



Национальный исследовательский университет «Высшая школа экономики»
Программа дисциплины «История и культура Великобритании-1»
для направления 45.03.02 «Лингвистика» подготовки бакалавра

Федеральное государственное автономное образовательное учреждение высшего образования

**«Национальный исследовательский университет
«Высшая школа экономики»**

Департамент иностранных языков

**Рабочая программа дисциплины
«История и культура США-1»
History and Culture of the USA-1
(преподается на английском языке)**

для образовательной программы «Иностранные языки и межкультурная
коммуникация»
направления подготовки 45.03.02 «Лингвистика»
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Разработчики программы:

Чернецова Екатерина Владимировна, к.ф.н. echernetsova@hse.ru

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Руководитель Департамента [Введите И.О. Фамилия]

Утверждена Академическим советом образовательной программы
«__» _____ 201__ г., № протокола _____
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[Введите И.О. Фамилия] _____ [подпись]

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1. Course Description

a. Title of a Course

History and Culture of the USA-1

b. Pre-requisites

History and Culture of the USA-1 is a four-module course designed for undergraduate students of the Foreign languages and intercultural communication programme who are concerned on American culture, history, culture, and literature in particular and American Studies in general. To fulfill the requirements of the course students need to have a good command of written and spoken English (required CEFR language proficiency level is B2).

c. Course Type (compulsory, elective, optional)

Elective

d. Abstract

The course offers students a broad introduction to American culture, also serves as preparation for more advanced courses in American studies, American literature, and American history, in particular.

The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American culture. Students will learn to assess cultural materials, their relevance to a given interpretive problem, reliability, and importance, and to weigh the evidence and interpretations presented in cultural scholarship. The American Culture course is aimed to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

The course combines activities of a traditional (quizzes, essays, discussions etc.) and a nontraditional (presentations, games, creative writing etc.) nature. It also envisages various research projects conducted individually or in small groups on a wide range of topics related to its subject matter.

This syllabus sets minimal requirements for the knowledge and skills of students and determines the contents of the course. It targets both lecturers and teaching assistants, and 2nd-year undergraduate students of the Foreign languages and intercultural communication programme, to whose needs it is specifically tailored.

2. Learning Objectives

The **objectives** of the course are:

- to cultivate student knowledge of issues of cultural and social American identity such as ethnicity, race, class, religion, gender, physical/mental disability or age;
- to convey to students a knowledge of different United States values, traditions, beliefs, and customs;
- to increase students knowledge of the range of United States cultural achievements and human conditions through time;
- to increase students knowledge of United States cultural identities not in isolation, but in relation to one another (for example, the interaction of race or gender with socioeconomic status);
- to introduce students to interpersonal communication and interaction issues among United States cultures.
- to broaden students' knowledge about written works in English by inhabitants of America from the colonial period to the present day, putting it in the larger context of the thematic concerns of the writers, as well as the specific historical events and cultural influences to which these writers responded;



- to contemplate, and respond to a range of Key Texts in the three main forms (prose, poetry, and drama);
- to elaborate one's Critical Thinking, Critical Reading, and Critical Writing skills;
- to develop lifelong knowledge and skills which will enable students to apply their knowledge in professional, scientific, and interpersonal communication in the multi-cultural world of today.

3. Learning Outcomes

Upon satisfactory completion of the course, the students should:

- **Know** major periods in American history, peculiarities of political, economic, social and cultural development of the USA, main political and cultural leaders, historical and cultural heritage and its meaning to American nation and the whole world, significant periods and streams of American literature, their representatives and major texts;
- **Be able** to search, use, and critically evaluate statistical data, academic, reference, and historical literature on cultural, political and social life of the countries under study; to elaborate on the basis of these data and literature; to read critically, comprehend, and produce clear, informed, independent opinions and judgements on American literary texts in the original; to cite strong and thorough textual evidence to support one's analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; to discuss the historical and critical context of given texts; to recognize the most common tropes and figures of speech and analyze how writers' choices of form, structure and language shape meanings; to acknowledge and respect cultural diversity;
- **Develop skills** of working with primary and secondary sources; presenting one's own opinion and participating (individually or in small groups) in the debates on a wide range of topics related to the course subject matter, using terminology and methods taught within the course; of thinking, reading, and writing analytically and critically.

