

Academic Year/course:

## 18296 - Keys of contemporary history

### Syllabus Information

---

**DEGREE::**

**CODE:** 18296

**YEAR COURSE IS TAUGHT:**

**YEAR:** 1

**SEMESTER:** Second semester

**TYPE:** Basic training

**ECTS:** 6.0

**LANGUAGE:**

SEMINARIOS: Group 900: Spanish

### 1. ORGANIZATION OF THE COURSE

#### DEPARTAMENT:

Humanities

#### AREA OF KNOWLEDGE:

Contemporary History

### 2. LECTURERS OF THE SUBJECT

Responsible of the Course	CONTACT
Name:	Juan Galbis de la Mora, PhD
Phone (ext):	914566300
Email:	<a href="mailto:jgalbis@ceu.es">jgalbis@ceu.es</a>

Lecturer(s)	CONTACT
Name:	M <sup>a</sup> del Rosario Gutiérrez Carreras
Phone (ext):	914566300
Email:	<a href="mailto:roscarreras@ceu.es">roscarreras@ceu.es</a>

#### 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

Code	Basic and General Competencies
BC1	That students have shown that they possess and understand knowledge in an area of study based

	on general secondary education, and usually reach a level which, although supported by advanced text books, includes aspects of knowledge stemming from the vanguard of their field of study.
BC3	That students have the capacity to gather and interpret relevant data (normally within their area of study) to make judgements which take into consideration relevant social, scientific or ethical themes.
BC4	That students are able to transmit information, ideas, problems and solutions both to a specialised and non-specialised audience.
GC1	Applying analytical and critical thinking and oral and/or written communication.

Code	Trasversal Competencies
TC6	To analyze the impact that social realities and currents of thought have on historical events in the frame of the studied degree.
TC7	To make reflexive value judgments about historical processes.

#### LEARNING OUTCOMES:

Code	Learning outcomes
	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

##### DISTRIBUTION OF STUDENTS' ASSIGNMENT:

Total hours of the course	<b>180</b>
---------------------------	------------

Code	Name	On-campus hours
LA1	Master class	2
LA2	Seminar	54
LA3	Lecture	4
LA5	Assessment test	4
TOTAL Presence Hours		<b>64</b>

Code	Name	Not on-campus hours
LA6	Independent work	<b>116</b>

##### DESCRIPTION OF LEARNING ACTIVITIES:

--	--

Activity	Definition
LA1 Master class	Classroom teaching activity which, based on expositive methodology, prioritises the teaching activity of the teacher.
LA2 Seminar	Seminar-Classroom teaching activity, under the guidance of the teacher, on an individual or group basis, geared towards the performance of exercises, resolution of problems or practical cases, demonstrating that the studied theory has been understood.
LA3 Lecture	Seminar-Classroom teaching activity, under the guidance of the teacher, geared towards producing critical reports, text commentaries or summaries based on the reading of books and/or research articles either on an individual or group basis.
LA5 Assessment test	Teaching activity geared towards assessing the acquisition of knowledge and/or skills by the student.
LA6 Independent work	Teaching activity in which students autonomously manage their learning via the study of teaching materials or activities indicated by teachers.

## 6. ASSESMENT OF LEARNING

### 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.

### ASSESSMENT SYSTEM AND CRITERIA:

ORDINARY EXAMINATION (continuous assessment)		
Code	Name	Percentage
AS1	Written tests, individual, which goal is to evaluate the acquisition of the theoretical and practical knowledge of the subject.	80%
AS3	Written tests, presented individually, which aim to assess the student's ability to apply the learning outcomes of the subject in a practical way.	10%
AS4	Assessment of the oral presentation of theoretical and/or practical contents.	10%

Students will take two written exams -mid-term, 30%, and final, 50%. Those students who do not take the final exam will be graded as 'absent?', even though they might have taken part in the continuous assessment process. To pass, students must get half of the maximum grades (5 ? 10). Readings will be graded through a paper (AS3, 10%) and an oral presentation (AS4, 10%).

### RESIT EXAMINATION

Students who fail the ordinary examination must resit. The exam will be the same pattern as the final one in the previous examination. It will be 80% of the final grades. The remaining 20% will be drawn from the paper and the oral presentation marks

## 7. COURSE PROGRAMME

**Unit 1. Contemporary Revolutions.** Introduction; The French Revolution: Background; Historical Facts: from the Pre-Revolution to the Directory; The Church and Revolution; Napoleon and the Restauration; Revolutionary Cycles (1820, 1830, 1848); Liberalism, Anti-Liberalism, Nationalism and Democracy.

**Unit 2. The Industrial Revolution.** General Features; Stages, Factors and Actors; Capitalism and its Consequences; Labour Movement and the theoretical approach to the *Social Question*; from *Utopian Socialism* to *Scientific Socialism*; the Emergence of the Social Teaching of the Church: Reflections on the *Social Question*.

