



## COURSE SYLLABUS

### 1. Information about the programme

1.1 Higher Education Institution	Babeş-Bolyai University
1.2 Faculty	European Studies Faculty
1.3 Department	International relations and German studies
1.4 Field of study	Cultural studies
1.5 Study level	BA
1.6 Programme of study/Qualification	American studies

### 2. Information about the discipline

2.1 Module	Introduction to north-American studies						
2.2 Course holder	Lecturer Raluca Moldovan PhD (raluca@euro.ubbcluj.ro)						
2.3 Seminar holder	Lecturer Raluca Moldovan PhD						
2.4 Year of study	1	2.5 Semester	1	2.6. Type of assessment <sup>1</sup>	E.	2.7 Type of module <sup>2</sup>	OB

### 3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	4	3.1 of which for course	2	3.3 of which for seminar	2
3.4 Total no. of hours in the curriculum	56	3.5 of which for course	28	3.6 of which for seminar	28
Time distribution:					11
Study by using handbook, reader, bibliography and course notes					3
Additional library/specialised online research, field research					1
Preparation of seminars/laboratories, homework, projects, portfolios and essays					1
Tutoring					1
Examinations					1
Other activities: .....					
3.7 Total no. of hours for individual study	4				
3.8 Total no. of hours per semester	56				
3.9 No. of ETCS credit points	5				

### 4. Prerequisites (where applicable)

4.1 of curriculum	• --
4.2 of competencies	• --

### 5. Conditions (where applicable)

<sup>1</sup> E - exam, ME - multi-term examinations, C - collocutional examination/assessment test

<sup>2</sup> OB - core module, OP - elective module, F - extracurricular module

5.1 For the development of the course	• --
5.2 For the development of the seminar/laboratory	• laptop, projector

## 6. Specific skills acquired

Professional skills	<ul style="list-style-type: none"> <li>• oral, written and electronic communication of specialized knowledge in the language in which the programme is taught (English)</li> <li>• the analysis of the diversity of American society from multi-/intercultural, transnational and global perspectives</li> <li>• the multi-perspective analysis (rhetorical, content, contextual) of various types of cultural productions coming from different fields (artistic productions, public discourses, mass culture, community cultures and sub-cultures)</li> <li>• using and interpreting various types of discourses (literary, artistic, historical, political, media, etc.) in contemporary American society.</li> </ul>
Interdisciplinary skills	<ul style="list-style-type: none"> <li>• meeting deadlines and carrying out tasks rigorously, efficiently and responsibly, by respecting the ethical principles of scientific research and correctly applying citation rules</li> <li>• applying team building techniques; developing interpersonal communication skills and taking on specific roles during team work.</li> </ul>

## 7. Course objectives (based on the list of acquired skills)

7.1 General objective	<p>As the name shows, the course represents an introduction into the vast and fascinating topic of American Studies: rather than taking an historical, chronological approach, the topics selected will cover a number of significant issues that will help students understand what America means, from a cultural, historical, religious, geographic and technological point of view. The course will also discuss other important subjects, such as ethnicity, immigration, globalization, Americanization and anti-Americanism, in an attempt to provide as complete an image of contemporary America as possible.</p> <p>The seminar will be entirely focused on an historical overview of the United States, from the arrival of the first European colonists to the challenges of the 21<sup>st</sup> century, so that the students could be able to make historical correlations between the content of the course and the evolution of what many authors consider “the indispensable nation.”</p>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>• identifying the founding myths of the American nation</li> <li>• evaluating America’s place in the contemporary world</li> <li>• understanding the role of immigration and ethnicity in American society</li> <li>• pinpointing the important moments in the historical evolution of the United States</li> </ul>

## 8. Contents

8.1 Lecture	Teaching methods	Observations
1. Introductory lecture: what is American Studies?	Interactive lecture	
2. American culture and identity	Interactive lecture	

3. Myth and reality in the birth of a nation	Interactive lecture	
4. Ethnicity and immigration	Interactive lecture	
5. The West and Manifest Destiny	Interactive lecture	
6. African-Americans and the legacy of slavery	Interactive lecture	
7. Religion in American life	Interactive lecture	
8. Regionalism in the United States	Interactive lecture	
9. The American city	Interactive lecture	
10. American literature and culture in the postwar period	Interactive lecture	
11. Beyond American borders	Interactive lecture	
12. Culture, US imperialism and globalization	Interactive lecture	
13. Technology and media cultures	Interactive lecture	
14. The Internet and digital culture	Interactive lecture	

