

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

Code	34048
Name	History of Asian and African societies in the contemporary age
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1005 - Degree in History	Faculty of Geography and History	4	First term
1902 - Training for specific skills (R.D. 860/2010)	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 - Training for specific skills (R.D. 860/2010)	3 - Historia del Mundo Contemporáneo	Optional

Coordination

Name	Department
ARCHILES CARDONA, FERRAN	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

OUTCOMES

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

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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.

DESCRIPTION OF CONTENTS

1. The Francoist dictatorship. Configuration and consolidation of the Nuevo Estado (1936-1951)

Francoism and the dictatorships of the 20th century. Fascism, authoritarianism and modernization: the necessary debate. The "authoritarian compromise". National Catholicism and fascism: the problem of the ideology. Repression, exile, opposition. gender models. The autarky: management and crisis. Foreign policy.

2. The mutation of Francoism: from autarky and isolation to developmentalism (1951-1968).

The 50s: a hinge decade? From the end of autarky to the Stabilization Plan and development plans. The great social transformation: urbanization, migrations and class structure. The lines of political development: liberalization, legitimization and institutionalization. Foreign policy and the European horizon. The resurgence of the opposition.

3. Late Francoism (1968-1976)

The social expansion of the opposition: feminism, working class movement, university and national question. The crisis of the dictatorship: the exhaustion of the regime and the bunkerization of Francoism. Tension with the Catholic Church. The impact of the oil crisis. From the death of Franco to the crisis of July 1976.

4. The transition to democracy (1977-1982).

The problem of transitions and the Spanish case. The phases of the transition. Social movements (labour and neighbourhood movement). The national question. Feminisms and sexualities. The Constitution of 1978. Economic crisis and social problems. Terrorism and coup. The Movida and the culture of the Transition

**5. Monarchy and democracy in Spain (1982-2018).**

The party system. The socialist era (1982-1996): democratic consolidation, autonomous development and socioeconomic transformation. The governments of José M^a Aznar (1996-2004). The foreign policy of democracy: between NATO and the European Union. The 2008 crisis. The «Procés». New politics and social changes in the second decade of the 21st century.

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
TOTAL	150,00	

TEACHING METHODOLOGY**TEACHING METHODOLOGY**

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 will be assessed:

- Level of knowledge in accordance with the objectives of the subject.
- 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 practicals are assessed (45%). These consist of individual or group work for each thematic block (Africa, Islamic World and Asia), resulting from the sessions carried out during the O hours (which can also be used to recover theoretical material). If there is overlapping/coincidence with other evaluable activities of the course, the activities will be carried out in other available time slots. At least one individual written assignment will be added to the above. In principle, it will be related to the reading (at least) of the introduction to: Edward Said, *Orientalism*. Students may improve their marks in the practical part of the course by redoing the work submitted or by proposing other work, to be agreed with the teacher.

The recommendation is that individual or group papers should be between 1500-2000 words, in 30x70 format, 1.5 spaces, except for the individual paper, which should be between 2000-2500 words, in the same format. All these works must be typed and submitted through the Virtual Classroom.

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 should 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 not only are students expected to attend regularly, but they are also expected to ask questions, participate in discussions and engage with what is being presented. This goes beyond being a passive learner and waiting for the teacher to ask questions, so it is advisable to take the initiative and participate in it.

With regard to the successive exams, the marks obtained throughout the course will be reserved, with the logical exception of the written test.

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

Summary:

Practical exercises	45%
Attendance / Participation	10%



Written exam	45%
TOTAL	100

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.
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- 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.
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- 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.
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- 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.