



## MOBILITY TO UPPSALA UNIVERSITY



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- ❖ under the Erasmus+ KA2 Capacity Building in Higher Education (CBHE) project CHINLONE.
- ❖ The Erasmus+ KA2 Programme is financed by the European Commission.
- ❖ During the stay in Uppsala the grantee;
- ❖ participate in class activities, sitting in lectures, seminars, tutorial classes, workshops and lab sessions.
- ❖ enable to experience different teaching methods and different learning environments that imply a more active role on students' side (i.e. tutorials and workshops)
- ❖ participate in meeting with academics involved in a degree program board to discuss method, practise and procedures adopted in designing course curricula
- ❖ meet the representatives of the university students' committee to discuss with them the students' role in assessing course units.



## **CHINLONE-Connecting Higher education Institutions for a New leadership On National Education**

### **Partners:**

- ❖ UNIVERSITA DI BOLOGNA (Italy)
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## **University Uppsala, Sweden**

- ❖ research university in Uppsala, Sweden
- ❖ Founded in 1477, it is the oldest Uni in Sweden
- ❖ It ranks among the world's 100 best universities in several high-profile international rankings.
- ❖ at the end of the 16th century and was then given a relative financial stability with the large donation of King Gustavus Adolphus in the early 17th century.
- ❖ Uppsala also has an important historical place in Swedish national culture, identity and for the Swedish establishment: in historiography, literature, politics, and music.
- ❖ Uppsala belongs to the Coimbra group of European universities and to the Guild of European Research-Intensive Universities



## Faculties

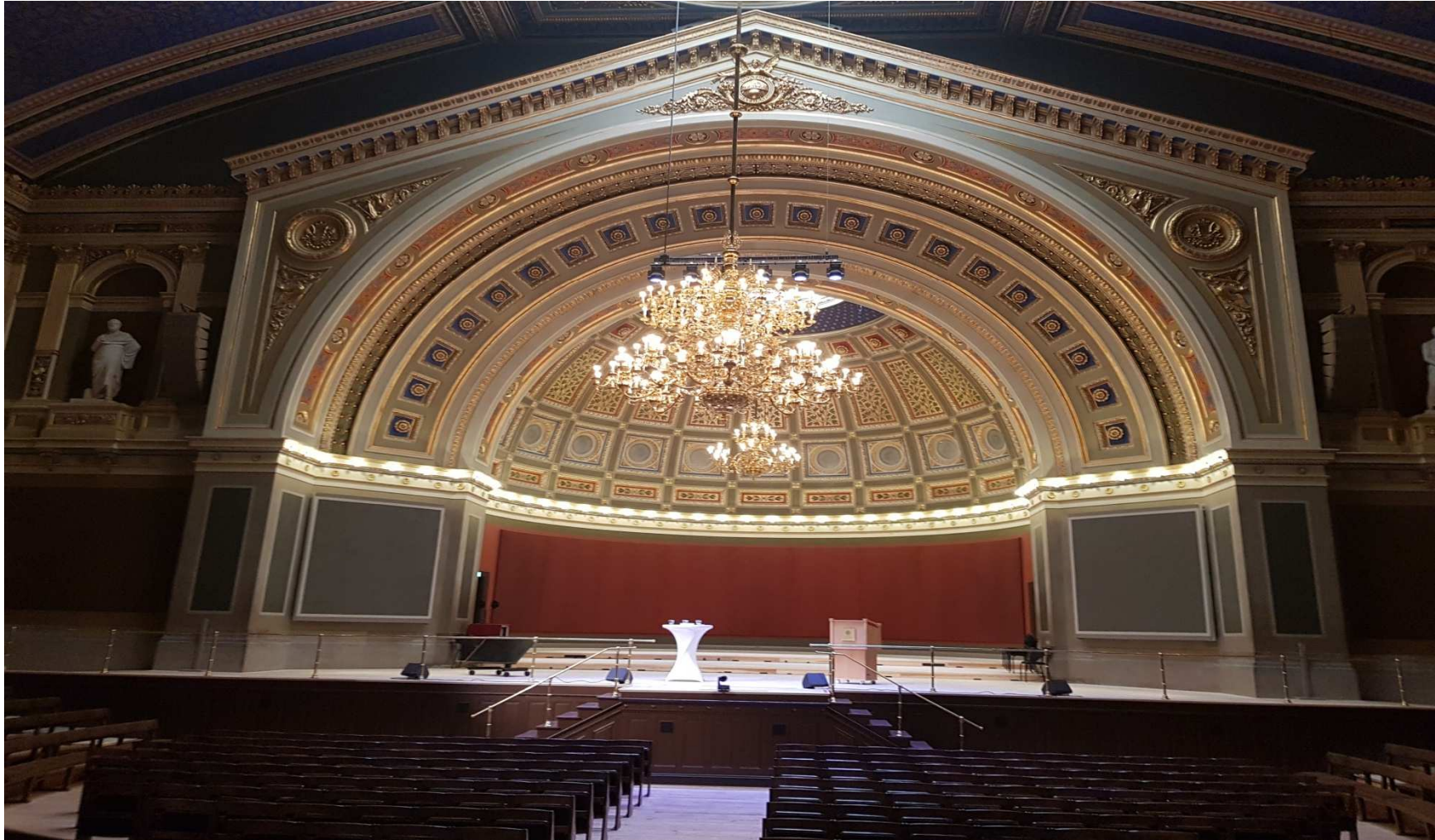
- ❖ the present nine faculties: the Faculty of Arts, the Faculty of Social Sciences, the Faculty of Languages, the Faculty of Theology, the Faculty of Law and the Faculty of Educational Sciences, the Faculty of Medicine, the Faculty of Pharmacy, the Faculty of Science and Technology.
- ❖ Uppsala University also hosts the Forum for South Asia Studies , a collaborative academic effort by its six faculties: Theology, Law, History and Philosophy, Social Sciences, Languages, and Educational Sciences.
- ❖ Faculty of Theology, serving as the Forum's director.



