

## SYLLABUS OF THE COURSE

Faculty: **Faculty of Economics and International Relations**

Major: **International Economics / International Business**

### I. BASIC INFORMATION

Name of the Course	<b>American Society and Culture</b>
Name of the Course in English	<i>American Society and Culture</i>
Language of the Course	English
Code / Specialization within the Major:	<b>WE-ST1-MG-Ib-12/13Z-</b> International <b>ERPR</b> Business
Study Profile:	general academic ( <i>ogólnoakademicki</i> )
Category of the Course	<input type="checkbox"/> major or general ( <i>kierunkowe lub ogólne</i> ) <input checked="" type="checkbox"/> specialization ( <i>specjalnościowe</i> ) <input type="checkbox"/> electives ( <i>do wyboru</i> ) <input type="checkbox"/> research project ( <i>seminarium</i> )
Level of Studies	x 1. (bachelor studies / <i>studia licencjackie</i> ) <input type="checkbox"/> 2. (master studies / <i>studia magisterskie</i> )
Number of Semesters / Study Semester	1/6
Number of Hours <i>including the division between Lectures (L) and Tutorials (T)</i> (60% for part-time studies)	Full-Time Studies: 15L, 15T Part-Time Studies: 9L, 9T
Number of ECTS Credits	4

### II. INITIAL REQUIREMENTS

No.	Description
1	A student should have some basic knowledge in the field of social science (Introduction to management or a similar course is strongly recommended)

### III. AIMS OF THE COURSE (At least 3 aims)

Symbol	Description
A1	The course aims at providing a general overview of the US civilization from the first colonies to 21 <sup>st</sup> century.
A2	The course aims at preparing a student for analysing of multidimensional factors shaping modern American culture (including race, ethnicity, and social

	class).
A3	The course aims at strengthening student's acceptance to diversity.

#### IV. TEACHING EFFECTS

(at least 3 effects, one in each category)

(W – knowledge / U – skills and abilities / K – social competences)

Symbol of the Effect	Type of the Effect	Description	Reference to Major Teaching Effects
		<b>After completing the course, the student:</b>	
E1	W	poses basic knowledge on the development of the US civilization and main currents that has shaped it	WE-ST1-MG-W03-12/13Z
E2	W	poses basic knowledge on ethnic and racial relations in America and identifies the examples of the interplay between culture and economy	WE-ST1-MG-W16-12/13Z
E3	U	is able to analyse simple processes of social and cultural evolution in the USA	WE-ST1-MG-U08-12/13Z
E4	K	is prepared for team work, organizes and lead research teams	WE-ST1-MG-K04-12/13Z

#### V. CONTENT OF THE COURSE

(F – Full-time studies, P – Part-time studies)

##### LECTURES:

No.	Themes and Topics	Numbers of Hours		Effect (codes only)	Teaching method (codes only)	Evaluation (codes only)
		F	P			
1	Course Overview: syllabus, expected outcomes of the course, grading system, rules of conduct.	1		E4	N1	F8
2	The achievements of early colonial times: the role of religion in early colonies; impact of religion on cultural achievements; theocracy of Puritan New England.	2		E1	N1, N3	F8
3	Between imitation and innovation: the dependence of American cultures on metropolitan state; reasons for claiming cultural difference of the America.	2		E1	N1, N3	F8
4	Agrarian culture and preindustrial civilization: early industrialization of the USA.	2		E1	N1, N3	F8
5	The ideals of freedom: the myth of frontier and the „land of plenty“; cowboy as a mythical figure	2		E2	N1, N3	F8
6	The emergence and development of national arts in the Americas: fine arts; theatre and cinema.	2		E2, E3	N1, N4	F8
7	Cultural changes in the Americas after world war II: towards globalization and internationalization.	2		E1	N1, N3	F8

8	Between collaboration and conflict: cultural hegemony of the United States and the response of other American states.	2		E3	N1, N4	F8
<b>Total Numbers of Teaching Hours:</b>		<b>15</b>				

