

<b>PROGRAMA DE LA ASIGNATURA:</b>	Historia de la cultura
<b>CARRERA/S:</b>	Profesorado de Inglés
<b>AÑO DE CURSADO:</b>	Cuarto año
<b>ORDENANZA/S PLAN DE ESTUDIOS:</b>	430/09
<b>AÑO LECTIVO:</b>	2024
<b>RÉGIMEN DE CURSADA:</b>	1º cuatrimestre
<b>CARGA HORARIA:</b>	4 horas semanales / 64 horas en el cuatrimestre
<b>DEPARTAMENTO:</b>	Lengua y Cultura
<b>ÁREA:</b>	Historia
<b>ORIENTACIÓN:</b>	Historia en Lengua Inglesa
<b>EQUIPO DE CÁTEDRA:</b>	Mgtr. Andrea Montani (PAD)

## 1. Marco referencial y fundamentación

### History of Cultures in the Teacher-Training Course

The study of the histories of cultures plays a vital role in the training of future educators who will teach English as a foreign language. In the ELT Methodology courses, teachers-to-be are encouraged to approach language teaching as a process that implies not only providing learners with linguistic tools to communicate in a language different from their own but also helping them acquire intercultural competence:

[D]eveloping the intercultural dimension in language teaching involves recognising that the aims are: to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours. (Michael Byram 10).<sup>1</sup>

This course seeks to help students gain a deeper understanding of contemporary cultures,<sup>2</sup> the sociocultural, historical and economic relationships among them. The exploration of these topics will enhance the teacher-trainees' intercultural competence. Students will be encouraged to develop positive attitudes towards diversity, which will prove enriching for their future practice as EFL teachers. Apart from

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<sup>1</sup> Byram, Michael; Bella Gribkova and Hugh Starkey. *Developing the Intercultural Dimension in Language Teaching. A Practical Introduction for Teachers*. Language Policy Division. Directorate of School, Out-of-School and Higher Education. DGIV. Strasbourg: Council of Europe, 2002.

<sup>2</sup> Following Stuart Hall, culture is understood as a set of practices concerned with the production and exchange of meanings between the members of a group, which depends on its participants 'making sense' of the world in broadly similar ways (Hall, Stuart. "The Work of Representation". *Representation: Cultural Representations and Signifying Practices*, edited by Stuart Hall, Sage Publications, 2003, pp. 13-74).

this, the subject contributes to the development of students' linguistic competence and constitutes a stage of preparation for the study of literatures in English.

### **Contents and Bibliography**

The first unit explores the processes of formation which led to the emergence of modern societies. The bibliography selected for this unit offers a glimpse into “the interaction of a number of deeply structured processes of change taking place over long periods” (David Held, qtd. in Hall 5). We will focus on the European Enlightenment, the Industrial Revolution and the emergence of new social and sexual divisions of labor. Following Stuart Hall and Enrique Dussel, we will also explore the role which societies *outside* Europe played in the formation of modernity.

The second unit in this syllabus discusses the crisis of modern European powers during the World Wars, the growth of Communism and the Cold War. It also examines the Holocaust and the Israel-Palestine conflict. Unit 3 covers the independence of former colonies, and the social movements that bloomed in the 1960s in the context of an increasingly bipolar world. Unit Four centers on the last decades of the 20<sup>th</sup> century and the first decades of the 21<sup>st</sup> to observe power relations and struggles among cultures in the contemporary world. The unit focuses on the question of borders in general, exploring, among other aspects, the blurring of national borders in the globalized world and the questioning of national cultural identities.

Considering the Programa Nacional de Educación Sexual Integral (Ley 26.150), which establishes that “*todos los educandos tienen derecho a recibir educación sexual integral en los establecimientos educativos públicos, de gestión estatal y privada,*” (Art. 1º) the content selection foregrounds changing attitudes towards diversity and identity, apart from exploring key shifts in the construction of femininity, masculinity and gender roles in modern history.

## **2. Propósitos y objetivos**

### **Aims**

Throughout the course, students are expected to:

- engage in critical thinking,
- participate in class debates actively,
- examine power relations among cultures in the light of their linked histories,

- develop their linguistic and intercultural competence.<sup>3</sup>

## Objectives

By the end of the course, students should be able to:

- discuss, compare and establish connections among the social, cultural, political and economic processes explored in the different units,
- problematize these from different perspectives,
- use technical vocabulary accurately,
- produce coherent, cohesive, well-organized written pieces, and
- use the English language proficiently.

