

**Academic Year/course: 2022/23**

## **67926 - Cultural interchange with Europe: America, Islamic world, East Asia.**

### **Syllabus Information**

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**Academic Year:** 2022/23

**Subject:** 67926 - Cultural interchange with Europe: America, Islamic world, East Asia.

**Faculty / School:** 103 - Facultad de Filosofía y Letras

**Degree:** 528 - Master's in Research and Advanced Studies in History

**ECTS:** 6.0

**Year:** 1

**Semester:** Second semester

**Subject Type:** Optional

**Module:**

## **1. General information**

### **1.1. Aims of the course**

The subject and its expected results respond to the following approaches and objectives:

Offer students a state of the art and a general overview of the relationships and exchanges that have been established between Europe and other cultures (Islamic, East Asian and American) throughout history, as well as the consequences that such relationships had on the political, social, economic, religious, cultural and artistic spheres.

To awaken in the students the awareness that neither in the past nor in the present, the different cultures and civilizations have been isolated, but that they have established continuous and numerous relationships and exchanges that have marked their historical evolution.

Prepare students to understand situations of cultural hybridism, miscegenation and their repercussions on the development of participating societies.

Guide students on the bibliography and future avenues of research on the topics discussed, as well as introduce them to the analysis and critical study of some literary, documentary and artistic sources related to them.

Introduce students to the preparation of academic or introductory research papers on the subject and in their oral or written presentation.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of Learning the subject provides training and competence to contribute to a certain extent to its achievement: 4 - Quality education; 5 - Gender Equality; 10 - Reduction of inequalities; 16 - Peace, justice and strong institutions; 17 - Alliances to achieve objectives.

### **1.2. Context and importance of this course in the degree**

This subject is perfectly linked with the rest of the subjects of the module to which it is assigned (Transfers of ideas, cultural contacts and political cultures) since it addresses the study of the interconnections between different human societies, the exchange of ideas and cultural contacts throughout time that explain the history of the world. Likewise, the subject is consistent with the general objectives of the master's degree since it offers advanced training in specialized areas of the study of History (in this case, the analysis of comparative history, which is increasingly important, among other things, due to the phenomenon of globalization) and proposes training activities (analysis of sources, preparation of academic papers, discussion of problems, etc.) that allow the acquisition of the necessary competencies to develop and carry out novel, quality research, with scientific rigor, within the field of History.

### **1.3. Recommendations to take this course**

The recommendations of the Master in Research and Advanced Studies in History: have knowledge of the general diachronic structure of historical processes, have knowledge of the main events and movements of each of the periods of History and show an academic, scientific or professional for the contents of the master's degree in general and this subject in particular.

Along with these general recommendations, students must be aware that they have to work daily doing activities, readings, etc. entrusted to him by the teaching staff.

## **2. Learning goals**

## 2.1. Competences

By passing the subject, the student will be more competent to:

Generic competence 2: Integrate knowledge and to face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments within the framework of the studies historical.

Generic Competency 4: Develop learning skills that allow you to continue studying in the field of advanced historical studies in a way that will be largely self-directed and autonomous.

Generic competence 5: Transmit to society the results of research and study and disciplinary advances, helping to build and promote a civic conscience identified with the values of democracy, coexistence, respect for differences and peaceful resolution of conflicts.

Specific competence 8: Systematically and critically understand the implications in today's world of the political, economic and cultural interconnections between peoples, developed in the past.

Specific competence 9: Have an advanced knowledge of the general diachronic structure of historical processes.

Specific competence 14: Present and debate orally and in writing the problems and topics analyzed using the terminology and techniques accepted by historians.

## 2.2. Learning goals

The student, to pass this subject, must demonstrate the following results:

Critically and rigorously analyze the social and ethical consequences of the various historiographic studies and theories, especially in the field of relations and exchanges between different cultures (Generic competence 2).

Rigorously evaluate the various sources and historiographic documents, handle techniques and methods of advanced studies and research in History in a self-directed or autonomous way, especially in the field of study of intercultural relations (Generic competence 4).

Organize complex historical information in a coherent way, highlighting the values that promote civic awareness and coexistence between cultures (Generic competence 5).

Demonstrate knowledge and understanding of the interconnections that articulate the societies of the past. (Specific competence 8).

Develop a rational and critical knowledge of the past that relates events and processes in the long term and in a comparative perspective. (Specific competence 9).

