



## Teaching Guide

Identifying Data					2024/25
Subject (*)	History of European Expansion		Code	710G05031	
Study programme	Grao en Relacións Internacionais				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	Third	Optional	6	
Language	GalicianEnglish				
Teaching method	Face-to-face				
Prerequisites					
Department					
Coordinador	González López, Tamara	E-mail	tamara.gonzalez.lopez@udc.es		
Lecturers	González López, Tamara	E-mail	tamara.gonzalez.lopez@udc.es		
Web					
General description	<p>History of European Expansion offers an additional outlook for future graduates aimed at understanding the past of the relationships between Europe and the rest of the territories, due to the impact of that past on current international relations. The objective of the subject is to study the arrival and/or contact of European countries with other territories in order to understand the economic, social and cultural effects that it had on different regions of the world. The different characteristics of the settlement of Europeans in other territories had as an immediate consequence different responses of resistance or adaptation on the part of the native populations. It also allows addressing the internal evolution of those countries, as well as the role that European countries granted them within international politics and economics.</p>				

## Study programme competences / results

Code	Study programme competences / results
A1	CE1 - To analyze information related to international sources and events in complex geopolitical, economic and legal contexts, in person or online.
A2	CE2 - To understand the structure, powers and functioning of international institutions and organizations, as well as their relationships with other state and non-state actors.
A3	CE3 - To know the concepts, theories and techniques applied to the analysis of the actors and international relations, both in the universal and in the regional field, with a perspective both historical and contemporary.
A4	CE4 - To understand the general theoretical foundations of economics and international economic structure.
A5	CE5 - To understand and analyze globalization processes, relocation dynamics and alternative strategies.
A6	CE6 - To understand the challenges to international security and the value of mediation and the peaceful resolution of conflicts.
A7	CE7 - To analyze the global reality in its different dimensions, in particular the geographical, political, social, economic and legal.
A8	CE8 - To be able to apply scientific methodology to social, political, economic and legal challenges with an international element.
A9	CE9 - To analyze and evaluate environmental and heritage problems in international relations.
A10	CE10 - To acquire knowledge of the techniques, working methods and analysis of the humanities, social and legal sciences.
A11	CE11 - To analyze the political, social and economic reality in the framework of international development cooperation.
A12	CE12 - To understand the political, legal and economic instruments and mechanisms that guarantee the efficient management of international projects and businesses.
B1	CB1 - To demonstrate that students demonstrate knowledge and understanding in an area of ??study that is part of the foundation of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects involving knowledge from avant-garde of his field of study.
B2	CB2 - That students know how to apply their knowledge to their work or vocation in a professional way and have the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of ??study.
B3	CB3 - That students have the ability to gather and interpret relevant data (usually within their area of ??study) to make judgments that include reflection on relevant topics of a social, scientific, or ethical nature.
B4	CB4 - That students can share information, ideas, problems and solutions with both specialized and non-specialized audiences.
B5	CB5 - That students develop those learning skills necessary to undertake further studies with a high degree of autonomy.
B6	CG1 - To appreciate diversity and multiculturalism.



