



## THE NON EUROPEAN WORLD IN EARLY MODERN TIMES

Code 801812

<b>NATURE</b>	ELECTIVE	<b>ACAD. YEAR</b>	2019-2020
<b>ECTS CREDITS</b>	6	<b>SEMESTER</b>	FIRST
<b>MODULE</b>	SOCIETY, ECONOMY AND CULTURE IN EARLY MODERN TIMES		
<b>DEPARTMENT</b>	DEPARTAMENTO DE HISTORIA MODERNA E HISTORIA CONTEMPORÁNEA		

### 1. Synopsis

The growing significance of globalization in the present days makes particularly relevant to consider and understand the interactions established during the 16<sup>th</sup>-18<sup>th</sup> centuries among different societies and territories around the world. Therefore, this course analyses the early modern African and Asian contexts, alongside with the main European empires founded at that time. In this regard, it is considered the study of their territorial expansion and the consequences of their action over the local and colonial societies, as well as over the political and social dynamics of the territories where the European were present. Likewise, the course analyses the impact of these 'new worlds' on the European contexts.

### 2. Learning outcomes

Following completion of this module student should be able to:

1. Identify the different elements defining the early modern period in order to contextualize the historical development (in terms of political, social, economic and cultural development) that shaped the early modern societies.
2. Manage the specific historiographical vocabulary for the analysis of the early modern period, as well as the helpful vocabulary of other auxiliary and related disciplines.
3. Extract information regarding the early modern period, displayed by different means (written, aural, visual and digital format), classifying it and connecting it in an adequate way.
4. Compare the main changing processes happened in the different societies of the World during the early modern period.
5. Plan and elaborate different academic essays in which the most relevant aspects regarding a specific subject on the early modern world societies are studied and synthesized.
6. Present orally the content of an essay, using ICTs.
7. Show a critical view of the issues discussed in the course, in order to develop analytical strategies and the understanding historical past, as well as of the present-day world societies.

### 3. Syllabus

1. Introduction.
2. The main African and Middle East polities and their societies.
3. The Indian Ocean and the Central Asia States.
4. Early Modern China and Japan
5. The Seaborn European Empires in Asia and Africa.
6. The impact of European expansion and the first globalization.

### 4. Skills

#### General Skills

**CG.1.M4.m2** 1. To provide a rational and critical knowledge of the past, in order to enable the student to understand the historical evolution of the early modern times. To integrate a whole and complete understanding of the historiographical debates concerning the early modern period.

**CG.2.M4.m2** To obtain a basic knowledge of the main events and changing/continuity processes happened during the 16<sup>th</sup>-18<sup>th</sup> centuries, using a diachronic perspective of the early modern period in



its social, economic and cultural dimension.

**CG.3.M4.m2** To obtain a basic knowledge –as large as possible– of the spatial dimension related to the study of the early modern times, allowing the student to develop their skills to understand the world's historical and cultural diversity, and therefore fostering their respect to different systems of values and their civic awareness. To know, analyse and read the history of the early modern times from a temporary space perspective.

**CG.4.M4.m2** To provide a basic knowledge of the analytical methods, techniques and other means employed by the historians, giving particular attention to the skills specifically related to the study of the early modern period.

**CG.5.M4.m2** To get a basic knowledge of those concepts, categories, theories and subjects which are particularly relevant to different areas of the Historical research, and more specifically of the research on the early modern period. Likewise, to be aware of the changing nature of the historiographical interests and questions, according to the different political, cultural and social contexts.

**CG.6.M4.m2** 6. To be able to express themselves clearly and consistently, both verbally and in writing. To use correctly the appropriate terminology of the discipline.

**CG.7.M4.m2** To know other languages in order to wide their perception of the reality and to extend their capacity to analyse, compare and understand the past and the present.

**CG.8.M4.m2** To get awareness of the diverse social, cultural and environmental contexts, and to give attention to gender and environmental issues, bearing in mind their expressions in the different early modern times, civilisations and societies and periods. To know and understand the role played by women in the early modern society.

### Specific skills

**CE.1.M4.m2** Knowledge of the diachronic structure of the historical processes during the early modern period, in their social, economic and cultural dimension.

**CE.3.M4.m2** Knowledge of the early modern world history.

**CE.4.M4.m2** Knowledge of the early modern European history from a comparative perspective and as a whole.

**CE.5.M4.m2** Knowledge of the Iberian Peninsula in the 16th-18th centuries.

**CE.7.M4.m2** Knowledge of the teaching approach to History and, specifically, to the early modern period.

**CE.8.M4.m2** Knowledge of the methods and questions raised by the different historiographical areas and perspectives related to the study of the early modern History, bearing in mind the changing and diverse nature of the subjects. To know and analyse the historiographical debates related to the early modern period.

**CE.9.M4.m2** Knowledge of the instruments and techniques to gather information, as bibliographical repertoires, archive inventories and digital skills related to the study of the early modern period. Introduction to the different ways of reconstructing the past: knowledge of the theoretical principles and the methodological skills to analyse the early modern times. Appropriate use of early modern written sources.