**Unit 3. Colonialism.** Imperialism and Colonialism; Colonial Domination: Different Models, Philosophy; Spain and the New World: our Historical American Destiny.

**Unit 4. Totalitarianism.** Totalitarian Regimes: Similarities and Differences; Communism in Russia: Background, the 1905 Revolution; the 1917 Revolution and the Bolshevik Power; Stalin in Power: Five-Years Plans, Purges and World War II; Italian Fascism and German Nazism: Origins, Rise and Fall; The Spanish Second Republic; General Franco's Regime.

**Unit 5. The World after World War II.** The New Post-War International Order: The United Nations Organization; the USSR and the People's Democracies; the USA and the Western Bloc.

**Unit 6. The Cold War: Two Worlds Apart.** The Beginnings of the Cold War; The German Question, NATO and the Warsaw Pact; Asia: Mao's China and the Korean War; The Soviet Union: Satellite countries after Stalin's Death, Main Uprisings, Imposition of the Communist Model, *Limited Sovereignty Doctrine*; *Peaceful Coexistence* and Local Conflicts; The Cuban Missile Crisis; Hispanic America during the Cold War; Decolonization: Main Models and Scenarios; The Vietnam War; The Evolution of Franco's Regime: From Autarchy to Development Plans; The Spanish Political Transition to Democracy.

**Unit 7. The World after the Fall of the Berlin Wall.** Gorbachev's *Perestroika*; The Fall of the Berlin Wall and the Reunification of Germany; The Collapse of the USSR and its consequences; The Evolution of the USA and Europe after the failure of Communism in the West; Globalization and the *New Ideologies*.

**Unit 8. The World Nowadays.** New Threats to World Security: The Arab Springs and the Rise of Islamic Fundamentalism; The Emergence of China as a Superpower; The Uncertainty of the Geopolitical Panorama after the Invasion of the Ukraine by Putin; Spain as a Historical Project for the Future.

## 8. RECOMMENDED READING

### 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.

### ADDITIONAL BIBLIOGRAPHY:

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.

-*Lénine, l'inventeur du totalitarisme*, Perrin, Paris, 2017.

COBBAN, Alfred: *The Social Interpretation of the French Revolution*, Cambridge University Press, Cambridge, 1999.

COCHIN, Augustin: *La crise de l'histoire révolutionnaire: Taine et Aulard*, Paris, 1909.

FURET, François: *Interpreting the French Revolution*, Cambridge University Press, Cambridge, 1997.

-*The Passing of an Illusion. The Idea of Communism in the Twentieth Century*, University of Chicago Press, Chicago-London, 1999.

-*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.

-*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.
- 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.
- PIPES, Richard: *The Russian Revolution*, Vintage Books, New York, 2011.
- RAPPAPORT, Helen: *Ekaterinburg. The Last Days of the Romanovs* (2009) Accessed through: <https://agoravirtual.biblioteca.ceu.es/info/ekaterinburg-the-last-days-of-the-romanovs-00131168>
- WESTAD, Odd Arne: *The Cold War: A World History*, Basic Books, New York, 2019.

## 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://toolingup.stanford.edu/?page_id=1173)
- <http://republicofletters.stanford.edu/>
- <http://www.europeana.eu/>
- <http://www.wdl.org/es/>

## 9. ATTITUDE IN THE CLASSROOM

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.

## 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.

## 11. ATTACHMENTS

In the work sessions of the Exploria program to design the pilots for the new academic year 2022-2023, held on June 6 and 7, 2022, regarding the degrees of the Faculty of Economics in which CEU subjects are taught in the area of ??History of the The Ángel Ayala Institute of Humanities basically agreed on the following competencies/skills that a first-year student should have when they finish it:

- ? Individual work
- ? Enhance reading comprehension skills and improve the writing of our students
- ? Establish mandatory readings
- ? Data analysis and ability to properly transmit information
- ? Teamwork
- ? Decision making
- ? Critical analysis capacity
- ? Oral and written communication

By virtue of this, on the part of this Institute of Humanities, it is made clear, as was already done in the aforementioned Exploria meeting, and it has been reiterated in previous ones, that all our subjects, given their philosophy, have expressly included in their guides teaching competencies and general, basic and transversal learning outcomes, which essentially coincide with the majority of those listed. In particular, we always include, within the evaluation systems, collected and defined in the aforementioned teaching guides, a written reading assignment and an oral presentation (which account for 20% of the final grade). However, and although, of course, the professors of the Institute will continue to abound in the classes and other teaching activities that we carry out in the aforementioned transversality, oriented, especially, in this case,

to the objectives of that Faculty of Economics, for the next course, for the time being, and until each one of us is assigned to teach in the different grades and groups in particular, we cannot detail them in great detail, without prejudice to doing so later.