

## GUÍA DOCENTE

### 1. COURSE DESCRIPTION

<b>Degree:</b>	Geografía e Historia
<b>Doble Grado:</b>	
<b>Course:</b>	Europe and the World
<b>Module:</b>	History
<b>Department:</b>	Geografía, Historia y Filosofía
<b>Term:</b>	1st
<b>Total Credits:</b>	
<b>Year:</b>	3rd
<b>Type of Course:</b>	Core
<b>Course Language:</b>	English

<b>Teaching model:</b>	
<b>a. General/background:</b>	<b>70%</b>
<b>b. Theory-into-practice/ developmental knowledge.building:</b>	<b>30%</b>
<b>c. Guided Academic Activities:</b>	-

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### 2. COURSE COORDINATOR

<b>Name:</b>	Bethany Aram
<b>Faculty:</b>	Humanidades
<b>Department:</b>	Geografía, Historia y Filosofía
<b>Academic Area:</b>	Historia Moderna
<b>Category:</b>	Ramón y Cajal Researcher
<b>Office hours:</b>	By appointment.
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### 3. ACADEMIC CONTEXT

#### 3.1. Course Description and Objectives

This course will build upon the skills developed in Medieval and Modern History. It is offered during the same term as the History of Latin America and Contemporary History, being designed to explore historical processes sometimes marginalized in these other courses but, nevertheless, crucial to understanding present-day processes of planetary transformation. Students will continue the process of developing analytical practices and methodologies necessary to undertake historical research.

#### 3.2. Contribution to the Training Plan

This course introduces students to the nature and methodologies of global history. It examines planetary processes of accelerated global contact, conflict, communication and exchange from the sixteenth through the nineteenth centuries. From the standpoint of the development of skills, it will emphasize the acquisition of new knowledge through the reasoned critique of different historiographical schools and tendencies, the rigorous analysis of data, and the capacity to employ the scientific method in order to develop and support original arguments.

#### 3.3. Recommendations or Prerequisites

Successful completion of Modern History and Medieval History. A basic ability to read, write and communicate in English.

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### 4. SKILLS

#### 4.1 Degree Skills Developed during this Course

- To analyze and to synthesize different types of information.
- To convert information into personal knowledge, applying it to the diagnosis and transformation of reality
- To develop an active approach to the acquisition of knowledge, demonstrating initiative and creativity.
- To develop and defend personal diagnoses and judgments with solid arguments.
- To be capable of decision-making for autonomous learning and problem solving.
- To work responsibly and ethically, consulting and citing scholarly sources in order to avoid intellectually fraudulent practices such as plagiarism.

#### 4.2. Module Skills Developed during this Course

- To acquire a knowledge of the overall diachronic structure of the past and to develop an understanding of different periods of history from a critical and interdisciplinary perspective.
- To recognize the fundamentals of the historical discipline and of different historical perspectives, with particular attention to recent historiographical tendencies including, but not limited to, global history, gender history, the history of migrations and the history of identities.
- To identify, understand and interpret historical processes in their complexity.
- To recognize contributions to the cultural, political, economic and social foundations of the present day from different historical periods.
- To acquire a critical awareness of the relationship between processes in the past and present.
- To understand and interpret Spanish history in its transnational (European, Mediterranean, Atlantic and Pacific) contexts.
- To know and use instruments for compiling information such as bibliographic catalogues or archival inventories.
- To present and communicate the knowledge acquired in a rigorous, logical and orderly way.
- To communicate in academic English, employing terminology and techniques accepted in the historical profession.

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- To develop different types of historical writing, with attention to their uses and conventions.
- To understand that historical debate and research are continually underway in response to the concerns and problems of their time.
- To combine an overall, general perspective with specialized, specific analysis.

### **4.3. Course-specific skills**

- To become familiar with the overall diachronic structure of the Modern and Contemporary Periods, as well as transversal developments in different areas of the world.
- To reassess the role and importance of Europe in global historical processes.
- To become aware of the principal debates and lines of research in global history.
- To use the specific electronic resources and databases for historical research (WOK, EEBO, Humanities Citation Index, Historical Abstracts, etc.).
- To transmit knowledge acquired in a rigorous and orderly fashion.
- To acquire an overall knowledge of the principal debates and areas of research in global history.
- To seek quality and rigor in the presentation of the results of individual analysis and research undertaken in this course.

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### 5. COURSE CONTENT (COURSE TOPICS)

1. Introduction: Europe and the World
2. Global and transnational history
3. Fifteenth-century geographies: Re-centering the Mediterranean
4. Africa and Europe
5. The Atlantic and “Atlantic History”
6. The Pacific
7. Empires & Imperial Competition
8. Networks of Commerce & Migration
9. “New” Products and their impact on Europe
9. Government, War and the Rise of Fiscal States
10. Asia and Europe
11. Science and Knowledge
12. Mobile narratives
13. Imperial legacies: From dependence to interdependence

### 6. METHODOLOGY AND RESOURCES

This course, Europe and the World, will be developed through theoretical and practical sessions, as well as individual tutorials and use of the Virtual Learning Platform. In the framework of the bilingual degree in History and Geography, it will be conducted entirely in English in order to facilitate the simultaneous development of linguistic and historical abilities.

