

| Course Name : American History and Culture | | | | | | | |
|--|--|--|----------------------|----------------------|-------------------|---------|------|
| Course Code | Course Type | Regular Semester | Lecture (hours/week) | Seminar (hours/week) | Lab. (hours/week) | Credits | ECTS |
| ELL 312 | B | Spring | 4.00 | 0.00 | 0.00 | 4.00 | 5.00 |
| Lecturer | | Isa Erbaş, Prof. Asoc. Dr. | | | | | |
| Assistant | | | | | | | |
| Course language | | English | | | | | |
| Course level | | Bachelor | | | | | |
| Description | | Kjo lëndë i paraqet studentëve periudhat më kryesore të historisë së SHBA-së, si dhe ndikimet e tyre në formimin e kulturës. | | | | | |
| Objectives | | Të pajisë studentin me njohuritë bazë për momentet kryesore të historisë së Shteteve të Bashkuara të Amerikës, popullit amerikan dhe shoqërisë amerikane. - Të mundësojë informimin e studentit në lidhje me të dhëna që nga periudha e historisë paraeuropiane të kontinentit të Amerikës së Veriut dhe deri në ditët tona. Vëmendje e veçantë do t'i kushtohet periudhës së paskolonizimit evropian të Amerikës dhe veçanërisht ngjarjeve që nga lufta për pavarësi nga Anglia e në vazhdim. | | | | | |
| Core Concepts | | Studentët do të jenë në gjendje të mësojnë dhe të dinë informacione themelore në lidhje me Historinë dhe Kulturën Amerikane gjatë leksioneve. | | | | | |
| Course Outline | | | | | | | |
| Week | Topic | | | | | | |
| 1 | Native Peoples of America, to 1500 This lecture will answer to the following questions: How did environmental change shape the transition from Paleo-Indian to Archaic ways of life?, What were the principal differences among the Native American cultures that emerged after 2500 b.c.?, What common values did Native Americans share despite their vast diversity? (Enduring vision, A History of the American People, 2010 Wadsworth, Cengage Learning, pp. 1-15) | | | | | | |
| 2 | The Rise of the Atlantic World, 1400-1625 This lecture will answer to the following questions: What major changes were reshaping the African and European worlds in the fifteenth and sixteenth centuries? What was the Atlantic world, and how did it emerge?, How did European exploration, conquest, and colonization of North America begin? (Enduring vision, A History of the American People, 2010 Wadsworth, Cengage Learning, pp.16-37) | | | | | | |
| 3 | The Emergence of Colonial Societies, 1625-1700 This lecture will answer to the following questions: How did tobacco shape the Chesapeake colonies?, What was the "New England Way," and what challenges did it endure?, Why and how did plantation agriculture shape slavery in the Caribbean and Carolina?, How did diversity distinguish the Middle Colonies? (Enduring vision, A History of the American People, 2010 Wadsworth, Cengage Learning, pp. 38-64) | | | | | | |
| 4 | The Bonds of Empire, 1660-1750 This lecture will answer to the following questions: How did the Glorious Revolution shape relations between England and its North American colonies?, What were the most important consequences of British mercantilism for the mainland colonies?, What factors explain the relative success of the British, French, and Spanish empires in North America? (Enduring vision, A History of the American People, 2010 Wadsworth, Cengage Learning, pp. 65-89) | | | | | | |
| 5 | Roads to Revolution, 1750-1776 This lecture will answer to the following questions: How did Britain and its colonies view their joint victory over France in the Seven Years War?, What was imperial reorganization, and how did it change relations between Britain and the North American colonies?, In what ways did resistance to the Townshend duties differ from earlier colonial resistance efforts?, In what ways did colonists' views of parliamentary authority change after 1770? (Enduring vision, A History of the American People, 2010 Wadsworth, Cengage Learning, pp. 90-117) | | | | | | |

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| 6 | Securing Independence, Defining Nationhood 1776-1778 What were the comparative advantages of the British and the colonists when the Revolution began?, How did the war unfold?, How did the war affect relationships among Americans of different classes, races, and genders?, How did Americans translate revolutionary principles into effective governments? (Enduring vision, A History of the American People, 2010 Wadsworth, Cengage Learning, pp. 118-144) |
| 7 | Launching the New Republic, 1788-1800 This lecture will answer to the following questions: What role did George Washington play in translating the Constitution from words into government?, What were the major components of Hamilton's blueprint for the new nation?, How did the new nation deal with France, Spain, and Britain?, Why and how did political parties emerge by 1800? (Enduring vision, A History of the American People, 2010 Wadsworth, Cengage Learning, pp. 145-169) |
| 8 | Midterm exam |
| 9 | Launching the New Republic, 1788-1800 How did the new nation deal with France, Spain, and Britain?, Why and how did political parties emerge by 1800? (Enduring vision, A History of the American People, 2010 Wadsworth, Cengage Learning, pp. 145-169) |
| 10 | Culture and Everyday Life The students will be able get more information regarding the " Culture and Everyday Life" of America. |
| 11 | Traditions of the United States At the end of the lecture the students will grasp some information about the following. The Family, Egalitarianism, Gift Giving Etiquette, Dining Etiquette, etc. |
| 12 | Traditions of the United States At the end of the lecture the students will grasp some information about the following. Business Etiquette and Protocol, Greetings, The Arts, etc. |
| 13 | American Values The students will be able to learn the "American Values" of the following: Independence, Equality, Informality, Directness, Privacy, Time, etc. |
| 14 | Achievements At the end of the lecture the students will grasp some information about the following. Achievement & Hard Work/Play, Self-Reliance etc. |
| 15 | Revision |
| 16 | Final Exam |
| Prerequisites | The student must attend the course at a minimum rate of 75%. |
| Literature | • (Enduring vision, A History of the American People, 2010 Wadsworth, Cengage Learning |
| References | • (Enduring vision, A History of the American People, 2010 Wadsworth, Cengage Learning |
| Course Outcome | |
| 1 | The students will be provided with essential knowledge on the most important moments of the history of the United States of America. |
| 2 | The students will be able to learn information from the pre European period of the history of the North American continent, to the present days. |
| 3 | The students will learn the emergence of colonial societies and launching the New Republic. |
| 4 | The students will learn the culture, traditions, etc. of the USA. |

| Course Evaluation | | | |
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| In-term Studies | Quantity | Percentage | |
| Midterms | 1 | 25 | |
| Quizzes | 0 | 0 | |
| Projects | 1 | 15 | |
| Term Projects | 0 | 0 | |
| Laboratory | 0 | 0 | |
| Class Participation | 1 | 20 | |
| Total in-term evaluation percent | | 60 | |
| Final exam percent | | 40 | |
| Total | | 100 | |
| ECTS Workload (Based on Student Workload) | | | |
| Activities | Quantity | Duration (hours) | Total (hours) |
| Course duration (Including the exam week: 16x Total hours of the course) | 16 | 4 | 64 |
| Study hours outside the classroom (Preparation, Practice, etc.) | 14 | 3 | 42 |
| Duties | 1 | 7 | 7 |
| Midterms | 1 | 5 | 5 |
| Final Exam | 1 | 6 | 6 |
| Other | 0 | 0 | 0 |
| Total Work Load | | | 124 |
| Total Work Load / 25 (hours) | | | 4.96 |
| ECTS | | | 5.00 |