



AMERICAN HISTORY AND CIVILIZATION SYLLABUS

| Basic data of the subject | | | |
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| Academic Unit: | | | |
| Course title: | American History and Civilization | | |
| Program: | English language and literature | | |
| Level: | Bachelor | | |
| Course status: | O | | |
| Study year: | Spring 2023 | | |
| Number of hours per week: | 4 | | |
| Credit value – ECTS: | 6 | | |
| Time / location: | 1-2:30pm (Tuesdays and Wednesdays in the Philology Building) | | |
| Lecturer: | Shaun Hicks and Marseda Halilaj | | |
| Contact details: | Shaun.hicks@Colorado.edu / Marseda89@gmail.com | | |
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| Course description: | The main objective of this course is to provide students with basic knowledge regarding aspects of American history and its development, bring awareness to various groups of people within the American story. | | |
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| Course objectives: | This course is meant to make second-year “Ukshin Hoti” English-language literature students more knowledgeable and understanding of American institutions, various belief systems, aspects of social and cultural components of life, as well as to improve students’ language, writing, and presentation skills overall. | | |
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| Learning outcomes: | <ol style="list-style-type: none"> 1. Receive information about American history, language, society and culture. 2. Knows and becomes increasingly aware of different aspects of cultural, social, and philosophical movements throughout American history. 3. Further understand and appreciate achievements and contributions from various groups of American people, along with causes, forms of government, development, and overall progress. 4. Students will become more prepared to appreciate, understand, express, and apply the American story in future contexts and for a variety of reasons. 5. Ignite and expand students’ overall intellectual curiosity about American culture and people over the centuries | | |
| Contribution on student load (must correspond with learning outcomes) | | | |
| Activity | Hours | Days/week | Total |



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| Lectures | 24 | Tuesdays (weekly) | |
| Exercise theoretical/laboratory | 48 | (Practice classes held for two groups every Wednesday) | |
| Practice work | 10 | (Rehearsal and preparation for various presentations) | |
| Contact with lecturer/consultations | 10 | (Individual and group consultations) | |
| Field exercises | 6 | (Surveys and meetings) | |
| Mid-terms, seminars | 6 | (Midterm Exam week) | |
| Homework | 8 | (Time spent completing various in-class activities) | |
| Individual time spent studying (at the library or home) | 30 | (Two hours of weekly assigned reading) | |
| Final preparation for the exam | 6 | (Instructor provided study guide in advance and held study sessions) | |
| Time spent in evaluation (tests, quiz, final exam) | N/A | (These hours were reassigned to group preparation and work for final projects) | |
| Projects, presentations, etc. | 6 | (Presentations spanning three classes) | 155 (Approx.) |
| Total | | | 150 hours (6 ECTS) |
| Teaching methods : | Combination of lectures and seminar hours. Since the core of this subject consists of various historical and literary works, articles, essays, and videos, students should do their best to read assigned works for particular weeks. During lectures and practice classes, students will be expected to engage in group discussions, to write | | |



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| | blog posts about a variety of subjects, and to complete “panel presentations” |
| Evaluation methods: | <p>Total course evaluation will be based on students’ performance across the following elements: Attendance/participation to lectures and practice classes (involvement and preparedness to engage in small group discussions- 10%), Results from blog posts (and commenting on blog posts of classmates) over the course of the semester (30%), Scores of “Panel Presentations” at mid-semester and at the end of the semester (30% each for a total of 60%).</p> <p>Total: 100%</p> <hr/> <p>Remarks: Students who do not earn the required points/percentages could be subject to passing a final exam, which will be cumulative of all content covered throughout the course of the semester.</p> |
| Literature | |
| Basic Literature: | <ol style="list-style-type: none"> 1. David Mauk and John Oakland .<i>American Civilization: An Introduction</i> (5th Edition). London and New York: Routledge, 2009. 2. Neil Campbell, Alasdair Kean. <i>American Cultural Studies: An Introduction to American Culture</i>. London and New York: Routledge, 2009. 3. Holt McDougal. <i>The Americans</i>. Orlando, Florida: Hough Miffin Publishing Company, 2012. 4. Eric Olin Wright and Joel Rogers. <i>American Society: How it Really Works, Second Edition</i>. New York and London: W.W. Norton & Company, 2015 5. Various “History Channel” Informational Webpages (https://www.history.com/topics/american-revolution/stamp-act), (https://www.history.com/topics/american-revolution/battles-of-lexington-and-concord), (https://www.history.com/news/thomas-paine-common-sense-revolution) <p><u>STUDENTS ARE TO CHECK GOOGLE CLASSROOM FOR POSTED READING MATERIAL AND/OR ARTICLES (from outside sources)</u></p> <p>*** (We may use select readings from the textbooks below, but students will be notified in advance of pages/chapters)***</p> |
| Additional Literature: | See Above |