### 3. Contenidos según plan de estudios

- El etnocentrismo en la Historia
- El eurocentrismo como ideología
- Las culturas, sus diversidades y la construcción de la Historia
- La Historia y el estudio del campo social
- Las teorías para abordar el desarrollo desigual originado por el capitalismo
- Las civilizaciones actuales, sus formas culturales y de pensamiento
- Contrastación del modelo occidental con los del llamado “tercer mundo”
- Colonización y descolonización
- La confrontación Norte-Sur
- La diversidad cultural, la especificidad de sus procesos históricos y las interrelaciones emergentes en el marco de la globalización

### 4. Contenidos analíticos

#### Introduction

- History as a narrative.

#### UNIT 1: Formations of Modernity

- The European Enlightenment. The French Revolution.

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<sup>3</sup> Byram, Michael; Bella Gribkova and Hugh Starkey. *Developing the Intercultural Dimension in Language Teaching. A Practical Introduction for Teachers*. Language Policy Division. Directorate of School, Out-of-School and Higher Education. DGIV, Council of Europe, 2002.

- The emergence of capitalism. Marxist theory. The transition to capitalism from a feminist perspective. Industrialization and social change.
- The concept of Modernity. Eurocentrism. The conquest / construction of the “New World” and its role in the configuration of Modernity.
- The discourse of the West and the Rest.
- The production of masculinity in the modern gender order.

## **UNIT 2: The Emergence of the Bipolar World**

- The First World War. The interwar period: the Great Depression and state intervention in the U.S. The rise of Nazism. The Second World War. Anti-semitism and genocide. Gendered histories of the war period and the Holocaust.
- The Israel-Palestine conflict.
- The Bolshevik Revolution. Socialism as the alternative to Capitalism. The USSR under Stalin.
- The Cold War. The emergence of the so-called “First”, “Second” and “Third” Worlds. North and South.

## **UNIT 3: Social Movements**

- “Third-World” revolutions and their impact on the “First World”. Communism outside Europe. The Cuban Revolution. Decolonization.
- The Cold War and anti-communism in the West. US interventions in the “Third World”.
- The United States in the mid-Twentieth century: economic prosperity and the cherishing of traditional patriarchal values. The “Other Americas”.
- The U.S Counterculture. Second-Wave Feminism. The Civil Rights Movement. The LGBTIQ+ Movement. Paris May 1968. The Prague Spring. Cordobazo.

## **UNIT 4: A World with More or Less Borders?**

- (National) cultural identities and difference. National histories as narrative constructions.
- Indigenous peoples and their current struggles. Sioux and Mapuche resistance.
- Cultural diversity. Multiculturalism, interculturality, coloniality and decolonization.
- Globalization. The global, the local, and the return of ethnicity.
- Global risk and the cosmopolitan moment.

## 5. Propuesta metodológica

### **Class activities**

Every week, the teacher will assign bibliographical material to be read or prepared before attending lessons. In both face-to-face and asynchronous class sessions, students will be guided to critically analyse the bibliography assigned and to connect, compare or contrast it with other texts or topics explored in the course.

Face-to-face class sessions will foster interaction and an active participation in the discussion of topics, for example, by means of class debates, short oral presentations, reading and writing tasks. Asynchronous class sessions, on the other hand, will be designed for students to work collaboratively in practical tasks, which will include summarizing information, doing research, and participating in discussion forums, among others.

In the case of the third unit in particular, students will be in charge of the presentation of the social movements of the 1960s. In groups, they will do research into one of the social movements listed in the syllabus and deliver an oral presentation of their findings.

### **Tutorials**

The teacher will offer tutorials once a week. She will give individual tutorials to students who wish to clear up doubts in relation to the topics developed in class, the reading materials assigned and the correction of term exams. Group tutorials will also be offered when required.

### **University educational platform (PEDCO)**

This platform will constitute a central means of communication. Asynchronous class sessions, materials and video links will be up-loaded on the platform.

## 6. Criterios de evaluación y condiciones de acreditación

### a. Evaluación

Students are expected to:

- discuss, compare and establish connections among the sociocultural, political and economic processes explored in the different units,
- problematize these from different perspectives,
- use technical vocabulary accurately, and
- use the English language proficiently.

b. **Acreditación**

**Regularidad**

In order to become “estudiantes regulares”, students will need to have:

- Passed 2 term exams or their corresponding make-ups.
- Delivered an oral presentation based on a research task assigned by the teacher.

**Promoción**

In order to achieve “promoción”, students will need to have:

- Passed 2 term exams.
- Delivered an oral presentation.
- Obtained a minimum mark of 7 (seven) in the essays and the oral presentation.