**CE.10.M4.m2** Knowledge of the methods and techniques from other Human Sciences and ability to use them.

**CE.11.M4.m2** Ability to communicate orally in their own language, using the accepted historiographical terms and techniques.

**CE.12.M4.m2** Ability to write in their own language, using properly the different types of historical presentation and discussion: synthetic, analytic, descriptive, narrative, interpretative.

**CE.13.M4.m2** Ability to read, analyse and construe historiographical texts and primary sources in



their own language and in foreign languages.

**CE.14.M4.m2** Ability to identify, classify, transcribe, summarize and construe information. Ability to select and organise in a coherent way complex historical information. Basic knowledge of the main contributions of the early modern History to the historiographical discourse.

**CE.15.M4.m2** Ability to use the means and techniques of gathering information currently used in History and social sciences. Ability to use the specific skills for the study of primary and secondary sources related to the early modern period.

**CE.16.M4.m2** Ability to define subjects and develop research projects, contribution to the knowledge and the discussion of historiographical problems.

**CE.17.M4.m2** Ability to present the results of a research project, following the critical standards of the discipline. Ability to properly comment, note and edit all kind of sources, following the critical standards of the discipline. Use and mastery of the specific terminology related to the early modern period.

### Transversal skills

**CT.1.M4.m2** Ability to organise and plan.

**CT.2.M4.m2** Ability to develop a critical and self-critical reasoning.

**CT.3.M4.m2** Ability to analyse and synthesise.

**CT.4.M4.m2** Ability to communicate in English orally and by writing.

**CT.5.M4.m2** Ability to manage information: systematic gathering, organization, selection and presentation.

**CT.6.M4.m2** 6. Computer literacy applicable to the field of study. Efficient use of information and communication technologies.

**CT.7.M4.m2** Knowledge of other cultures and behaviours. To recognise the cultural diversity and the multiculturalism.

**CT.8.M4.m2** To get used to the multidisciplinary and interdisciplinary work. Skills for interpersonal relationships. Creativity. Decision making.

**CT.8.M4.m2** Self-directed learning. Initiative and entrepreneurship. Learning to learn.

**CT.9.M4.m2** Awareness of the diverse social, cultural and environmental contexts, giving particular attention to gender and environmental issues. To engage with the historian's ethic and social responsibility, as well as their commitment with the preservation of the cultural and historical heritage.

## 5. Teaching Method

AD1 Lectures and theoretical-practical classes (45 hours)

AD2 Seminar activities (15 hours)

## 5. Assessment Method

**General indications:** In the evaluation of this subject the process of continuous evaluation is followed and the weighting of the evaluation evidence is in accordance with the ECTS. In each of them, the teacher will make the qualification criteria public prior to their correction. There will be between three and seven evaluation evidences and none of them shall exceed half of the total of the qualification.

### Evaluation components:

- Final written examination on the course contents = 50%.
- Practical exercises and written essays on topics covered = 40%.
- Attendance and participation during in-site classes = 10%.



Assessment Method	Learning outcomes	Teaching activities	
<b>Evaluation component 1 (50%)</b> Final written examination (45%)	<ul style="list-style-type: none"> <li>Identify the different elements defining the early modern period in order to contextualize the historical development (in terms of political, social, economic and cultural development) that shaped the early modern societies.</li> <li>Use information regarding the early modern period, displayed by different means (written, aural, visual and digital format), classifying it and connecting it in an adequate way.</li> <li>Compare the main changing processes happened in the different societies of the World during the early modern period.</li> </ul>	<ul style="list-style-type: none"> <li><b>Lectures and theoretical-practical classes</b></li> <li><b>Seminar activities</b></li> </ul>	
<b>Evaluation component 2 (40%)</b>	Seminar works (10%)	<ul style="list-style-type: none"> <li>Manage the specific historiographical vocabulary for the analysis of the early modern period, as well as the helpful vocabulary of other auxiliary and related disciplines.</li> <li>Use information regarding the early modern period, displayed by different means (written, aural, visual and digital format), classifying it and connecting it in an adequate way.</li> </ul>	<ul style="list-style-type: none"> <li><b>Seminar activities</b></li> </ul>
	Essay (20%)	<ul style="list-style-type: none"> <li>Manage the specific historiographical vocabulary for the analysis of the early modern period, as well as the helpful vocabulary of other auxiliary and related disciplines.</li> <li>Plan and elaborate different academic essays in which the most relevant aspects regarding a specific subject on the early modern world societies are studied and synthesized.</li> </ul>	<ul style="list-style-type: none"> <li><b>Lectures and theoretical-practical classes</b></li> <li><b>Seminar activities</b></li> </ul>
	Oral presentation (10%)	<ul style="list-style-type: none"> <li>Present orally the content of an essay, using ICTs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Seminar activities</b></li> </ul>
<b>Evaluation component 3 (10%)</b> Attendance and participation during in-site classes (10%)	<ul style="list-style-type: none"> <li>Show a critical attitude developing analytical strategies and the understanding of the historical past and the present situation of world societies.</li> </ul>	<ul style="list-style-type: none"> <li><b>Lectures and theoretical-practical classes</b></li> <li><b>Seminar activities</b></li> </ul>	

## 6. Bibliography

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