COURSE DESCRIPTION

HISTORY AND SOCIETY

1ST YEAR | 1ST SEMESTER

DEGREE: BUSINESS MANAGEMENT

IN-CLASS TEACHING

ACADEMIC YEAR: 2020/2021

SCHOOL OF BUSINESS AND ECONOMICS
1. COURSE IDENTIFICATION

1.- COURSE:

<table>
<thead>
<tr>
<th>Name: History and Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code: b105 SIGMA Code: 13258</td>
</tr>
<tr>
<td>Year (s) course is taught: 1</td>
</tr>
<tr>
<td>Semester (s) when the course is taught: 1</td>
</tr>
<tr>
<td>Type: Basic Subject</td>
</tr>
<tr>
<td>ECTS: 6</td>
</tr>
<tr>
<td>Hours ECTS: 30</td>
</tr>
<tr>
<td>Language: English</td>
</tr>
<tr>
<td>Modality: In-class teaching</td>
</tr>
<tr>
<td>Degree (s) in which the course is taught: Business Management</td>
</tr>
<tr>
<td>School which the course is taught: School of Business and Economics</td>
</tr>
</tbody>
</table>

2.- ORGANIZATION OF THE COURSE:

<table>
<thead>
<tr>
<th>Department: Humanities</th>
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<tbody>
<tr>
<td>Area of knowledge: History of Thought Social and Political Change</td>
</tr>
</tbody>
</table>

2. LECTURERS OF THE COURSE

1.-LECTURERS:

<table>
<thead>
<tr>
<th>Instructor in charge</th>
<th>CONTACT DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Alejandro Rodríguez de la Peña, PhD</td>
<td></td>
</tr>
<tr>
<td>Phone (ext): 91 456 63 00 (4235)</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:arodriguez@ceu.es">arodriguez@ceu.es</a></td>
<td></td>
</tr>
<tr>
<td>Office: Paseo Juan XXIII, 6. Office 18.</td>
<td></td>
</tr>
<tr>
<td>Lecturer(s)</td>
<td>CONTACT</td>
</tr>
<tr>
<td>Name: Rosario Gutiérrez Carreras</td>
<td></td>
</tr>
<tr>
<td>Phone (ext): 91 456 63 00 (5666)</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:roscarreras@ceu.es">roscarreras@ceu.es</a></td>
<td></td>
</tr>
<tr>
<td>Office:</td>
<td></td>
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</tbody>
</table>

2.- TUTORIALS:

For any queries students can contact lecturers by e-mail, phone or visiting their office during the teacher’s tutorial times published on the students’ Virtual Campus.
3. COURSE DESCRIPTION

This subject deals with current issues, such as human rights, the clash of civilizations, political and religious violence, totalitarianism or the power that science wields in society. It does not intend to be a display of Universal Contemporary History, sensu stricto. Indeed, this subject is somewhat related to what is called “Immediate History”; its basic chronological axis is the XXth century, with a view to a full understanding of the historical and cultural forces which have shaped our current times, and with special focus on the ancient, medieval and modern roots of our civilization.

The main introductory goal is to explain the different historical structures and forces which were at work after the French Revolution. The so called longue durée (“long duration times”) will be our starting point, to proceed, not only from the analysis of the contemporary age, but also from a multidisciplinary approach to the formation of our current world through ideologies, society, politics and science and their effects and consequences. All in all, the approach will be directed to a long view, without it having too rigid chronological or disciplinary restrictions. Special attention will be paid to art, science and culture, in order to acquire a better understanding of political and social phenomena.

4. SKILLS

1.- SKILLS

<table>
<thead>
<tr>
<th>Code</th>
<th>Basic and General Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS1</td>
<td>Students should have demonstrated that they have gained knowledge of and understand an area of study at a level beyond secondary that, even though based on advanced text books, it also includes aspects that are acquired from knowledge deriving from the state-of-the-art of the field of study.</td>
</tr>
<tr>
<td>BS3</td>
<td>Students should have the capacity to collect and interpret relevant data (usually within their area of study) to form opinions based on reflection on relevant topics of a social, scientific or ethical nature.</td>
</tr>
<tr>
<td>BS4</td>
<td>Students should be capable of communicating information, ideas, problems and solutions to both a specialist and non-specialist audience.</td>
</tr>
<tr>
<td>GS1</td>
<td>Capacity for analytical and critical thinking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Specific Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCS3</td>
<td>Capacity to reflect on the fundamentals of Western thinking.</td>
</tr>
<tr>
<td>CCS4</td>
<td>Capacity of analysis and synthesis of social realities and schools of thought that influence the historical development of mankind.</td>
</tr>
<tr>
<td>CCS5</td>
<td>A critical awareness of the relationship between present-day thinking and processes and those of the past.</td>
</tr>
<tr>
<td>CCS6</td>
<td>An introduction to the ability to perceive the place that man occupies in nature and society</td>
</tr>
<tr>
<td>CCS7</td>
<td>Capacity to reflect on the deep significance of the existence of man.</td>
</tr>
</tbody>
</table>

