



المدرسة العليا للتربية والتكوين - أكادير  
+ΕΙΣΗ +Α.ΧΗΗ+ Ε +ΧΣΕ Λ %ΘΣ%++Χ - .Χ.ΛΞΟ  
ECOLE SUPERIEURE DE L'EDUCATION ET DE LA FORMATION - AGADIR

# Higher School of Education and Training– Agadir

**Bachelor's Degree in Education**  
**Secondary Education – English Language**



For further details, visit our website: [www.esefa.uiz.ac.ma](http://www.esefa.uiz.ac.ma)  
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## **Module Title: Culture and Society in the US**

<b>Institution:</b>	Higher School of Education and Training, Agadir
<b>Cycle:</b>	Bachelor's Degree in Education
<b>Module Code :</b>	M14
<b>Semester:</b>	2
<b>Language of Instruction :</b>	English
<b>Nature of Module:</b>	Disciplinary
<b>Total Hours :</b>	50 hours ( 40 in-person, 10 Online )
<b>Nombre de credits :</b>	4
<b>Mode of Instruction:</b>	In-person and Online (Hybrid)

### **1. MODULE SYLLABUS**

#### **1.1. Competencies to be acquired**

On successful completion of this course, students will be able to:

- Engage with various themes in American history and different cultural aspects in the US.
- Form and express opinions and arguments on various debates and issues arising in American history and related to culture and society in the US.
- Critically analyze a wide range of sources concerned with the study of American history, culture and society

#### **1.2. Knowledge to be acquired**

This module seeks to provide students with the historical and cultural context for understanding main issues in American culture and society. It is arranged chronologically and provides an overview of American history. The module also introduces students to key themes and concepts in American culture and society related to race, ethnicity, class, gender, regionalism, religion, and domestic and foreign policy.

#### **1.3. Hourly Volume**

#### **Hourly Distribution by Teaching and Evaluation Activity:**

(Tutorials and practical sessions are mandatory in disciplinary and vocational modules when

required by their disciplinary nature. Practical work, excluding educational actions within a school, constitutes at least 20% of the total module hours.)

Component of the Module	ECTS	Hourly volume (VH)						
		Courses	TD	TP	Activities	Personal Work	Evaluation (assessment and final exam)	Total VH
	4	28	6			10	6	50
ECTS/VH global du module	4	28	6			10	6	50
% VH		56%	12%			20%	12%	100%

#### Hourly Distribution by Mode of Instruction:

Mode of Instruction	Face-to-face	Distance Learning	Alternating	Total VH
Volume Hour	40h	10h		50h
% of Total Volume	80%	20%		100%

#### 1.4. Detailed Module Content Description

Week	Topics
<b>Week 1</b>	Introduction to the course: Objectives, guidelines
<b>Week 2</b>	<b><i>Native Americans</i></b> <ul style="list-style-type: none"> <li>Origins, cultural diversity, tribal structures.</li> <li>Impact of European colonization on indigenous populations.</li> </ul>
<b>Week 3</b>	<b><i>- Colonial America</i></b> <ul style="list-style-type: none"> <li>British, French, and Spanish colonies; differences in governance.</li> <li>Relations with Native Americans and early resistance to British control.</li> </ul>
<b>Week 4</b>	<b><i>- The American Revolution</i></b> <ul style="list-style-type: none"> <li>Overview</li> <li>Causes and consequences.</li> </ul>
<b>Week 5</b>	<b><i>The American System of Government (1)</i></b> <ul style="list-style-type: none"> <li>Founding documents and structure.</li> <li>Constitution and Bill of Rights.</li> </ul>
<b>Week 6</b>	<b><i>The American System of Government (2)</i></b> <ul style="list-style-type: none"> <li>Three branches: Executive, Legislative, Judicial</li> <li>Federalism and checks and balances</li> </ul>

<b>Week 7</b>	<b><i>The American Civil War</i></b> <ul style="list-style-type: none"> <li>• Causes: slavery, states' rights, sectionalism.</li> <li>• Lincoln, Emancipation Proclamation, major battles.</li> <li>• Reconstruction and its legacy.</li> </ul>
<b>Week 8</b>	<b><i>- The Twenties</i></b> <ul style="list-style-type: none"> <li>• Cultural and social shifts.</li> <li>• Rise of consumer culture and mass media.</li> <li>• Tensions: immigration, racism, traditional vs. modern values.</li> </ul>
<b>Week 9</b>	<b><i>- The Great Depression and the New Deal</i></b> <ul style="list-style-type: none"> <li>• Crisis and recovery.</li> <li>• Shifts in government role and public trust.</li> </ul>
<b>Week 10</b>	<b><i>The Civil Rights Movement</i></b> <ul style="list-style-type: none"> <li>• Struggle for racial equality.</li> <li>• Key figures: Martin Luther King Jr., Rosa Parks, Malcolm X.</li> <li>• Major legislation: Civil Rights Act (1964), Voting Rights Act (1965).</li> </ul>
<b>Week 11</b>	<b><i>- The 1960s counterculture.</i></b> <ul style="list-style-type: none"> <li>• Social rebellion and transformation.</li> <li>• Rejection of traditional authority and materialism.</li> </ul>
<b>Week 12</b>	<b><i>- Leisure and private life – education, social life</i></b> <ul style="list-style-type: none"> <li>• Evolution of public education, access to higher education.</li> <li>• Family structures, youth culture, gender roles.</li> </ul>
<b>Week 13</b>	Revision and recapitulation
<b>Week 14</b>	Evaluation

### 1.5. Teaching Methods and Pedagogical Resources

Interactive lectures, Discussions, Presentations, Group-work, Project work, Hands-on applications

### 1.6. Distance Learning Modalities (If applicable)

Moodle, Google Classroom, and other platforms depending on the pedagogical team's choice and resource availability.

### 1.7. Description of Personal Work (If applicable):

Further readings of texts on and viewing of documentaries about the American Culture.

## 2. EVALUATION PROCEDURES

### 2.1. Evaluation Methods

- **Final Exam: 60%**
- **Continuous Assessment 40%:** tests, quizzes, homework, and classwork.

## 2.2. Module Grade

1. A module is **validated** if the student obtains a grade equal to or greater than **10 out of 20**.
2. A module is **acquired through compensation** if the student passes the semester to which the module belongs, provided that the grade for the module is **not lower than 7 out of 20**.

## 3. BIBLIOGRAPHY

Boyer, P. S., et al. (2010). *The enduring vision: A history of the American people*. Wadsworth.

Remini, R. V. (2008). *A short history of the United States*. HarperCollins Publishers.

*For further information on the module and the program, Please refer to the overall bachelor program description on the official website or through this link :*

<https://drive.google.com/file/d/1Suzn0cWKOuinYe0jpFzAq4MQ7s2I-EP2/view>