

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

<b>Code</b>	35662
<b>Name</b>	Contemporary history of Europe
<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>
1008 - Degree in Modern Languages and Literatures	Faculty of Philology, Translation and Communication	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1008 - Degree in Modern Languages and Literatures	2 - History	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
GRANELL TOLEDO, MONICA	362 - Early Modern History

**SUMMARY**

The course Contemporary History of Europe is part of the General Humanistic Training module, together with the subject of Ethics and Critical Thinking. This subject provides complementary knowledge to the General Philological Training module. All together allow the students to settle the knowledge of the Major and Minor chosen on a broad humanistic and philological basis. The subject is taught in the second semester of the first course.

The subject is conceived with the objective that students understand the historical, sociocultural and political processes of contemporary Europe, the main characteristics that define our current societies and those related to the European project. In this way, they can situate in their context the European languages and literatures studied in the Degree.



This generalist prism is combined with a greater dedication to the particularity of three countries (Germany, France, Italy) that have played a key role in both European and global history, and that have made a fundamental contribution to the political and cultural world.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No prior knowledge is necessary.

## OUTCOMES

### 1008 - Degree in Modern Languages and Literatures

- The ability to gather and interpret relevant data by applying procedures of synthesis, analysis, criticism and self-criticism.
- The development of an ethical commitment to issues such as gender equality, equal opportunities, democratic values, non-violence, environmental and sustainability issues and an awareness of diversity and multiculturalism.
- The ability to interrelate different areas of philology studies and humanities.
- Critical capacity in the study of phenomena related with cultural diversity.
- General knowledge of humanistic areas related to the field of studies of modern languages and their literatures.

## LEARNING OUTCOMES

-Knowledge of the fundamental historical processes of contemporary Europe, in its political, social and cultural dimension.

-Ability to situate contemporary European languages and their literatures in their historical context, especially those that have a direct relationship with the Major and Minor of the Degree.

-Ability to reflect in order to make critical and ethical judgments about culture and society.

**DESCRIPTION OF CONTENTS****1. La Revolución Francesa y el origen de la Europa contemporánea****2. Transformaciones económicas y nuevos actores sociales: el Movimiento Obrero****3. Nación y nacionalismos en Europa****4. Imperialismo y política de masas: hacia la Primera Guerra Mundial****5. La Europa de entreguerras****6. La Segunda Guerra Mundial y la Europa de posguerra****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Study and independent work	30,00	0
Preparation of evaluation activities	30,00	0
Preparing lectures	30,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY****Theoretical lessons:**

Each week there will be four hours of face-to-face lessons. The theoretical lessons will represent 75 percent of the total hours assigned to each topic. In these lessons, the teacher will explain those fundamental elements that should guide the students in understanding the subject in question. Students must complete these theoretical lessons by reading manuals, monographs, texts, viewing documentaries or film scenes, as well as their participation in class and in the preparation of monographs and presentations.

**Practical classes:**

They represent 25 percent of the total hours assigned to each topic. In these lessons the students will deepen in those aspects that are considered more important or significant of the subject. The sessions will be used to introduce the students in the handling of those materials and techniques typical of the historical discipline. Likewise, throughout them -as well as the planned complementary activities- the students will assume the responsibility of the preparation of the works object of evaluation.

**Other activities:**

In accordance with what the professor decides, activities will be carried out, among which may be included reading controls, text comments, works on readings and / or sources related to the subject, individual and / or group work or critical evaluations of complementary activities, individual or group work.

**Tutorials:**

The students will be able to make consultations on any issue or aspect related to the subject, and, in its case, the programmed works. The teacher can schedule a series of interviews with the students to follow up on their individual or group works.

