



## COURSE DATA

### Data Subject

<b>Code</b>	34048
<b>Name</b>	History of Asian and African societies in the contemporary age
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

### Study (s)

Degree	Center	Acad. year	Period
1005 - Degree in History	Faculty of Geography and History	4	First term
1902 - Formación para la cualificación específica en Geografía, Historia de España	Faculty of Geography and History	1	First term

### Subject-matter

Degree	Subject-matter	Character
1005 - Degree in History	30 - History of Asian and African societies in the contemporary era	Optional
1902 - Formación para la cualificación específica en Geografía, Historia de España	3 - Historia del Mundo Contemporáneo	Optional

### Coordination

Name	Department
PONS PONS, ANACLETO	362 - Early Modern History

## SUMMARY

**English version is not available**

El curso se propone ofrecer una introducción a la historia de estos dos continentes y al conocimiento de los principales procesos de formación de las sociedades africanas y asiáticas en la época contemporánea.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

### 1005 - Degree in History

- Demonstrate organisational and planning skills.
- Value and respect diversity and multiculturalism.
- Show commitment to the principle of equal opportunities for men and women.
- Have interpersonal skills.
- Be able to learn autonomously.
- 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.
- Know the general diachronic framework of the past.
- Know universal or world history.
- Be able to identify and appropriately use sources of information for historical research.
- Be able to give narrative form to research results according to the critical canons of the discipline.
- Be able to comment, annotate or edit texts and documents correctly according to the critical canons of the discipline.

## LEARNING OUTCOMES

Arouse curiosity and interest in the study of this object.

Provide students with the basic tools necessary to know the history of these societies.

Provide a better knowledge of its great historical stages.



Start students to become familiar with the sources used.

Analyze critical judgment with the causes and consequences of historical events. Approaching the knowledge of different historiographical perspectives.

Develop conceptual abilities related to the area of study and discipline in general.

Analyze and review historical texts.

Develop analytical and critical capacity for understanding and interpretation of materials of history.

Provide practices with various types of sources.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Other activities	15,00	100
Classroom practices	15,00	100
Study and independent work	45,00	0
Preparation of evaluation activities	45,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

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The methodology is deployed in theoretical and practical classes. In the first, the teacher will present and explain those key elements to consider that will guide the student in the study and understanding of the subject matter. To that end, and in some cases it mandatory that students read the suggested texts and prepare the class in advance, so that teaching allows the active participation of those present. Such readings, where they exist, shall be binding and subject to some control / evaluation. As for practical classes, It will be held to deepen the aspects analyzed (or others).

## EVALUATION

The assessment consists of three parts:

Firstly, there is a final written exam (45%) in which different aspects are assessed.



- Level of knowledge in accordance with the objectives of the course.
- Correct written expression, both from an expository and terminological point of view.
- Ability to relate and reason.

The contents to be assessed do not correspond exactly to those taught in class, but rather questions are asked about those facts and processes that are best known. Students must prepare them on their own from the general bibliography or from the bibliography mentioned in class in the sections corresponding to Asia, Africa and Islamic countries.

In this sense, a restriction is established, whereby a score of 4 out of 10 is required in order to average with the rest of the assessed activities.

Secondly, the practices are evaluated (45%). They consist of individual or group work in each block. The latter are the result of the sessions carried out for each subject, in which the presentation, discussion and a brief written summary will be graded.

To this will be added at least one individual written assignment. In principle, it will be related to the reading (at least) of the introduction to: Edward Said, *Orientalism*. Ediciones Libertarias (1990), Debate (2002), Nuevas Ediciones de Bolsillo (2003), Eumo (Catalan version, 1991). Depending on the progress of the course, this work may be expanded or replaced by other types of essays.

All these essays must be typed and submitted preferably through the Virtual Classroom or, where appropriate, by e-mail.

Finally, the evaluation also includes attendance and participation in face-to-face classes and practicals (10%). In order to encourage this participation, reading controls may be requested -and evaluated as part of this percentage of the mark- of those texts that the professor indicates that have to be prepared for the theoretical classes.