The final mark will result from the average of both term exams and the oral presentation.

**Examen final**

- “Estudiantes regulares” will prepare a 10-minute oral presentation on a topic of their choice. This oral presentation will be followed by a discussion in which the candidate will be asked to develop other topics of the syllabus or to establish connections among the historical processes addressed during the course.
- Extra-mural students will do a written exam from 8 to 10 on the day of the exam. Having passed the written instance, the candidates will sit the oral exam. They will not be required to prepare a topic for the oral exam.

**7. Distribución horaria**

**Class sessions:** Tuesdays and Thursdays from 8 to 10

**Tutorials:** Mondays from 8 to 12.

**8. Cronograma tentativo**

**(READING) SCHEDULE: 2024**

<b>MARCH</b>		
TUE 5 <sup>th</sup>	• Introductions	Face-to-face class session 1
THUR 7 <sup>th</sup>	• Hamilton	Face-to-face class session 2
TUE 12 <sup>th</sup>	• Documentary on the French Revolution	Asynchronous class session 1

THUR 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>Bradley</li> </ul>	Face-to-face class session 3
TUE 19 <sup>st</sup>	<ul style="list-style-type: none"> <li>Federici - Marx</li> </ul>	Asynchronous class session 2
THUR 21 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Hall</li> </ul>	Face-to-face class session 4
TUE 26 <sup>th</sup>	<ul style="list-style-type: none"> <li>Dussel</li> </ul>	Asynchronous class session 3
THUR 28 <sup>th</sup>	<i>Jueves Santo</i>	
<b>APRIL</b>		
TUE 2 <sup>nd</sup>	<i>Día del Veterano y de los Caídos en la Guerra de Malvinas</i>	
THUR 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>Hobsbawm's "The Age of Total War"</li> <li>Lowe's "Germany 1918-1945: The Weimar Republic and Hitler."</li> </ul>	Face-to-face class session 5
TUE 9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Reading</li> <li>Said</li> </ul>	Asynchronous class session 4
THUR 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Connel</li> </ul>	Face-to-face class session 6
TUE 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>Revision</li> </ul>	Face-to-face class session 7
THUR 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>Term Test 1</li> </ul>	Face-to-face class session 8
TUE 23 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Lowe's "Roosevelt and The New Deal"</li> </ul>	Asynchronous class session 5
THUR 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>Lowe's "Russia Under Lenin and Stalin"</li> </ul>	Face-to-face class session 9
TUE 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>Lowe's "Continuing communism, collapse and aftermath"</li> </ul>	Asynchronous class session 6
<b>MAY</b>		
THUR 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Gaddis</li> </ul>	Face-to-face class session 10
TUE 7 <sup>th</sup>	<ul style="list-style-type: none"> <li>Lowe's "The Spread of Communism outside Europe"</li> </ul>	Asynchronous class session 7
THUR 9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Patterson + Wall + McSherry</li> </ul>	Face-to-face class session 11
TUE 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>Make-up test 1</li> </ul>	Asynchronous class session 8

THUR 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Kennedy</li> </ul>	Face-to-face class session 12
TUE 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Kennedy</li> </ul>	Asynchronous class session 9
THUR 23 <sup>d</sup>	<ul style="list-style-type: none"> <li>• Oral Presentations</li> </ul>	Face-to-face class session 13
TUE 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Hall's "The Question of Cultural Identity"</li> </ul>	Asynchronous class session 10
THUR 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Term test 2</li> </ul>	Face-to-face class session 14
<b>JUNE</b>		
TUE 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Documentary "The Native American History up to Standing Rock 2016"</li> </ul>	Asynchronous class session 11
THUR 6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Kropff, Walsh</li> </ul>	Face-to-face class session 15
TUE 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Beck</li> </ul>	Asynchronous class session 12
THUR 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Make-up test 2</li> </ul>	Face-to-face class session 16
TUE 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Wrapping up</li> </ul>	Face-to-face class session 17
THUR 20 <sup>th</sup>	<i>Paso a la inmortalidad del Gral. Manuel Belgrano</i>	

## 9. Bibliografía obligatoria y de consulta

### Introduction

White, Hayden. "Preface." *Metahistory. The Historical Imagination in Nineteenth-Century Europe*, The Johns Hopkins University Press, 1975, pp. ix-xii.

### UNIT 1

BRADLEY, Harriet. "Changing Social Structures: Class and Gender." *Modernity. An Introduction to Modern Societies*, edited by Stuart Hall, David Held, Don Hubert and Kenneth Thompson, Blackwell, 1996, pp. 122-148.