B7	CG2 - To acquire the ability to work in an international context.
B8	CG3 - To identify essential aspects of cultures and customs of other countries.
B9	CG4 - To be trained in problem solving.
B10	CG5 - To acquire basic general knowledge.
B11	CG6 - To acquire the ability to organize and plan.
B12	CG7 - To acquire the ability to make decisions.
B13	CG8 - To be trained in project design and management.
B14	CG9 - To acquire the ability to adapt to new situations.
C1	CT1 - To dominate the expression, both orally and in writing, in the official languages ??of the Autonomous Community.
C2	CT2 - To defend oneself in a foreign language and express oneself correctly orally and in writing.
C3	CT3 - To use the basic tools of information and communication technologies (ICT) necessary for the exercise of their profession and for lifelong learning.
C4	CT4 - To develop for the exercise of a citizenship respectful with the democratic culture, the human rights and the perspective of gender, in the distinct fields of knowledge and in the professional practice, with the aim to achieve a more just and egalitarian society.
C5	CT5 - To defend the importance of entrepreneurial culture and know the means available to entrepreneurial people.
C6	CT6 - To acquire life skills and healthy habits, routines and lifestyles, as well as a fair, responsible and efficient use of resources.
C7	CT7 - To develop the ability to work in interdisciplinary or transdisciplinary teams, to offer proposals that contribute to sustainable environmental, economic, political and social development.
C8	CT8 - To assess the importance of research, innovation and technological development in the socio-economic and cultural advancement of society.
C9	CT9 - To have the ability to manage time and resources: develop plans, prioritize activities, identify criticism, set deadlines and meet them.

Learning outcomes			
Learning outcomes	Study programme competences / results		
Comprehend and understand long-term transformation in international economic relations and dependency	A3 A7 A10	B7 B8 B10	C4
Establish comparisons between diverse colonial models of the Early Modern and Contemporary Pperiods	A1 A2 A3 A7 A8 A10	B7 B8	C4
Relate the characteristics of colonization and decolonization models to the current political-economic reality	A1 A2 A3 A4 A5 A6 A7 A9 A11	B3 B6 B8 B9 B10 B11	C1 C8
Consider the long-term consequences of the European presence in other territories	A1	B2 B3 B6 B9 B14	C4 C7 C8 C9



Explain the method of government and control in Hispanic America	A1 A2 A3 A7	B1 B4	
Describe the processes of independence and decolonization	A1 A4 A5 A7 A8	B1 B5	
Integrate knowledge of european expansion in understanding the present	A1 A2 A3 A4 A12	B12	C3
Differentiate the diverse models of territorial organization and control	A1 A2 A3 A5 A7 A8 A9 A10		C4
Discern the economic, political, and social motivations for territorial occupation	A1 A2 A3 A4 A5 A6 A7 A8 A10	B9 B11 B13 B14	C2 C3
Demonstrate proficiency in formal oral and written expression		B10 B11 B12	C1 C2 C8 C9
Develop the capacity for rigorous information retrieval, selection and synthesis		B1 B2 B3 B4 B5	C3 C4 C5 C6 C7
Facilitate the development of ethical commitment	A3 A10 A11	B2 B3 B6 B7 B8	C3 C4 C6



Encourage collaborative work and the application of knowledge gained to the interpretation and analysis of statistical, graphical, and documentary materials	A1	B2	C3
	A2	B3	C4
	A9	B4	C6
	A11	B6	C7
		B7	
		B9	
		B11	
		B12	
		B13	

Contents	
Topic	Sub-topic
1. Precolumbian America: origins and cultural areas	1.1. A orixe do home americano 1.2. As áreas culturais de América
2. Expansionist desires: explorations in the 14th-15th centuries	2.1. As primeiras expansións e exploracións 2.2. Colón e a chegada a América
3. The configuration and evolution of spanish America: economy, society and government in the 16th-18th centuries	3.1. A conquista de América 3.2. O papel da Igrexa 3.3. Goberno e economía nas Indias 3.4. Sociedade e demografía nas Indias
4. The settlement of other european countries in America	4.1. O Brasil colonial 4.2. Da colonización inglesa e francesa até a rebelión das Trece Colonias
5. The Hispanic American Independences	
6. The colonization of Africa in the 19th-20th centuries	
7. Contacts and resistances in Asia	
8. The process of decolonization in the 20th century	

