

## Revolution and Counterevolution in the Modern Age

Code: 100387  
ECTS Credits: 6

Degree	Type	Year	Semester
2500501 History	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

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### Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

### Prerequisites

Revolution and counterrevolution in Modern and Contemporary Age does not require previous specific requirements.

### Objectives and Contextualisation

'Revolution and counterrevolution in Modern and Contemporary Age' evinces historical resources and instruments to understand revolutionary and counterrevolutionary processes. Chronology of the course is from the Eighteenth Century to late Twentieth Century and shows revolutionary and counter-revolutionary American, Asian, European and African models, which will also include gender perspective.

The course will begin with the conceptualization about *Revolution* and *Counterrevolution* in Modern and Contemporary Ages and how this terms can be applied on bourgeois revolutions outside Europe: United States of America -focuses about the national revolution or elitist revolt- and Japan -revolution or restoration-. After, the European Workers Revolutions: France -focuses about the meaning of the Paris Commune - and Russia -contributions from the Centenary of the Russian Revolution (especially in Russian historiography), as well other revolutionary projects as Maknovshina and Kronstadt-, Finland and Hungary. Later, counterrevolutionary experiments based on anticommunism, construction of new models of national states and fascist ideas: Finland, Latvia, Poland, Hungary, Romania and Albania. Finally, world revolutionary models in the second half of the Twentieth Century: socialist revolution in Albania (Europe), pan-arabism socialist revolution in Egypt (Africa), sandinism in Nicaragua (America) and islamic revolution in Iran (Asia).

### Competences

- Applying the main methods, techniques and instruments of the historical analysis.
- Critically assessing the fonts and theoretical models in order to analyse the different historical periods.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

## Learning Outcomes

1. Appropriately identifying and using information sources for the historical research, specially about contemporary political regimes.
2. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
3. Critically summarising the various historiographical explanations about the emergence and evolution of political regimes in the contemporary era.
4. Engaging in debates about historical facts respecting the other participants' opinions.
5. Identifying the main and secondary ideas and expressing them with linguistic correctness.
6. Organising and planning the search of historical information.
7. Properly using the specific vocabulary of History.
8. Recognising diversity and multiculturalism.
9. Solving problems autonomously.
10. Submitting works in accordance with both individual and small group demands and personal styles.
11. Using the characteristic computing resources of the field of History.

## Content

1. Introduction. *Revolution* and *Counterrevolution* as a fundamental concept of Modern and Contemporary Ages. The Debate on United States of America and Japan.
2. The European Workers Revolution at the End of Nineteenth Century and Early Twentieth Century: France, Russia, Finland and Hungary.
3. The Counterrevolution in the First Half of Twentieth Century: Finland, Latvia, Poland, Hungary, Romania and Albania.
4. The World's Revolutionary Contrasts in the Second Half of Twentieth Century: Albania, Egypt, Nicaragua and Iran.

## Methodology

Methodology focuses on reflection, interpretation and debates about central issues of each revolutionary and counterrevolutionary process, with the final goal of the student's critical and reflective spirit. The active participation of the student through oral interventions and the comparison between the different processes will be especially promoted in order to overcome the Euro-centrist western vision that had marked historiography. Methodology includes use of materials from TACs.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lecture, presentation and explanation by the teacher, encouragement to participate in classrooms debates. Theoretical or practical works.	9	0.36	9, 2, 1, 5, 6, 4, 10, 8, 3, 7, 11
Lecture, presentation and explanation by the teacher, encouragement to participate in	9	0.36	9, 2, 1, 5,

classrooms debates. Theoretical or practical works.			6, 4, 10, 8, 3, 7, 11
Lecture, presentation and explanation by the teacher, encouragement to participate in classrooms debates. Theoretical or practical works.	37	1.48	9, 2, 1, 5, 6, 4, 8, 3, 7, 11
Type: Supervised			
Tutorials. Personal interview with the student and orientation about practical works.	15	0.6	9, 2, 6, 10, 8, 3, 7, 11
Type: Autonomous			
Personal works about bibliography	30	1.2	9, 2, 1, 5, 6, 8, 3, 7, 11
Personal works about bibliography	45	1.8	9, 2, 1, 5, 6, 8, 3, 7, 11

## Assessment

The evaluation of this course consists of these parts:

- Written work in classroom about document or audiovisual material with a value of 35% of the final grade of the course. Themes 1 and 2.
- Written exam. The content is about two chapters of the General Bibliography and its value is 15% of the final grade of the course.
- Written exam. Its value is 50% of the final grade of the course. Themes 3 and 4.

The first part of evaluation is an analysis and commentary of a document or audiovisual material. Student can use notes of the classroom and the General Bibliography (is not allowed laptop, tablet or any other electronic device and/or with internet connection). In this first evaluation is necessary shows reflexion and interpretation, as well as the follow-up the debates in the classroom.

The second part of evaluation is without any support material. Student must shows reflection and analysis.

The third part of evaluation is about the contents and debates in the classroom. Student can't use any material.

The approximate dates are:

- Written work about document or audiovisual material, early/middle of April 2021.
- First Written exam, middle of May 2021.
- Second Written exam, end of May 2021.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

The evaluation includes participation in the classroom and, especially, follow-up the subject. The lack of attendance at classroom will have a negative impact on the arithmetic mean of the course, which will be established according to the teacher's criterion.

In the written activities, spelling, syntactic or lexical errors are taken into account. The penalty can be between 0.1-0.2 points on the final grade for each mistake made. Repeated errors can discount.

The non-attendance to the evaluation activities implies a zero on the evaluation activity to which it has not been presented.

It will be "Not evaluable" if a student had delivered a percentage of evidence lower than 85%. The retrieval consists in a final exam with all the contents of the course, if the arithmetic mean of the three evaluation activities of the course is not 5 or more. But the student must present a percentage of evidence of learning not inferior to 85% and that the arithmetic average of the final note of the course must be equal or superior to 2.5 points. It only allows approve and, therefore, the note will be 5 points.

The copy or plagiarism of written sources (internet, books, works, etc.): in the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

supposes a zero in the qualification. If this dynamic is repetitive, the student will lose the subject.

The review of written work and written exams will take in the schedule and office established. At the time of completion/delivery of each assessment activity, the teacher will inform (Moodle or SIA) of the procedure and date of revision of the grades.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Written exam. The content is about two chapters of the General Bibliography	15% of the final grade of the course	0.7	0.03	9, 2, 1, 5, 6, 8
Written exam. Themes 3 and 4.	50% of the final grade of the course	2.7	0.11	9, 2, 5, 6, 8, 3, 7, 11
Written work in classroom about document or audiovisual material. Themes 1 and 2.	35% of the final grade of the course.	1.6	0.06	9, 2, 1, 5, 6, 4, 10, 8, 3, 7

## Bibliography

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