

Course Description

KEYS TO CONTEMPORARY HISTORY

YEAR 1/ SEMESTER 1

***DEGREE: INTERNATIONAL RELATIONS AND EUROPEAN
UNION***

MODALITY: ATTENDANCE IS REQUIRED

ACADEMIC YEAR 2021/2022

SCHOOL OF LAW

1. COURSE/SUBJECT IDENTIFICATION

1.- COURSE/SUBJECT:

Name: KEYS OF CONTEMPORARY HISTORY		
Sigma Code: 12240		
Year course is taught: 1	Semester when the course is taught: 1	
Type: Core subject	ECTS: 6	Hours ECTS: 30
Language: Spanish and English	Modality: Attendance is required	
Degree in which the course is taught: European Union and International Relations		
School where the course is taught: Law		

2.- ORGANIZATION OF THE COURSE:

Departament: Humanities
Area of knowledge: Contemporary History

2. LECTURERS OF THE COURSE/ SUBJECT

1.- LECTURERS OF THE COURSE/SUBJECT:

Responsible of the course	CONTACT
Name:	Juan Galbis de la Mora, PhD
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Lecturer	CONTACT
Name:	Rosario Gutiérrez Carreras
Phone (ext):	914568407 Ext.: 15666
Email:	roscarreras@ceu.es
Office:	Julián Romea, 20, 0.02C

Lecturer	CONTACT
Name:	Eduardo Baura García, PhD
Phone (ext):	914568407
Email:	eduardo.bauragarcia@ceu.es

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. 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.

4. COMPETENCIES

1.- COMPETENCIES:

Code	Basic and General Competencies
BC1	Students should be able to show their knowledge in the field of learning. Even though part of this subject might have been dealt with in previous grades in secondary school, at present it is focused on a higher level of learning. Part of the stress is placed on recent research.
BC3	Students should be able to gather and interpret relevant data, usually in their area of learning, in order to reflect on important issues in the fields of society, science and ethics
BC4	Students should be able to convey information, ideas, problems and solutions, both to an expert and non-expert audience

Code	Cross-Curricular Competencies
CC2	To assess the relationship between the person and society, focusing on its real implications
CC3	To know and tell the difference between the diverse trends in Ethics
CC4	Capacity to reflect on social rules and values
CC5	To ethically assess human behaviour
CC6	To study the influence of both society and trends of thought on historical events. Special emphasis will be placed on historical facts concerning the field of knowledge of our degree studies
CC7	Capacity to reflect on historical processes

2.- LEARNING OUTCOMES:

Code	Learning Outcomes
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- The student will acquire some reasoned and critical knowledge of the past, in order to be able to understand our current times.
- To acquire some basic understanding of the main facts and processes, through change and continuity in humankind, from a diachronic perspective, from the past down to our current times.
- The student will be aware of the possibility of changes in historical issues and problems, according to the different contexts in politics, culture and society.

5. LEARNING ACTIVITIES

1.- DISTRIBUTION OF STUDENTS' ASSIGNMENT:

Total Hours of the Course	180
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Code	Name	On-Campus Hours
LA1	Lecture	6
LA2	Seminar	50
LA3	Group Work	2
LA4	Synthesis Work	7
TOTAL On-Campus Hours		63

Code	Name	Not On-Campus Hours
LA5	Self Student Work	120

2.- DESCRIPTION OF LEARNING ACTIVITIES:

Activity	Definition
LA1. Lecture	Learning activity oriented preferably to the competence of acquisition of knowledge (competence 1 MECES) and representative of more theoretical subjects. This activity gives priority to the transmission of knowledge by the professor, with the previous preparation or later study from the student.
LA2. Seminar	Learning activity which highlights the participation of the student in the reasoned interpretation of the contents and the sources of the area of study. It is oriented preferably to the competence of the application of knowledge (competence 2 MECES), and also to the ability of gathering, interpreting, and judging information and relevant data (competence 3 MECES). It is representative of mixed profile activities or subjects; theories and practices.
LA3. Group Work	Learning activity oriented preferably to the acquisition of competencies in the field of the transmission of knowledge (CB4 MECES); this activity gives priority to the students' work, as far as effective transmission on the side of the student is concerned.
LA4. Synthesis Work	Learning activity oriented preferably to the skill or ability to gather, interpret and discern relevant information and data (CB3 MECES); it also applies to the acquisition of learning skills (CB5 MECES); it is relevant for the subject

	final assignment and for the Degree Final Project; it gives priority to self student work.
LA5. Self Student Work	The students will work by themselves: they will read and analyse compulsory readings, search for information –on the professor’s guidance-, as well as go through the intranet-uploaded documents. They will work on the seminars in advance and study for the exams.