The students master the following competencies:

Common cultural competencies		
CC-4	SC ¹ -B4	Ability to deal with problems in the sphere of professional activity through analysis and synthesis of information.
CC-6	SC-B6	Ability to collect, evaluate and process data required for dealing with scientific and practical tasks (including, but not limited to system approach) from various sources.
CC-7	SC-B7	Ability to conduct research, i.e. analyze problems, set goals and objectives, identify subject and object of the research, choose research methods and evaluation system.

Professional competencies		
PC-5	IC-B ² 5	Ability to organize FL extracurricular activities at schools,

¹ SC = systemic competency

² IC-B = BA instrumental competency



		vocational colleges and institutions of further education taking into account the psychology and pedagogy of the target audience.
PC-8	IC-B8	Ability to collect scientific data, write reviews and annotations, prepare reports and reference lists on research topics under academic supervision.
PC-10	IC-B10	Ability to identify, analyze, dissect and provide tentative solutions to specific issues influencing the efficacy of crosscultural and crosslingual relationships as well as EFL and ESL teaching methodology.
PC-13	IC-B13	Ability to provide task-oriented analysis of texts in native and foreign languages with future practical application in mind.
PC-21	SPC-B ³ 21	Ability to conform to legal and ethical standards in professional sphere, including but not limited to ethical, moral, sociocultural and other norms of behaviour typical of various cultures.
PC-23	SPC-B23	Ability to analyze and tolerate social and personal problems and processes in the systems of beliefs of society.
PC-25	SPC-B25	Ability to be aware of the system of universal human values, world traditional values and values of the Russian culture; to appreciate humanistic values for the development and preservation of modern civilization.

Professional tasks		
EC ⁴ -6		Ability to use texts in native and foreign languages for various aims of education and assessment.
RMC ⁵ -5		Ability to analyze scientific research from various spheres of linguistics, translation theory and practice, crosscultural communication, and other liberal arts through the acquired theoretical and practical knowledge.
RMC-8		Ability to collect scientific data, write reviews and annotations, prepare reports and reference lists on research topics.
RMC-9		Ability to participate in academic discussions and thesis defences at various levels; to give talks and presentations on research topics.
RMC-10		Ability to present research results in oral, written and digital forms, via uploading personal research materials to social networks.
OMC ⁶ -3		Ability to promote and disseminate foreign language education.

³ SPC-B = BA socio-personal competency

⁴ EC = educational competency

⁵ RMC = research and methodological competency

⁶ OMC = organizational and management competency



4. Course Plan

The course is bipartite, covering two areas, namely American Studies and American Literature, with several topics within these. The two parts of the course may be transposed.

Part 1: American Studies

№	Course section	Total hours	Contact hours		Self-guided work
			Lectures	Seminars	
1	General information about the USA -Composition of the country -Climate, weather, nature, relief -Different regions of America	22	2	4	16
2	American culture in the context of the country's and the world's historical development -Native American and European contact -Pilgrim fathers -Independence and expansion -Civil War and Reconstruction Era -Industrialization -World War I, Great Depression, and -World War II -Cold War and civil rights era -Contemporary history	22	4	4	14
3	Government and politics in the USA -Political system of the USA -Political parties of the USA -Economics of the USA	6	1	1	4
4	Law and Order in the United States -Types of Courts -Peculiarities of Legal system	6	1	1	4
5	Cultural heritage of the United States -American values and beliefs -American Dream -Key concepts of American culture -National symbols and heroes of the United States -American presidents (icons or leaders) -Flags of the United States -Great Seal of the United States -Popular mottos of the United States -Uncle Sam - Fine Arts of the USA -American exceptionalism -The melting pot -Minstrelsy -Blackface	22	4	4	12



