

Academic Year: (2020 / 2021)

Review date: 10-07-2020

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

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.

DESCRIPTION OF CONTENTS: PROGRAMME**A. GENERAL ASPECTS**

1. Basic concepts: ethnicity, people, nation, State, Empire
2. Modalities of nationalism and imperialism

B. NATIONALISM (THINKING CURRENTS)

3. Nationalism as a fundamental element of consolidation of the modern State
4. Socialism tools of nationalism: education, culture, religion, common past, geography, race, etc. Nationalism and ideologies.
5. Nationalisms seeking State: confluences of political, economic and cultural transformations
6. Paradigms of the 20th century (1900-1970): Otto Bauer and Austromarxism, ¿voluntarist¿ and ¿naturalistic¿ current (Hans Kohn, Federico Chabod), functionalist current (Karl Deustch), subjectivist current (Kedouirie), materialistic current (M. Hroch), ethnic or ethnosymbolist current (Smith).
7. Modernist paradigms (1970-2010): bodybuilding trend (Gellner, Anderson, Hobsbawm), the thesis of "the nationalization of the masses" (Mosse, Weber), banal nationalism (Billig), the radical constructivist trend (Thiesse) , the subaltern or post-colonial current (Chatterjee)

8. Criticism of the paradigm: the primacy of the political (Tilly, Breully), anti-modernism (Seton-Watson, Amrstrong), primordial radicalism (Hastings, Azar Gat)

C. NATIONALISM IN ITS HISTORICAL SLOPE

9. Protonationalisms (England, France, Germany, Italy, Russia, Spain, Iceland)
10. Nations of citizens. From the French Revolution to romanticism. United States, the first contemporary nation?
11. The revenge of the *¿spirit¿*. Independence and unifying processes in the 19th century
12. Crisis of reason. The emergence and paroxysm of authoritarian nationalism
13. Nationalism and decolonization processes
14. The new wave: years 80-90. Pending causes: Flanders, Padania, Catalonia, the Basque Country, Northern Ireland, Québec, Sahara, Kosovo, Chechnya
15. Beyond nationalism: supranational, pan-national, transnational, multiple, cosmopolitan identifications

D. IMPERIALISM IN HISTORY

16. Great Empires of the pre-Roman Ancient world
17. The civilizing endeavor of the Roman Empire.
18. Empire and Papacy in the Middle Ages.
19. Imperialism in the Non-European World.
20. The empires of the Modern Era: causes and consequences
21. Contemporary imperialism, from Napoleon to the present day. Great empires and bipolar order.
22. Epilogue: Lessons from History and current debates.

LEARNING ACTIVITIES AND METHODOLOGY

The course is developed through theoretical and practical classes. In the first case, the classes are online, while the practical classes will be based on reading and commenting on selected texts that are significant for the period of time and the circumstances under study. In addition, students will be asked questions and problems about texts and other sources for whose resolution they will have to put into practice the competences that they intend to develop: capacity for synthesis, critical analysis, ability 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 his own learning and participates in it. Students will receive information, but must also look for it, 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 theoretical classes organize the materials so that they adapt to the knowledge that the students are intended to obtain, as well as to their expectations, they transmit the structured information and provide the students with knowledge that would be difficult for them to obtain from other sources. For their part, the practical classes will alternate short activities in the classroom (readings and short exercises and discussions) with larger tasks, which will require work outside of class as well: attendance at tutorials, use of resources from the library and reference search. As a support, in the practical classes, visual resources and other forms of exposure will be used, both by teachers and students.

There will be two hours of weekly tutorials at the agreed time, with contact hours and online (through platforms such as Blackboard Collaborate or Google Meet), to facilitate the best resolution of doubts by the student, in a context conditioned by the current pandemic.

ASSESSMENT SYSTEM

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

50%: Final ordinary exam

30% Continuous assessment, attendance and behavior 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.

20% Final work that will propose investigating and preparing a dossier on the national history and nationalism of a certain town (excluding those of Spain), to be carried out in groups of four students.

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.

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

BASIC BIBLIOGRAPHY

- ANDERSON, B. Imagined Communities. Reflections on the Origin and Spread of Nationalism, Verso, 1991
- BAYLY, Ch. Birth of the Modern World, 1780 - 1914: Global Connections and Comparisons, Blackwell, 2004
- BILLIG, M. Banal nationalism (Theory, Culture and Society), SAGE Publications Ltd, 1995
- 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
- FUKUYAMA, F. The End of History and the Last Man, Free Press, 1992
- GAT, Azar Nations: The Long History and Deep Roots of Political Ethnicity and Nationalism, Cambridge University Press, 2013
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- HASTINGS, A. The Construction of Nationhood: Ethnicity, Religion and Nationalism, Cambridge University Press, 2000
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- MAZOWER, M. Hitler's Empire, Penguin, 2009
- MOSSE, G.L. The Nationalization of the Masses: Political Symbolism and Mass Movements in Germany from the Napoleonic Wars through the Third Reich., Howard Fertig, 1975
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- RENAN, E. Qu'est-ce qu'une nation?, Calmann-Lévy, 1882
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- TILLY, Ch. The Formation of National States in Western Europe, Princeton University Press, 1975
- WALLERSTEIN, I. The Modern World-System, vol. IV: Centrist Liberalism Triumphant, 1789; 1914, University of California Press, 2011
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- WEBER, E. Peasants into Frenchmen, Stanford University Press, 1976

ADDITIONAL BIBLIOGRAPHY

- ARMSTRONG, J.A. Nations Before Nationalism, The University of North Carolina Press, 2017 (1st. 1982)
- CHABOD, Federico The idea of nation (Nationalism in Europe, 1815 to present. A reader), Routledge, 1996
- CONNOR, W. Ethno-Nationalism. The Quest for Understanding, Princeton University Press, 1994
- COOPER, R. The Breaking of Nations: Order and Chaos in the Twenty-First Century, Monthly Press, 2003
- DEUTSCH, K.W. Nationalism and its Alternatives, Alfred A. Knopf, 1969
- FIELDHOUSE, D. Economics and Empire, 1830; 1914 , Weidenfeld and Nicolson, 1976
- HAYES, Carlton J. H. Historia política y cultural de la Europa moderna, Juventud, 1968
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