

**COURSE DATA****Data Subject**

<b>Code</b>	34029
<b>Name</b>	Contemporary universal history 1
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1005 - Degree in History	Faculty of Geography and History	2	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1005 - Degree in History	15 - Universal contemporary history	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
ANDREU MIRALLES, JAVIER	362 - Early Modern History
FRASQUET MIGUEL, MARIA IVANA	362 - Early Modern History
VALERO GOMEZ, SERGIO	362 - Early Modern History

**SUMMARY**

This subject is part of the course Contemporary Universal History (12 cr.), part of "Universal History" (66 cr.), which shapes the second year of History Degree. course "Contemporary Universal History I" aims to give the students a general Knowledge of the contemporary society, from its beginnings until the break of 20th Century.

**PREVIOUS KNOWLEDGE**



### **Relationship to other subjects of the same degree**

There are no specified enrollment restrictions with other subjects of the curriculum.

### **Other requirements**

## **COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)**

### **1005 - Degree in History**

- Have critical and self-critical capacity.
- Be able to make abstractions, to analyse and to synthesise.
- Show commitment to the principle of equal opportunities for men and women.
- Show critical awareness of the relationship between current events and processes and the past.
- Have critical knowledge of the different historiographic perspectives in the different periods and contexts.
- Be aware of the ongoing nature of historical debate and research.
- Know the general diachronic framework of the past.
- Be able to communicate and argue orally and in writing in one's own language using the terminology and techniques of the profession.
- Be able to use information-gathering tools such as bibliographic catalogues, archival inventories and electronic references.
- Know European history.
- Know universal or world history.

## **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

Acquisition of general knowledge about the formation of contemporary society and politics.

Critical knowledge of the different historiographical perspectives in the different periods and contexts.

Understanding of the great current historiographical debates referred to concrete problems of the universal contemporary history.

Use, at an elementary level, of the main concepts of analysis used in contemporary history: class, gender, revolution, nation, state, liberalism, democracy, etc.

Correct use of historical sources and transmission of acquired knowledge.

## **DESCRIPTION OF CONTENTS**

**1. The origins of modern politics: revolutions and liberalisms (1776-1848)****2. Economic transformation and class society: capitalism expansion, industrialization and labour movement (1750-1873)****3. A world of nations and nationalisms: from post-napoleonic Europe to the fin-de-siècle crisis (1815-1900)****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Other activities	15,00	100
Classroom practices	15,00	100
Study and independent work	60,00	0
Preparing lectures	20,00	0
Preparation of practical classes and problem	10,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY****A) Class attendance:**

- 1) Lectures (30 hours): professors will present the essential elements of the subject, systematize its contents and provide bibliography for the preparation of the exam.
- 2) Practical classes (15 hours): textual analysis, maps and other materials provided by the professors as a complement of the lectures and to prepare the individual practical tasks.
- 3) Attendance to seminars or complementary activities (15 hours): students will realize, complementary activities outside lesson hours (visits, attendance to conferences and/or monographic seminars) as specified in the Annex of each group.

**B) Preparation of lectures:**

Students will prepare the lectures following a reading programme provided by the professors. It will consist of a workload of 20 hours and it will be subject to examinations according to each group's Annex.



C) Preparation of practical tasks:

Students will work up one or two practical tasks (commentary on historical texts or other historiographical materials) proposed by the professors and according to each group's Annex.

D) Attendance to non-scheduled tutorship:

Students will have a schedule of attention by the professors to make inquiries regarding the subject and the academic organization.

E) Attendance to scheduled tutorship:

Students may be required to attend a scheduled tutoring: its aim is to set out, discuss and follow the practical tasks and the complementary activities. They will be organized by the professors, according to each group's Annex.

F) Subject's timeline:

Professors will provide students with the calendar of activities, scheduled tutoring, deadlines and/or examination of readings (see each group's Annex).