	-Manifest destiny -US patriotism -Anti-Americanism and (self)Americanization				
6	Population of the United States -Ethnic and racial diversity -Cultural diversity of American people -The Concept of Multiculturalism -Religious heritage -Traditions of American people -Languages in the US -American family -Sociological issues -Social class and work	12	2	2	8
7	Education, science and technologies of the USA -Levels of Education in America -Peculiarities of educational system in America -International programmes and scholarships in America	6	2	2	2
8	Other significant aspects of American culture -Sports -National holidays -Media -Military and gun culture Our perception of the key aspects of American culture and history	6	-	2	4
	Total	100	16	20	64

Part II: American Literature

№	Course section	Total hours	Contact hours		Self-guided work
			Lectures	Seminars	
1	American literary periods. Colonial period and democratic origin of American literature	6	1	1	4
2	Literature of Enlightenment and Establishment of American literary traditions	6	1	1	4
3	Romantic period in American literature	14	2	2	10
4	Rise of Realism and the development of regional literature	14	2	2	10
5	Naturalism and Muckraking in American literature	14	2	2	10
6	Literature of the first quarter of the	14	2	2	10



	XXth century. Modernism and Experimentation. Trends of Realism				
7	Post-war literature. Literature of the Lost Generation.	14	2	2	10
8	Second World War and American view. American Identity in literature.	14	2	2	10
9	Literature of exhaustion. Change of paradigms: Realism-Modernism-Postmodernism	18	2	4	12
10	American literature of the last decades (the turn of the XXst century). Moving to Postmodernism and back. New trends, new tradition. Interaction of different traditions and experiments.	14	2	2	10
	Total	128	18	20	90

5. Reading List

a. Required

1. Irving W. 2 novels (on your choice)
2. Cooper J. F. The Last of the Mohicans. 1757.
3. Poe E. A. The Raven. 2 novels (on your choice)
4. Melville H. Moby Dick.
5. Hawthorne N. The Scarlet Letter
6. Whitman W. Leaves of Grass
7. Longfellow H. The Song of Hiawatha: An Epic Poem
8. Harte B. 2 stories (on your choice)
9. Twain M. Adventures of Huckleberry Finn (the beginning episode). 1 short story
(on your choice)
10. Dickinson E. Poems (on your choice)
11. Bierce A. 2 stories (on your choice)
12. Crane S. The Red Badge of Courage: An Episode of the American Civil War
13. James H. Daisy Miller / The Turn of the Screw
14. Norris F. The Octopus: A Story of California
15. London J. Martin Eden
16. O. Henry. 2 stories (on your choice)
17. Dreiser T. An American Tragedy
18. Hemingway E. For Whom the Bell Tolls / A Farewell to Arms / The Sun Also
Rises
19. Faulkner W. Sartoris / The Sound and the Fury
20. Dos Passos J. USA (trilogy) – the 1st novel
21. Fitzgerald F. S. The Great Gatsby / The Last Tycoon
22. Steinbeck j. The Grapes of Wrath
23. Nabokov V. Pnin / Pale Fire
24. Salinger J. The Catcher in the Rye
25. Mailer N. An American Dream / Harlot's Ghost / Tough Guys don't Dance
26. Heller J. Catch-22



27. Updike J. The Centaur / One novel about Rabbit (Rabbit, Run / Rabbit Redux / Rabbit is Rich / Rabbit at Rest)
28. Doctorow E. L. Ragtime
29. Styron W. Sophie's Choice
30. Barth J. The Floating Opera / The End of the Road
31. Irving J. The Prayer for Owen Meany
32. Morrison T. Song of Solomon / Beloved
33. Theroux P. My Other Life
34. DeLillo D. White Noise / Libra
35. Auster P. The New York Trilogy / Timbuktu
36. Pynchon T. The Crying of Lot 49 / V / Inherent Vice
37. USA History in brief. – English learner edition. – 2010. – 81 p.
38. Fiedler E. etc. America in close-up. - Longman, 2001. – 284 p.

