

**Contemporary History**

Code: 100006  
ECTS Credits: 6

Degree	Type	Year	Semester
2500240 Musicology	OT	3	2
2500240 Musicology	OT	4	2
2500241 Archaeology	OT	3	1
2500241 Archaeology	OT	4	2

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: Yes

**Teachers**

Just Casas Soriano

Jordi Pomes Vives

Arnau Gonzalez Vilalta

**Prerequisites**

Basis of Modern and Contemporary History does not require previous specific knowledge or requirements. However, it is advisable the knowledge of foreign languages and read general books about Modern and Contemporary History

**Objectives and Contextualisation**

The History Degree, where is contextualized Basis of Modern and Contemporary History, will allow access a basic knowledge of the main events and processes of change and continuity of Humanity in a diachronic perspective, from Prehistory to nowadays. The dimension of historical knowledge should be as wide as possible because contributes to develop the capacity to understand historical and cultural diversity. The History Degree will provide some first notions about the different thematic approaches of Historical science (social, political, economic, gender, ideological, cultural), as well as theory and methodology of History (debates and historiographical perspectives). This knowledge will be enhanced, obviously, in others courses.

In this framework, Basis of Modern and the Contemporary History means the last part, chronologically, of the History Degree. For this reason, the course shows a specific treatment of the themes and periods about Modern and Contemporary History.

**Competences**

#### Musicology

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### Archaeology

- Contextualizing and analysing historical processes.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### Learning Outcomes

1. Contextualise historical processes and analyse them.
2. Identifying the context of the historical processes.
3. Identifying the social, economic and political structures of the contemporary world.
4. Identifying the specific methods of History and its relationship with the analysis of particular facts.
5. Identifying the specific methods of history and their relationship with the analysis of particular facts.
6. Interpret the plurality and heterogeneity of the cultural development of humanity.
7. Interpreting and analysing documentary sources.
8. Interpreting material sources and the archaeological record.
9. Mastering the diachronic structure of the past.
10. Organising and planning the search of historical information.
11. Recognising the historical processes that led to the contemporary society.
12. Using proper working methods for the Late Modern History.
13. Using specialized knowledge acquired in an interdisciplinary context when debating.
14. Using the characteristic computing resources of the field of History.
15. Using the specific interpretational and technical vocabulary of the discipline.

### Content

- 1- Political change: from the French Revolution and its heirs to the creation of new states
- 2- Economic change: from the Industrial Revolution to the crack of 1929
- 3- Social change: from utopian socialism to the legacy of the Russian Revolution
- 4- Non-European world: imperialism and aftermaths
- 5- World in conflict: from fascism to the Cold War
- 6- Nowadays and future: Third World and Globalization

### Methodology

- Theoretical classes: master classes with TAC support and debate.
- Tutorial: Concerted sessions about doubts and specific contents of the subject, problems and seminars.
- Guided learning exercises.
- Personal study: Integration of the knowledge. Realization of schemes, conceptual maps, summaries.

-Reading texts and audiovisual materials. Writing works. Bibliographic information search: Comprehensive texts reading. Reviews, summaries and analytical comments. Audiovisual materials analysis. Search strategies information. Selection of different materials.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lecture, presentation and explanation by the teacher, encouragement to participate in classrooms debates. Theoretical or practical works.	60	2.4	1, 13, 9, 2, 5, 3, 7, 6, 8, 10, 11, 15, 12, 14
Type: Supervised			
Tutorials. Personal interview with the student and orientation about practical works.	15	0.6	1, 13, 9, 2, 5, 3, 7, 6, 8, 10, 11, 12, 14
Type: Autonomous			
Personal works about bibliography	75	3	1, 13, 9, 2, 4, 5, 3, 7, 6, 8, 10, 11, 15, 12, 14

## Assessment

The evaluation of this course consists of these parts:

- One written work or two written works with a value of 30% of the final grade of the course (15% each work in case of two works). The content may be recovered if the arithmetic mean of the three evaluation parts of the course is not 5 or more points. These will be retrieved in a final exam with all contents of the course.

- Two written exam. The content will be explained the first day of the course and its value is 70% of the final grade of the course, 35% each exam. The content may be recovered if the arithmetic mean of the three evaluation parts of the course is not 5 or more points. Written exam will be retrieved in a final exam with all contents of the course.

It will be "Not evaluable" if a student had delivered a percentage of evidence lower than 75% of the evaluation and if the arithmetic mean of the final grade of the course is lower 2 points.

At the time of completion/delivery of each assessment activity, the teacher will inform (Moodle, SIA) of the procedure and date of revision of the grades.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

The retrieval consists in a final exam with all the contents of the course, if the arithmetic mean of the three evaluation activities of the course is not 5 or more. The student must present a percentage of evidence of learning not less to 75% and the arithmetic average of the final grade of the course must be equal or greater than 2 points. It only allows approve and, therefore, the notewill be 5 points.

