



Universidad  
de Alcalá

# GUÍA DOCENTE

## COURSE GUIDE

**THE EXPORTED AMERICA: THE SOCIAL HISTORY  
OF AMERICANIZATION IN THE WORLD**

**Máster Universitario en Estudios  
Norteamericanos**

**Universidad de Alcalá**

**Academic Year 2022/2023**

## COURSE GUIDE

**Name of the Course:** THE EXPORTED AMERICA: THE SOCIAL HISTORY OF AMERICANIZATION IN THE WORLD

**Code:** 202335

**Degree in which it is offered:** Máster en Estudios Norteamericanos

**Department and Field of Knowledge:** Filología Moderna, Filología Inglesa.

**Type:** Mandatory.

**ECTS** (European Credit Transfer and Accumulation System): 5

**Academic Year and Term:** 2022-2023 Spring Semester

**Instructor:**

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**Office Hours:** To be announced the first day of class meeting.

**Teaching Language:** English.

### 1. OVERVIEW OF THE COURSE

The international influence of the United States, a phenomenon assimilated to the term Americanization, began to be seen from the first decades of the 20th century in Europe, with a clearer impact in the economic and cultural fields. A number of American companies and investors, associations, universities and philanthropic foundations became exponents for the American Way of Life. The decisive intervention of the Government in this process and its collaboration with the private sector became more intense from the end of the 1930s, partly in response to the European crisis and the rise of fascism. After World War II, the United States was the architect of a Western security system designed to contain Soviet expansionism, initially centered in Europe but later extended to Asia and other regions of the planet. Linked to this strategic design, the United States was essential in post-war economic reconstruction, while at the same time propagating its methods of business management and organization; promoting cultural and scientific transfers; establishing human capital formation circuits; and serving as a model for the expansion of the consumer society. American leadership had to face, from its origins, the mobilization of sectors critical of its effects, which nourished the ranks of cultural and political anti-Americanism. From the mid-1960s onwards, the Vietnam War and the fractures in American society eroded the country's international image which, in spite of everything, has maintained to this day a leading role in the evolution of the world beyond the end of the Cold War, to the point of identifying Globalization as a variant of Americanization.

Through the analysis of this phenomenon, students will be introduced to some of the key

issues of today's world. To this end, a historical review will be made of the factors that drove the international presence of the United States, its survival and transformation throughout the 20th century, as well as its various effects. transformation throughout the twentieth century, along with its effects of various kinds. Finally, the impact of Americanization in Spain will be examined as a case study.

The course will emphasize participatory teaching, seeking the intervention of students both in the debates in the sessions and through content reinforcement activities: oral presentations, comments on texts and graphic material, viewing of documentaries and films, etc.

## **2. LEARNING OBJECTIVES**

### **Generic competences:**

1. Initiation to research methodology.
2. Familiarization with relevant debates and concepts in the field of international relations (Americanization, modernization, globalization, imperialism, development, cultural transmission).
3. Handling of reference bibliography and other written sources (magazines, journal articles, publications, archival documentation), audiovisual (documentaries, films) and on the web (web pages).
4. Ability to collect, analyze and present specialized information.
5. Encouragement of participatory and reflective learning, in order to generate a critical and informed vision of international phenomena.

### **Specific competences:**

1. Knowledge of the concepts associated with Americanization and of the different elements that were incorporated into this process.
2. To determine the most important phases of the global expansion of the United States and its main agents in each one of them.
3. To understand the internal factors (production strategies and business organization, advertising and marketing; mass consumption; close relationship between companies-universities-governments; popular culture, etc.) and external factors (opening of markets, competitiveness, international conflicts, formation and attraction of human capital, fascination of cultural and entertainment productions, etc.) that propelled the American influence.
4. To examine this process of Americanization through a case study (Spain), in order to analyze its main characteristics, most outstanding actors, mechanisms of diffusion and reception.
5. To learn how to search for information, to select and treat documentary sources, and to structure a research project related to the subject of the course.
6. To become familiar with the handling and analysis of diverse historical materials: political and economic, cultural and scientific texts; archive documentation; specialized press and magazines; documentaries and films; etc.
7. Develop the ability to write specialized reports or academic papers, as well as to present in public the methodology and results of a personal or group work.
8. To favor autonomous learning, to develop scientific criticism and self-criticism, analysis and synthesis, teamwork and personal initiative.

