Л.Д.Акулич

**СТРАНОВЕДЕНИЕ ВЕЛИКОБРИТАНИИ**

Планы семинарских занятий для студентов 3 курса специальностей

1-02 03 06 01 «Английский язык. Немецкий язык»

1-02 03 06 03 «Английский язык. Французский язык»

**Seminar 1**

**The British Melting Pot: Stages in the Formation of the British Nation.**

1. The most ancient population of the British Isles: Iberian, Beaker Folk, Celtic.

* 3000-2000 B.C. the Iberian (Megalithic) men. Origins, settlement, the level of civilization, traces left on the face of the land
* 2000-1000 B.C. the Beaker People, a new race of the Alpine stock, the level of civilization achieved.
* The Celts: successive waves of Celtic invasions -700B.C. the Gaels, 500 B.C. the Brythons, 100 B.C. the Belgae; the use of hill forts, the social organization, the level of civilization.

1. Roman conquest and occupation.

- Caesar’s attacks of 55 and 54 B.C., the economic penetration during the 90-year transitional period;

- the process of Romanisation after 43 A.D. The civil/lowland district and the military/upland district; the growth of towns and villas; the departure of the Romans; the permanent effects of Roman rule.

1. Nordic invasions: the Anglo-Saxon conquest, the Viking invasions, settlement and influence.

* The invasions of the Germanic tribes of the Angles, the Saxons and the Jutes from the 5th century A.D.; the establishment of the Anglo-Saxon kingdoms of Northumbria, Mercia, East Anglia, Essex, Sussex, Kent, Wessex; conversion to Christianity; Government and administration, the consolidation of England into a single kingdom during the 10th century
* Viking invasions of the 9th century, the role of Wessex in containing the Danes, the establishment of the Danelaw; new Danish invasions late in the 10th century-early 11th century, the payments of the Danegeld, the rule of the Danish king Canute.

1. The Norman conquest and its consequences – military, political, economic, linguistic.

* A conflict over the succession to the throne of England; the end of Anglo-Saxon England with the defeat of Harold at Hastings;
* the political system which developed under the Norman king William the Conqueror- a more centralized form of feudalism, a stronger military control over the people of England;
* The Domesday survey of 1086, the social structure of the Domesday England.

**Literature**

1. Baranovsky, Kozikis. Panorama of Great Britain.
2. G.M.Trevelyan. A Shortened History of England.
3. Zaitseva. Early Britain.
4. Campbell. Anglo-Saxons.
5. N.Chadwick. Celts.
6. I.A.Richmond. Roman Britain.
7. D.McDowall. An Illustrated History of England.
8. D. Howard. 1066. The Year of the Conquest.

**SEMINAR 2**

**Population of the U.K.**

1.Ethnic and cultural diversity of the British population

- ethnic composition :indigenous population and non-indigenous ethnic minorities;

- effects of immigration on ethnic transformation of the British population;

- position of indigenous languages, English and Celtic, as well as languages spoken by ethnic minorities.

2. Demographic trends

-population composition, birth rates, mortality, age and sex structure, life expectancy, distribution of population, population density, census statistics.

3. Social hierarchy:

- socio-economic classification of the three basic grades – upper, middle and working class;

- changing class attitudes;

- a concept of social mobility.

4. Family:

- patterns of family formation and family structure;

- changing family roles and relationships;

-attitudes towards marriage and cohabitation, divorce rates;

- gender/ the status of women.

**LITERATURE**

1. J.O’Driscoll. Britain.
2. P.Bromhead. British Life and institutions.
3. D.McDowall. Britain in Close-up.
4. Baranovsry, Kozikis. Panorama of Great Britain.
5. Britain 1991. An Official Handbook.

**SEMINAR 3**

**U.K. CONSTITUTION AND SYSTEM OF GOVERNMENT.**

1. The British constitutional system:

- gradual evolution of the constitution over centuries, important constitutional documents on which it is based;

-elements of the constitution: statute law, common law, conventions;

-the separation of powers: legislative, executive, judicial, concentration of power and responsibility in the legislature in the British system.

2.The Monarchy

- the monarch’s role in government, the royal prerogative, executive and legislative duties;

-the social role of the monarchy;

- the value of the monarchy, the Civil List;

- the future of the monarchy, evolving constitutional role of the monarchy.

3. Parliament

- the origins of Parliament, the three elements of Parliament;

- the powers and the main functions of Parliamrnt;

- composition of the two chambers of Parliament, officers of the House of Commons and the House of Lords;

- reforms of the House of Lords;

- parliamentary business, parliamentary procedure, the law-making process.

4. The electoral and party system

-parliamentary electoral system, simple majority voting system versus proportional representation;

- voters, voting eligibility, qualifications of candidates;

- recent general election results.

- the nature of the two-party system;

- major political parties- the Conservative, Labour,Liberal-Democratic: their origins, ideologies and policies, their support and strongholds;

-the party system in Parliament, the Government and the Opposition parties.

5. Government and the Civil Service

- the Prime Minister and the Cabinet, government ministers, the Privy council and other government departments responsible for national policies and administration;

- ministerial responsibility – collective and individual;

-the Civil Service – the permanent bureaucracy of the Crown employees that supports U.K. government ministers.

**LITERATURE**

1. O’Driscoll. Britain.

2. P.Bromhead. British life and Institutions.

3.D.McDowall. Britain in Close-up.

4. Baranovsky, Kozikis. Panorama of Great Britain.

**SEMINAR 4**

**SYSTEM OF EDUCATION IN THE U.K.**

1. British school history

* the history of school education from the 6th century onwards;
* state involvement in the provision of education for everybody;
* replacement of the tripartite selective school system by comprehensive schools forpupils of all abilities, a setting up of the National Curriculum.

1. The system of primary and secondary education

* state school system: control and management, education structure-pre-school(3-4), compulsory school education(5 – 16), further education/ 6th form (16-18);
* types of schools: comprehensive, grammar, secondary modern, specialist, special,City Technology colleges, community, foundation, voluntary;
* the independent schools sector, sources of funding, school fees, academic selection of pupils, education structure – pre-preparatory - preparatory school – senior/public school;
* features distinguishing private education: traditional aims of education, distinctive school traditions, modern tendencies – emphasis on individual teaching, organized sports and extra-curricular activities and high academic achievement;
* types of independent schools, major public schools.

1. The school curriculum, academic qualifications and examinations

* the National Curriculum: 4 key stages and pupil ages, aims and purposes, attainment targets, formal assessment of progress, statutory subjects – core and foundation;
* types of academic qualifications: GCSE, GCE A level and AS level examinations.

1. Further and higher education

* vocational courses in further education colleges;
* higher education institutions, categories of British universities: ancient/medieval,the 19th century civic/redbrick universities, the 20th century new/ plate-glass, newer/former polytechnics, the Open University;
* admission to universities, their general organization, methods of instruction, academic programme, degree courses- undergraduate –postgraduate-doctorate; traditions.

**LITERATURE**

1.Baranovsky, Kozikis. Panorama of Great Britain

2. J.O’Driscoll. Britain.

3. Britain 1991. An Official Handbook.