2.- LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
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<tbody>
<tr>
<td>To identify the current historical landmarks.</td>
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<tr>
<td>To learn about the common background of our civilization.</td>
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</tbody>
</table>
To know the elements of the culture of our times.
To assess the present and future in a critical way from the study of history.

5. EDUCATIONAL ACTIVITIES

1.- DISTRIBUTION OF STUDENTS` ASSIGNMENT:

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>On-campus hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA1</td>
<td>Lecture</td>
<td>3</td>
</tr>
<tr>
<td>EA2</td>
<td>Seminar</td>
<td>47</td>
</tr>
<tr>
<td>EA3</td>
<td>Individual Practices</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL Hours</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Not on-campus hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA0</td>
<td>Independent Work</td>
<td>120</td>
</tr>
</tbody>
</table>

2.- EDUCATIONAL ACTIVITIES:

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>DEFINITION</th>
</tr>
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<tbody>
<tr>
<td><strong>EA1 Lecture</strong></td>
<td>Educational activity focused especially on the competence of the students to acquire the basic knowledge of the field of Economic Science and its interrelation as well as basic knowledge of the disciplines related to Economics, both from a theoretical and applied point of view. Priority is given to the transmission of knowledge by the professor, requiring of the student prior preparation or subsequent study.</td>
</tr>
<tr>
<td><strong>EA2 Seminar</strong></td>
<td>Educational activity focused especially on the competence of the students to develop the learning skills enabling them to assimilate content acquired beforehand, while relating economic concepts and those of similar and/or auxiliary disciplines and different theoretical and methodological aspects. Students study each subject in depth to a large extent independently. This educational activity is also centered on encouraging students to acquire the skills necessary to communicate their conclusions—and the understanding and underlying reasons supporting them—to both the specialist and non-specialist public clearly and unequivocally. Priority is given to the participation of students and their sharing of the reasoned interpretation of knowledge and the sources of their fields of study, all of which is coordinated by the professor.</td>
</tr>
<tr>
<td><strong>EA3 Practical Workshop</strong></td>
<td>Educational activity focused especially on the competence of the students to use specific methodologies for resolving problems of a practical nature encountered by economists in their most applied aspects and/or the information technology tools relevant to each subject. Priority is placed on students undertaking practical activities focused on data manipulation and selection of quantitative and/or qualitative information for purposes of extracting/drawing relevant conclusions.</td>
</tr>
<tr>
<td><strong>EA0 Independent Work</strong></td>
<td>Educational activity whereby students independently manage their own learning by the study of the course material.</td>
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</table>
6. ASSESSMENT OF LEARNING

1.- CLASS ATTENDANCE:

- In order to be eligible for examination by continuous assessment students must attend at least 75% of scheduled class time (attendance sheets will be used). As students may be absent 25% of the classes, no attenuating circumstances will be accepted for absences.

2.- ASSESSMENT SYSTEM AND CRITERIA:

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE1</td>
<td>Written examination of essay-type questions</td>
<td>40%</td>
</tr>
<tr>
<td>SE3</td>
<td>Written examination on reasoning questions</td>
<td>40%</td>
</tr>
<tr>
<td>SE6</td>
<td>Individual work</td>
<td>15%</td>
</tr>
<tr>
<td>SE12</td>
<td>Oral presentation and expositions</td>
<td>5%</td>
</tr>
</tbody>
</table>

ORDINARY EVALUATION
There will be two exams throughout the semester. The first one will account for 30% of the final grades, and it will consist of essay type questions. The students will also have to submit their individual papers -15% in their final grades. An additional 5% will be drawn from the presentation of the paper.
The final exam will be 50% of the final grades, and it will be patterned in the same way as the first one. Once the schedule has been set in advance, and to guarantee the same conditions for all students, the programmed activities will not be held twice, but for exceptional reasons.

EXTRAORDINARY EVALUATION
Those students who did not pass in the ordinary exam will take a written exam—essay type questions. It will be 80% of the final grades. The remaining 20% will be drawn from the individual paper (15%), along with the presentation (5%).