b. Optional

a) free access in LMS

1. Anderson C. J. The U.S. Army today. – Chelsea House Publishers. – 1997. – 84 p.
2. Eldridge D. American Culture in the 1930-s. – Edinburgh University press. – 2008. – 259 p.
3. Fiedler E. etc. America in close-up. - Longman, 2001. – 284 p.
4. Fixico D. Daily life of Native Americans in the twentieth century. – Greenwood Press. – 2006. – 259 p.
5. Gilbert M. Atlas of American history. – Routledge. – 2006. – 100 p.
6. Loewen E. j. W. Rethinking our past: recognizing facts, fiction and lies in American history (audio course). – 2004.
7. Mancall Encyclopedia of American history (11 volumes). – N.Y. – 2010.
8. Monteith S. American Culture in the 1960-s. – Edinburgh University press. – 2008. – 242 p.
9. Northon M. B. etc. A people & a nation: A history of the United States (in 2 volumes). – Wadsworth. – 2010. – 432 p., 906 p.
10. O'Callaghan B. An Illustrated history of the USA. – Longman. – 2004. – 146 p.
11. Smith R. American Civil War. – Brassey's (UK) Ltd. – 1998. – 144 p.
12. The illustrated history of the American soldier, his uniform and his equipment. - Chelsea House Publishers. – 1997.
13. Zinn H. A people's history of the United States. – Garper Collins. – 2003. – 729 p.

b) additional bibliography for your own search

14. American Perspectives (Reading on Contemporary US Culture). – Longman, 2000.
15. American Roots (Reading on US Cultural History). - Longman, 2001.
16. Americana / English-Russian Encyclopedic Dictionary. – Smolensk: «Polygramma», 1996.
17. Bigsby A. C. A New Introduction to American Studies. – Routledge, 2005
18. Blassingame W. The Look-It-Up book of Presidents. Randow House. New York, 1993.
19. Bromhead P. “Life in modern America”. - Longman, 1988.



20. Bryn O'Callaghan *An Illustrated History of the USA*. - Longman, 2002.
21. Campbell N. *American Cultural Studies: An Introduction to American Culture*. - Routledge, 2011.
22. Claude S. Fischer. *Made in America: A Social History of American Culture and Character*. - University Of Chicago Press, 2011.
23. David E. Wilkins, Heidi Kiiwetinepinesiik Stark. *American Indian Politics and the American Political System*. Rowman & Littlefield Publishers. 2011. 352p.
24. Davidson J.M., Lytle M.H. *The United States. A History of the Republic*. Prentice Hall Inc. Englewood Cliffs, New Jersey, 1981.
25. Falk R. *Spotlight on the USA*. Oxford University Press, 1993.
26. Garraty J.A., *The American Nation Since 1865* – Harper and Raw, NY, 1996.
27. Kostina E. *About the United States of America*. – М.: «Московский лицей», 1998.
28. Maryanne K.D. *American Ways: An Introduction to American Culture*. - Pearson Education ESL, 2005.
29. Michael Nelson. *The presidency and the political system*. CQ Press, 2006. 607p.
30. Morgan Dave. *A short History of the British People*. – VEB Verlag Enzyklopadie, Leipzig, 1979.
31. Paul Byer. *Urban Masses and Moral Order in America, 182-1920*. – Harvard University Press, 1995. *Public Culture*. – Un-ty of Chicago, 1995.
32. Richard A. Harris, Daniel J. Tichenor. *A history of the U.S. political system: ideas, interests, and institutions*. 2010. 1000p.
33. *Select Documents Illustrative of the History of the United States. 1776-1861* / Ed. by W. MacDonald. N.Y., Burt Franklin. Originally published: 1898. Reprinted: 1968.
34. Stephen B. Oates. *Portrait of America*. – Houston Mifflin Company, 1991.
35. *The Declaration of Independence and the Constitution* / Ed. by E. Latham. Lexington, D. C. Heath and Company, 1976.
36. Tokareva N. *Pages of History. Glimpses of Britain and the USA*. – М.: «Высшая школа», 1985.
37. Tokareva N., Peppard V. “What is it like in the USA”. – М.: «Высшая школа», 1998.
38. Tomakhin G. D. *Across the countries of the English language*. – М.: «Просвещение», 1993.
39. *USA History*. – A Beka Book History, 1991.
40. VanSpanckeren K. *Outline of American Literature*. – NY, 1994 – 195 p.
41. Waters K. *The Story of the White House*. Scholastic Inc., New York, 1991
42. Woodard C. *American Nations: A History of the Eleven Rival Regional Cultures of North America*. - Penguin Books, 2012.

