



Contemporary World History (PPE)
Guía docente 2025-26

PRESENTACIÓN

Breve descripción:

Contemporary World History explores the main forces that have shaped global society from the late 18th century to the present day. The course examines how diverse peoples, ideas, institutions, power dynamics, and economic and political developments have contributed to the formation of the modern world. It focuses on revolutions, wars, the rise and fall of empires, the creation of nation-states, ideological movements, and global conflicts.

Through a chronological and thematic approach, students will engage with primary and secondary sources to analyse key episodes such as the American and French Revolutions, the Industrial Revolution, the World Wars, the Cold War, and globalization. Special attention will be given to conflicting interpretations of historical events and to learning how to critically analyse documents. The course ultimately aims to help students understand the complex origins of today's global society and the challenges it faces.

- **Titulación:** Grado en Filosofía, Política y Economía
- **Módulo/Materia:** Política y sociedad
- **ECTS:** 6
- **Curso, semestre:** Primer curso, primer semestre
- **Carácter:** Obligatoria
- **Profesorado:** Santiago de Navascués Martínez
- **Idioma:** inglés
- **Aula, Horario:** Lunes 10h y miércoles 8h, Aula 35.

RESULTADOS DE APRENDIZAJE (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



Week	Date (Mon)	Class Title	Topic	Date (Wed)	Class Title	Topic
1	Week 1 Monday	Why the 19th Century Still Matters	Framing the modern world: long-term change, structure, and demography	Week 1 Wednesday	The Engines of Change	Industrialization, Enlightenment, capitalism, and science
2	Week 2 Monday	Revolutions Against the Old Order	Atlantic Revolutions: American, French, Haitian	Week 2 Wednesday	Restoration and Resistance in Europe	1815–1848: Congress of Vienna, uprisings, liberal-national movements
3	Week 3 Monday	Nations Forged in Fire	Unification of Germany and Italy; forging the nation-state	Week 3 Wednesday	Anglo-Saxon Models of Power	Britain and the U.S.: liberalism, expansion, industrial might
4	Week 4 Monday	European Supremacy at Its Peak	Progress, power, and confidence in late 19th-century Europe	Week 4 Wednesday	Imperial Ambitions and Global Conquest	Imperial ideology, racial hierarchies, missionary logic
5	Week 5 Monday	Empires at Work: Ruling the World	Colonial administration and daily life in the empires	Week 5 Wednesday	Asia Responds: Reform, Revolt, and Rebirth	India, China, and Japan face the imperial challenge
6	Week 6 Monday	Russia, Islam, and Africa in a Changing World	Tsarist empire, Islamic reformism, and the scramble for Africa	Week 6 Wednesday	The World Before the Storm	Global networks and tensions on the eve of war



7	Week 7 Monday	Could the Great War Have Been Avoided?	Origins of WWI: geopolitics, alliances, imperial paranoia	Week 7 Wednesday	The First World War: Global Catastrophe	Total war, fronts, technologies, and human cost
8	Week 8 Monday	Revolution, Collapse, and Fragile Peace	Russian Revolution and Versailles: legacy of bitterness	Week 8 Wednesday	The Rise of a New Asia	Anti-colonial awakening and modernization in Asia
9	Week 9 Monday	The Middle East After Empire	Ottoman collapse, mandate system, Arab nationalism	Week 9 Wednesday	The Road to the Second World War	Totalitarianism, appeasement, fascism, and fear
10	Week 10 Monday	Total War and Genocide	WWII as a global war: Holocaust, occupation, and resistance	Week 10 Wednesday	1945: A New World Divided	Conferences, superpowers, and the Cold War emerges
11	Week 11 Monday	The End of Empire	Decolonization in Asia and Africa	Week 11 Wednesday	Cold War I: Confronting Ideologies	Truman Doctrine, Berlin, Korea, early flashpoints
12	Week 12 Monday	Review and Thematic Wrap-Up	Connecting 19th- and 20th-century transformations	Week 12 Wednesday	Summing up and discussion	Debate, document analysis, or catch-up class

ACTIVIDADES FORMATIVAS

A. Learning activities:

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

B. Assessment:

- Written tests: 70%
- Preparation and presentation of assigned work: 20%



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- Class participation and tutorials: 10%

To foster an optimal learning environment by minimizing distractions and maximizing cognitive engagement during lectures and activities.