Calendar: Date will be established by the Faculty. It is the responsibility of the teachers and students to have knowledge of the date.

The teacher must schedule the final exam at least one week before the date of retrieval. Students must have had enough time to review the last evaluation before retrieval.

It is not allowed to take a recovery exam to increase the grade of the course. The retrieval only allows approved (5) or fail.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Written Exams	70% of the final grade of the course (35% + 35%)	0	0	1, 13, 9, 2, 4, 3, 7, 6, 8, 10, 11, 15, 12, 14
Written works	30%	0	0	1, 2, 5, 6, 10, 14

## Bibliography

### BASIC TEXTBOOKS

- BAYLY, C.A., El nacimiento del mundo moderno 1780-1914, Siglo XXI, Madrid, 2010.
- BRIGGS, A. i CLAVIN, P., Historia contemporánea de Europa 1789-1989, Crítica, Barcelona, 2000.
- FONTANA, J., El siglo de la revolución. Una historia del mundo desde 1914, Crítica, Barcelona, 2017.
- JUDT, T., Pensar el siglo XX, Taurus, Madrid, 2012.
- NASH, Mary, Mujeres en el mundo. Historia, retos y movimientos, Alianza, Madrid, 2004.
- VEIGA, F., El desequilibrio como orden. Una historia de la posguerra fría, 1990-2008, Alianza, Madrid, 2009.

### GENERAL BIBLIOGRAPHY

- ARÓSTEGUI, J., BUCHRUCKER, C. i SABORIDO, J. (dir.), El mundo contemporáneo: Historia y problemas, Crítica, Barcelona, 2001.
- BADE, K. J., Europa en movimiento. Las migraciones desde finales del siglo XVIII hasta nuestros días, Crítica, Barcelona, 2003.
- BETHELL, L. (ed.), Historia de América Latina, Crítica, Barcelona, 1992.
- BOURKE, J., La Segunda Guerra Mundial. Historia de las víctimas, Empúries, Barcelona, 2003.
- BUSQUETS, A. (coord.), Claus per a entendre la Xina del segle XXI, UOC, 2009.
- CORM, G., La fractura imaginaria. Las falsas raíces del enfrentamiento entre Oriente y Occidente, Tusquets, Barcelona, 2008.
- DDAA, Estudios postcoloniales: ensayos fundamentales, Proyecto Editorial Traficantes de Sueños, 2008.

- EVANS, R. J., El III Reich en el poder, 1933-1939, Península, Barcelona, 2005.
- FRIEDEN, J. A., Capitalismo global. El trasfondo económico de la historia del siglo XX, Crítica, Barcelona, 2006.
- FONTANA, J., Por el bien del imperio. Una historia del mundo desde 1945, Pasado & Presente, Barcelona, 2011.
- GONZÁLEZ CALLEJA, Socialismos y comunismos. Claves históricas de dos movimientos políticos, Paraninfo, Madrid, 2017.
- GRIMAL, H., Historia de las descolonizaciones del siglo XX, Iepala, Madrid, 1989.
- HOBSBAWM, E., La Era del Imperio, Crítica, Barcelona, 1990.
- HOBSBAWM, E., Historia del Siglo XX, Crítica, Barcelona, 1995.
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- KRUGMAN, P., El internacionalismo "moderno". La economía internacional y las mentiras de la competitividad, Crítica, Barcelona, 1997.
- LEFFLER, M. P., La guerra después de la guerra. Estados Unidos, la Unión Soviética y la Guerra Fría, Crítica, Barcelona, 2008.
- MAHBUBANI, K., ¿Pueden pensar los asiáticos?, Siglo XXI, Madrid, 2006.
- MARTÍNEZ CARRERAS, J. U., Historia de la descolonización, 1919-1986: las independencias de Asia y África, Istmo, Madrid, 1987.
- MEYER, J., Rusia y sus imperios (1894-2005), Tusquets, Barcelona, 2007.
- OVERY, R., El camino hacia la guerra. La crisis de 1919-1939 y el inicio de la Segunda Guerra Mundial, Espasa, Madrid, 2009.
- PAXTON, R. O., Anatomía del fascismo, Península, Barcelona, 2004.
- PROCACCI, G., Historia general del siglo XX, Crítica, Barcelona, 2001.
- VAN DER WEE, H., Prosperidad y crisis. Reconstrucción, crecimiento y cambio, 1945-1980, Crítica, Barcelona, 1986.
- VEIGA, F., DA CAL, E. U. i DUARTE, A., La paz simulada. Una historia de la Guerra Fría, 1941-1991, Alianza, Madrid, 1997.
- VIORST, M., Tormenta en Oriente Próximo. El choque entre el oriente musulmán y el occidente cristiano, Debate, Barcelona, 2006.
- ZAMORA RODRÍGUEZ, A., Ensayo sobre el subdesarrollo. Latinoamérica, 200 años después, Foca, Madrid, 2008.

## **Software**

None.