Prepare and prepare complex historical documents in a systematic and rigorous way for debate and oral and written defense, especially in the field of study of intercultural relations (Specific competence 14).

## 2.3. Importance of learning goals

The learning outcomes provided for in this subject are relevant for the formative progression of students for three reasons:

The course will put you in touch with the importance of the interactions that, over time, took place between different cultures, without whose knowledge it is impossible to correctly understand the past and present of societies. In this sense, students will be able to appreciate from another point of view the historical phenomena of their own cultural sphere (which have traditionally been studied from a clearly Eurocentric perspective), which will help them to carry out more rigorous analyzes. Likewise, the course will show you the importance of using a multidisciplinary and transversal approach in historical research since throughout the course you will appreciate how other documents such as artistic and literary work are absolutely revealing in the knowledge of societies and individuals of the past and present. The learning system proposed by the subject will allow students to enter into practices that are typical of the researcher's work in the historical field: search for information through different channels, analysis and comments on documentary sources and texts, preparation of academic works, debates of character historiographic and oral and written presentations.

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he has achieved the expected learning results through the following evaluation activities:

FIRST CALL

a) Continuous evaluation system

1. Written work and oral presentation of it (50%)

Characteristics: Preparation of a written work of an academic nature or of an introduction to research related to the matter covered in the subject, which will be presented orally and discussed in class. Evaluation criteria: The written work (maximum 40,000 characters with spaces) must be prepared in accordance with the scientific method, the critical canons and the ethical codes of the discipline. The quality of the exposed contents will be valued; the order and clarity of the exposition; the suitability of the bibliography and sources consulted; the adequate use of critical apparatus (sources and bibliography); their difficulties of accomplishment; the originality of their contributions; and presentation. In the oral presentation in class (15-20 minutes) the ability to synthesize, the order and clarity of the presentation and the appropriate use of ICT will be assessed. The delivery of the work and the oral presentation will take place the last week of class.

2. Practical exercises (30%)

Characteristics: There will be three practices, one for each cultural environment that includes the agenda. It will represent 30% (10% each) of the final grade.

Analysis and study of a literary source (maximum 5,000 characters)  
Preparation of a bibliographic review (maximum 5,000 characters)  
Comment of a work of art as a source of historical knowledge (maximum 5,000 characters)

Evaluation criteria:

The clarity in the writing, the critical capacity of each student when evaluating the study materials and comments and the originality of the contributions will be valued.  
The practical exercises will be delivered 2 weeks before the end of the classes.

3. Activities in theoretical and practical classes (20%).

Written presentation of the corresponding summaries and reports of the debates, discussions and seminars held in the classroom and in other areas.  
Evaluation criteria: The active participation of each student in the theoretical classes and in the practices carried out in the scope of the class and the organized visits, accredited by the preparation and written presentation of reports or documents, will be assessed.

b) Global assessment test (to be carried out on the date set by the master's degree coordinator)

1. Written work (70%)

Characteristics: Preparation of a written work of an academic nature or an introduction to research related to the subject covered in the subject. The written work (maximum 45,000 characters with spaces) must be prepared in accordance with the scientific method, the critical canons and the ethical codes of the discipline.  
Evaluation criteria: The quality of the exposed contents will be evaluated; the order and clarity of the exposition; the suitability of the bibliography and sources consulted; the adequate use of critical apparatus (sources and bibliography); their difficulties of accomplishment; the originality of their contributions; and presentation.

2. Practical exercises (30%)

Characteristics:

There will be three practices, one for each cultural environment that includes the syllabus, whose approach will correspond to the various contents of the syllabus and the debates raised in the classroom and in the organized visits. It will be 30% of the final grade.

Analysis and study of a literary source (maximum 5,000 characters)  
Preparation of a bibliographic review (maximum 5,000 characters)  
Comment of a work of art as a source of historical knowledge (maximum 5,000 characters)  
Evaluation criteria:

The clarity in the writing, the critical capacity of each student when evaluating the study materials and comments and the originality of the contributions will be valued.

**SECOND CALL**

Global assessment test (to be carried out on the date set by the coordination of the master)

1. Written work (70%)

Characteristics: Preparation of a written work of an academic nature or an introduction to research related to the subject covered in the subject. The written work (maximum 45,000 characters with spaces) must be prepared in accordance with the scientific method, the critical canons and the ethical codes of the discipline.  
Evaluation criteria: The quality of the exposed contents will be evaluated; the order and clarity of the exposition; the suitability of the bibliography and sources consulted; the adequate use of critical apparatus (sources and bibliography); their difficulties of accomplishment; the originality of their contributions; and presentation.