The **theoretical classes**, organized thematically and chronologically, will be used to present different historiographical schools, methodologies and models of analysis. To complement these lectures, the practical sessions are designed to develop problem-solving, teamwork, directed research, and the use of new technologies. In order to facilitate the development of such competencies, the professor will impart theoretical classes of a general and synthetic nature. The **practical classes**, on the other hand, will feature the collective analysis of articles and source material selected by the professor and available on the **Virtual Learning Platform**. Individual and collective **tutoriales** will be conducted to guide the process of autonomous learning.



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Based on the standard adaptation to ECTS credits, a 6-credit course such as Europe and the World represents a total of 150 hours of work, of which approximately 100 should correspond to the student's autonomous work and approximately 50 should be dedicated to classwork (including the theoretical lectures, practical sessions, collective seminars and other group activities).

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### 7. ASSESSMENT

Criteria for evaluation and grading (with reference to competencies gained in the course):

Plagiarism, including the use of non-original material from internet without express indication of its source, will lead to failure of the course, in accordance with the norms of the UPO, approved by the Consejo de Gobierno on 18 July 2006.

In agreement with the teaching methodology employed, the final grade will encompass the evaluation of all of the activities undertaken and assignments completed during the course:

- Students will be required to complete bi-weekly assignments encouraging the interrelation and elaboration of original ideas rather than the mere repetition of memorized facts, comprising 60% of the final grade.
- Individual and group presentations will entail another 30% of the final grade.
- A remaining 10% of the grade will be based on active and informed participation in seminars and class activities.

### 8. GENERAL BIBLIOGRAPHY

Please note: A bibliography for each topic covered in the course will be provided in the Specific Course Plan.

Adshead, Samuel Adrian M., *China in world history*, New York : St. Martin's Press, 1995

Afflerbach, Holger, *Das entfesselte Meer: Die Geschichte des Atlantik*, Zurich : Piper Verlag, 2003

Bennett, Tony y Joyce, Patrick (eds.), *Material powers : cultural studies, history and the material turn*, London ; New York : Routledge, 2010

Bessis, Sophie, *Occidente y los otros : historia de una supremacía*, Madrid : Alianza, 2002

Burbank, Jane, *Imperios : una nueva visión de la historia universal*, Barcelona : Crítica, 2011

Cañizares-Esguerra, Jorge, Seaman, Erik R., *The Atlantic in global history, 1500-2000*, Upper Saddle River, New Jersey : Pearson Prentice Hall, 2007



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- Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press, 2000
- Daniels, Christine y Kennedy, Michael V. (eds.), *Negotiated empires : centers and peripheries in the Americas, 1500-1820*, New York ; London : Routledge, 2002
- Drayton, Richard, *Nature's government : science, Imperial Britain, and the "improvement" of the world*, New Haven ; London : Yale University Press, 2000
- Grafe, Regina. *Distant Tyranny. Markets, Power and Backwardness in Spain, 1650-1800*. Princeton: Princeton University Press, 2012.
- Greene, Jack P., Morgan, Philip D. (eds.), *Atlantic history : a critical appraisal* New York [etc.] : Oxford University Press, 2009
- Hall, Catherine (ed.): *Cultures of empire : colonizers in Britain and the empire in the nineteenth and twentieth centuries : a reader*, Manchester : Manchester University Press, 2000
- Hart, Jonathan, *Comparing empires : European colonialism from Portuguese expansion to the Spanish-American War*, New York [etc.] : Palgrave Macmillan, 2003
- Hurlet, Frédéric (dir.), *Les Empires : antiquité et moyen age :analyse comparée*, Rennes : Presses Universitaires de Rennes, 2008
- Jacques, Martin, *When China rules the world : the end of the western world and the birth of a new global order*, New York : Penguin Press, 2009
- Northrup, David, *Africa's discovery of Europe : 1450-1850*, New York : Oxford University Press, 2002
- O'Brien, Patrick. "Historiographical traditions and modern imperatives for the restoration of global history", *Journal of Global History* 1:1 (2006), 3-39
- Pomeranz, Kenneth, *The Great divergence : China, Europa and the making of the modern world economy*, Princeton ; Oxford : Princeton University Press, 2000
- Quilley, Geoff, Kriz, Kay Dian (eds), *An economy of colour : visual culture and the Atlantic world, 1660-1830*, Manchester : Manchester University Press, 2003.
- Said, Edward W. *Orientalism*. New York: Vintage Books, 1979
- Thornton, John K., *Africa and Africans in the formation of the Atlantic World, 1400-1680*, New York : Cambridge University, 1998
- Yun Casalilla, Bartolomé (dir.), *Las redes del imperio : élites sociales en la articulación de la Monarquía hispánica, 1492-1714*, Madrid : Marcial Pons, 2009
- Yun Casalilla, Bartolomé and O'Brien, Patrick, K. (eds.), *The Rise of Fiscal States: A Global History, 1500-1914*, Cambridge: Cambridge University Press, 2012
- Wiesner-Hanks, Merry E. "Crossing borders in transnational gender history", *Journal of Global History* 6:3 (2011), 357-379



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