c. Web sources

1. <http://www.gutenberg.org/ebooks>
2. <http://www.gilderlehrman.org/history-by-era/resources/essential-questions-teaching-american-history-0>
3. <http://usinfo.state.gov/products/pubs/history/toc/htm> (an outline of American history)
4. www.usembassy.be/usa/usapolitical.htm (US Political system)
5. <http://library.thinkquest.org/18802/usholi.htm> (American holidays)
6. www.billpetro.com/HolidayHistory/ (American holidays, symbols, traditions)
7. www.teacheroz.com/Native_Americans.htm (Native American history and culture)



8. www.ku.edu/carrie/docs/amdocs_index.html (documents for the study of American history)
9. www.americaslibrary.gov/cgi-bin/page.cgi (the stories of America's past)
10. www.d230.org/stagg/LiskaLinks/usa_geog_.htm (USA geography)
11. www.rfpusa.org/news/diversity.html (religious diversity)
12. www.educationguide-usa.com/isg/edusystem.htm (American system of education)
13. <http://americanenglish.state.gov/> (A website for teachers and learners of English as a foreign language abroad)

6. Grading System

The cumulative grade for each part of the course consists of the sum of points for four elements:

Seminar participation: (points scale)

Ongoing quizzes: (points scale)

Written home assignments: (points scale)

Projects, presentations, and other activities: (regular HSE grade and points scale)

Every student can get 1-10 points on each seminar they are present on. Some points can be added on lectures if students participate in discussions during an interactive lecture.

The cumulative grade for the whole course (= **накопленная оценка**) is composed of the following:

Cumulative grade for American Studies: 50%

Cumulative grade for American Literature: 50%

The mean grade for every element, the cumulative grade for separate parts of the course, and the cumulative grade for the whole course are rounded half up (arithmetic rounding) to the nearest whole numerical grade.

If the cumulative grade for the whole course is an eight, nine, or ten, it becomes one's final grade automatically. Otherwise, the **final grade for the whole course** (= **результатирующая оценка**) consists of:

Cumulative grade for the whole course: 70%

Final assessment (exam grade) for the whole course: 30%

The **final assessment for the whole course** is composed of the following:

Exam grade for American Studies: 50% (written test)

Exam grade for American Literature: 50% (written test)

All the grades are rounded half up (arithmetic rounding) to the nearest whole numerical grade.

During a repeat examination one's cumulative grade cannot be improved.

For details on course requirements and grading scales, please see **Appendix 1**.

7. Guidelines for Knowledge Assessment

The course combines summative and formative assessments which include direct and indirect testing methods used through traditional and alternative (authentic) forms of assessment.

Summative assessment: traditional quizzes, essays, home tasks, debates, round-table discussions, presentations, individual and group projects.



Formative assessment: qualitative feedback and discussions aimed at the evaluation of knowledge, abilities and skills acquired during the course.

