

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

<b>Code</b>	34421
<b>Name</b>	Contemporary political and social history
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1310 - Degree in Sociology	Faculty of Social Sciences	1	Second term
1924 - D.D. in Political and Public Admin. Sciences-Sociology	Faculty of Law	1	Second term
1925 - D.D. in Sociology-Political and Public Admin. Sciences	Faculty of Social Sciences	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1310 - Degree in Sociology	13 - History	Basic Training
1924 - D.D. in Political and Public Admin. Sciences-Sociology	1 - Year 1 compulsory subjects	Obligatory
1925 - D.D. in Sociology-Political and Public Admin. Sciences	1 - Year 1 compulsory subjects	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
LOPEZ IÑIGUEZ, JULIO	362 - Early Modern History

**SUMMARY**

*Contemporary Political and Social History* is a Basic Formation subject, of transversal nature, of the first year for all of the degrees of the Faculty of Social Sciences. It has a general formative profile as part of the curriculum of the social sciences students and gives them a better chance to opt for various degrees given that they must take a number of common subjects.



From a sociological approach, the subject aims to teach the students about the historical background of some of the most relevant sociological phenomena. This way they will be able to understand some of the important relationships between history and social phenomena which have led to sociological analysis up to now.

The subject is aimed at providing students with enough knowledge on basic topics about contemporary history (especially those of the 20<sup>th</sup> century) as well as their consequences in order to understand some of the most relevant social questions of present day.

Students are encouraged to acquire general competences, relevant for a social sciences student, especially those which can be acquired through the study of History, such as the sense of time, duration and change as indispensable vectors for the understanding of social processes and phenomena.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

#### RELATIONSHIP WITH OTHER SUBJECTS OF THE SAME DEGREE

No enrolment restrictions have been specified.

#### OTHER TYPE OF PRERQUISITES

Students must have basic knowledge on relevant and contemporary historical events as well as general knowledge of its chronology. Prior knowledge of basic geography is also advisable.

## OUTCOMES

### 1310 - Degree in Sociology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.



- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Clearly communicate theories, problems and proposals of a sociological nature, both orally and in writing, using new information and communication technologies.
- Respect and promote the principles of fundamental rights, gender equality, equal opportunities and non-discrimination, democratic values and sustainability.
- Learn independently and develop initiative in the field of sociology.
- Analyse social phenomena adopting a multidisciplinary perspective (sociological, psychosocial, economic, political, historical and anthropological).
- Understand the political-economic organisation and the historical evolution of contemporary societies at the global and local level, and their relationship with social dynamics and processes.
- Know the institutions of the welfare society that contribute to safeguarding social rights.

## LEARNING OUTCOMES

- Analyze and synthesize through study, individual and group, information and interpretations directly related to classic themes of matter.
- Properly argue for a better understanding and explanation of complex historical phenomena.
- Understand, distinguish and handle basic concepts of History.
- Develop a historical thinking. - Manage timelines of significant events and important historical facts.
- Evaluate the role of historical factor in the understanding of economic, social, cultural and political phenomena significant.
- Knowledge of the essential facts and historical processes that have profoundly influenced the contemporary world and relate some important issues of the present.

## DESCRIPTION OF CONTENTS

### 1. The Second Industrial Revolution.

Raw materials, energy sources and technological innovations. The new labour and production organization and its social and economical consequences. Mass production and mass consumption. Phenomena of business concentration and world market innovations.



## **2. Colonialism and Imperialism in the 19th and 20th centuries.**

Concepts. Historical stages of colonialism and imperialism. Interpretations of Imperialism. Colonial empire panorama from 1880 to their disappearance.

## **3. The First World War**

Importance of the First World War in contemporary History. Causes of the War. Development of the War. Novel features of the War. Consequences of the First World War.

## **4. Communism and Fascism in Europe.**

The Russian Revolution and the creation of Soviet totalitarianism. The Fascist Revolutions and the creation of totalitarianism in Italy and Germany. Basic characteristics of communist regimes. Basic characteristics of fascist regimes.

## **5. The Second World War and the Holocaust.**

Causes of the War. Development and consequences of the War. Historical importance of the Holocaust. Europe and the world after the War, a general approach.

## **6. The Cold War.**

Outbreak and stages of the Cold War. The Cold War in its scenarios and world crisis. End of the Cold War. International relations after the Cold War.

## **7. Europe in the Economic Community and the European Union.**

The idea of a community of European states as a consequence of the European civil wars of the 20th century. Stages in the construction of a European community. The European Union: memberships, ambitions and realities.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	5,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	15,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	5,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

Initially foreseen activities:

1. Lectures by group on documents previously handed out by the teacher and prepared by the students.
2. Seminar of a group of students on the compulsory reading of a book read by them. Before these sessions, students will hand in a reading assignment (report) based on the model given by the teacher.
3. Preparation (in groups) of audiovisual materials for class use.
4. Presentation of materials for the rest of students and elaboration of a series of questions for discussion.
5. Explanation by the teacher of complex concepts for a better understanding and further information.
6. Exercises to test the level of knowledge and understanding of students on the materials covered in class.