## EVALUATION

The final evaluation of the subject in the **first call** will be based on the following procedure:

1º Exam to be taken on the date established by the administration of the center. The level of knowledge of the students will be assessed according to the objectives of the subject, as well as the correct written expression (both regarding to exposition and terminology) and the capacity for connecting and reasoning on historical processes. The specific examination procedures will be established by each teacher, as set out in the Annex.

2º Tests of follow-up of the program of readings of preparation of the theoretical classes (controls of reading), to realizeduring the theoretical classes according to the temporary planning and the procedure established by the different teachers in Annex.

3rd Written exercises to comment on texts, maps or other teaching materials, according to the procedures and delivery dates established by the different teachers in the Annex.

4th The professors will establish the terms and procedures for the evaluation of the complementary activities according to their nature (deliverance of reports, attendance control, etc.), as established for each group of the subject in the corresponding Annex.

5º The percentage that each one of the evaluation tests will represent in the final grade of the subject will be the following:

- Final exam 60%



- Controls and practical work 30%
- Complementary activities 10%

6° It will be necessary to obtain in the exam a grade of 5 out of 10 in order to incorporate the remaining qualifications (practical work, controls, complementary activities).

The second call will be based on the following specifications:

1° Exam to be taken on the date established by the administration of the center, with the same evaluation criteria established in the examination of the first call.

2° The qualification obtained in the practical works presented on time will be retained, although they may be re-done and re-evaluated, always at the teacher's discretion.

3° Controls and complementary activities will only be included in the evaluation of the second call when they have been made during the corresponding terms during the course.

Excepting Erasmus students, grammar and spelling problems will score negatively on the qualification of all written tests and academic works. Their accumulation may lead to a failing grade in the course.

The detection of **plagiarism** in the performance of any of the activities, controls or exams of the subject will imply a grade of 0 in the total grade of the subject of the corresponding call.

## REFERENCES

### Basic

- ARTOLA, Miguel y PÉREZ LEDESMA, Manuel, Contemporánea. La historia desde 1776, Madrid, Alianza Editorial, 2005.
- BAHAMONDE. A. y VILLARES, R. Historia del Mundo Contemporáneo, ss. XIX y XX. Madrid, Taurus, 2001.
- BAYLY, Christopher A. El nacimiento del mundo moderno, 1789-1914. Conexiones y comparaciones globales. Madrid, Siglo XXI, 2010.
- BLANNING, T.C.W. (ed.): El siglo XIX. Europa 1789-1914, Barcelona, Crítica, 2002.
- BRIGGS. A. y CLAVIN. P. Historia contemporánea de Europa. 1789-1989, Barcelona. Crítica, 1997.
- HOBSBAWM, E. J. La era de la revolución, 1789-1848, Barcelona, Crítica, 2011.
- HOBSBAWM, E. J. La era del capital: 1848-1875, Barcelona: Crítica, 2011.
- HOBSBAWN, E. J. La era del imperio (1875-1914), Barcelona, Crítica, 2001.
- OSTERHAMMEL, J. La transformación del mundo: una historia global del siglo XIX, Barcelona, Crítica, 2015.

### Additional

- CAINE, B., SLUGA, G. Género e historia : mujeres en el cambio sociocultural europeo, de 1780 a 1920, Madrid, Narcea, 2000.
- ELEY, G.: Un mundo que ganar: historia de la izquierda en Europa, 1850-2000, Barcelona, Crítica, 2003
- FREVERT, U., HAUPT, H. G. (eds.): El hombre del siglo XIX, Madrid, Alianza Editorial, 2001.
- KOCKA, J.: Historia del capitalismo, Barcelona, Crítica, 2014.





- LEERSSEN, J.: El pensament nacional a Europa. Una història cultural, Catarroja, Afers, 2019.
- MOSSE, G. L.: La cultura europea del siglo XIX, Barcelona, Ariel, 1997.
- PIERENKEMPERER, T.: La industrialización en el siglo XIX. Revoluciones a debate, Madrid, Siglo XXI, 2001.
- REICHARDT, R. E.: La Revolución Francesa y la cultura democrática: la sangre de la libertad, Madrid, Siglo XXI, 2002.