Sample topics for presentations:

1. Educational system of the USA in the context of American Values
2. Californian Cultural Heritage
3. Conflict within the United States
4. Cultural Changes in 1950-1980-s
5. Modernism and Postmodernism in T. Pynchon works
6. Late Realism in J. Steinbeck novels
7. Existential errands in N. Mailer works

Sample questions for quizzes and tests:

Question	Points
The United States Entered The World War in...	1 point
The Civil Rights Movement began in ...	1 point
Write T or F: The first Spanish settlement was at Jamestown, Virginia, in 1607	1 point
How does the main character in Sartoris die?	0,5 point
How does Doc in Inherent Vice by T.Pynchon get his nick-name?	1 point

8. Methods of Instruction

The course combines lectures and seminars, supported by additional tasks and material available on the Internet and LMS.

Lecturing methods include expository lectures, which focus on transferring information, and interactive lectures, during which students participate in activities that let them work directly with the material. The instructor usually breaks the lecture at least once per class to engage students in an activity, such as think-pair-share or Socratic inquiry, that allows them to apply what they have learned or give them a context for upcoming lecture material.

Seminars aim at encouraging participative and student-centred learning. Students get a set of questions to consider the week before the class. Furthermore, they are to prepare questions of their own (usually, 1-2 questions per person). During the class, the discussion first moves through the assigned questions and then turns to students' ones. Such a form of group work focuses on active/interactive learning and enhances students' ability to think critically and independently, to analyse and solve problems.

Other forms of activities and tasks may include:

- Presentations;
- Role playing / simulation (for instance, students are to prepare an imaginary interview with a writer);
- Imaginarium game (students play picture cards to represent an aspect of American Culture, a book, a writer a trend and discuss their choice and results)
- Dramatic play activities (students are to recreate some scene or moment from a piece of American literature);



- Open-ended performance tasks (students must actually use their learning, knowledge, and skills to deliver a performance that will serve as evidence of their understanding and proficiency);
- Pairing with movies (students analyze how films comment on their assigned reading);

9. Special Equipment and Software Support

Standard technical equipment (PC+CPr) and requirements, including Wi-Fi access.



Appendix 1. Course Requirements and Grading Scale

A. Cumulative Grade

1. **Lecture attendance** is optional, BUT during seminars everyone taking the course must be able to answer all the teacher's questions concerning a lecture, including those discussed unplanned by the lecturer and students. Being aware of what was discussed during lectures is very important for learning. It is important that if engaged in discussion during a lecture a student can get additional points.

2. Furthermore, active **participation** in group discussions and in-class assignments is required at every **seminar** and will be evaluated according to a points scale. Please be in class on time – this will give us all an opportunity to finish on time as well.

If a 5-minute quiz is used as a written form of checking home assignment a student who is late is not permitted to write the quiz. A student who is absent is not permitted to do it either. You are not permitted about a written quiz in advance, as it is up to your teacher to decide on a way of checking home assignment – oral / written. Therefore results for written quizzes are summed to all points you get during the course. If your quizzes results are equal to 0, but you get points by participating in the whole process you still have a chance to get a high cumulative grade. Written quizzes are compulsory for everyone who is in class at that moment. Total amount of quizzes can be 1-5 in two modules.

You are to prepare for every class and to be active in class discussions. You will be counted absent if you have not done your required reading and come unprepared, and your seminar participation grade will be affected.

Absence policy

Please inform your instructor about your **absences** before the class (not after) by email, and provide your doctor's notes and other documents about them. An **excused absence** is an absence due to a number of accepted reasons, such as a medical or personal issue beyond your control, participation in a significant extracurricular university event, conference etc. If the absence is excused, the grades for lecture attendance and seminar participation will not be reduced. Students will have an opportunity to get points being present and participating in other classes.

When you are absent, you are still responsible for all work. It remains your responsibility to find out which assignments you missed, to acquire the handouts, and to borrow and copy the class notes for the day(s) you were absent. Because you will have at least a week's lead time for major written home assignments, the due date for these remains the same regardless of your absence.

Points scale and regular HSE grades

The assessment of **lecture and seminar participation, and home assignments** is based on the amount of work done and the effort involved. In evaluating these assignments the instructor will use a point scale:

It is possible to get from **1 to 10** points during 1 lesson.

