

**COURSE DATA****Data Subject**

<b>Code</b>	34019
<b>Name</b>	History of America
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1005 - Degree in History	Faculty of Geography and History	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1005 - Degree in History	10 - American history	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
ALCAZAR GARRIDO, JOAN MANUEL DEL	362 - Early Modern History
POMARA, BRUNO	362 - Early Modern History
TABANERA GARCIA, NURIA	362 - Early Modern History

**SUMMARY**

The general analysis of the modern and contemporary history of the American continent demands, before the diversity of processes and realities, the hierarchical organization of problems and the organization of the matter, so that the student obtains the basic knowledge to understand the processes of economic and social change, as well as the big political transformations and the existing relations between the big processes and the events. The comparison, relation and differentiation between the processes developed in the Anglo-Saxon America and in the Hispanic America will have to be always present.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No se requieren

## OUTCOMES

### 1005 - Degree in History

- Be able to make abstractions, to analyse and to synthesise.
- Be sensitive to environmental issues.
- Show critical awareness of the relationship between current events and processes and the past.
- Have critical knowledge of the different historiographic perspectives in the different periods and contexts.
- Show awareness of and respect for views deriving from other cultural or national backgrounds.
- Be able to communicate and argue orally and in writing in one's own language using the terminology and techniques of the profession.

## LEARNING OUTCOMES

To introduce the student in the analysis of the evolution of the American continent from the contact with West up to the present day.

## DESCRIPTION OF CONTENTS

### 1. America like problem historiogràfic. West and America.

Introduction to the Americanist historiography. Initial analysis of the consequences of the contact between West and America

### 2. Conquest and models of occupation of the territory

Review of the impact of the conquest in the society and the way Americans and of the diverse models of occupation of the territory, from Thirteen Colonies and to the Carib, up to the Hispanic continental America

**3. The colonial American societies**

Análisis of the institutional, economic and social frame established by the European settlers in America up to the beginning of the Independences

**4. The formation and the consolidation of the nation-states American conditions.**

Analysis of the American processes of Independence and of the problems and institutional, political and socioeconomic challenges opened after them (dictatorship, institutional instability and economic stagnation, for the Latin-American case, and bipartisanship, expansion in the western part and secesionismo in the USA). The consolidation of the USA and the oligarchical epoch in Latin America

**5. The new American frontiers in the 20th century**

Review of the principal political stages defined in Latin America from the end of the oligarchical order: populism, condition desarrollista, revolution and new dictatorships. The USA like the first world power. Analysis of the hemispherical relations.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Other activities	15,00	100
Classroom practices	15,00	100
Attendance at events and external activities	5,00	0
Development of individual work	25,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	40,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

1) It will have a week three hours of classes attend them, that is to say, of activity in the habitual classroom of the subject or of the group. These hours will be distributed of the following way:

- Theoretical Classes. 2/3 of the total of hours assigned to every topic. During them, the professorship will expose and explain those fundamental elements that have to guiar to the student body in the comprehension of the topic in question.
- Practical classes: 1/3 of the total of hours assigned to every topic. During this time it will be deepened, across diverse materials, in those aspects that are considered to be more important or significant of the topic. The meetings will take advantage to be introducing to the student body in the managing of those materials and technologies own of the historical discipline and, in I make



concrete, of the specific sources for the study of the history America.

### Complementary Activities

They will be dedicated to consultation, subsequent debate and sharing of documentary, literary or audio-visual materials (visits to museums, exhibitions, projection of audio-visual material, conferences, etc.) worked on the established day, outside of class hours. They would serve to understand certain themes or aspects of the programme.

These activities will be programmed in advance and the teachers in charge of each one of the groups will determine his content.

### Assistance to tutorships

- The student body of a group will be able to represent at the hours of attention to students that it has every profesor/a established, to realize consultations on any topic or aspect related to the subject and, in his case, the programmed works.
- In his case, the profesor/a will be able to communicate the accomplishment of a series of interviews with the students for the follow-up of any activity.

## EVALUATION

### 1- Examination 60%

2. Preparation and participation in practical activities: 10 % (there will be obtained of a test, comment, or written review of a maximum of 3 sheets of paper (10.000 characters) of some exhibition, visit to museums or another programmed activity).

