

TEACHING GUIDE


COMPLEMENTOS PARA LA FORMACIÓN DISCIPLINAR II: HISTORIA, CULTURA Y SOCIEDAD DEL MUNDO ANGLOSAJÓN

MÁSTER U. EN PROF. EDUC. SECUND. BACH., FP E IDIOMAS (LENGUA INGLESA)

ACADEMIC YEAR 2025-26



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 **Q2803011B UNIVERSIDAD REY JUAN CARLOS**
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I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	1 course, 2S semester
Nº of credits	3
Language in wich the subject is taught	English

II.-Presentation
<p>Historia, Cultura y Sociedad del Mundo Anglosajón focuses on countries of English ancestry from a theoretical and practical perspective. The main areas under study are the United Kingdom and the United States. A look will be taken at some of the events that have played a key role in the political, social and cultural shaping of the said countries. Examination of such events will lead to a deeper understanding of present-day institutions, policies and customs. Furthermore, the way in which the literary genres reflect historical periods (events, moods, mindset, social and political aspects, culture) will also be considered. Students should not only be capable of carrying out research to obtain pertinent information but also be able to analyse and classify the information in order to transform it into knowledge for later use in the teaching and learning process. In order to follow lectures, participate in class and do written assignments without difficulty, students must have attained a B2 level or higher in English.</p>

III.-Learning outcomes



CG01. Integrar los contenidos curriculares de las materias relativas a la especialización docente correspondiente en las respectivas programaciones didácticas. Emplear el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje respectivos para mejorar la calidad docente.

CE12. Dominar la historia y los desarrollos recientes de las materias y sus perspectivas para poder transmitir una visión diacrónica y dinámica de las mismas.

CE13. Manejar los contextos y situaciones en que se usan o aplican los diversos contenidos curriculares. Específicamente, en formación profesional, conocer la evolución del mundo laboral, la interacción entre la sociedad, el trabajo y la calidad de vida, así como la necesidad de adquirir la formación adecuada para la adaptación a los cambios y transformaciones que puedan requerir las profesiones. En el caso de la orientación psicopedagógica y profesional, conocer los procesos y recursos para la prevención de problemas de aprendizaje y convivencia, los procesos de evaluación y de orientación académica y profesional.

CE14. Manejar y actualizarse en relación con los desarrollos teórico-prácticos de la enseñanza y el aprendizaje de las materias correspondientes.

CONESP293. Great Britain - Historical overview of the peoples of the United Kingdom. England, Wales, Scotland and Northern Ireland.

CONESP294. The Anglo-Saxons and the Norman Conquest - The importance of their legacies in English culture and society.

The Tudor period - Henry VII to Elizabeth I. The Protestant Reformation. Shakespeare. Beginnings of the European colonisation of North America.

CONESP295. 18th century Great Britain - The English Society and Economic Life. Major 18th Century Novelists

CONESP296. 19th Century England - The Industrial Revolution and Great Britain. Social and political changes portrayed in Victorian literature. Shakespeare, Charles Dickens,

CONESP297. The 20th century to the beginning of the 21st century - Great Britain in the Inter-War Years and during the World Wars: political, social and economic upheavals in Great Britain. Literary Trends

CONESP298. The United States - Discovery and settlement of the New World.

CONESP299. British Institutions - The Monarchy and the Commonwealth. The Parliamentary System. The Political and Electoral System.

CONESP300. The United States - Institutions. Government. The Constitution, President and Congress. The Political and Electoral System.

CONESP301. The Mass Media

HAB1. Capacidad para observar, analizar y valorar el entorno educativo en el que imparte la docencia.

HAB13. Desarrollo de la capacidad de análisis de las diversas metodologías, herramientas, técnicas y estrategias de aprendizaje que el futuro profesor puede incluir en su aula.

HAB16. Capacidad de aplicar las TIC en el aula y fomentar su uso ético y responsable

HAB17. Capacidad de resolución de problemas relativos al contenido de la materia a impartir.

HAB21. Consecución de habilidades comunicativas que le permitan realizar intercambios comunicativos (ya sea mediante comunicación oral u escrita) con su entorno, de manera asertiva y académica, así como resolver conflictos que puedan producirse en el centro por diversas circunstancias.

• Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.

• Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

1. **Great Britain** - Historical overview of the peoples of the United Kingdom. England, Wales, Scotland and Northern Ireland.
2. **The Anglo-Saxons** -The importance of their legacy in English culture and society.
3. **The Norman Conquest** - Change and continuity in English culture and society.
4. **The Tudor Age. Henry VII to Elizabeth I** - The Protestant Reformation. Shakespeare. Beginnings of the European colonisation of North America.
5. **18th century Great Britain** - The English Society and Economic Life. Major 18th Century Novelists. The Industrial Revolution in Great Britain. Social and political changes portrayed in Victorian literature. Charles Dickens
6. **The 20th century to the beginning of the 21st century** - Great Britain in the Inter-War Years and during the World Wars: political, social and economic upheavals in Great Britain. 1945 onwards to P.M. R. Sunak
7. **British Institutions**. The Monarchy and the Commonwealth. The Parliamentary System. The Political and Electoral System.
8. **The United States**. Historical development. Discovery and settlement of the New World.
9. **The political, social and economic development of the United States**. Institutions - Government. The Constitution, President and Congress. The Political and Electoral System.
10. **The Mass Media**. The Press and its role. New forms of Communication.

IV.B.-Training activities

Type	Title
Practical sessions	Class group and /or individual problem solving and analyses of primary and secondary sources aimed at facilitating information assimilation.
Lectures	Oakland, J. (2002). British Civilization. An Introduction. Routledge.
Lectures	American Cultural Studies. An Introduction to American Culture. Routledge.



V.-Student workload	
Theoretical sessions	18
Resolution of exercises, problems, case studies, etc.	4
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	2
Related activities: conferences, seminars, etc.	4
Preparation of theoretical sessions and self-study	10
Preparation of practical tasks, exercises, case studies, projects, etc.	10
Preparation for tests and/or exams	25
Total student workload	75

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 10	Explanation and class discussion of syllabus topics. Lectures will have a theoretical-practical approach to encourage active student participation.
Theoretical sessions	Week 1 to Week 10	Practical work comprising group discussions / class debates and / or analyses of primary and secondary historical sources on specific aspects of the subject will be carried out . Active student participation through contributions, viewpoints and resolution of questions will be considered positively.
Tests and/or exams	Week 11 to Week 11	Exam paper I Multiple Choice. Exam paper II - Written exam paper II Short and long answers.
Tests and/or exams	Week 12 to Week 12	Week for resit of Exam paper I Multiple Choice and /or exam paper II - Written exam paper II -Short and long answers in cases where students fail to obtain the minimum pass mark of 5 on either paper.



Theoretical sessions	Week 2 to Week 6	<p>Written assignment related to an aspect of the subject to be submitted through the relevant Virtual Classroom tool. Details regarding the written assignment will be provided at the beginning of term.</p>
Theoretical sessions	Week 1 to Week 12	<p>Tutorial sessions will be held regarding clarification of aspects related to content discussed during sessions, as well as provide students with the opportunity to request further bibliography and / or information Academic tutorial sessions may be requested by email throughout the term.</p>



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Written test 60%

Oral presentation 40%

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials
Basic bibliography
Bragg, M.(2004) <i>The Adventure of English. The Biography of a Language</i> . Sceptre.
Brogan, H.(2001) <i>The Penguin History of the USA</i> . Penguin
Heaney, S.(2000) <i>Beowulf</i> . Faber and Faber.
Morgan, K.(2021) <i>The Oxford History of Britain</i> . Oxford University Press.
Magennis,H.(2011) <i>The Cambridge Introduction to Anglo-Saxon Literature</i> . Cambridge University Press.
Penn, T. (2011) <i>Winter King. The Dawn of Tudor England</i> . Penguin Books
Porter, R. (1991) <i>English Society in the Eighteenth Century. Revised edition</i> , Penguin Books.
Remini, R.V. (2009) <i>A Short History of the United Status –From the arrival of the Native American Tribes to the Obama Presidency</i> . Harper Perennial.
Oakland, J. (2002). <i>British Civilization. An Introduction</i> . Routledge.
Campbell, N. & A. Kean. (2006). <i>American Cultural Studies. An Introduction to American Culture</i> . Routledge.
Consultation bibliography
Birch, D. (2009) <i>The Oxford Companion to English Literature</i> . Oxford University Press.
Hart , J., Martin, W. & Danielle Hinrichs, D. (2021) <i>The Concise Oxford Companion to American Literature</i> (Oxford Quick Reference Online) Kindle Edition

IX.-Professors	
Name and surname	MARÍA INMACULADA COBOS FERNÁNDEZ
E-mail address	inmaculada.cobos@urjc.es
Department	Filología Extranjera, Traducción e Interpretación
Campus	Fuenlabrada
Category	Titular de Universidad
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	6
Number of sexennia	0
No. of positive evaluations by Docentia	1

