

## 1. BASIC INFORMATION

<b>Course</b>	Contemporary World History
<b>Degree program</b>	Degree in Media Studies
<b>School</b>	Faculty of Economics, Business and Communication Sciences
<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
<b>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
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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,	LO4. Request ideas and opinions for making decisions and joint plans.
CC06	
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
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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

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. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 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.

## WORK PLAN FOR THE COURSE

### HOW TO COMMUNICATE WITH YOUR PROFESSOR

Whenever you have a question about the content or activities, don't forget to post it to your course forum so that your classmates can read it.

You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the Campus Virtual. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It's a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

### SCHEDULE ACTIVITIES

This table shows the delivery deadline for each assessable activity in the course, as well as the delivery dates:

Week	Contents	Learning activities /Assessables	Weight of evaluable activity
9	Academic essay	Assesable	20%
9-18	Multimedia activity	Assesable	35%
9	Partial exam 1	Assesable	22.5%
18	Partial exam 2	Assesable	22.5%

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.

### DESCRIPTION FOR ASSESSMENT ACTIVITIES

#### Activity 1. 20%

Generate an essay (around 1500 words) about a period or topic seen in class. Use official sources to complete the essay.

**Activity 2. 35%**

Analyze a movie in class and create a commentary about it in groups.

## RUBRICS FOR ASSESSMENT ACTIVITIES

Indicator	No performed/ appropriate	Not appropriate	Appropriate	Very appropriate
The work collects all sections requested: will appreciate the effort for responding to all the issues that are requested.	The work is incomplete, missing more than half of the sections requested.	The work is incomplete, missing half of the sections requested.	Work collects more of half of the requested sections.	The work is complete. All sections requested are fine.
The depth of analysis: refers to the quality of the response, level of detail or development.	The work is presented careless, messy. It's incomplete and bad developed.	The work is not duly structured and tidy. Lack development.	It provides a correct writing extension. The development is acceptable.	The work is correct, tidy and has a good development and rigorous care of details.
The quality of the presentation: it is linked with the care for the image of document, layout, organization of the text, creativity and contributions from the students for improve the result visual.	The work is presented careless, messy. No evidence of a creative treatment or the idea presented.	The work is not duly structured and tidy. Lack of care and creativity of the idea presented.	The work is duly structured and tidy. Evidence of true care and creativity of the idea presented.	The work is duly structured and tidy. It has evident care, rigor and creativity of the idea presented.
Team work	All the members of the group agrees on indicating that the contributions from the evaluated student have been little or none.	Most of the colleagues show complaints about the contributions to the group of the student who is evaluated.	Most of the colleagues show conformity about contributions of the student that is evaluated.	All members of the group indicate being satisfied with the collaboration and contributions from everyone.

## **PLAGIARISM REGULATION**

In accordance with the current student disciplinary regulations at Universidad Europea:

- Plagiarism, in full or in part, of intellectual works of any kind, is considered a very serious offense.
- Very serious offenses relating to plagiarism and the use of fraudulent means to pass assessment tests shall result in exclusion from the exams for the relevant period, as well as the inclusion of the offense and its details in the student's academic record.

## **USE OF IA REGULATION**

The student must be the author of his/her work/activities.

The use of Artificial Intelligence tools (AI) must be authorized by the teacher in each assignment/activity, indicating in what way it uses are permitted. The teacher will inform in advance in which situations AI tools may be used to improve spelling, grammar and editing in general. The student is responsible for clarifying the information given by the tool and duly declaring the use of any AI tool, according to the guidelines given by the teacher. The final decision on the authorship of the work and the appropriateness of the reported use of an AI tool rests with the lecturer and those responsible for the degree.