#### TUTORIALS / WORKSHOPS:

No.	Themes and Topics	Numbers of Hours		Effect (codes only)	Teaching method (codes only)	Evaluation (codes only)
		F	P			
1	New England puritanism and the creation of American individualism and entrepreneurship.	2		E1	N2, N12	F8
2	Modernization of the United States: Civil War and its impact on society and culture	2		E1	N2, N12	F8
3	The emergence of cultural hierarchy in the United States: high and low culture; mass culture in early 20 <sup>th</sup> century	2		E1	N2, N12	F8
4	Commodification of leisure time: culture as industry, birth of Hollywood film studios	2		E2	N2, N12	F8
5	The importance of race in American culture, discrimination versus appreciation.	2		E1, E3	N2, N12	F8
6	Post war multidimensional culture of the USA, the importance of diversity.	2		E1, E3	N2, N12	F8
7	Public presentation of teams' work: various aspects of modern US culture (from music to comic books; from TV series to infotainment).	3		E4	N3, N5	F4, F5
<b>Total Numbers of Teaching Hours:</b>		<b>15</b>				

#### VI. TEACHING METHODS

Symbol (N1 – N13) and description [Please select from the list]
N1 - Lecture N2 - Conversation N3 – Presentation N4 - Discussion N5 – Team working N12 – Textbook work
N1 Lecture (Wykład audytoryjny) N2 Conversation (Konwersatorium) N3 Presentation (Prezentacja) N4 Discussion (Dyskusja) N5 Team working (Praca w grupach) N6 Simulation (Symulacja) N7 Case study (Analiza przypadku) N8 Role playing (Inscenizacja - odgrywanie ról) N9 Blackboard tasks (Ćwiczenia tablicowe)

N10 Field tasks (Ćwiczenia terenowe)  
 N11 E-learning  
 N12 Textbook work (Praca z podręcznikiem)  
 N13 Lab tasks (Ćwiczenia laboratoryjne)

## VII. ASSESMENT POLICY: METHODS OF THE EVALUATION:

### A) FORMING GRADES

Symbol (F1 – F10) and description [Please select from the list]
F4 - Presentation F7 - Essay F8 – Class activity
F1 Test (Kolokwium) F2 Blackboard Tasks (Zadania tablicowe) F3 Oral answer (Odpowiedź ustna) F4 Presentation (Prezentacja) F5 Team Project (Projekt zespołowy) F6 Individual Project (Projekt indywidualny) F7 Paper/Essay (Referat) F8 Class activity (Aktywność na zajęciach) F9 Practical tasks (Ćwiczenie praktyczne) F10 Lab report (Sprawozdanie z ćwiczeń laboratoryjnych)

### B) FINAL GRADES

Symbol (P1 – P4) and description [Please select from the list]
F2 – Written exam P4 – Weighted average of the forming grades...
P1 Oral exam (Egzamin ustny) P2 Written exam (Egzamin pisemny) P3 Multiple test exam (Egzamin testowy) P4 Weighted average of the forming grades (Średnia ważona ocen cząstkowych)

## VIII. ASSESMENT POLICY: EVALUATION CRITERIA

Evaluation Criteria: Please describe in details how and with what methods the particular teaching effects achievement will be reviewed. (W –knowledge / U – skills and abilities / K – social competences)		
E1	W	Significance (select 1-6, the system will express it in %): 4 [significance will be used for the weighted average]
For the grade 2.0		A student obtains less than 60% of required points from in-class activity and final written exam.
For the grade 3.0		A student obtains 60-67% of required points from in-class activity and final written exam.
For the grade 3.5		A student obtains 67-75% of required points from in-class activity and final written exam.
For the grade 4.0		A student obtains 76-84% of required points from in-class activity and final written exam.
For the grade 4.5		A student obtains 85-93% of required points from in-class activity and final written exam.