**EVALUATION**

The evaluation will consist of two different parts:

Type of evaluation	% on the final grade
a) Individual written tests	60
b) Reading controls, text comments, individual or group work, work on readings and / or sources related to the subject or critical assessments of complementary activities	40
TOTAL	100



**To approve the subject:**

- The student must pass the written individual test (exam). The qualification must be equal to or greater than 5, both in the first and in the second call.
- The students must submit, in date and form, and pass, the different works and activities proposed. The qualification must be equal to or greater than 5, both in the first and in the second call.

**Evaluation criteria:**

- The students must complete the written tests; as well as deliver the different works and activities proposed. Once passed, the percentages established in the Evaluation section will be applied to obtain the final average mark of the subject.
- The average will not be made if the individual written test is not passed. Students who have not passed the work and activities in the first call, may repeat them for the second call always at the discretion of the teacher and provided they have been delivered on date and form during the course.
- The note of practical work will be saved for the second evaluation provided they have been delivered on the date and form required by the teacher.
- The second call will have the same evaluation criteria as the first one.

**The teacher in charge of the subject will present at the beginning of the course an annex that will include the specific indications on the dynamics and evaluation of each group.**

## REFERENCES

### Basic

- ARTOLA, M. y PÉREZ LEDESMA, M., Contemporánea. Historia del mundo desde 1776, Madrid, Alianza Editorial, 2005.
- BAYLY, C. A.: El nacimiento del mundo moderno (1780-1914), Madrid, Siglo XXI, 2010.
- CASANOVA, J., Europa contra Europa (1914-1945), Crítica, 2011.
- ELEY, G., Un mundo que ganar. Historia de la izquierda en Europa, 1850-2000, Crítica, Barcelona, 2003.
- KERSHAW, I.: Descenso a los infiernos: Europa, 1914-1949, Barcelona, Crítica, 2016.
- KINDER, H. y HILGEMANN, W., Atlas histórico mundial (vols. I y II), Madrid, Edit. Istmo, 2000.





HOBSBAWM, E., La era de la revolución (1789-1848), Barcelona, Crítica, 2001.

-----La era del capital (1848-1875), Barcelona, Lábor, 1998.

-----La era del imperio (1875-1914), Barcelona, Crítica, 2001.

-----Historia del siglo XX, 1914-1991. Barcelona: Crítica, 1995.

OSTERHAMMEL, J.: La transformación del mundo: una historia global del siglo XIX, Barcelona, Crítica, 2015.

VILLARES, R. y BAHAMONDE, A., El mundo contemporáneo. Siglos XIX y XX, Madrid, Taurus, 2001.

### **Additional**

- BAUMAN, Z.: Europa. Una aventura inacabada, Madrid, Losada, 2006.

CLARKE, C.: Sonámbulos: cómo Europa fue a la guerra en 1914, Barcelona, Galaxia Gutenberg, 2014.

FERRO, M. (dir.): El libro negro del colonialismo siglos XVI al XXI del exterminio al arrepentimiento, Madrid, La Esfera de los Libros, 2005.

FITZPATRICK, S.: La revolución rusa, Buenos Aires, Siglo XXI, 2004.

JUDT, T.: Postguerra: una historia de Europa desde 1945, Madrid, Taurus, 2006.

LEFFLER, M. P.: La guerra después de la guerra: Estados Unidos, la Unión Soviética y la Guerra Fría, Barcelona, Crítica, 2008.

MARTIN, J.-C.: La revolución francesa: Una nueva historia, Barcelona, Crítica, 2013.

MAZOWER, M.: La Europa Negra. Desde la Gran Guerra hasta la caída del comunismo, Barcelona, Ediciones B, 2001.

REICHARDT, R.: La Revolución Francesa y la cultura democrática. La sangre de la libertad, Madrid, Siglo XXI de España, 2002.

RULE, J.: Clase obrera e industrialización. Historia de la revolución industrial británica, 1750-1850, Barcelona, Crítica, 1990.

TRAVERSO, E.: A sangre y fuego: de la guerra civil europea, 1914-1945, Valencia, PUV, 2009.



## **ADDENDUM COVID-19**

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

**English version is not available**