CONNEL, Raewyn. "The History of Masculinity". *Masculinities. Second Edition*. Berkeley; University of California Press, 2005, pp. 185-203.

DUSSEL, Enrique. "Eurocentrism and Modernity". *boundary 2*, Vol. 20. N° 3. "The Postmodernism Debate in Latin America", Autumn 1993, *Duke University Press*, pp. 65-76.



- FEDERICI, Silvia. *Caliban and the Witch*. Autonomedia, (2004) 2009. Introduction: pp. 11-19; Chapter 2: pp. 85-97; Chapter 4: pp. 173-186.
- HALL, Stuart. « The West and the Rest: Discourse and Power.” *Modernity. An Introduction to Modern Societies*, edited by Stuart Hall, David Held, Don Hubert and Kenneth Thompson, Blackwell, 1996, pp. 184-228.
- HAMILTON, Peter. “The Enlightenment and the Birth of Social Science”. *Modernity. An Introduction to Modern Societies*, edited by Stuart Hall, David Held, Don Hubert and Kenneth Thompson, Blackwell, 1996, pp- 24-48.
- MARX, Karl. Part 8: “Primitive Accumulation”. *Capital. A Critique of Political Economy Volume I Book One: The Process of Production of Capital*. Translated by Samuel Moore and Edward Aveling, Progress Publishers, 1887. pp. 506-542.  
<https://www.marxists.org/archive/marx/works/download/pdf/Capital-Volume-I.pdf>
- The French Revolution*. A documentary produced and directed by Doug Shultz, History Channel, <https://www.youtube.com/watch?v=d0tafP8H0ok&t=405s>

## UNIT 2

- GADDIS, John Lewis. “The Return of Fear”. *The Cold War. A New History*, The Penguin Press, 2005, pp. 12-37.
- HOBBSBAWM, Eric. “The Age of Total War”. *The Age of Extremes. The Short Twentieth Century 1914 – 1991*, Abacus, 1994, pp. 21-53.
- LOWE, Norman and John Traynor. “Continuing communism, collapse and aftermath. 1953 to the present.” *Mastering Modern World History. 6<sup>th</sup> Edition*, Bloomsbury, 2022, pp. 358-380.
- “Germany 1918-1945: The Weimar Republic and Hitler.” 45 *Mastering Modern World History. 6<sup>th</sup> Edition*, Bloomsbury, 2022, pp. 290-312.
- . “Roosevelt and The New Deal: 1929-45 *Mastering Modern World History. 6<sup>th</sup> Edition*, Bloomsbury, 2022, pp. 446-466.
- . “Russia Under Lenin and Stalin”. *Mastering Modern World History. 6<sup>th</sup> Edition*, Bloomsbury, 2022, pp. 334-356.
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- SAID, Edward. “Invention, Memory, and Place”. *Critical Inquiry*, Vol. 26, No. 2 (Winter, 2000), pp. 175-192.

### UNIT 3

- HOBBSAWM, Eric. "Third World and Revolution". *The Age of Extremes. The Short Twentieth Century 1914 – 1991*, Abacus, 1994, pp. 433 – 443.
- KENNEDY, Dane. "A World Disordered and reordered." *Decolonization: A Very Short Introduction*, Oxford, 2016, pp. 46-68.
- LOWE, Norman and John Traynor. "The Spread of Communism outside Europe and its Effects on International Relations." *Mastering Modern World History. 6<sup>th</sup> Edition*, Bloomsbury, 2022, pp. 128-151.
- MCSHERRY, J. Patrice. "Operation Condor: Deciphering the U.S. Role". *Global Policy Forum*, July 2001.
- PATTERSON, James T. "Booms". *Grand Expectations. The United States, 1945 – 1974*, Oxford University Press, 1997, pp. 61-81.
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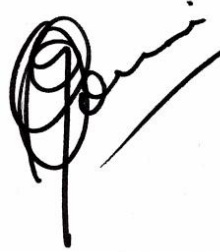
### UNIT 4

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- KROPFF, Laura. "Territorio Mapuche, un reclamo histórico." UNRN Radio Nacional, 6 de octubre de 2022. <https://www.youtube.com/watch?v=ihP6UMR6-i8>
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- "The Native American History up to Standing Rock 2016". Directed by Guillermo Camarena. *World Geographic Channel*. <https://www.youtube.com/watch?v=ggbu71QX55U&feature=youtu.be>
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### **Further Reading**

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