If a student prepares a presentation and then participates in other discussions (asks other students questions, answers other students' questions, participates in a game or debates), they can get **1 regular HSE grade** (for a presentation) **and point(s) for participation**. Assessment guide to the criteria

0-10 points can be given to a student for **one or several answers/questions/statements** in activities during a lesson according to the **following criteria:**



2-10	<ul style="list-style-type: none">-The student demonstrates deep understanding of the discussed topic<ul style="list-style-type: none">• by presenting academic goals and questions clearly;• by answering persuasively relevant academic questions;• by presenting a well-developed analysis that engages theoretical material;• and by positioning own research in relation to prior research.-The student specifies the relevance and contribution of own work to the field-The student demonstrates command of the relevant academic or scholastic methods by justifying the selection of methods and through their accurate and precise use.-Terms and concepts are well defined (when asked) and appropriately used throughout.-The student makes an appropriate and critical selection of secondary literature, and theoretical approaches. These are well integrated into a sustained argument.-The structure, presentation, and language of the answer / statement / question a student present to a group follow academic conventions.-Correct referencing procedures are used consistently.-The student is able to demonstrate their own analyses and interpretation of a question, especially considering a literary work-The student demonstrates elegance in language use.
1-5	<ul style="list-style-type: none">-The student has defined the topic and goals of the statement in an appropriate manner.-The statement / answer / presentation of a mere fact produces reliable results, and sufficiently answers the posed question.-The methods have been chosen in accordance with the prevailing practice, and have been used correctly.-Concepts and terms are used with sufficient clarity and consistency.-The student demonstrates good command of the relevant literature and background material, and has applied them appropriately.-The statement / answer / presentation structure has no major weaknesses; it is well organized, uses appropriate language, and adheres to academic conventions.-The statement / answer / presentation lacks for analyses and student's own interpretation and presents retelling of a literary work or facts.
0-2	<ul style="list-style-type: none">-The goals and the answer proposal are unclear; or, the goals and results of the statement / answer / presentation contradict each other.-The statement depends excessively on the cited works, i.e. the results are not based on independent research but rather on previous work by others.-Terms and concepts are used incorrectly.-References are few or of poor scientific quality, indicating shortcomings in the critical evaluation of sources and/or understanding of research in the field.-Facts are used inconsistently or are ill-suited for answering the posed questions.-The line of reasoning is difficult to follow-There are serious grammatical errors, lexical choices are incorrect.-The statement / answer / presentation lacks for analyses and student's own interpretation and presents retelling of a literary work or facts.-The statement / answer / presentation contradicts facts or already been presented by other students.-The question asked by the student lacks logics or concerns mere unnecessary facts.



The total score earned in all modules will be subsequently translated into HSE grade according to this scale:

Total Score	HSE grade
114 \geq	10
102-113	9
90-101	8
78-89	7
66-77	6
54-65	5
42-53	4
30-41	3
18-29	2
6-17	1

5. Several **projects, presentations, and other activities** will be given throughout the course as a way for students to demonstrate understanding and mastery in their own unique way. **Each student must** take part in such activities at least **once** in two modules. Students must complete projects on time. If a student is preparing a project / report / presentation and they are not present on a seminar when this topic is discussed, they do not have an opportunity to present it regardless of their excuse. The prepared topic in this situation will be presented for group or pair discussion on the same lesson.

When you prepare a presentation, please permit your teacher in advance about the need in special technical support (projector, laptop). Make sure it is possible to use technical support for each particular lesson as it is sometimes not available.

Videos do not replace your speech and presentation.

You are not allowed to read your report either.

Instructions and grading rubric will be given per project.

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor. Students who are found to be dishonest will receive academic sanctions including, but not limited to, automatic zero on the work (for further information visit <http://www.hse.ru/studyspravka/pism>).

B. Final Assessment

The **final assessment (exam grade) for the course** is bipartite:

American Studies: written test

American Literature: written test

The **test** is to be written in class on the day of the exam.



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для направления 45.03.02 «Лингвистика» подготовки бакалавра