For the grade 5.0		A student obtains more than 93% of required points from in-class activity and final written exam.
<b>E2</b>	<b>W</b>	Significance (select <b>1-6</b> , the system will express it in %): 4
For the grade 2.0		A student obtains less than 60% of required points from in-class activity and final written exam.
For the grade 3.0		A student obtains 60-67% of required points from in-class activity and final written exam.
For the grade 3.5		A student obtains 67-75% of required points from in-class activity and final written exam.
For the grade 4.0		A student obtains 76-84% of required points from in-class activity and final written exam.
For the grade 4.5		A student obtains 85-93% of required points from in-class activity and final written exam.
For the grade 5.0		A student obtains more than 93% of required points from in-class activity and final written exam.
<b>E3</b>	<b>U</b>	Significance (select <b>1-6</b> , the system will express it in %): 6
For the grade 2.0		A student obtains less than 60% of required points from in-class activity and final written exam; does not show critical approach to texts assigned.
For the grade 3.0		A student obtains 60-67% of required points from in-class activity and final written exam; is not able to argument during in-class discussion.
For the grade 3.5		A student obtains 67-75% of required points from in-class activity and final written exam; presents his arguments during in-class discussion.
For the grade 4.0		A student obtains 76-84% of required points from in-class activity and final written exam; critically analyses assigned texts and presents his arguments.
For the grade 4.5		A student obtains 85-93% of required points from in-class activity and final written exam; critically analyses assigned texts and presents his arguments is able to lead the discussion.
For the grade 5.0		A student obtains more than 93% of required points from in-class activity and final written exam, critically analyses assigned texts and presents his arguments is able to lead the discussion, independently seeks for more data and arguments.
<b>E4</b>	<b>K</b>	Significance (select <b>1-6</b> , the system will express it in %): 6
For the grade 2.0		A student does not cooperate within a team to solve problems and does not represent social responsibility for the others.
For the grade 3.0		A student is communicative, actively participates in team work by active decision-making, and demonstrates social responsibility for the underdeveloped.
For the grade 3.5		A student is communicative, active participant in team work and in-class discussions; respects the opinions of the others, demonstrates social responsibility for the underdeveloped.
For the grade 4.0		A student is communicative, active participant in team work and in-class discussions; respects the opinions of the others, demonstrates social responsibility for the underdeveloped, shares his knowledge with the others, can adopt a role of a leader.
For the grade 4.5		A student is communicative, active participant in team work and in-class discussions, can moderate in-class discussions; respects the opinions of the others, demonstrates social responsibility for

	the underdeveloped, shares his knowledge with the others, can adopt a role of a leader.
For the grade 5.0	A student is communicative, active participant in team work and in-class discussions, can moderate in-class discussions; respects the opinions of the others, demonstrates social responsibility for the underdeveloped, as a leader shares his knowledge with the others, is eager to listen to the arguments of the others.

#### IX. STUDENT WORKLOAD

Type of Activities	Number of Hours	
	Full-Time Studies	Part-Time Studies
Contact hours with the professor/lecturer according to the study program (teaching hours)	30	18
Contact hours with the professor/lecturer within consultations (office hours)	2	2
Contact hours with the professor/lecturer during tests and exams	2	2
Preparing for classes, including literature studying and homework	20	24
Collecting information and results preparation	16	18
Preparing a report, a project, an essay, a presentation, a discussion	20	22
Preparing for the mid-term exam, the final exam, tests	10	14
<b>Total Number of Hours</b>	<b>100</b>	<b>100</b>
<b>Number of ECTS Credits</b>	<b>4</b>	<b>4</b>

#### X. REFERENCES AND COURSE MATERIALS

Basic literature:
Campbell, Neil; Kean, Alasdair, <i>American Cultural Studies. And Introduction to American Culture</i> , new York, Routledge 2006.
Luedtke, Luther (ed.), <i>Making America; The Society and Culture of the United States</i> , Washington: US Information Agency 1995.
Supplementary literature:
Lipset, Seymour, <i>American Exceptionalism; A Double-Edge Sword</i> , New York: Norton and Company 1997.
Halttunen, Karen, <i>A Companion to American Cultural History</i> , New York: Blackwell Publishing 2008.
Temperley, Howard; Bigsby Christopher (eds.), <i>A New Introduction to American Studies</i> , London: Pearson-Longman 2006.

#### XI. PROFESSORS AND COORDINATORS

Course coordinator ( <i>the person responsible for the course, appointed by the Dean and registered in the system</i> ):
Krzysztof Wach, Ph.D.

Professors/Lecturers (all teaching instructors, as many as necessary):
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1. Radosław Rybkowski, Ph.D.
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## XII. ADDITIONAL INFORMATION

(no length limits,

e.g. additional description, details on the evaluation components, etc.)

There is a two-step grading.

Passing the tutorial component, based on:

1. one take-home academic essay (3 000 words), grading based on the maturity of arguments, the use of resources and the quality of language
2. multimedia presentation (ca. 15 minutes), grading based on the quality of presentation, maturity and originality of research, the quality of collaboration within the team.

The list of topics for possible presentation will be provided during first lecture; there will be a possibility to reshape the topic after the consultation.

Final examination: in-class academic essay, the length of the examination – 90 minutes.

The grading is based on the quality of arguments; the reasoning, the use of knowledge, ability to analyze cultural interrelations within the Americas, and the language maturity.