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:

ORDINARY EXAM (Continuous Assessment)			
Code	Name	Minimum grades required	Percentage
AS1	Oral presentation		5%
AS2	Written exam		80%
AS5	Assignments		10%
AS6	Class participation		5%

RESIT EXAM (EXTRAORDINARY EXAMINATION)			
Code	Name	Minimum grades required	Percentage
AS2	Written exam		100%

3.- DESCRIPTION OF ASSESSMENT CRITERIA:

Assesment criteria	Definition
AS1. Oral presentation	Presentation of seminar or group work (5%). Video dissertation on a reading, as told by the professor.
AS2. Written Exam	Tests, short questions, essay-like questions, exercises, practice. There will be a mid-term exam (20%) and a final exam (60%). If a student does not take the final exam, he/she will be graded as “absent-non graded”. The records in the continuous assessment will not be taken into account, should this be the case
AS5. Assignments	Reviews, research projects, reports, legal opinions. The student will work on a reading assignment, whose topic will be proposed by the professor (10%).

AS6. participation	Class	Participation in the class (5%).
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7. COURSE PROGRAMME

1.- COURSE PROGRAMME:

PROGRAMME:

Unit 1. The Modern Revolutions
Unit 2. The Industrial Revolution
Unit 3. Colonialism
Unit 4. Totalitarianism
Unit 5. The World after World War II
Unit 6. The Cold War: Two Worlds Apart
Unit 7. The World after the Fall of the Berlin Wall
Unit 8. The World Nowadays

8. RECOMMENDED READING

1.- ESSENTIAL BIBLIOGRAPHY:

HOWARD, Michael and LOUIS, WM Roger: *The Oxford History of the Twentieth Century*, Oxford Univ. Press, 2002.
MARTÍNEZ RODA, Federico (Dir.): *Historia del mundo contemporáneo. De la revolución a la globalización*, Ed. Tirant lo Blanch, Valencia, 2010.
PAREDES ALONSO, Javier (Dir.): *Historia Universal Contemporánea*, Ed. Ariel, Barcelona, 2010.

2.- ADDITIONAL BIBLIOGRAPHY:

ALLEN, Robert C.: *The Industrial Revolution. A very short introduction*, Oxford University Press, Oxford, 2017.
ALONSO MARCOS, Antonio: *Los cambios sociales en la Historia Contemporánea*, Ed. Dykinson, Madrid, 2016.
ALTABLE YAGÜE, Juan: *Oriente Próximo. Las claves del conflicto*, Sílex, Madrid, 2000.
ÁLVAREZ DE TOLEDO, Alonso: *Notas a pie de página*, Marcial Pons Historia, Madrid, 2013.
BÁRCENAS MEDINA, Luis Andrés; LÓPEZ JIMÉNEZ, José Ángel: *Los conflictos congelados de la Antigua Unión Soviética*, Ministerio de Defensa, Madrid, 2012.
BAYLY, Christopher A.: *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*, Blackwell, Oxford, 2004.
BLANNING, T. C. W.: *The Nineteenth Century: Europe 1789-1914*, Oxford University Press, Oxford, 2000.
BLOM, Philipp: *The Vertigo Years: Europe, 1900-1914*, Basic Books, New York, 2010.
BUSTELO, Pablo: *Chindia. Asia a la conquista del siglo XXI*, Ed. Tecnos, Madrid, 2010.
CARRERE D'ENCAUSSE, Hélène: *Lenin*, Holmes & Meier, New York-London, 2001.
COMELLAS, José Luis: *Historia breve del mundo contemporáneo*, Ed. Rialp, Madrid, 2007.
CORTÉS LÓPEZ, José Luis: *Historia Contemporánea de África*, Mundo Negro, Madrid, 2001.
COURTOIS, Stéphane (ed.): *The Black Book of Communism: Crimes, Terror, Repression*, Harvard Univ. Press Cambridge, Massachusetts/London, 2015.
COBBAN, Alfred: *The Social Interpretation of the French Revolution*, Cambridge University Press, Cambridge, 1999.
COCHIN, Augustine: *La crise de l'historiographie révolutionnaire: Taine et M. Aulard*, Paris, 1909.
FURET, François: *Interpreting the French Revolution*, Cambridge University Press, Cambridge, 1997.
FURET, François: *The Passing of an Illusion. The Idea of Communism in the Twentieth Century*, University of Chicago Press, Chicago-London, 1999.
FURET, François: *La revolución a debate*, Ed. Encuentro, Madrid, 1999.
FUSI, Juan Pablo: *La patria lejana. El nacionalismo en el siglo XX*, Taurus, Madrid, 2003.
GADDIS, John Lewis. *The Cold War*, Penguin Books, London, 2011.
GAXOTTE, Pierre: *The French Revolution*, Enigma Books, London, 2017.
HARDEN, Blaine: *Escape from Camp 14: One Man's Remarkable Odyssey from North Korea to Freedom in the West*, Penguin Books, New York, 2015.
HOGAN, Michael J.: *The End of the Cold War. Its Meaning and Implications*, Cambridge Univ. Press, 1997.

