

Subject card

Subject name and code	US History - class II, PG_00144791						
Field of study	American Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		English		
Semester of study	2		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of American Studies -> Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Piotr Derengowski				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		18.0	50
Subject objectives	The purpose of the course is to familiarize the students with historical context essential for further instruction within the American studies. Successful completion of the course provides the students with basic knowledge of the history of Western Hemisphere, as well as systematic knowledge of the History of the USA. This class also gives the students the opportunity to get to know both terminology and the basics skills for conducting historical research. Students learn how to interpret and critically analyze particular types of sources.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[AMERL3_K01] Is prepared to critically evaluate their knowledge and skills, particularly in the field of American cultural and literary studies, basic contextual knowledge of American studies and the English language.	The student is ready to critically evaluate their knowledge and skills, particularly in the field of US history after 1865, basic contextual knowledge of American studies and the English language.	[SK2] presentation/project/paper/report [SK4] test/exam - oral or written
	[AMERL3_U05] Is able to use knowledge of geography, history, art, language and socio-political realities, which constitute the context for the study of cultural phenomena and processes in North America.	The student is able to use knowledge of history and socio-political realities, which constitute the basic context for research into cultural phenomena and processes in North America after 1865.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work
	[AMERL3_U01] Is able to select sources appropriately and evaluate, critically analyse, synthesise and present the information gathered, also with the use of advanced information and communication technologies, in particular with regard to issues concerning cultural phenomena and processes in North America and American literature.	The student is able to properly select sources and evaluate, critically analyze, synthesize, and present the collected information, including the use of advanced information and communication techniques, in particular with regard to issues concerning historical phenomena and processes in North America after 1865.	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[AMERL3_W10] Knows and understands selected issues in geography, history, art, language and socio-political realities, constituting the contextual knowledge necessary for researching cultural phenomena and processes in North America.	The student is ready to critically evaluate their knowledge and skills, particularly in the field of US history after 1865, basic contextual knowledge of American studies, and the English language.	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work
Subject contents	Semester 2: Political-economic history of the USA since 1865. Discussions around issues, e.g.: Radical reconstruction of the American South. Scallywags and Carpetbaggers. From emancipation to racial segregation. Industrial revolution social transformation in urban agglomeration and on the province (including growth of the importance of the West). Gilded Age. Progressivism. Political and social activation of women. Radicalization of white Americans (WASP). Industry politics relations. The 20s. The lawless decade. Harlem renaissance, new artistic trends, new conceptions to oppose the segregation (B.T. Washington vs. W.E.B. DuBois). Black nationalism, Pan-Africanism, Garveyism. Great Depression economic and social repercussions, FDR, New Deal, importance of the development of military industry (during the WWII) for warding off the crises. The 50s: contrasts in the Affluent society (poverty, prejudices, discrimination, exclusion); fear against communism (development of anticommunist propaganda in the USA, nuclear threat). Struggle with racial segregation (Martin Luther King vs. Malcolm X). Presidency of JFK. Equal rights for minorities. Mobilization of radical socio-political groups, brutalization of public life. Revival of Conservatism: social transformations (1968-1992). In search for new doctrine from Clinton to Obama. Interpretation of sources (individual assignments).		
Prerequisites and co-requisites	English B1		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Essay	51.0%	10.0%
	Class participation	70.0%	10.0%
	Walk-in quizzes	51.0%	15.0%
	Presentation	51.0%	5.0%
	Reading journal	51.0%	30.0%
	Colloquiums	51.0%	30.0%