- ❖ Meeting with director of IR office
- ❖ Present about Internationalization
- ❖ Campus tour with guided tour
- ❖ Meeting with Student Council , presentation led by undergrad Law student who has taken Chair



# Convocation Hall



# Chair for Chancellor and Dean





# Stone Slab on Campus



# Explain the role of student council by present chair











## Schedule for visit at History department, Uppsala University, October 2019

- ❖ Discussion with head of department about course design Erik Lindberg

### Visits at master level classes

- ❖ Historical Theory, Gender and History, Margaret Hunt
- ❖ Introduction to Early Modern History, Trade & Commercialization, Margaret Hunt
- ❖ Modern History, on trial and the historian as expert and witness, Lars M Andersson, Heléne Lööw
- ❖ Discussion with teachers about the three seminars (above)
- ❖ Meeting with students, One student from every program, Chair by professor head Henrik Ågren

## Gender and History

- ❖ a sub-field of history and gender studies, which looks at the past from the perspective of gender.
- ❖ outgrowth of women's history
- ❖ Women's history is the study of the role that women have played in history
- ❖ It includes the study of the history of the growth of woman's throughout recorded history, personal achievement over a period of time, the examination of individual and groups of women of historical significance, and the effect that historical events have had on women.
- ❖ is the belief that more traditional recordings of history have minimized or ignored the contributions of women to different fields
- ❖ women's history is often a form of historical revisionism, seeking to challenge or expand the traditional historical consensus.
- ❖ The author was from the United States where second-wave feminist historians, influenced by the new approaches promoted by social history, led the way.



- ❖ women's liberation, discussing and analyzing the oppression and inequalities they experienced as women,
- ❖ History was written mainly by men and about men's activities in the public sphere especially in Africa—war, politics, diplomacy and administration.
- ❖ Women are usually excluded and, when mentioned, are usually portrayed in sex-stereotypical roles such as wives, mothers, daughters, and mistresses.
- ❖ The study of history is value-laden in regard to what is considered historically "worthy."
- ❖ is the differences in women's lives caused by race, economic status, social status, and various other aspects of society.

## Introduction to Early Modern History

### Aim

- ❖ This course is the first of the mandatory courses within the master programme in Early Modern History.
- ❖ The purpose of the course is to introduce you to early modern Europe and to a **number of key historical processes that shaped the period.**
- ❖ The purpose is also to present and problematize several important concepts that historians use to analyse the period.
- ❖ Another objective is to introduce practical reading and writing tools that can help you succeed with assignments and exercises.

