



PRESENTACIÓN

Breve descripción: Contemporary World History explores the major factors that have shaped the global society since the 18th century. The course evaluates the history of various peoples, ideas, power dynamics, conflicts, political and economic developments in a thematic and chronological manner, offering an opportunity to gain a deeper understanding of the issues that affect daily life and the challenges confronting our world society. Topics covered include wars and revolutions, the formation of ideologies and empires, world trade networks, migration patterns, cultural shifts and conflicts. Through critical analysis and discussions, students can explore how historical events and ideas have influenced the contemporary world. Our aim is to explore the complex tapestry of human history and develop a nuanced understanding of our interconnected world and the challenges of our global society.

- **Course Name:** Contemporary World History
- **Degree and Faculty:** Philosophy, Politics and Economics (PPE)
- **Year and Semester:** 1er
- **Course Category:** Compulsory
- **Number of Credits under the European Credit Transfer System (ECTS):** 6 ECTS
- **Module 2:** Politics and Society
- **Subject 2:** Society, Culture and Communication in the Contemporary World
- **Teaching Language:** English
- **Course Teacher:** Dr Santiago de Navascués
- **Schedule and Location:** Wednesday and Friday from 10:00 to 12:00. Aula B4 Edificio Amigos S1

COMPETENCIAS

CG3 Comprender, analizar y evaluar de manera crítica los elementos configuradores del ser humano y de la sociedad actual en sus múltiples dimensiones: antropológica, histórica, cultural, política, social y económica.

CB1 Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.

CB4 Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.

CB5 Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.

CE1 Identificar y analizar los elementos más significativos que conforman las diferentes realidades sociales para interpretarlas desde un enfoque sistémico, que integre las áreas de conocimiento del Grado (filosofía, política y economía).

CE3 Valorar y contrastar las distintas teorías políticas, económicas, o sociológicas que explican la organización particular de las sociedades contemporáneas.



CE8 Conocer las teorías políticas y sociológicas más representativas sobre la sociedad y la acción humana en sociedad.

CE12 Reflexionar, desde una perspectiva histórica, sobre la dimensión ética de la actividad económica y su capacidad para configurar realidades sociopolíticas particulares.

CE13 Identificar los elementos relevantes del entorno económico globalizado, valorando su coherencia con otros parámetros normativos de índole política o filosófica.

PROGRAMA

The course is divided into eight study blocks, in which we will mainly work on political, economic and social history from a global perspective:

Block 1: The Atlantic Revolutions: the legacy of the Enlightenment and its impact on global history

Block 2: The legacy of the 19th century: empire, race and nation.

Block 3: The Industrial Revolution and its consequences

Block 4: The Age of Extremes: from the First World War and the Age of Revolutions

Block 5: The rise and fall of totalitarian empires: the Second World War and its aftermath

Block 6: Towards a New Global Paradigm: The Cold War

Block 7: The emergence of the non-western world: decolonisation and globalisation

Block 8: Towards a new world order: from the revolutions of 1968 to the fall of the Berlin Wall

ACTIVIDADES FORMATIVAS

A. Learning activities:

- Attendance to Master Classes (60 hours)
- Elaboration of guided work (50 hours)
- Case studies and in-person practical activities (10 hours)
- Personal study (30 hours)

B. Assessment:

- Class interventions and tutorials: 10%
- Elaboration and presentation of guided work: 50%, which consists on:
 - Written Historical Report on the History of European Integration (20%);
 - Oral presentation of the research (30%)
- Final Exam: 40%

EVALUACIÓN



CONVOCATORIA ORDINARIA

Class interventions and tutorials

The first element of the summative assessment consists of participation in the weekly in-class and tutorial/seminar sessions. This assessment exercise is gradable and counts for 10 % of the course mark.

Further to the week-to-week arrangements that the Course Teacher makes in class, the expectation is that students, with the benefit of their prior study of the reading assignment, prepare to debate alternative answers to issue-type questions in a Socratic dialogue – with the Course Teacher and with each other, individually and collectively.

Elaboration and presentation of guided work: Exploring the European Integration (PPE Insights)

Through the PPE Insights project, we will elaborate a group report. The objective of this second element of assessment is to present a comprehensive overview of the European Union's history, decade by decade, and examine the pivotal moments in the formation of the Welfare State.