3. Individual or group practical work: 30%. This will be obtained from a commentary on a maximum of 3 pages (10,000 characters) of one or more documents in video format, and/or from reading comprehension tests (from textual, iconographic, cartographic or statistical documents), and/or bibliographic analysis work, and/or videos, and/or other specific activities detailed by the professor on his/her "anexo", that will have been carried out in class or outside of class hours. Some of these tests may be carried out during class time and may also be presented orally by the students.



The second summons correspond only to the examination, though there will be born in mind the rest of the qualifications obtained during the course in the works. The above mentioned qualifications only will be kept in force during the course.

Excepting Erasmus students, grammar and spelling mistakes will score negatively on the qualification of all written tests and academic works. Their accumulation may lead to a failing grade in the subject.

## REFERENCES

### Basic

- ALCAZAR, J., TABANERA, N., SANTACREU, J.M. y MARIMON, A. Historia contemporánea de América, Valencia, Universitat de València, 2003.
- CIUDAD, A., LUCENA, M. y MALAMUD, C. Manual de Historia de Universal, vol. 10. América, Madrid, Historia 16, 1992.
- ELLIOTT, John H., Imperios del mundo atlántico. España y Gran Bretaña en América, 1492-1830, Madrid, Taurus, 2006.
- FERNÁNDEZ ARMESTO, F., Las Américas. Madrid, Debate, 2004
- MALAMUD, C. Historia de América, Madrid, Alianza Editorial, 2005.
- PÉREZ CANTO, P. Y MÓ ROMERO, E., Las sociedades originarias y la América Hispana, Madrid, UAM, 2010.
- ALCÀZAR, J. (Ed.) Historia actual de América Latina, 1959-2009, Valencia, Tirant lo Blanch Llibres, 2011.
- AMORES CARREDANO, J. B. (Coord.), Historia de América, Madrid, Ariel, 2006.
- CHUST, M. y FRASQUET, I. Tiempos de Revolución. Comprender las independencias iberoamericanas, Madrid, Taurus, 2013
- GUARDIA, C. de, Historia de los Estados Unidos, Madrid, Silex, 2011
- -PÉREZ BRIGNOLI, H., Historia global de América Latina, Madrid, Alianza, 2018.
- TABANERA, N., Historia internacional de América Latina (1776-1945), Madrid, Síntesis, 2018.

### Additional

- BERNAND, C. ( Comp.), Descubrimiento, conquista y colonización de América a quinientos años, México, FCE, 1994.
- BRADING, D., Orbe indiano. De la monarquía católica a la república criolla, 1492-1867, México, FCE, 1991.
- BULMER-THOMAS, V., La Historia económica de América Latina desde la Independencia. México, F.C.E., 1994.
- RODRÍGUEZ, J.E., La independencia de la América Española, FCE, 2007.
- BOSCH, a., Historia de Estados Unidos, Barcelona, Crítica, 2005.





## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **SEMI-PRESENTIAL TEACHING**

#### **1. Contents**

The contents initially included in the teaching guide are maintained.

#### **2. Workload and time schedule**

The activities and their hours of dedication in ECTS credits marked in the original course guide will be kept. In order to guarantee distance and safety measures, theoretical and practical classes will have an attendance of 50%, with the rotation by alternate weeks of the students divided into two subgroups alphabetically. Supplementary activities (weekly hour O: total 15 h.) won't have class attendance and will be preferentially online. Teaching planning will be specified at the beginning of the term.

#### **3. Teaching Methodology**

Theory classes with attendance of 50% with the rotation by alternate weeks of the students divided into two subgroups which, according to the teacher's planning and technical availability, may be followed on the other 50% by synchronous videoconference through the Blackboard Collaborate platform or may be complemented with different types of materials and activities through the Virtual classroom.

Tutorials will be done online (through the UV corporate mail) or face-to-face by prior appointment with the teacher.

If the sanitary situation changes and no access to the University facilities is possible, teaching and tutorials will be carried out completely online. In this case, the adaptations will be communicated to the students through the Virtual classroom.



#### **4. Evaluation**

The evaluation criteria established in the Course Guide are kept. The annex to the Teaching Guide for each group will detail the activities that make up the evaluation.

If the University facilities were closed on the dates set in the official calendar for the final exam, the face-to-face exam will be replaced by an online test.

#### **5. Bibliographic references**

The recommended bibliography in the Course Guide is kept. If the sanitary situation changes and the access to the recommended bibliography is not possible, it will be replaced by materials accessible online.