



**CEU**  
*Universidad  
San Pablo*

## **COURSE DESCRIPTION**

**HISTORY AND SOCIETY**

**1<sup>ST</sup> YEAR |**

**DEGREE**

**IN-CLASS TEACHING**

**ACADEMIC YEAR**

**SCHOOL OF**

## 1. COURSE/SUBJECT IDENTIFICATION

### 1.- COURSE/SUBJECT:

Name: History and Society		
Code:		
Year(s) course is taught:	Semester(s) when the course is taught:	
Type: Basic subject	ECTS of the course: 6	Hours ECTS: 30
Language: English	Modality: In-class teaching	
Degree(s) in which the course is taught: Economics (Minor in Finance and Minor in International Business)		
School which the course is taught: School of Business and Economics		

### 2.- ORGANIZATION OF THE COURSE:

Department:
Area of knowledge: History of Thought and Social and Political Change

## 2. LECTURERS OF THE COURSE/SUBJECT

### 1.-LECTURERS:

Responsible of the Course	CONTACT
Name:	Alejandro Rodríguez de la Peña, PhD.
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Email:	<a href="mailto:arodriguez@ceu.es">arodriguez@ceu.es</a>
Office:	Paseo Juan XXIII, 6. Office 18.
Lecturer	CONTACT
Name:	Rosario Gutiérrez Carreras
Phone (ext):	914568407 (5666)
Email:	<a href="mailto:roscarreras@ceu.es">roscarreras@ceu.es</a>
Office:	

### 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. COMPETENCIES

#### 1.- COMPETENCIES

Code	Basic and General Competencies
BS1	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 at a higher level of learning. Part of the stress is placed on recent research.
BS3	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 or ethics.
BS5	Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía. The students should be provided with the right learning tools, so as to be able to keep on studying without too much assistance.
GS1	The students should be provided with the means to think, analyse and criticise, both in written and oral expression.

Code	Cross Curricular Skills
CCS2	Capacity to be critically aware of social realities and schools of thought.

Code	Specific Competencies
SS4	The students should learn about the past events in the history of mankind, so as to better understand our times. They should also be aware of the main facts and changes in mankind, from the past down to our days.

#### 2.- LEARNING OUTCOMES:

Learning outcomes
The students will be able to exercise a critical mind; they will also be able to question orthodoxy on solid ground.

The students will acquire advanced knowledge of the main events in the history of mankind, from the perspective of time.

The students will be able to interpret information to base their conclusions about the changing nature of political, cultural and social contexts.

## 5. LEARNING ACTIVITIES

### 1.- DISTRIBUTION OF STUDENTS' ASSIGNMENT:

Total hours of the course	180
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Code	Name	On-campus hours
EA1	Lecture	50
EA2	Seminar	10
TOTAL Presence Hours		60

Code	Name	Not on-campus hours
EA6	Self study	120

### 2.- DESCRIPTION OF LEARNING ACTIVITIES:

Activity	Definition
<b>EA1 Lecture</b>	In-class educational activity, using the expository method, where priority is given to the teaching action of the professor.
<b>EA2 Seminar</b>	In-class seminar educational activity which, under the guidance of the professor, encourages collaborative learning among students and is focused on case studies and the subject matter to be studied in detail.

## 6. ASSESMENT 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.- ASSESMENT SYSTEM AND CRITERIA:

ORDINARY EXAMINATION (continuous assessment)		
Code	Name	Percentage
AS1	Final Exam	50%
AS1	First Exam	30%
AS2,	Individual paper	20%

AS3		
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Once the schedule has been fixed in advance, and to guarantee the same conditions for all students, the programmed activities will not be held a second time, but for exceptional reasons.

RE-TAKE EXAM/EXTRAORDINARY EXAMINATION		
Code	Name	Percentage
AS1	Exam	80%
AS2, AS3	Individual paper	20%

### 3.- DESCRIPTION OF ASSESSMENT CRITERIA:

Assesment criteria	Definition
<b>AS1</b>	Written test: Short Short answers test: true-false, multiple choice, and so forth, in written form.
<b>AS2</b>	Oral test: Oral presentation of different topics, studies, cases, projects, and so forth.
<b>AS3</b>	Practical tests: Written and/or oral tests comprising exercises, cases and problems based on real and/or fictitious data, on topics related to the course.

## 7. COURSE PROGRAMME

### 1.- COURSE PROGRAMME:

#### 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
- 1.9. Armed resistance: the French Vendée – Spanish Carlism

#### UNIT 2. TOTALITARIANISM

- 2.1. Communism in Russia
  - 2.1.1. Bolsheviki and Mensheviki
  - 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 Jruschev 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. RECOMMENDED READING

### 1.- ESSENTIAL BIBLIOGRAPHY:

McNeill, William H., *A History of Western Civilization*, The University of Chicago Press, 1986  
The related articles from *Encyclopaedia Britannica*, Online edition, 2009

### 2.- ADDITIONAL BIBLIOGRAPHY:

Cobban, Alfred, *A History of Modern France, 1715-1799* (2 vol.), 1990  
Courtois, Stéphane et al., *The Black Book of Communism: Crimes, Terror, Repression*, 1999  
Furet, François, *Interpreting the French Revolution*, 1981  
Gaxotte, Pierre, *The French Revolution*, 1932  
Jackson, Gabriel, *Civilization and Barbarity in 20th Century Europe*, 1999  
Kates, Gary et al., *The French Revolution: Recent Debates and New Controversies*, 2006  
Malefakis, Edward, *Agrarian Reform and Peasant Revolution in Spain: Origins of the Civil War*, 1971  
Payne, Stanley G., *Spain's First Democracy: the Second Republic 1931-1936*  
Taine, Hyppolite, *The Origins of Contemporary France* (Gutenberg Project)

Works by Henri Troyat (on Russian history and biographies)

Works by Sir Winston Churchill (on both World Wars)

Literature:

*A Tale of Two Cities*, by Charles Dickens

*The Scarlet Pimpernel*, by Baroness D'Orczy

*War and Peace*, by Leo Tolstoi

### 4.- 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

The student will behave in accordance with the University and School regulations. He must attend and be on time for the lessons; he must also take part in the learning process, by doing the required assignments or exercises.

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.

Should a student be expelled from the classroom, the sanction will be decided by the professors of the subject.