IBRAHIM, Raymond: *Sword and Scimitar: Fourteen Centuries of War Between Islam and the West*, Da Capo, New York, 2018.
 JOHNSON, Paul: *The Birth of the Modern. World Society, 1815-1830*, Harper Collins, New York, 1991.
 JOHNSON, Paul: *Modern Times: A History of the World From the 1920s to the Year 2000*, Orion Pub., New York, 2006.
 JUDT, Tony: *Postwar: A History of Europe Since 1945*, Penguin Books, London, 2005.
 KATES, Gary (Ed.): *The French Revolution: Recent Debates and New Controversies*, Routledge, New York, 2006.
 KENNEDY, Paul: *The Rise and Fall of the Great Powers. Economic Change and Military Conflict from 1500 to 2000*, Lexington Books, New York, 1989.
 LUKACS, John: *A Short History of the Twentieth Century*, Belknap Press, Harvard Univ. Press, Cambridge MA, 2013.
 McMEEKIN, Sean: *The Russian Revolution. A New History*, Basic Books, New York, 2017.
 MARTÍN DE LA GUARDIA, Ricardo: *1989, el año que cambió el mundo. Los orígenes del orden internacional después de la Guerra Fría*, Ed. Akal, Madrid, 2012.
 MAZOWER, Mark: *Dark Continent: Europe's Twentieth Century*, Penguin Books, London, 1998.
 MAZOWER, Mark: *Hitler's Empire: Nazi Rule in Occupied Europe*, Penguin Books, London, 2008.
 PAYNE, Stanley G.: *Civil War in Europe, 1905-1949*, Cambridge University Press, Cambridge, 2011.
 PINCUS, Steve: *1688. The First Modern Revolution*. Yale University Press, New Haven, 2011.
 PIPPES, Richard: *The Russian Revolution*, Vintage Books, New York, 2011.
 WESTAD, Odd Arne: *The Cold War: A World History*, Basic Books, New York, 2019.

4.- WEB RESOURCES:

<http://roai.mcu.es/es/inicio/inicio.cmd>
<http://www.mcu.es/museos/MC/CERES/index.html>
<http://www.ine.es/inebaseweb/libros.do?tnp=25687>
<http://hemerotecadigital.bne.es/cgi-bin/Pandora>
<http://dp.la/>
<http://www.google.es/publicdata/directory?hl=es&dl=es>
<http://datos.bancomundial.org/>
<http://uwdc.library.wisc.edu/collections/FRUS>
<http://www.wilsoncenter.org/program/cold-war-international-history-project>
http://toolingup.stanford.edu/?page_id=1173
<http://republicofletters.stanford.edu/>
<http://www.europeana.eu/>
<http://www.wdl.org/es/>

1.- REGULATIONS:

The students will behave accordingly to the rules of their school and of the university, They will attend their lessons on time and take an active part in them; they will also work and make the exercises as required.

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.