7. COURSE SYLLABUS

1.- COURSE SYLLABUS:

THEORETICAL:

UNIT 1. REVOLUTION AND REACTION. THE FRENCH REVOLUTION
1.1. Background
1.2. Some reflections on the French Revolution: Cochin and Furet
1.3. Reform attempts, governmental crises, the Estates General
1.4. The National Assembly. The Legislative Assembly
1.5. The National Convention. Systematic Terror
1.6. Church and Revolution
1.7. Antirevolutionary reaction and consolidation: Bonaparte
1.8. Revolution vs. reaction: 1820-1830-1848

UNIT 2. TOTALITARIANISM
2.1. Communism in Russia
2.1.1. Bolsheviks and Mensheviks
2.1.2. 1905 Revolution: general rehearsal
2.1.3. 1917: The Bolshevik Revolution
2.1.4. Stalin’s Rise to Power
2.1.5. Five-year plans, purges, World War
2.1.6. Changes inside the USSR
2.2. The fascist movement in Italy
2.2.1. Post-war situation; the USSR influence
2.2.2. The March on Rome
2.2.3. Mussolini, premier of Italy
2.2.4. Italy under Fascism
2.2.5. The end of Fascism
2.3. The German Nazi Régime
2.3.1. The Versailles Treaty. Its impact on Germany
2.4. The diktat; unemployment; unrest; parliamentary estimates
2.5. The policy against unemployment
2.6. Three decisive nights
2.7. The fall of the Nazi Régime. The Nuremberg Trials

UNIT 3. THE SECOND SPANISH REPUBLIC
3.1. The Restoration crisis
3.2. Primo de Rivera’s Dictatorship
3.3. The fall of the Monarchy
3.4. The Provisional Government. The Law for the Defense of the Republic
3.5. The Constitution of 1931
3.6. Reforms during the social bienio (Azaña)
3.7. The Radical-CEDA bienio
3.8. October revolution, 1934
3.9. The Popular Front and the Tragic Spring 1936
3.10. After the Second Republic

UNIT 4. TWO WORLDS APART (1945-1989)
4.1. World War II Aftermath
4.2. The USSR under Stalin (1945-1953)
4.3. The USA
4.4. Western Europe from the end of WW II
4.5. Cold War
4.6. Russia from Kruschev to Gorbachev
4.7. Soviet Imperialism: Eastern Europe
4.8. China under Mao
4.9. Latin America during the Cold War
4.10. NATO and the Warsaw Pact: the nuclear war threat
4.11. Decolonization

UNIT 5. THE WORLD NOWADAYS
5.1. After the Berlin Wall Fall
5.2. Conflicts in the Middle East
5.3. Islamic fundamentalism
5.4. The USA: from Reagan to Obama
5.5. The European Union
5.6. The Balkan Conflict
5.7. Russia and China after 1989
5.8. The Third World
5.9. The rising star of capitalism: the problems it poses

UNIT VI. SCIENCE, TECHNOLOGY, SOCIAL CHANGE
6.1. Inventions, machinery, energy sources in the XIXth century
6.2. New theories in physics: applications
6.2.1. Electricity: Faraday, Maxwell and Hertz
6.2.2. Light: Roemer, Huygens, Fresnel
6.2.3. Relativity: Einstein
6.2.4. Quantum mechanics: Max Planck, Niels Bohr
6.3. ADN, Genetics
6.4. Biophysics, Biochemistry
6.5. John Von Neumann and computers
6.6. Dependence on Technology

8. BIBLIOGRAPHY

1.- BASIC BIBLIOGRAPHY:


2.- ADDITIONAL BIBLIOGRAPHY:

3.- WEB RESOURCES:

- http://jch.sagepub.com/ Journal of Contemporary History
- http://journals.cambridge.org/action/displayJournal?jid=CEH Contemporary European History
- http://www.fordham.edu/Halsall/mod/modsbook13.asp Fordham University Modern History

9. ATTITUDE IN THE CLASSROOM

1.- REGULATIONS

Any irregular act of academic integrity (no reference to cited sources, plagiarism of work or inappropriate use of prohibited information during examinations) or signing the attendance sheet for fellow students not present in class will result in the student not being eligible for continuous assessment and possibly being penalized according to the University regulations.

The teaching unit will decide, in each case, the sanction that will be applied to those students who are expelled from the classroom.

10. EXCEPTIONAL MEASURES

Should an exceptional situation occur which prevents continuing with face-to-face teaching under the conditions previously established to this end, the University will take appropriate decisions and adopt the necessary measures to guarantee the acquisition of skills and attainment of learning outcomes as established in this Course Unit Guide. This will be done in accordance with the teaching coordination mechanisms included in the Internal Quality Assurance System of each degree.