**Bibliography:**

- Christopher Bigsby (ed), *The Cambridge Companion to Modern American Culture*, New York: Cambridge University Press, 2006.
- Jim Cullen, *The American Dream. A Short History of an Idea that Shaped a Nation*, New York: Oxford University Press, 2003.
- Paul Finkelman (ed.), *Milestone Documents in American History*, Dallas: The Schlager Group, 2008.
- Claude S. Fischer, *A Social History of American Culture and Character*, Chicago: The University of Chicago Press, 2010.
- Mary K. Geiter, W. A. Speck, *Colonial America. From Jamestown to Yorktown*, New York: Palgrave Macmillan, 2002.
- Jack P. Greene, J. R. Pole (eds.), *A Companion to the American Revolution*, Oxford: Blackwell, 2000.
- Karen Halttunen (ed.), *A Companion to American Cultural History*, Oxford: Blackwell, 2008.
- Mark Hulsether, *Religion, Culture and Politics in Twentieth-Century America*, Edinburgh: Edinburgh University Press, 2007.
- Perry Miller, *The New England Mind. From Colony to Province*, Cambridge: Harvard University Press, 1953.
- John Carlos Rowe (ed.), *Post-Nationalist American Studies*, Berkeley: University of California Press, 2000.
- Alexis de Tocqueville, *Democracy in America*, Project Gutenberg e-book.

Additional bibliography is available upon request. All materials will be provided in electronic format.

8.2 Seminar / Laboratory	Teaching method	Suggested bibliography
1. Ancient America and the first Europeans. English colonies in North America	Student presentations and discussions	Jones ch. 1, pp. 5-8, 12-28 Jones ch. 3, pp. 66-79
2. The beginnings of slavery in America The colonies before the American Revolution	Student presentations and discussions	Jones ch. 4, pp. 84-108 Jones ch. 5, pp. 115-135
3. The path to Revolution and the Revolutionary War	Student presentations and discussions	Jones ch. 6, pp. 142-160; 164-189
4. The aftermath of the Revolution	Student presentations and discussions	Jones ch. 8, pp. 207-214; ch. 9, pp. 216-220, 235-237
5. The new American nation, 1803-1830	Student presentations and discussions	Jones ch. 10, pp. 242-250, 255-259; ch. 11, pp. 261- 281
6. The path to Civil War	Student presentations and discussions	Jones ch. 12, pp. 283-306; ch. 13, pp. 310-331
7. Civil War America and Reconstruction	Student presentations and discussions	Jones ch. 14, pp. 333-354; ch. 15, 356-378
8. Modern America at the turn of the 20 <sup>th</sup> century	Student presentations and discussions	Jones ch. 18, pp. 422-441, ch. 19, pp. 446-452, 458- 464

9. America and World War I Inter-war America and the Great Depression	Student presentations and discussions	Jones ch. 20, pp. 467-483; ch. 22, pp. 509-528
10. The path to World War II and beyond	Student presentations and discussions	Jones ch. 23, pp. 530-534, 543-548
11. Cold War America	Student presentations and discussions	Jones ch. 24, pp. 555-558; ch. 25, pp. 580-581, 589-593
12. Vietnam war, its aftermath and the end of the Cold War	Student presentations and discussions	Jones ch. 26, pp. 599-602, 610-612; ch. 28, pp. 649-653; ch. 29, pp. 666-670
13. Into the new millennium	Student presentations and discussions	Jones ch. 29, pp. 671-674; ch. 30, pp. 687-692
14. Conclusions and revision		

**Bibliography:**

The main bibliographic source for student presentations is Jacqueline Jones (ed.), *Created Equal. A Social and Political History of the United States*, New York: Pearson Education, 2008.

The students are encouraged to consult other sources as well. The books in the list below are intended to serve as additional sources:

- James West Davidson, *A Little History of the United States*, New Haven: Yale University Press, 2015.
- Francis D. Cogliano, *Revolutionary America 1763-1815. A Political History*, London: Routledge, 2000.
- Susan Mary Grant, *A Concise History of the United States of America*, New York: Cambridge University Press, 2012.
- Wilfried McClay, *A Student's Guide to US History*, Wilmington: ISI Books, 2000.
- Thomas C. Reeves, *Twentieth century America. A Brief History*, New York: Oxford University Press, 2000.

**9. The correspondence between the content of the course and the expectations of the academic community, professional associations and representative employers in the field:**

At the end of this course, the students will be able to apply the knowledge gathered the history and culture of the United States in various contexts requiring interaction with American counterparts or expertise in transatlantic topics.

**10. Assessment**

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course	Demonstrating the ability to understand developments in American society in both historical context and contemporary times; grasping the complexity of American society in its multiple occurrences.	Written exam based on course topics	50%
10.5 Seminar	Making a comprehensive oral presentation (approx. 40 mins), in which the students must demonstrate the ability	Oral presentation	50%

	to understand the main ideas of a bibliographic source, the synthesize them in a logical form and to convey them to their peers, as well as the ability to answer questions about them.		
10.6 Minimum standard of performance			
Obtaining the minimal grade 5.			

Date  
10.09.2015

Course holder signature  
Dr. Raluca Moldovan

Seminar holder signature  
Dr. Raluca Moldovan

Date of departmental approval  
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Head of department signature  
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