With regard to attendance, it should be noted that active participation in discussions is an essential component of the development of the class, whether theoretical or practical. One of the main objectives of teaching in this style is collaborative learning. So students are not only expected to attend regularly, but also to ask questions, participate in discussions and be involved in what is being presented.

#### Summary

Practices and associated work	45%
Attendance and participation	10%
Written exam	45%
<b>TOTAL</b>	<b>100%</b>



As for the successive exams, the marks obtained throughout the course will be reserved, except, of course, for the written exam. Those who so wish may improve their mark in the practical part by redoing the work presented or proposing other work, which will be agreed with the teacher. In any case, this reservation only applies to the first three examinations, after which another evaluation system will be established.

Problems with spelling, syntax and/or written expression will be marked negatively in the grade of all the written tests and their accumulation may lead to failure in the course.

## REFERENCES

### Basic

- Aracil, R.; J. Oliver y A. Segura, *El mundo actual. De la Segunda Guerra Mundial a nuestros días*. Barcelona, Universitat de Barcelona, 1995.
- P. Villani, *La edad contemporánea, 1800-1914*. Barcelona, Ariel, 1996.
- P. Villani, *La edad contemporánea, 1945 hasta hoy*. Barcelona, Ariel, 1996.
- J. Paredes, (coord.), *Historia Universal Contemporánea*. Barcelona, Ariel, 1999, 2 tomos.
- E.J., Hobsbawm, *La era del Imperio (1875-1914)*. Barcelona, Crítica, 2001.
- E.J., Hobsbawm, *Historia del siglo XX, 1914-1991*. Barcelona, Crítica, 2000.
- R. Villares y A. Bahamonde, *El mundo contemporáneo, siglos XIX y XX*. Madrid, Taurus, 2001.
- J.E. Fuentes y E. La Parra, *Historia universal del siglo XX*. Madrid, Síntesis, 2001.
- M. Artola y M. Pérez Ledesma, *Contemporánea. La Historia desde 1776*. Madrid, Alianza Editorial, 2005.
- Á. Lario (coord.), *Historia contemporánea universal: del surgimiento del Estado contemporáneo a la Primera Guerra Mundial*. Madrid, Alianza, 2010.
- C.A. Bayly, *El nacimiento del mundo moderno, 1780-1914*. Madrid, Siglo XXI, 2010.
- J. Fontana, *Por el bien del Imperio. Una historia del mundo desde 1945*. Barcelona, Pasado & Presente, 2011.
- J.P. Fusi, *Breve historia del mundo contemporáneo. desde 1776 hasta hoy*, Barcelona, Galaxia Gutenberg, 2015
- T. Andrade, *La edad de la pólvora. Las armas de fuego en la historia del mundo*, Crítica. Barcelona, 2017.
- P. Frankopan, *El corazón del mundo. Una nueva historia universal*, Crítica. Barcelona, 2018.





### Additional

- AA.VV., Estudios Poscoloniales. Ensayos Fundamentales. Madrid, Traficantes de Sueños, 2008.
- BURBANK, Jane y COOPER, Frederick, Imperios. Una nueva visión de la Historia Universal. Barcelona, Crítica, 2011
- CHAMBERLAIN, M.E., La descolonización. La caída de los imperios europeos. Barcelona, Ariel, 1997.
- FIELDHOUSE, D. K., Los imperios coloniales desde el siglo XVIII. Madrid, Siglo XXI, 1984.
- HERNÁNDEZ SANDOICA, Elena, El colonialismo (1815-1873): estruct1994.
- CEAMANOS, R., El reparto de África: de la Conferencia de Berlín a los conflictos actuales. Madrid, Los Libros de la Catarata, 2016.
- FERRO, M, La colonización. Una historia global, Siglo XXI Editora Iberoamericana. México D.F., 2009.
- MARTÍNEZ CARRERAS, J.U., Historia de la descolonización, 1919-1986. Las independencias de Asia y África. Madrid, Istmo, 1987.
- MISHRA, p., De las ruinas de los imperios La rebelión contra occidente y la metamorfosis de Asia, Barcelona, Galaxia Gutenberg, 2019.
- OSTERHAMMEL, J. y Jan C. Jansen, Colonialismo - Historia, formas, efectos. Madrid: Siglo XXI, 2019.