Recommended reading	Basic literature	E. Foner, <i>Voices of Freedom. A Documentary History</i>, Vol. II: Colloquy with Colored Ministers (1865); Petition of Committee on Behalf of the Freedmen to Andrew Johnson (1865); The Mississippi Black Code (1865); Robert B. Elliot on Civil Rights (1874); Chief Joseph, An Indians View of Indian Affairs (1879); John Marshall Harlan, Dissent in <i>Plessy v. Ferguson</i> (1896); Ida B. Wells, <i>Crusade for Justice</i> (ca.1892); Charlotte Perkins Gilman, <i>Women and Economics</i> (1898); John A. Ryan, <i>A Living Wage</i> (1912); The Industrial Workers of the World and the Free Speech Fights (1909); Margaret Sanger on Free Motherhood, from <i>Woman and the New Race</i> (1920); André Siegfried on the New Society, from the <i>Atlantic Monthly</i> (1928); The Fight for Civil Liberties (1921); Bartolomeo Vanzetti's Last Statement in Court (1927); Congress Debates Immigration (1921); Alain Locke, <i>The New Negro</i> (1925); Letter to Secretary of Labor Frances Perkins (1937); Franklin D. Roosevelt, Greater Security for the Average Man (1934); Norman Cousins, <i>Will Women Lose Their Jobs?</i> (1939); Frank H. Hill on the Indian New Deal (1935); W.E.B. Du Bois, <i>A Negro Nation within a Nation</i> (1935); Franklin D. Roosevelt on the Four Freedoms (1941); Henry R. Luce, <i>The American Century</i> (1941); Henry A. Wallace on The Century of the Common Man (1942); African-Americans and the Four Freedoms (1944); Justice Robert A. Jackson, Dissent in <i>Korematsu v. United States</i> (1944); The Truman Doctrine (1947); NCS 68 and the Ideological Cold War (1950); Walter Lippman, a Critique of Containment (1947); Joseph R. McCarthy on the Attack (1950); Henry Steele Commager, <i>Who is Loyal to America?</i> (1947); Richard M. Nixon, <i>What Freedom Means to Us</i> (1959); The Southern Manifesto (1956); Martin Luther King Jr. and the Montgomery Bus Boycott (1955); James Baldwin on Student Radicals (1960); The Sharon Statement (1960); Barry Goldwater on Extremism in the Defense of Liberty (1964); Lyndon B. Johnson, Commencement Address at Howard University (1965); The Port Huron Statement (1962); Paul Potter on the Antiwar Movement (1965); Redstockings Manifesto (1969); Barry Commoner, <i>The Closing Circle</i> (1971); Jimmy Carter on Human Rights (1977); Phyllis Schlafly, <i>The Fraud of the Equal Rights Amendment</i> (1972); James Watt, <i>Environmentalists: A Threat to the Ecology of the West</i> (1978); Ronald Reagan, Inaugural Address (1981); American Neutrality and Entry into World War I (1914-1917) Woodrow Wilson: U.S. Declaration of Neutrality (1914); Colonel Edward House and Sir Edward Grey: <i>Conversations Regarding American Involvement</i> (1915-1916); William Jennings Bryan: <i>On American Loans to the Belligerents</i> (1914); Secretary of State Robert Lansing: <i>Letter to President Wilson Rejecting Bryans Earlier Argument</i> (1915); Walter Hines Page: <i>Regarding American Protests against Maritime Warfare</i> (1915); Woodrow Wilson: <i>U.S. Strict accountability Warning to Germany</i> (1915); William Jennings Bryan: <i>U.S. Protest Over the Sinking of the Lusitania</i> (1915); Arthur Zimmerman: <i>Note to the German Minister to Mexico</i> (1917); Theobald von Bethmann Hollweg on the Prospect of War with the U.S. (1917); Woodrow Wilson: <i>U.S. Declaration of War with Germany</i> (1917); George Kennans Long Telegram: (http://nsarchive.gwu.edu/coldwar/documents/episode-1/kennan.htm); Taylor Branch, <i>The King Years: Historic Moments in the Civil Rights Movement</i> (2013) Roxanne Dunbar Ortiz, <i>An Indigenous Peoples History of the United States</i> (2022) Jeffrey A. Engel, Mark Atwood Lawrence, Andrew Preston, <i>America in the World. A History in Documents since 1898</i> (2023) Glenda Elizabeth Gilmore, Thomas J. Sugrue, <i>These United States: a Nation in the Making, 1945 to the Present</i> (2016) Tom Gjelten, <i>A Nation of Nations: a Great American Immigration Story</i> (2016)
	Supplementary literature	The Crash of 1929 (PBS) Was President Truman Responsible for the Cold War?, Taking Sides. <i>Clashing Views in the United States History since 1945</i>, pp. 26-49; Was Martin Luther King, Jr.'s Leadership Essential to the Success of the Civil Rights Revolution?, Taking Sides. <i>Clashing Views in the United States History since 1945</i>, pp. 202-223; Did Lee Harvey Oswald Kill President Kennedy by Himself?, Taking Sides. <i>Clashing Views in the United States History since 1945</i>, pp. 172-201.
	eResources addresses	

Example issues/ example questions/ tasks being completed	African Americans and their rights from the end of the Civil War till the early 20th century. Labor movement in the late 19th and the early 20th centuries and a new understanding of freedom Expansions, limitations, and transformations of American Freedom from the Roaring Twenties up to the Sixties
Work placement	Not applicable

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