

COURSE GUIDE 2022/23

Faculty 130 - Faculty of Arts

Cycle

Degree GHISTO10 - Bachelor's Degree in History

Year Second year

COURSE

25329 - Foundations of the Contemporary World

Credits, ECTS: 6

COURSE DESCRIPTION

This course intends that students acquire a basic knowledge about the ideas, processes and changes that go along with the concept of modernity. The subject deals with the main ideas which characterize the modern moment, the ways how the human beings have exploited natural resources and organised the different societies, the great ideologies and philosophies which have moved interests and passions in this time, social, scientific and technological advances and human tragedies, and the way how they have contemplated the individual's existence, as well as the profound transformations in all these factors that have taken place in the last two centuries. All these are the principles of our changing Modern Age.

This subject is compulsory for all the degrees that the Faculty of Arts teaches as its goal is general and basic knowledge of the great historical processes of the modern world. This is to provide a historical basis and reflection on the immediate past and present to all students who take part in the different Humanities taught in our Faculty. In that sense, it is a matter of making a common narrative, not specialized disciplinarily, that serves as much for students of History as for students of Philology, Geography or other branch of the Humanities. It is an introduction that should serve to organise and give meaning to their future knowledge, always from a historical perspective. Students are also instructed in the use of precise concepts and denominations and are introduced to essential readings to understand the world they live in and to face in the future, as professionals and citizens, attitudes and responses to it, with a thorough and rigorous knowledge of the novelty and the change. The subject is thus inserted in the group of those that try to give an initial general vision of each of the great stages in which we organise the knowledge of the history of Humankind.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- To understand the past as a construction carried out by the human beings from their ways of thinking, seeing themselves as individuals and society, relating to nature and organising their community.
- To be aware of the past as a dynamic of continuity and change that responds to understandable and even measurable reasons, and whose tangible expressions or factual facts are related immediately in accordance with certain logics that arise from a variety of factors.
- To understand that modernity surpasses the phase of a single explanation and gives way to a new time where each fact or process can be interpreted (and, in fact, it is interpreted) according to different points of view. The students also get to know the existence of different schools of thought and interpretation of the historical processes. They are introduced into the complex question of historiography.
- To discover that the narrative of the past is an intellectual construction subject to a method and rules, and that our knowledge of the past does not come naturally from that time but from the preoccupations of the present.
- In the practical field, students must use the essential competences required for the treatment of a narrative: reading, understanding, contrasting, concluding their own ideas and expressing them verbally and in writing in a precise manner and using the concepts appropriately. A number of practical works will be proposed for this purpose.

CONTENIDOS TEÓRICO-PRÁCTICOS

0. Introduction. The Modern Age and the world before it.
1. Historical awareness and revolutionary change as novelties.
2. The exploitation of nature, the economy and its effects on societies.
3. A world in dispute. International relations and modern geopolitics.
4. State, politics and modern societies. Conflicts and ideologies.
5. Thought, culture and science.
6. Problems and crises of modernity. Challenges of today's society.



TEACHING METHODS

To develop the contents of this subject, 60 hours of classroom and online teaching are available: 40 for the teacher to explain the fundamental processes, contents and concepts of the subject and 20 to carry out practices. These will include commentaries (of texts, documentaries, graphics and maps), historiographic analyses, oral presentations and debates. It is also highly recommended to attend the tutorials. The students will also need other 90 hours of activity to prepare both

BIBLIOGRAFÍA

Basic bibliography

Basic bibliography:

Handbooks:

- BARRACLOUGH, Geoffrey: *An Introduction to Contemporary History*, Penguin Books, London, 1991.
MARKS, Robert B.: *The Origins of the Modern World: A Global and Environmental Narrative from the Fifteenth to the Twenty-First Century*, Rowman and Littlefield, Lanham, 2002.
OSBORNE, Roger: *Civilization: A New History of the Western World*, Pegasus Books, New York, 2006.

Specific bibliography:

- BAILEY, Paul J.: *China in the Twentieth Century*, Wiley-Blackwell, Hoboken, 2001.
BAYLY, Christopher A.: *The Birth of the Modern World: Global Connections and Comparisons (1780-1914)*, Blackwell, Oxford, 2004.
BLOM, Philipp: *The Vertigo Years: Change and Culture in the West (1900-1914)*, Basic Books, New York, 2008.
BOCK, Gisela: *Women in European History*, Blackwell, Oxford, 2002.
BURBANK, Jane and COOPER, Frederick: *Empires in World History: Power and the Politics of Difference*, Princeton University Press, Princeton, 2010.
DIAMOND, Jared: *Guns, Germs, and Steel: The Fates of Human Societies*, University of California, Los Angeles, 1997.
DUBY, Georges and PERROT, Michelle: *History of Women in the West*, vols. 4 and 5, Harvard University Press, Cambridge, 1993-1994.
FÖGEL, Robert William: *The Escape from Hunger and Premature Death (1700–2100): Europe, America, and the Third World*, Cambridge University Press, New York, 2004.
HOBSBAWM, Eric J.: *The Age of Revolution. Europe (1789-1848)*, Abacus, Vintage, London, New York, 1962.
HOBSBAWM, Eric J.: *The Age of Capital (1848-1875)*, Weidenfeld & Nicolson, London, 1975.
HOBSBAWM, Eric J.: *The Age of the Empire (1875-1914)*, Weidenfeld & Nicolson, London, 1985.
HOBSBAWM, Eric J.: *The Age of Extremes. The Short Twentieth Century (1914-1991)*, Michael Joseph, Vintage, London, New York, 1994.
HOWARD, Michael and ROGER Louis, William (eds.): *The Oxford History of the Twentieth Century*, Oxford University Press, Oxford, 1998.
JUDT, Tony: *Reappraisals: Reflections on the Forgotten Twentieth Century*, Penguin Books, London, 2008.
JUDT, Tony: *Postwar: A History of Europe since 1945*, Penguin Books, London, 2005.
JUDT, Tony (with Timothy Snyder): *Thinking the Twentieth Century*, Penguin Books, London, 2012.
LANDES, David S.: *The Wealth and Poverty of Nations. Why Some Are So Rich and Some So Poor*, W.W. Norton, New York, 1998.
MANN, Michael: *The Sources of Social Power*, vol. II, Cambridge University Press, Cambridge, 1986.
MISHRA, Pankaj: *From the Ruins of Empire: The Intellectuals Who Remade Asia*, Farrar, Straus and Giroux, New York, 2012.
MORRIS, Ian: *Why the West Rules—For Now: The Patterns of History, and What They Reveal About the Future*, Farrar, Straus and Giroux, New York, 2010.
MOSSE, George L.: *The Culture of Western Europe: the Nineteenth and Twentieth Centuries. An Introduction*, Rand McNally, Chicago, 1961.
OSTERHAMMEL, Jürgen: *The Transformation of the World: A Global History of the Nineteenth Century*, Princeton University Press, Princeton, 2014.
OVERY, Richard J. and WHEATCROFT, Andrew: *The Road To War*, Penguin Books, London, 1999.
SASSON, Donald: *The Culture of the Europeans from 1800 to the Present*, Harper, London, 2006.
STROMBERG, Roland N.: *European Intellectual History since 1789*, Prentice Hall, 1994.
TILLY, Charles: *Social Movements (1768–2004)*, Paradigm Publishers, Boulder, 2004.
TODD, Allan: *The Revolutions (1789-1917)*, Cambridge University Press, Cambridge, 1998.
WATSON, Peter: *The Modern Mind: An Intellectual History of the 20th Century*, Weidenfeld & Nicolson, London, 2000.

Detailed bibliography

Support materials:

- KINDER, Hermann and HILGEMANN, Werner: *The Penguin Atlas of World History: Volume 2: From the French Revolution to the Present*, Penguin Books, London, 2004.
OVERY, Richard: *The Times Atlas of the Twentieth Century*, The Times, London, 1996.
PALMER, Alan W.: *The Penguin Dictionary of Twentieth Century History*, Penguin Books, London, 1999.
PALMOSWSKI, Jan: *A Dictionary of Contemporary World History*, Oxford University Press, Oxford, 2016.



Journals

Ayer (Asociación de Historia Contemporánea).
Cuadernos de Historia Contemporánea (Universidad Complutense de Madrid).
Historia Contemporánea (UPV/ EHU).
Historia y Política (Universidad Complutense de Madrid).
Pasado y Memoria. Revista de Historia Contemporánea (Universidad de Alicante).
Revista de Historia Contemporánea (Universidad de Sevilla).
Studia Historica. Historia Contemporánea (Universidad de Salamanca).
Tiempo de Historia (Revista electrónica).

Web sites of interest

<http://www.history-journals.de/hjg-search.html/>
<http://www2.yntech.edu/history/journals.html/>
<https://www.cia.gov/library/publications/the-world-factbook/>
<http://www.euratlas.com/>
<http://renovatiohistoria.blogspot.com.es/>
<http://www.biblioteka.ehu.es/p207-home/eu/>

OBSERVATIONS

Attend both theoretical and practical classes regularly and participate in them actively.
Process and expand the information collected in class by consulting specialized literature.
Consult with the professor to carry out the readings and oral presentation.
Use the University's digital platform (e-gela).
Attend tutorials to expand information, correct mistakes and prepare practical work.

IMPORTANT: All academic work must be original. Students are obliged to cite the sources used accurately, including those obtained on the internet, both for textual citations and for any information or analysis that they collect, even if not in a textual manner. On this question a "Protocol on academic ethics and prevention of unfair or fraudulent practices in evaluation tests and academic work at the UPV / EHU" has been approved in 2019, which is on the website of the institution and students must comply. Likewise, it is not allowed to make any type of recording within the classroom, nor photographs, in protection of the right to image, privacy and intellectual property. It is up to the teacher to allow or not to take notes in the classroom through electronic means, although it is recommended to do so on paper.

