

## Nationalisms and imperialisms

Academic Year: ( 2021 / 2022 )

Review date: 04-06-2021

Department assigned to the subject: Department of Humanities: Geography, Contemporary History and Art

Coordinating teacher: RODRIGUEZ LOPEZ-BREA, CARLOS MARIA

Type: Electives ECTS Credits : 6.0

Year : Semester :

## REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)

Bachelor and first courses of the Degree.

## OBJECTIVES

1. Acquisition by students of the instruments necessary to know, understand and critically appreciate the multiple currents and doctrines about nationalism and imperialism, with special emphasis on the most recent ones.
2. Distinguish the different theories, schools and currents about nation and empire, from the reading and analysis of the main authors and reference works.
3. Ability to frame these theoretical currents in a certain historical, cultural and social context. Reflect broadly on what is perennial and what is "built" or "manufactured" in the great concepts and paradigms.
4. Understand the processes of formation of nations and the complexity of current States, in an objective and scientific way.
5. Critical awareness of the respect that cultural and national realities different from ours deserve, in tune with the understanding of the risks posed by the most exacerbated and exclusive versions of nationalism
6. Understand and elaborate complex texts, ability to reflect, make judgments, argue and transmit with skill and ethical values ¿¿relevant information to society (even to less specialized audiences) on an always controversial issue, nationalism.
7. Learn about the historical evolution of imperialism, from ancient cultures in the Middle East to new realities (transnational, pan-national models, polarities, cosmopolitanism¿).
8. Knowledge and ability to use information gathering instruments, such as bibliographic catalogs, archive inventories and electronic references
9. Ability to manage, identify, organize and analyze complex historical information in a coherent way
10. Awareness of the different historiographic perspectives in the different periods and contexts
11. Awareness that historical debate and research are under continuous construction.
12. Know how to critically analyze, based on their relationship with the present, fundamental political events of the past whose effects have survived to this day.
13. Ability to cope in complex situations or that require the development of new solutions in both the academic and work or professional fields within their field of study.

[Link to document](#)

## DESCRIPTION OF CONTENTS: PROGRAMME

## IMPERIALISM IN HISTORY

1. Empire and imperialism. Previous concepts
2. Great Empires of the pre-Roman Old world
3. The civilizing endeavor of the Roman Empire.
4. Empire and Papacy in the Middle Ages.
5. Empires and imperialism in the Extra-European World.
6. The empires of the Modern Era: causes and consequences.
7. The British Empire.
8. Contemporary imperialism. Great empires and bipolar order.
9. Epilogue: The Lessons of History and Current Debates.

## NATIONALISM IN HISTORY

1. Basic concepts: nation, nationalism, state, nation-state.

2. Types of nationalisms. Essentialisms and constructivisms
3. Brief history of nationalism (I). From the medieval "natio" to the revolutionary nation. Contemporary debates. Liberals, Conservatives and Marxists before the nation
4. Brief history of nationalism (II). The 20th century, the democratic nation and its enemies. What future will the nation have?
5. The modernist paradigms of the nation: general characteristics. Early modernists. Hroch, Kedourie, Tilly, Mosse, Weber. The classical modernists: Breuilly, Gellner, Anderson, Hobsbawm. New modernists and postmodernists. Billig, Thiesse, Subaltern Studies Group, Feminisms, Postmodernisms
6. Ethnicist paradigms of the nation. Primordialisms, perennialisms and ethno-symbolisms. Hastings, Gat, A. Smith, W. Connor
7. A case study. Nationalism in Spain (I). Spanish nationalism. From Hispania to the 1978 Constitution.
8. A case study. Nationalism in Spain (II). Peripheral nationalisms: Catalan and Basque

#### LEARNING ACTIVITIES AND METHODOLOGY

The course is developed through theoretical and practical classes. In the first case, the classes are taught in the form of lectures, while the practical classes will be based on the reading and comments of significant texts for the period of time and the circumstances under study. In addition, the students will be asked questions and problems about the texts and other sources, for the resolution of which they will have to put into practice the competencies that they intend to develop: synthesis capacity, critical analysis, faculty to understand the complexity of historical phenomena and to know recognize the local and global character of the processes studied. Therefore, in the case of practical classes, an active learning method is sought, according to which the student is involved in their own learning and participates in it. The students will also have to look for information, and for this they will be provided with the resources and sources where they can find it, study it autonomously and use it in solving the problems posed.

The lectures organize the materials so that they adapt to the knowledge that they want students to obtain, as well as their expectations, transmit structured information and provide students and students with knowledge that is difficult to obtain from other sources. For their part, the practical classes will alternate short work activities in the classroom (readings and short exercises and discussions) with larger tasks, which will also require work outside of class: attendance at tutorials, use of classroom resources. library and reference search. As support, the practical classes will use visual resources and other forms of exposure, both by teachers and students.

There will be two hours of weekly tutorials at the convenient time, with face-to-face and online schedules (through platforms such as Blackboard Collaborate or Google Meet), to facilitate the best resolution of doubts by the student.

#### ASSESSMENT SYSTEM

The continuous assessment system will be based on the following criteria:

60%: Final ordinary exam

40% Continuous assessment activities. The activities will include two individual practices of the course and participation in practical classes, in person or through forums. The works will delve into the theses of certain authors and will pose problems about the peculiar case of Iberian nationalisms. Depending on the number of students, certain works will be exposed and discussed in the practical sessions.

Alternatively, the extraordinary final exam will represent 100% of the grade for all those students who decide not to join the previous continuous assessment system.

<b>% end-of-term-examination:</b>	50
<b>% of continuous assessment (assignments, laboratory, practicals...):</b>	50

#### BASIC BIBLIOGRAPHY

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- BAYLY, Ch. Birth of the Modern World, 1780 - 1914: Global Connections and Comparisons, Blackwell, 2004
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- CHATTERJEE, P. The Nation and Its Fragments: Colonial and Postcolonial Histories, Princeton University Press, 1993
- ELLIOTT, J. Empires of the Atlantic World: Britain and Spain in America 1492-1830, Yale University Press, 2007
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- THIESSE, A.M. La Création des identités nationales Europe XVIII¿ Xlfe siècle., Seuil, 1999
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- WALLERSTEIN, I. The Modern World-System, vol. IV: Centrist Liberalism Triumphant, 1789¿1914, University of California Press, 2011
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#### ADDITIONAL BIBLIOGRAPHY

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