The class will be divided into teams for this task. Each team will be assigned to a specific decade within the history of the European Union, starting from 1950. Each team will be responsible for studying the political, economic, social, and cultural aspects of their designated decade.

You will have to do research and Analysis:

1. **General Study:** In their research, teams will explore the major events, policies, and trends that characterized their assigned decade. This research should cover political developments, economic policies, social changes, and cultural shifts.
2. **Welfare State Investigation:** Within the broader study of their decade, teams will delve deeper into the milestones and key moments that contributed to the formation of the welfare state in Europe. They will focus on understanding the concepts, policies, and initiatives that shaped the welfare state during their assigned period.
3. **Selecting a Specific Milestone:** Each team will choose one specific milestone or event related to the formation of the welfare state within their assigned decade. It can be a congress, the signing of a significant treaty or act, or any other critical moment in European integration history. E.g. the Treaties of Rome, the first Common Agricultural Policy, the Maastricht Treaty, or the introduction of the Euro.

Presentation Preparation:

1. **Panoramic Oral Presentation:** Teams will prepare a panoramic oral presentation to showcase their findings. This presentation should provide a comprehensive overview of the assigned decade, covering political, economic, social, and cultural dimensions.
2. **Detailed Examination of the Chosen Milestone:** In their presentation, teams will also dedicate a section to a detailed analysis of the selected milestone. They should explain its significance, its impact on European integration and the welfare state, and discuss any relevant aspects related to the milestone.
3. **Presentation Delivery:** Each team will deliver their oral presentation to the class, providing an engaging and informative overview of their assigned decade and the selected milestone,



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Q&A and Discussion: Following each presentation, there will be a question-and-answer session and a class discussion to deepen the understanding of the presented material and foster critical thinking.

Evaluation: The presentations will be evaluated based on the teams' ability to provide a comprehensive overview of the decade, their thorough examination of the selected milestone, clarity of expression, and engagement with the audience during the Q&A session.

By engaging in this team activity, students will gain a holistic understanding of the European Union's history, the dynamics of the welfare state's formation, and the interplay between philosophy, politics, and the economy. They will develop research, presentation, and critical thinking skills while working collaboratively.

Final Exam

The course will culminate in a comprehensive Final Exam designed to evaluate the acquired knowledge and analytical abilities of the students. The exam will consist of two parts, each assessing different aspects of the course content.

Part 1: Global History Questions

This section will include a series of relational and developmental questions that explore global historical issues. Students will be required to demonstrate their understanding of the historical context, key events, and their significance, as well as analyze the connections and developments within a global historical framework.

Part 2: Analysis of Primary and Secondary Sources

In this section, students will be presented with primary or secondary sources related to the course material, similar to the ones discussed in class. They will be expected to provide a comprehensive commentary on the sources, demonstrating their ability to critically evaluate and analyze historical evidence, identify key themes, and draw insightful conclusions.

The Final Exam will be evaluated based on the following criteria:

1. Accuracy and depth of knowledge demonstrated in addressing the questions or analyzing the sources
2. Coherence and clarity of the responses, showing a logical and well-structured argument
3. Effective use of historical evidence to support arguments and interpretations
4. Critical thinking skills exhibited through thoughtful analysis and evaluation
5. Engagement with the broader historical context and connections between events or sources
6. Language proficiency, including proper grammar, spelling, and academic writing conventions

The Final Exam serves as a comprehensive assessment of the knowledge acquired throughout the course, as well as the student's ability to engage in historical analysis, critical thinking, and effective communication.

CONVOCATORIA EXTRAORDINARIA



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For those students who must sit for the evaluation in June, the evaluation criteria will be as follows:

1. Final exam with the same contents as the December exam (50% of the grade).
2. Elaboration and presentation of guided work: Submission of an essay written under the supervision of the professor on any of the topics covered in the course (50%).

HORARIOS DE ATENCIÓN

Dr Santiago de Navascués (sdenavascue@unav.es)

- Despacho 2071 Edificio Ismael Sánchez Bella
- Horario de tutoría: lunes y miércoles de 12h a 14h

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