

History of America

Academic Year: (2023 / 2024)

Review date: 25-04-2023

Department assigned to the subject: Humanities: History, Geography and Art Department

Coordinating teacher: RIBAGORDA ESTEBAN, ALVARO

Type: Electives ECTS Credits : 6.0

Year : Semester :

REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)

Modern History

OBJECTIVES

The main objective of the course is that students acquire a body of knowledge which enable minimum to analyze the past of the whole American continent since the arrival of Europeans. A long view of the problems is a fundamental tool for the critical perception of changes in the continent and America today.

The knowledge gained will enable students to:

- To know the origins of modern America from the processes of colonization, Independence and contemporary development.
- Understand the role of the economy, society and culture in shaping the American colonial and contemporary world.
- Analyze the major conflicts in the Americas in its historical dimension.
- Reflect on the normality and specific socio-political development in various areas geohistorical of prehispanic, colonial and contemporary America.
- Acquire a deep and complex historical processes and current problems, especially those related to the processes of globalization and globalization since its development in modern times to the present.

Based on this concept, it is intended to provide students with general capabilities and more specific for the proper exercise of their profession.

Among the more specific abilities may refer to:

- Assimilate a complete and detailed statement of the issue of the historical problems that arise during the course.
- Learn to critically analyze texts, images and documentaries, understanding the deeper motivations of its creators and the specific interests they move.
- Apply the methods of analysis of the past in the historian's own present problems, which are a specific field of study in the context of the humanities.

Among the general capabilities:

- Solve problems within complex and diverse societies, such as those in the current American societies.
- Acquire adequate information to make smart and effective.
- Have a multidisciplinary approach that goes beyond reducing the frontiers of space and knowledge.
- Leading teams trained to work together as part of a complex society.

The course offers an exhibition of the history of America, articulated according to a periodization that will go from the processes of colonization to the present. Historical phenomena are integrated from a sociopolitical and cultural fundamentally. Special attention to the specific problems of national and regional frameworks articulation and intercontinental and its relationship with Europe

DESCRIPTION OF CONTENTS: PROGRAMME

-PREHISPANIC AMERICA

A) COLONIAL AMERICA

1. ARRIVAL OF THE EUROPEANS TO AMERICA

2. MEETING OF CULTURES

3. POLICY AND INSTITUTIONAL ORGANIZATION

4. SOCIETY AND ECONOMY OF THE NEW WORLD

5. BOURBON REFORMISM IN HISPANIC AMERICA

6. OTHER EUROPEAN COLONIAL MODELS IN AMERICAS
- B) CONTEMPORARY AMERICA
7. ATLANTIC REVOLUTIONS: THE WAYS OF AMERICAN INDEPENDENCE
- 8) THE CONSTRUCTION OF NATIONAL STATES IN THE NINETEENTH CENTURY
- 9) THE NORTH AMERICAN TAKE-OFF AND THE DEVELOPMENT OF THE NEW REPUBLICS
- 10) AMERICA BETWEEN TWO WARS
- 11) AMERICAN DEMOCRACY, REVOLUTION AND DICTATORSHIP
- 12) THE SETTLEMENT OF DEMOCRACY, NEOLIBERALISM AND POPULISM

LEARNING ACTIVITIES AND METHODOLOGY

The teaching methodology will include:

- (1) Lectures, which will present the skills that students should acquire. To facilitate its development students will receive schemes and key reference texts will allow them to complete and deepen in those subjects in which they are most interested.
- (2) Practical classes to be displayed in the photos, vintage movie posters or whose display allows the student a more accurate approach to the problems that are presented.
- (3) Discussion and analysis of texts and images specially selected to fix in students the specific skills to be acquired in the course. The discussion will be divided into several sections: detailed presentation of the texts or images, a debate between small groups of students and sharing general to synthesize specific skills students should acquire.
- (4) Ability to comment on press reports that include relevant information on specific aspects of contemporary American history, looking for his critical analysis and debugging of the sources (in whole or in clusters of excellence).
- (5) Reading of history books on the content of specific issues will arise in the final exercise.
- (6) Class presentations of parts of the agenda by the students.
- (7) Specific Tutorials in small groups to discuss the work raised during the course.

ASSESSMENT SYSTEM

The evaluation (continuous) (50%) is based on the following criteria:

Class participation: 15%. Precise interventions will be evaluated, which connect to the ideas that have been exposing and bring added value to the discussion. Teachers propose starting discussions of texts, images or documentary.

And practical works 25%. There will be two types of jobs:

Individual Practice: It will be practical to relate the theoretical knowledge acquired in lectures with specific problems relating to America which have a long history.

Group works: students will be asked also to perform and present a group exercise (for example, the preparation of a work on a specific issue relating to America in the period studied).

An important part of practices will be searching for information.

Final exam 50%. In which will assess the knowledge acquired by the student.

Depending on the health situation and the way in which teaching can be carried out, these criteria may be modified.

In the extraordinary examination convocatory If the student followed the continuous assessment process, the extraordinary exam will have the same percentage value as in the ordinary exam, and the final grade for the subject will take into account the continuous assessment grade and the grade obtained in the final exam. If the student did not follow or did not pass the continuous assessment process, student will have the right to take an exam in the extraordinary call with a value of 100% of the total grade for the subject. Even if the student had followed the continuous evaluation process, they will have the right to be qualified in the extraordinary call, taking into account only the grade obtained in the final exam when it is most favorable to them.

% end-of-term-examination:	60
% of continuous assessment (assignments, laboratory, practicals...):	40

BASIC BIBLIOGRAPHY

- BETHELL, L. (Ed.) The Cambridge History of Latin America. 12 Vols., Cambridge, 1994
- BOYER, Paul S. American History: A Very Short Introduction, Oxford Univ Press, 2012
- HALPERIN DONGI, Tulio The contemporary history of Latin America, Duke Univ Press, 1993
- WILLIAMSON, EDWIN THE PENGUIN HISTORY OF LATIN AMERICA, PENGUIN, 2010