## Introduction to Early Modern History

### Learning outcomes

A student who successfully completed the course will be able to:

- ❖ Describe different ways to define the early modern period and **to assess the consequences of using the different definitions** in research.
- ❖ Describe similarities and differences between the early modern period and previous and later periods in history. Thereby the student will be **able to discuss the distinguishing features of the early modern period.**
- ❖ Describe a number of **key concepts and processes, which historians use to interpret** the early modern period.
- ❖ Broadly describe economic, political, cultural and social developments in different parts of Europe during the early modern period and furthermore to describe variations in these developments.
- ❖ Use a number of practical tools to read and arrange scientific literature, and to write academic papers.
- ❖ Use an **adequate reference system**, and to describe the rules concerning plagiarism.

## Content and instruction

- ❖ The course focuses on different parts of early modern history in Europe, but also on **providing students with a number of reading and writing skills** or strategies that will strengthen their abilities to complete various assignments and exercises.
- ❖ The course consists of **lectures** and **seminars** and it will end with a **written exam**.
- ❖ To achieve the learning outcomes, you are required to attend lectures and seminars and to take active part in the discussions by prepared contributions and by **constructive responses to other participants' contributions**.
- ❖ Attending the lectures and seminars is mandatory; absence will require extra written assignments (2–3 pages).
- ❖ The lecture and seminar will also address and problematize the programme's strong focus on European developments.
- ❖ Following the seminar, a number of lectures and seminars that detail a few central **processes and concepts will provide a broad overview of the period**.
- ❖ At the final seminar, students will work on and practice practical reading and writing skills.
- ❖ The course ends in early November with a written exam.

## Assessment and grading criteria

- ❖ Attending lectures and seminars is compulsory
- ❖ in case the student is unable to participate, she or he has to submit a more **extended written reflection on the topic (2– 3 pages)**
- ❖ Grades will be given in accordance with the Swedish grading system, using Pass with honour (VG), Pass (G), and Fail (U).
- ❖ Pass (G) The student attends lectures and seminars, and presents assignments at the seminars. The student also does the written exam. The student can **adequately explain in writing the meaning of key concepts and processes.**
- ❖ Pass with Honours (VG) The student attends lectures and seminars, and presents assignments at the seminars. The student also does the written exam. The student can clearly explain in writing the meaning of key concepts and processes and is **able to make comparisons between different cases.**

## Reading list

### ❖ **Seminar I:** "What is Modern and Contemporary History?"

Instructor: Lars M Andersson

### Texts

- ❖ Evans, Richard J. "The Journal of Contemporary History and its Editors", *Journal of Contemporary History* 2015, Vol. 50(4) pp. 710–737 (27 pages) JSTOR
- ❖ Schlesinger Jr, Arthur, "On the Writing of Contemporary History", *The Atlantic* March 1967 (12 pages) 39 pages
- ❖ **Seminar II:** "State of the Art" Instructor: Lars M Andersson Texts Drayton,
- ❖ Richard, "Where Does the World Historian Write From? Objectivity, Moral Conscience and the Past and Present of Imperialism", *Journal of Contemporary History* Vol. 46, No. 3, JULY 2011 *At the Crossroads of Past and Present — 'Contemporary' History and the Historical Discipline* pp. 671– 685 (14 pages) JSTOR
- ❖ Eley, Geoff, "The Past under Erasure? History, Memory, and the Contemporary", *Journal of Contemporary History* Vol. 46, No. 3, JULY 2011 *At the Crossroads of Past and Present — 'Contemporary' History and the Historical Discipline*, pp. 555–573 (18 pages) JSTOR In total 1592 pages

- ❖ The **Commercial Revolution** consisted of the creation of a European economy based on trade, which began in the 11th century and lasted until it was succeeded by the Industrial Revolution in the mid-18th century.
- ❖ Beginning with the Crusades, Europeans rediscovered Spices, Silks, and other commodities rare in Europe.
- ❖ Newly forming European states, through voyages of discovery, were looking for alternative trade routes in the 15th and 16th centuries, which allowed the European powers to build vast, new international trade networks.
- ❖ Nations also sought new sources of wealth and practiced mercantilism and colonialism.
- ❖ is marked by an increase in general commerce, and in the growth of financial services such as banking, insurance and investing.