2. Practical exercises (30%)

Characteristics:

There will be three practices, one for each cultural environment that includes the syllabus, whose approach will correspond to the various contents of the syllabus and the debates raised in the classroom and in the organized visits. It will be 30% of the final grade.

Analysis and study of a literary source (maximum 5,000 characters)  
Preparation of a bibliographic review (maximum 5,000 characters)  
Comment of a work of art as a source of historical knowledge (maximum 5,000 characters)

Evaluation criteria:

The clarity in the writing, the critical capacity of each student when evaluating the study materials and comments and the originality of the contributions will be valued.

## **4. Methodology, learning tasks, syllabus and resources**

### **4.1. Methodological overview**

The learning process that has been designed for this subject is based on the following:

**SCHEDULED LEARNING ACTIVITIES**

1. Theoretical classes: 30 contact hours

Exhibition of the teaching staff of basic theoretical contents.

2. Practical classes: 25 contact hours

Comments and analysis of sources and texts that will be delivered to the students for their reading and study (chronicles, travel books, essays, newspaper articles). Audiovisual comments and other working documents. Visits to documentary and bibliographic deposits and museums.

3. Practical seminar: 5 contact hours

Exhibition and debate of the work carried out.

4. Personal work: 75 hours

Assimilation of the contents exposed in the theoretical and practical classes. Personal elaboration of the works and practices (analysis and study of bibliography and sources, writing of the work). Personal preparation of class presentations.

5. Tutoring: 13 hours

Guidance, individualized or in a small group, of student learning. Guidance work and review of the tasks entrusted to the students (work, oral presentations, practices).

6. Evaluation: 2 hours

Delivery and comment with the teaching staff of the assignments and practices entrusted.

## 4.2. Learning tasks

- Theoretical lectures.
- Practical lectures.
- Individual work.
- Personal study.
- Assessment activities.

## 4.3. Syllabus

The course, **Cultural interchange with Europe: America, Islamic world, East Asia**, will address the following topics:

1. Relations between Europe and Islam in the Middle Ages: Islamic conquest, Arabization and Islamization. Christian conquest and *Mudejarismo*. Intellectual and cultural interchanges.
2. Relations between Europe and Islam in the Early Modern Period: War, piracy and trade in the Mediterranean. Moriscos.
3. Relations between Europe and Islam in XIX-XX centuries: European Colonialism. *Nah?a* and Islamic reformism. Orientalism.
4. The first news of America. Columbus's Diary and the official chronicles of the Indies. The narratives of the conquest. The vision of the defeated.
5. The Manila Galleon or China Nao (1565-1815): the Great Path of economic and cultural exchanges between the three continents.
6. Travelers' narratives and national fictions. European travelers (Azara, Bonpland, Humboldt, Rengger, Burton), Hudson (the Argentina pampas), the discovery of Machu Picchu. Viewpoints. Colonialism and postcolonialism.
7. Relations between East Asia and the West during Antiquity and the Middle Ages. The Silk Road. Cultural and artistic exchanges.
8. Relations between East Asia and the West during the Early Modern Period. Trade and evangelization. Cultural and artistic exchanges. The Christian Century in Japan (*Namban* Period 1543-1639). Japanese-Dutch relations during the Edo period (1615-1868). The European phenomenon of *Chinoiserie* (XVII-XVIII centuries).
9. Relations between East Asia and the West from the 19th century to the present day. The Meiji Era (1868-1912) and the Modernization and Westernization of Japan. *Japonism*: The influence of Japanese art and culture on Western culture (second half of the 19th century and early decades of the 20th century). The impact of Japanese art and culture since the mid-twentieth century to the present day.

## 4.4. Course planning and calendar

See the academic calendar of the University of Zaragoza: <http://academico.unizar.es/calendario-academico/calendario> and and the website of the Faculty of Philosophy and Arts:

Schedule of classes: <https://fyl.unizar.es/horario-de-clases#overlay-context=horario-de-clases>

Examination schedule: <https://fyl.unizar.es/calendario-de-examenes#overlay-context=>

More information will be provided on the first day of class.

## 4.5. Bibliography and recommended resources

BASIC BIBLIOGRAPHY

The bibliographic information is dynamic and is updated on the degree website: <http://titulaciones.unizar.es>  
<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=67926>