1. Smartphone Use Policy: Smartphones must be silenced and stored out of sight (e.g., in a pocket, bag, or designated storage area) for the duration of class. Research demonstrates that the mere presence of a smartphone—even when not in use—reduces available cognitive capacity, impairing performance on complex tasks. Here's a [key reference I recommend reading](#).

2. Laptop & Tablet Use Policy: Laptops and tablets are not permitted during lectures and in-class activities, except by prior arrangement for documented accommodations. Unrestricted laptop use leads to multitasking (e.g., web browsing, messaging), which not only diminishes the user's own retention of lecture material but also negatively impacts nearby peers. Here's a [key reference I recommend reading](#).

3. Exceptions & Accommodations. Students with documented needs (e.g., for accessibility) may request permission to use a laptop or tablet. Please contact the instructor at least one week before the first class.

4. Students with special educational needs must contact the Studies Coordination Office of the Faculty of Philosophy and Letters in order to obtain the corresponding authorization for the appropriate adaptation of the assessment conditions. Students must send this authorization to the professor at the beginning of the semester, and in no case after October 1.

PLEASE NOTE

Any attempt at fraud, copying, plagiarism, or other irregular behavior constitutes a serious offense, as set forth in Title IV, "Academic Discipline Rules for Students," within the University of Navarra's rules for coexistence.

EVALUACIÓN

CONVOCATORIA ORDINARIA

The final grade for the course will be calculated based on the following components:

1. Class Interventions and Tutorials (10%)

This component evaluates your active and consistent participation in weekly lectures and tutorial /seminar sessions. It is based on:

- **Attendance and punctuality**
- **Quality of contributions** (relevant, insightful, respectful)
- **Preparation and engagement** with assigned readings or tasks
- **Interaction with peers and instructor** in a constructive academic environment
- To pass this part, you must **make at least one public contribution in class** analyzing one of the recommended reading texts.

2. PPE Insights (20%)

Students will form groups of 8–10 members and be assigned one chapter from Jürgen Osterhammel's *The Transformation of the World: A Global History of the Nineteenth Century* is required or Getz, Trevor R, and Bennett Sherry's *The Long Nineteenth Century* or Corbally, John's *The Twentieth-Century World*. Each group will analyze their chapter focusing on historical developments in labor, class, and social order, and interpret these using key ideas from the 1891 text *Rerum novarum*.

Group Presentation (15 minutes):



- Deliver a clear, well-structured presentation addressing a specific topic related to the History of Labour through readings.
- A reading from a chapter of Jürgen Osterhammel's *The Transformation of the World: A Global History of the Nineteenth Century* is required.
- Presentations must include historical overview, key ideas from *Rerum novarum*, interpretive analysis, and a critical reflection.
- All group members are expected to participate.

Assessment Criteria

Criteria	Weight
Understanding of the historical chapter	30%
Integration and interpretation of <i>Rerum novarum</i>	20%
Quality and clarity of presentation	30%
Depth of analytical reflection	20%

3. Midterm Exam (20%)

The midterm will consist of **100 multiple-choice questions**, covering all material discussed **up to Week 6**. Each question will have four options, with only one correct answer. **Scoring:**

- Correct answer: **+1 point**
- Incorrect answer: **#0.3 points**
- Unanswered: **0 points**

The exam is designed to test your **factual knowledge, understanding of key concepts, and ability to distinguish between similar historical events or interpretations.**

4. Final Exam (50%)

The final exam is cumulative and divided into **two equal parts (5 points each):**