- ❖ Maritime Republics and Communes, Portuguese spice trade routes in the Indian Ocean
- ❖ the Black Death epidemic, demographic explosion,
- ❖ The deterioration of the climate that brought about the end of the medieval warm period
- ❖ Geopolitical factors
- ❖ Monetary factors ( coins, Banks, company, charter)
- ❖ Technological factors
- ❖ Important people( royal family, merchants, politicians, adventurers)
- ❖ Commodity ---- Social status (Tobacco again elite)
- ❖ Trade and Slave (Slave themselves author)



## **Modern History**

**7.5 credits**

<b>Course code</b>	: 5HA600
<b>Education cycle</b>	: Second cycle
<b>Main field(s) of study and in-depth level</b>	: History A1N
<b>Grading system</b>	: Fail (U), Pass (G), Pass with distinction (VG)
<b>Established</b>	: 2018-05-09
<b>Established by</b>	:
<b>Revised</b>	: 2018-08-27
<b>Revised by</b>	: The Department Board
<b>Applies from</b>	: week 31, 2018
<b>Entry requirements</b>	:
<b>Responsible department</b>	: <u>Department of History</u>

## Learning outcomes

**After completing the course the student will be able to:**

- ❖ Describe different ways to define and delineate modern and contemporary history and to assess the consequences of using different definitions for the understanding of the phenomenon.
- ❖ Describe similarities and differences between the modern and contemporary period on the one hand and previous periods in history on the other and through these comparisons discuss the **distinguishing features of modern and contemporary history**.
- ❖ Describe differences and similarities in how modern and contemporary developments are described and analyzed by **historians** on the one hand, and by representatives of other scholarly disciplines such as **sociology and political science** on the other.
- ❖ Describe and discuss the relationship between on the one hand research on **modern and contemporary history and journalism, politics and the state** on the other.

- ❖ Discuss the specific methodological problems in the form of vast and at the same
- ❖ Discuss the problems that may arise as a consequence of the fact that the processes studied in modern and contemporary history are still on-going and have political and moral ramifications and how these problems can be resolved.
- ❖ Describe a number of key concepts and processes, which historians use to interpret the early modern period.
- ❖ Use a number of practical tools to read and arrange scientific literature, and to write academic papers.
- ❖ Use an adequate reference system, and to describe the rules concerning plagiarism.

Modern History      **History on trial and the historian  
as expert and witness**

Lars M Andersson  
Heléne Lööw

- ❖ **Discussion based on three topics selected by students**
- ❖ **Fukuyama's ; The end of the history?**
- ❖ **Denial: Holocaust History on Trial (Oscar winner film powerful true story) battle for historical truth, facing difficult for proving that the Holocaust actually happened.**
- ❖ **Visited to Genocide Studies**

❖ Thus, the course both concerns the object of study - modernity, modern/ industrial/ capitalist society and the postmodern era, postmodern, postindustrial/post capitalist society - and how it can be described and delineated in time (periodization) and content wise (specific features and characteristics in relation to previous epochs as well as in terms of sources and methodology).

❖ On top of this it addresses the differences and similarities between how the modern and contemporary period is analyzed by historians and by scholars from other disciplines, the relationship between historians studying modern and contemporary history and the state (Speaking truth to power and taking part in government committees and commissions) as well as to journalism and politics (the roles both as expert and as public intellectual).

❖ The fact that the processes studied by researchers in the field of modern and contemporary history are often on-going and affect current political developments, more often than not are politically and morally charged, are studied also by other disciplines and has resulted in enormous amounts of sources simply places special and specific demands on scholars in the field of modern and contemporary history and it is these demands and how they have been met that are discussed in this course.

## **Assessment**

- ❖ Assessment will be based upon written and oral assignments.
- ❖ Students that have missed a small number of mandatory assignments may complete them by the end of the term at the latest. If there are special reasons for doing so, an examiner may make an exception from the method of assessment indicated and allow a student to be assessed by another method.

## Q and A

- ❖ **How long does the Master program's curriculum use?**
- ❖ **Suggestions –**
- ❖ **should be extend gender and history as sub field in Master level.**
- ❖ **Should start as the Women history of Myanmar.**
- ❖ **Also genocide studies should be a one of chapter in Modern history.**
- ❖ **Should totally change that explain about the consequences and effect on future in stead of events.**