i> (1700); Pontiac, <i>Two Speeches</i> (1762 and 1763); Virginia Resolutions on the Stamp Act (1765); Farmington, Connecticut, <i>Resolutions on the Intolerable Acts</i> (1774); Thomas Paine, <i>Common Sense</i> (1776); James Chalmers, <i>Plain Truth</i> (1776); Exchange between Jewish Congregation of Newport, Rhode Island, and George Washington, on Religious Toleration (1790); The Right of Free Suffrage (1776); Noah Webster on Equality (1787); <i>Liberating Indentured Servants</i> (1784); Petition of Slaves to the Massachusetts Legislature (1777); Benjamin Rush, <i>Thoughts Upon Female Education</i> (1787); Benjamin F. Bache, <i>A Defense of the French Revolution</i> (1792-1793); Address of the Democratic-Republican Society of Pennsylvania (1794); Judith Sargent Murray, <i>On the Equality of Sexes</i> (1790); George Washington, <i>Farewell Address</i> (1796); Tecumseh on Indians and Land (1810); The Monroe Doctrine (1823); John Quincy Adams on the Role of the National Government (1825); Chief Shartarish on Changes in Indian Life (1822); Appeal of the Cherokee Nation (1830); Frederick Douglass on the Desire for Freedom (1845); William Sewall, <i>The Results of British Emancipation</i> (1860); George Fitzhugh and the Proslavery Argument (1854); Letter by a Fugitive Slave (1840); The Lincoln-Douglas Debates (1858); Frederick Douglass on the Fourth of July (1852); Catherine Beecher on the Duty of American Females (1837); Angelina Grimké on Womens Rights (1837); Declaration of Sentiments of the Seneca Falls Convention (1848); South Carolina Ordinance of Secession (1860); Alexander H. Stephens, <i>The Cornerstone of the Confederacy</i> (1861); Samuel S. Cox Condemns Emancipation (1862); Frederick Douglass on Black Soldiers (1863); State Constitutions (http://www.landofthebrave.info/state-constitutions.htm); Frank Levstik, <i>The Civil War Diary of Colonel Albert Rogall</i>, <i>Polish American Studies</i>, Vol. 27, No. 1/2 (Spring Autumn, 1970), pp. 33-79</p> |
| | Supplementary literature | <p>Four speeches of Ernestine Potowski-Rose Speech at the Anniversary of West Indian Emancipation, August 4, 1853, Flushing, New York, pp. 147-152; Speech at the New England Anti-Slavery Convention: All Free or All Slave, May 30, 1855, Boston, Massachusetts, pp. 187-193; Speech at the Thomas Paine Celebration: Freedom or Slavery, January 29, 1861, New York, New York, pp. 291-294; Speeches at the National Convention of the Loyal Women of the Republic, May 14, 1863, New York, New York, pp. 304-310; all speeches are to be found in: <i>Mistress of Herself. Speeches and Letters of Ernestine L. Rose. Early Womens Right Leader</i>, ed. by Paula Doress-Worters (New York: The Feminist Press at the City University of New York, 2008); Piotr Derengowski, <i>The Polish Voice on Slaves and Slavery in the United States of America in Mid-Nineteenth Century</i>, in: <i>East Central Europe in Exile</i>, ed. by Anna Mazurkiewicz, Vol. 2, <i>Transatlantic Identities</i>, pp. 117-133; James M. McPherson, <i>What They Fought For, 1861-1865</i> (New York, London, Toronto, Sydney, Auckland: Anchor Books, Doubleday, 1995) Chapter 3; Donald Yacovone, <i>The Fifty-fourth Massachusetts Regiment, the Pay Crisis, and the Lincoln Despotism</i>, pp. 35-51, in <i>Hope & Glory. Essays on the Legacy of the Fifty-fourth Massachusetts Regiment</i>, ed. by Martin H. Blatt, Thomas J. Brown, and Donald Yacovone (Amherst: University of Massachusetts Press, 2001).</p> |
| | eResources addresses | |
| Example issues/ example questions/ tasks being completed | <p>How did life change for Native Americans in North America from the beginning of European colonization in the 17th century to the 19th century?</p> <p>The Coming of Emancipation. Describe the issues of slavery and black enlistment during the Civil War</p> | |
| Work placement | Not applicable | |

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