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A2 A1 A3 A4 A5 A6 A7 A8 A10 A9 A11 A12 B2 B3 B6 B7 B8 B10	20	25	45
Document analysis	A2 A1 A3 A4 A5 A6 A7 A8 A10 A9 A11 A12 B2 B3 B4 B7 B9 B11 B12 B8 B10 B1 C1 C2 C3 C4 C6	20	32	52
Supervised projects	A2 A1 A3 A4 A5 A6 A7 A8 A10 A9 A11 A12 B2 B3 B4 B5 B7 B9 B11 B12 B13 B14 B8 B10 B1 C1 C2 C3 C4 C5 C6 C7 C8 C9	4	17	21
Objective test	A2 A1 A3 A4 A5 A6 A7 A8 A10 A9 A11 A12 B2 B3 B4 B6 B8 B10 B1 C1 C2 C4 C6 C9	2	10	12



Oral presentation	A2 A3 A7 A8 A9 B2 B4 B5 B9 B11 B12 B10 B1 C1 C2 C3 C6 C9	6	10	16
Personalized attention		4	0	4
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

### Methodologies

Methodologies	Description
Guest lecture / keynote speech	Explanation of the basic concepts and key guidelines to understand the subject matter.
Document analysis	Practical activities based on documentary sources related to the content of the subject.
Supervised projects	Written assignments on point of the subject that require the use of specialized bibliography and the application of the knowledge and skills acquired in the course.
Objective test	Written exam on the program contents during the official exam periods.
Oral presentation	Oral presentation by the students of the written work they have completed.

### Personalized attention

Methodologies	Description
Supervised projects	Students can receive personalised attention to resolve their doubts about the subject and reinforce their autonomous learning through the monitoring and supervision of the different programmed activities. This attention will take place in person in the office (upon request email), through scheduled tutorials with the Teams application or via institutional email.

### Assessment

Methodologies	Competencies / Results	Description	Qualification
Document analysis	A2 A1 A3 A4 A5 A6 A7 A8 A10 A9 A11 A12 B2 B3 B4 B7 B9 B11 B12 B8 B10 B1 C1 C2 C3 C4 C6	Practical activities with quantitative and/or qualitative material to be carried out during the classes. An approximate timetable will be provided in the first sessions. Knowledge of the contents of the subject, the ability to express oneself, the use and mastery of specific vocabulary, and analytical and synthetic capacity will be assessed. Likewise, the ability to debate, solve problems and work in a team.	30
Supervised projects	A2 A1 A3 A4 A5 A6 A7 A8 A10 A9 A11 A12 B2 B3 B4 B5 B7 B9 B11 B12 B13 B14 B8 B10 B1 C1 C2 C3 C4 C5 C6 C7 C8 C9	Written work on a topic assigned by the teacher. It must follow the presentation guidelines that will be published on the Virtual Campus and use specialised bibliography. The following will be assessed: correct writing, the search for and use of specialised and critical information, the ability to analyse and relate terms, events and consequences on the international scene.	20
Oral presentation	A2 A3 A7 A8 A9 B2 B4 B5 B9 B11 B12 B10 B1 C1 C2 C3 C6 C9	Presentation and defense of the supervised projects. This will take place in the last weeks of the semester, according to the calendar that will be published after the written work has been submitted. The student's command of the specific vocabulary, clarity of exposition and ability to synthesise and to prioritise the information will be assessed. The graphic apparatus prepared by the students to support their presentation will also be taken into account.	10



Objective test	A2 A1 A3 A4 A5 A6 A7 A8 A10 A9 A11 A12 B2 B3 B4 B6 B8 B10 B1 C1 C2 C4 C6 C9	Written exam on the contents of the subject to be held on the dates of the official exam dates. Knowledge of the contents of the subject, the ability to express oneself, the use and mastery of specific vocabulary, and analytical and synthetic capacity will be assessed.	40
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### Assessment comments

