

## 1. BASIC INFORMATION

<b>Course</b>	Contemporary World History
<b>Degree program</b>	Degree in Media Studies
<b>School</b>	Faculty of Social Sciences and Communication
<b>Year</b>	First
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	English
<b>Delivery mode</b>	Presential
<b>Semester</b>	First Semester
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	Víctor Sánchez Franco

## 2. PRESENTATION

The main target is to know better our world through history. The subject helps to understand the historical development of contemporary society, with special emphasis on the Western world, and with particular emphasis on political, cultural and economic factors.

In order to achieve the target, film, tv series and documentaries are going to be shown occasionally to check each period.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Core competencies:

- COMP1. Capacity to identify, interpret, formulate and solve problems that are posed in the audiovisual communication field.
- COMP3. Capacity to develop audiovisual projects and products.
- COMP4. Capacity to apply new technologies in professional environments in the field of Media Studies.

### Cross-curricular competencies:

- CC01. Autonomous Learning: Ability to choose strategies, tools and the moments that you consider most effective to learn and put into practice independently what he has learned.
- CC04. Analysis and synthesis capacity: being able to decompose complex situations in its constituent parts; also evaluate other alternatives and perspectives for find optimal solutions. Synthesis seeks to reduce complexity in order to understand it better and/or solve problems.
- CC06. Oral communication/written communication: ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, being oral the one that is performed through words and gestures and, in writing, through writing and/or supports graphics.

- CC08. Information management: Ability to search, select, analyze and integrate information from diverse sources.
- CC12. Critical reasoning: Ability to analyze an idea, phenomenon or situation from different perspectives and assume your own personal approach to him/her, built from rigor and argued objectivity, and not from intuition.

**Specific competencies:**

- SC01. Knowledge of the specific hierarchical structure of the audiovisual industry to national and international level, as well as the peculiarities of this sector, and its role in the global economy.
- SC02. Knowledge of the main narrative techniques to apply them in the process generation of audiovisual fiction content.
- SC04. Ability to analyze, reflect and critically explain objective aspects on audiovisual products.
- SC05. Knowledge of the historical evolution of audiovisual communication in the different processes of social, technological and economic transformation that have taken into account the various fields of cultural industries.
- SC10. Knowledge of the fundamentals and techniques of photography and their application to creating digital images.
- SC12. Knowledge of linguistic resources and communication technique audiovisual for its application in the making of audiovisual productions.
- SC18. Ability to detect trends in each of the disciplines of the communication in its application to the audiovisual sector.
- SC20. Ability to innovate, analyze and criticize new proposals and products in audiovisual media and other supports when creating new formats audiovisuales.
- SC22. Knowledge of the correct use of Spanish, both oral and written, as an element transmission of information in the audiovisual field and in the professional field.

**Learning outcomes:**

- LO1. Assume shared responsibilities in common projects.
- LO2. Know and understand the historical development of our contemporary society, with special emphasis on the Western world, and paying attention to both the factors political, as well as cultural and economic.
- LO3. Actively participate and collaborate in work teams.
- LO4. Request ideas and opinions for making decisions and joint plans.
- LO5. Use information, resources and technologies autonomously to achieve your goals learning objectives.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
SC04, COMP1, CC04, CC06	LO1. Assume shared responsibilities in common projects.
SC04, SC22, COMP3, CC01, CC04, CC06, CC08, CC12	LO2. Know and understand the historical development of our contemporary society, with special emphasis on the Western world, and paying attention to both the factors political, as well as cultural and economic.
COMP4, CC08, CC12	LO3. Actively participate and collaborate in work teams.
COMP4, CC01, CC06	LO4. Request ideas and opinions for making decisions and joint plans.
COMP3, COMP4, CC01, CC08, CC12	LO5. Use information, resources and technologies autonomously to achieve your goals learning objectives.

## 4. CONTENT

**Unit 1:** WW1 consequences and Interwar Period.

**Unit 2:** WW2 and the dual world.

**Unit 3:** The Cold War: capitalism and communism.

**Unit 4:** Decolonization and the third world.

**Unit 5:** From Second Republic to the XXI century Spain and the creation of the European Union.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class.
- Cooperative learning.
- Problem-based learning.
- Project-based learning.

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

Learning activity	Number of hours
Case analysis, problem solving, project development, simulation.	30h
Debates and colloquia	15h
Preparation of reports and writings	15h
Review and analysis of materials	30h
Self work	54h
Tutorships	6h
<b>TOTAL</b>	<b>150h</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment system	Weight
Exams	45%
Academic essay	20%
Multimedia activity	35%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Attendance and formative activities	Weeks 1-18
Exams	Weeks 1-18
Academic essay	Week 9

Multimedia activity	Weeks 9-18
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This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- Hobsbawm, E.J. (1994). Age of Extremes. The short Twentieth Century, 1914-1991. Abacus.

The recommended Bibliography is:

- Barrio, A. (2004). La modernización de España (1917-1939). Política y sociedad. Síntesis.
- Betts, R.F. (2012). Decolonization a brief history of the word. Beyond Empire and Nation. Brill, 23–37.
- Brenan, G. (2017). El laberinto español. Austral.
- Brzezinski, Z. (1989). The Grand Failure: The Birth and Death of Communism in the Twentieth Century.
- García de Cortazar, F., & Lorenzo, J.M. (1996). Historia del mundo actual: 1945-1995. Altaya.
- Hobsbawm, E.J. (1994). Age of Extremes. The short Twentieth Century, 1914-1991. Abacus.
- Jervis, R. (1980). The impact of the Korean War on the Cold War. Journal of Conflict Resolution, 24(4), 563-592.
- Keegan, J. (1997). The Second World War. Pimlico.
- Marston, D. (2005). The Pacific War Companion: From Pearl Harbor to Hiroshima. Oxford.
- Powaski, R.E. (1998). The Cold War: The United States and the Soviet Union, 1917-1991.
- Strang, D. (1994). British and French political institutions and the patterning of decolonization. The Comparative Political Economy of the Welfare State, 278–296.
- Thomas, H. (1976). Spanish Civil War. Grijalbo.
- Viñas, A. y Hernández-Sánchez F. (2010). El desplome de la República. Crítica.

## 10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at [unidad.diversidad@universidadeuropea.es](mailto:unidad.diversidad@universidadeuropea.es) at the beginning of each semester.

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.