### 3. SYLLABUS

| UNITS                                                                                                                                  | Class Meetings and hours |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1.– The idea of America. Americanization and other presumed implications: Modernization, Globalization, Anti-Americanism.              | 6 h.                     |
| 2.– The “irresistible empire”. The emergence of the USA as a socio-economic model. Crisis of 1929, Great Depression and New Deal.      | 3 h.                     |
| 3.– The new scientific world order.                                                                                                    | 3 h.                     |
| 4.– World War II and the Birth of Big Science.                                                                                         | 3 h.                     |
| 5.– Checks & Balances. A Republic if you can keep it.                                                                                  | 3 h.                     |
| 6.– <i>The Road to the White House</i> . The globalization of the U.S. political and electoral model.                                  | 3 h.                     |
| 7.– Trumpism in the populist tradition of the United States and its international projection.                                          | 3 h.                     |
| 8.– Fake News, disinformation and the normalization of lies in U.S. politics.                                                          | 3 h.                     |
| 9.– Rise to Globalism. The Cold War.                                                                                                   | 3 h.                     |
| 10.– <i>Pax Americana</i> and the International Liberal Order: Bretton Woods and United Nations.                                       | 3 h.                     |
| 11.– From Hollywood to CNN. Western bloc cohesion and the battle for the Hearts and Minds: propaganda, public diplomacy, mass culture. | 3 h.                     |
| 12.– The African American Experience.                                                                                                  | 3 h.                     |

|                                                                                                                                                                                                                                            |      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 13.– The Sixties.                                                                                                                                                                                                                          | 3 h. |
| 14.– From Cuba to the Gran Vía. The United States and Spain in the early decades of the 20th century: stereotypes, commercial interests and intellectual networks. Welcome Mr. Marshall? The American friend before Franco's dictatorship. | 3 h. |
| 15.– Final Review.                                                                                                                                                                                                                         | 3 h. |

## 4. TEACHING AND LEARNING METHODS

### 4.1. Student Workload

|                                   |           |
|-----------------------------------|-----------|
| In person Teaching Sessions:      | 42 hours  |
| Independent Study<br>and Reading: | 83 hours  |
| <b>Total:</b>                     | 125 hours |

### 4.2. Instructional Approach

The sessions will have a duration of 3 hours. As an indication, each session will be organized more or less as follows:

- Explanations by the professor on the theoretical contents of the course, describing the main historical processes/events.
- Presentation and critical commentary of the readings indicated for each session (scientific articles, archival documents, press, graphic resources...) by one or more students, who will act as speakers. The presentations will be made preferably in power-point and will also include a series of questions to initiate the debate.
- Discussion among all attendees of the arguments raised in the presentation.
- Carrying out other reinforcement activities: viewing of documentaries or film excerpts, intervention of guest lecturers, collective reading and commentary of other materials selected by the teacher.

The final part of the course will be dedicated to the oral presentation of individual or team work on issues related to the process of Americanization worldwide, or its impact on Spain. The preparation of the papers will involve the collection of information and reflection on what has been learned in the theoretical and practical classes. All this will be supervised by the professor, with the aim that students learn to develop mechanisms for selective search of information and be able to systematize the data and offer their own vision of them.

Tutorials. The consultation of doubts will be carried out at the student's request and will expressly seek to solve specific problems and to obtain orientations to participate in the activities.

## 5. ASSESSMENT AND GRADE ALLOCATION

### EVALUATION SYSTEMS:

- . – **Continuous Evaluation.** Includes practices (individual and collective). Valuation: 60% of the final grade. Together with the elaboration and presentation of an individual or teamwork. 40% of the final grade.
- . – **Final Evaluation.** If the student does not participate in the continuous evaluation, he/she will have the option to take a final essay exam (2 hours) on one of the topics of the course.

### Calculation of the grade in the case of continuous evaluation:

- . – 30 %: Attendance and active participation of the student both in the presentation and critical commentary of the readings assigned for each session.
- . – 30 %: Intervention in the debates and activities scheduled during the course (30%).
- . – 40 % Final evaluation: oral and written presentation of an individual or teamwork. It will be presented and discussed in the last sessions of the course on one of the contents of the course previously agreed with the teacher (around 3000 words maximum).

**Calculation of the grade in the case of only final evaluation:** Score obtained in the exam.

### EVALUATION CRITERIA:

- . – Active participation in classroom discussions.
- . – Ability of observation and analysis.
- . – Knowledge and correct use of the terminology and the fundamental processes contained in the syllabus and worked throughout the course.
- . – Ability to raise and develop an argument in a clear, orderly, coherent and precise manner. In the case of written papers, the conventions of academic essay writing will be followed.

## 6. BIBLIOGRAPHY

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## **7. ORGANIZACIÓN DOCENTE ANTE UN ESCENARIO CON RESTRICCIONES DE MOVILIDAD O DE PRESENCIALIDAD**

Classes will be held online if there is a Covid-19 outbreak in the classroom following the protocol established by the University of Alcalá.

If the Spanish authorities establish a general lockdown due to Covid-19, classes will also be held online until said lockdown is no longer applicable.