| Designed study plan: | | |
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| Week | Lectures | Exercises |



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| <i>First week:</i> | Importance of understanding how Stereotypes, Discrimination, and Various Bias might play a role in interpreting history and stories of various Americans/ “Sacred Rac” Text | Indigenous People/Native Americans Intro. |
| <i>Second week:</i> | North American Colonies, 1600-1650 | First Colonists/ Life in the New Colonies |
| <i>Third week:</i> | New England and the Southern Colonies | Emergence of the 13 Colonies and the Slave trade |
| <i>Fourth week:</i> | American Revolution (1775–1783) | Importance of the Declaration of Independence |
| <i>Fifth week:</i> | Comparison between the Southern Colonies’ dependence on agriculture/ slave labor and industrial and economic development in Northern Colonies | American Civil War (1861-1865) |
| <i>Sixth week:</i> | Women in America Native Americans African Americans Asian Americans Latin Americans | Civil Rights Movements of the 1960s |
| <i>Seventh week:</i> | “Panel Presentations” #1 | “Panel Presentations” #1 (continued) |
| <i>Eighth week:</i> | Political Institutions Federal Government/Branches of Government Constitutional Framework Political Parties | Equal Rights Amendment (1972-1982) |
| <i>Ninth week:</i> | Migration to the USA | Complexities of Migration/Historical Cases |
| <i>Tenth week:</i> | A closer look into discrimination in American life/development | Discrimination |
| <i>Eleventh week:</i> | Foreign Policy Neutral and separate nation? American approach to the world Affairs from neutrality to isolation (1776-1830) Expansionism up to imperialism (1783-1914) Prohibition Period Isolation and Internationalism (1914-1945) The Cold War Era (1946- | Various discussions and activities related to the controversy and America’s involvement in Vietnam, Prohibition, Significant moments from the Cold-War Period, etc. |



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| | 1992) The Sole Superpower in the post- Cold War Era | |
| <i>Twelfth week:</i> | Counterculture/ Hippie Movement in the 1960s/70s, and historic riots | Attempting to understand counterculture, “anti-war” movements and reasons for riots |
| <i>Thirteenth week:</i> | The role of the American Economy Social Classes and Inequality Industry and Production (criticism and journalism in response to this) Agriculture, Forestry, National Parks Environmental standards | Contemporary American Religion Role of Christianity in the development of the United States Separation of Church & State (Notable events relating to this) |
| <i>Fourteenth week:</i> | “Panel Presentations” #2 | “Panel Presentations” #2 (continued) |
| <i>Fifteenth week:</i> | Additional time for Panel Presentations/ Grade consultations | Additional time for Panel Presentations/ Grade consultations |
| Academic policies and rules of conduct: | | |
| <ul style="list-style-type: none"> • Students are obliged to comply with the code and conduct of the University of Prizren. Any suspected violation of the code shall be referred to the University officials for further proceedings. • From having been together for a semester already, each of you will now be significantly more familiar with Shaun’s delivery of information, grading style, expectations, encouragement of dialogue, debate, and group work. If you are absent, it is your personal responsibility to contact either Shaun or Marseda to make arrangements. Without clear communication, accommodations or exceptions simply cannot be made. Thank you in advance for remaining flexible regarding schedule changes and group projects modifications that will likely occur. Looking forward to a great spring! | | |