- **Part A: 100 Multiple-Choice Questions**
- Structure and scoring identical to the midterm:
 - Correct: **+1 point**
 - Incorrect: **#0.3 points**
 - Unanswered: **0 points**
- **Part B: Two Essay Questions**
- You will choose from a set of prompts and write two extended essays. Essays will be evaluated based on:
 - **Accuracy and depth of historical knowledge**
 - **Clarity, organization, and coherence of argument**
 - **Use of evidence and examples**
 - **Critical thinking and analytical insight**
 - **Engagement with broader historical contexts**
 - **Language proficiency** (grammar, spelling, academic style)



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Final Exam – 100%. Written exam with long-answer and source analysis questions covering the full content of the course.

HORARIOS DE ATENCIÓN

Dr. Santiago de Navascués (sdenavascue@unav.es)

- Office 2040 Edificio Ismael Sánchez Bella
- Tutoring hours: by appointment through email

BIBLIOGRAFÍA Y RECURSOS

Required textbook

- Palmer, R. R, Joel Colton, and Lloyd S Kramer. *A History of the Modern World*. 10th ed. Boston. McGraw-Hill, 2007. [Find it in the Library](#).
- Roberts, J.M and Westad, O.A. *The Penguin History of the World*. 4th Edition. Penguin, 2014. [Find it in the library](#)
- Szostak, Rick, *Making Sense of World History*, Routledge, 2020. [Find it in the library](#)
- Brooks, Christopher. *Western Civilization: A Concise History Volume 3*. Portland Community College, 2020. [Find it in the library](#)

Other coursebooks

- Comellas, José Luis. *Historia breve del mundo contemporáneo (1776-1945)*. 4 ed. Madrid: Rialp, 2004. [Find it in the Library](#)
- Corbally, John C. *The Twentieth-Century World, 1914 to the Present : State of Modernity*. This second edition first published in Great Britain 2025. London: Bloomsbury Academic, 2025. [Find it in the Library](#)
- Fusi Aizpurúa, Juan Pablo. *Breve historia del mundo contemporáneo: desde 1776 hasta hoy*. Barcelona: Círculo de Lectores, 2013. [Find it in the Library](#)
- Getz, Trevor R, and Bennett Sherry. *The Long Nineteenth Century, 1750-1914 : Crucible of Modernity*. This second edition first published in Great Britain 2025. London: Bloomsbury Academic, 2025. [Find it in the Library](#).
- Osterhammel, Jürgen. *The Transformation of the World : A Global History of the Nineteenth Century*. Princeton ; Princeton University Press, 2014. [Find it in the Library](#).
- Szostak, Rick, *Making Sense of World History*, Routledge, 2020. [Find it in the library](#)

Primary sources (to be provided via course platform):

- Edmund Burke, *Reflections on the Revolution in France* (1790).
- Thomas Paine, *The Rights of Man* (1791)
- Karl Marx & Friedrich Engels, *The Communist Manifesto* (1848)
- Pope Leo XIII, *Rerum Novarum* (1891)
- Woodrow Wilson, *Fourteen Points* (1918)
- Treaty of Versailles (1919) – Selected articles

Recommended supplementary readings

- Hobsbawm, Eric. *The Age of Revolution: Europe 1789–1848*. Penguin, 2000. [Find it in the Library](#)
- Judt, Tony. *Postwar: A History of Europe Since 1945*. Penguin, 2005. [Find it in the Library](#)
- MacMillan, Margaret. *Paris 1919: Six Months that Changed the World*. Random House, 2001. [Find it in the Library](#)
- Clark, Christopher. *The Sleepwalkers: How Europe Went to War in 1914*. Penguin, 2013. [Find it in the Library](#)



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- Bokenkotter, Thomas. *A Concise History of the Catholic Church*. Image Books, 2004. [Find it in the Library](#)
- Lukacs, John. *A Short History of the Twentieth Century*. 1st ed. Cambridge: Harvard University Press, 2013. [Find it in the Library](#)