Overall planning of student work (approximate):

1. Expositive and participative activities: theoretical presentations, seminars, submission of assignments: 30%.
2. Practical activities: practical activities inside and outside class: 15%.
3. Group work, study, individual work and preparation for evaluation: 55%.





Specifications:

1. Lessons or working sessions with students: lectures by the teacher, revision of personal opinions and arguments about texts suggested for each part of the programme; group presentations about previously agreed and assigned topics.
2. Seminar on compulsory reading of a book (two sessions approximately) and prior submission of reading activities (file).
3. Comments on chronologies and historical maps.
4. Brief compositions about any one of the brief texts suggested in the guide.
5. Group presentations (audiovisual, journalistic...)

## EVALUATION

Prerequisites for passing the subject are:

- Regular attendance.
- Reading activities (report).
- Reading seminar attendance and participation.
- Successful completion of evaluation test(s) proposed by the teacher.
- Submission of individual or group assignments.
- Student participation in class and work sessions.

Percentage of each activity in the final grade:

- Evaluation test(s): 60%.
- Reading assignments (file) and seminar attendance: 20%.
- Individual and group assignments: 10%.
- Participation in work sessions and lessons: 10%.

The students must achieve a minimum grade established by the teacher for the evaluation activities as a



whole in order to pass.

## REFERENCES

### Basic

- Casanova, Julián (2011). Europa contra Europa (1914-1945). Barcelona. Crítica
- Hobsbawm, Eric (2011). Historia del Siglo XX. Barcelona. Crítica
- Judt, Tony (2006). Postguerra: una historia de Europa desde 1945. Madrid. Taurus
- Mazower, Mark (2001). La Europa Negra. Barcelona. Ediciones B
- Moradiellos, Enrique (2011). La Historia Contemporánea en sus Documentos. Barcelona. R.B.A.
- Villares, Ramón y Bahamonde Ángel (2009). El Mundo Contemporáneo. Siglos XIX y XX. Madrid. Taurus

### Additional

- Arendt, Hannah (2006). Eichman en Jerusalem. Barcelona. Debolsillo
- Applebaum, Anne (2005). Gulag. Historia de los campos de concentración soviéticos. Barcelona. Debate
- Beevor, Antony (2007). Stalingrado. Barcelona Booket
- Ferguson Niall (2005). El Imperio Británico. Barcelona. Debate
- Figes, Orlando (2000). La Revolución Rusa, 1891-1924. Barcelona. Edhasa
- Gentile, Emilio (2005). El Fascismo. Historia e Interpretación. Madrid. Alianza Editorial
- Jünger, Ernst (2005). Tempestades de Acero. Barcelona. Tusquets
- Kemplerer, Víctor (2004). LTI. Apuntes de un filólogo. Barcelona. Minúscula
- Kershaw, Ian (2002). Hitler. Dos tomos. Barcelona. Península
- McMahon, Robert (2009). La Guerra Fría. Madrid. Alianza Editorial
- Pipes, Richard (2002). Historia del Comunismo. Barcelona. Mondadori
- Rees, Laurence (2007). Auschwitz. Los Nazis y la Solución Final. Barcelona. Booket
- Zweig, Stefan (2001). El Mundo de Ayer. Memorias de un Europeo. Madrid. Acantilado
- Wesseling, Henri L. (2009). Divide y venceràs: El Reparto de Africa. Madrid. Alianza Editorial



## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **1. CONTENTS**

Contents of the original teaching guide are maintained.

### **2. WORKLOAD AND TEMPORAL PLANIFICATION OF TEACHING**

*The activities and volume of work of the original teaching guide will be maintained excepte for the practical work which will be done individually (not in groups)*

### **3. TEACHING METHODOLOGYMETODOLOGIA DOCENT**

#### **FOR ALL STUDENTS**

- The teaching will be face-to-face, but the teachers will have cameras installed in the classroom to teach online for the confined or at-risk group of students.
- Individual tutorials will preferably be virtual.

If sanitary situation imposes that all classes must be on-line, all sessions will be substituted for (select): materials in virtual Classroom, synchronous videoconferencing or registered presentations. Practical activities will guarantee the interaction with students by videoconference, forum or chat in virtual classroom. Teachers will communicate these adaptations through virtual classroom.

#### **FOR VULNERABLE OR AFFECTED STUDENTS**

Methodology will be adapted to the following activities no face-to-face (select):

- Synchronous videoconferencing
- Individual works
- Tutorials through videoconference
- Individual projects

### **4. EVALUATION**

The criteria of the teaching guide will be maintained regarding the estimation of each type of activity. For vulnerable or affected students, group activities qualification will be considered in individual activities.





In case that the sanitary situation impose that the final proof should be developed on-line, an evaluation by the following modality will be done(select):

- Individual written exercise by questionnaire in a virtual classroom synchronous task.
- Individual written exercise by opened development exam in a virtual classroom synchronous task.
- Individual written synchronous proof by means of practical case in virtual classroom.
- Individual written proof asynchronous with questions of development in virtual classroom.
- Addition of activities of continuous evaluation.
- Oral proof by videoconference BBC.

## **5. BIBLIOGRAPHY**

The bibliography of the guide will be maintained. If the sanitary situation imposes shutdown of libraries, teachers will facilitate materials of support in virtual classroom.