#### Evaluation rules:

In order to pass the subject, a minimum of 50 points out of a total of 100 must be obtained. It is forbidden to access the exam/test room with any device that allows communication with the outside and/or the storage of information. It is necessary for each student who wishes to take the tests to identify themselves correctly with their ID card in the classroom where the test is to be taken. Grade of Not Present: The grade of Not Present corresponds to the student when he/she only participates in activities that have a weighting equal to or less than 30% of the final grade, regardless of the grade achieved. Second opportunity and advanced sitting: this will consist of an objective test with a maximum value of 100% of the final mark, which will include a theoretical part (40%) and a practical part (60%). Part-time dedication and academic dispensation of exemption from attendance: all aspects related to "academic dispensation", "dedication to study", "permanence" and "academic fraud" will be governed according to the current academic regulations (normativa académica vixente de la UDC). In the first weeks of the course, students will be informed of the calendar of practical activities that will count towards their marks and the timetable for the submission of their work. The timetable for the defence of the papers will be published after submission, in order to better adapt the timetable to the number of papers presented.

### Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- María Dolores Béjar (2011). Historia del siglo XX. Europa, América, Asia, África y Oceanía. Siglo Veintiuno</li> <li>- Antonio Espino López (2010). Atlas Histórico del colonialismo. Síntesis</li> <li>- Marc Ferro (dir.) (2005). El libro negro del colonialismo. Siglos XVI al XXI: del exterminio al arrepentimiento. La esfera de los libros</li> <li>- Britta Timm Knudsen (ed.) (2022). Decolonizing Colonial Heritage. Taylor &amp; Francis</li> <li>- Robert Young (2016). Postcolonialism?: an historical introduction. Wiley-Blackwell</li> <li>- E. J. Hobsbawm (2001). La era del imperio (1875-1914). Barcelona: Crítica</li> <li>- M.P. Pérez Cantó y E. M. Romero (2010). Las sociedades originarias y la América hispana. Una aproximación histórica. Madrid: Universidad Autónoma de Madrid</li> </ul>
<b>Complementary</b>	<ul style="list-style-type: none"> <li>- Alfred W. Crosby (1988). Imperialismo ecológico. La expansión biológica de Europa, 900-1900. Crítica</li> <li>- Barbara Arneil (2024). Colonialism versus Imperialism. Political Theory, 52(1), 146-176</li> <li>- Abel García Sánchez (1999). Génesis y desarrollo del imperialismo, 1850-1950. Instituto Politécnico Nacional</li> <li>- Leslie Bethell (1990). Historia de América Latina.. Crítica</li> <li>- Jose Luis Comellas (2001). Los grandes imperios coloniales. Rialp</li> <li>- Dani Rodrik (2011). La paradoja de la globalización. Democracia y el futuro de la economía mundial. Bosch</li> <li>- Enrique Moradiellos (2013). Europa y el mundo en los albores del siglo XX: la precaria hegemonía europea en víspera de la Gran Guerra.</li> <li>- Paloma García (2015). La configuración de Oriente Próximo tras la Primera Guerra Mundial. Revista Unisci</li> <li>- Margaret MacMillan (2013). 1914: de la paz a la guerra. Madrid: Turner</li> <li>- Wolfgang J. Mommsen (1987). La época del imperialismo. Europa 1885-1918. Madrid: Siglo XX</li> <li>- Pedro Pérez Herrero (1992). América Latina y el colonialismo europeo: siglos XVI-XVIII. Madrid: Síntesis</li> <li>- John H. Elliott (2006). Imperios del mundo atlántico. España y Gran Bretaña en América, 1492-1830. Madrid</li> <li>- Luis Alonso Álvarez (2022). El costo del imperio asiático. La formación colonial de las islas filipinas bajo dominio español, 1565-1800. A Coruña: Universidade da Coruña</li> <li>- J. Moreno García (1992). El Extremo Oriente. Siglo XX. Madrid: Síntesis</li> <li>- Josep Fontana (2017). El siglo de la revolución. Una historia del mundo desde 1914. Barcelona: Crítica</li> </ul>

### Recommendations

Subjects that it is recommended to have taken before



History of International Relations II/710G05011

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.