

## COURSE GUIDE

2022/23

**Faculty** 323 - Faculty of Social and Communication Sciences

**Cycle** Not Applicable

**Degree** GSOCIO31 - Bachelor's Degree in Sociology

**Year** First year

## COURSE

25004 - Political & Social History of the 20th Century

**Credits, ECTS:** 6

## COURSE DESCRIPTION

### Learning objectives

This subject is shared by two degrees (Political Sciences and Sociology), so the main learning objectives will be placed in the framework of the specific competencies of the first common course of Sociology and Political Science, and the shared thematic block. This block is composed of subjects that allow students to approach political, economic and social processes, through an interdisciplinary approach to the mechanisms of collective action to the way those interact with the reality. Those subjects are:

1. 20th Century World History
2. Constitution and Globalization
3. Political Economy
4. Social Psychology

Other subjects, labelled as "sociopolitical", complement this first block. The learning objectives of all them are the following ones:

1. Provide students with fundamental notions on historical facts, so they can identify the social, political and economic factors that explain the 20th century.
2. Provide students with basic notions to analyze the scope of the 20th century political processes in international relations. Moreover, this course draws upon and develops basic intellectual skills related with social, political and historical analysis:
  1. Analyze the main events that unfolded world XX century history, with special mention to Europe, to better understand the origins of our modern world.
  2. Reflect on change and continuity in History
  3. Write a review, and analyze historical documents.
  4. Write an essay about some event happened during the XX century using academic bibliography and primary sources.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Students must achieve the following learning results:

1. Describe and explain the main events that unfolded the 20th century world History
2. Distinguish process from historical event.
3. Understand the conflict, the inequality and the change, especially referring to the gender or sexual orientation.
4. Collaborate with other classmates by writing an essay.

## CONTENIDOS TEÓRICO-PRÁCTICOS

1. Second industrial revolution, old and new nation-states, imperialism and European expansion, 1885-1914. The origins of the First World War
2. The First World War, 1914-1918
  - a. The causes of the conflict
  - b. The conflict
  - c. Social and political aspects
  - d. Peace treaties and their consequences
3. The Bolshevik Revolution, 1861-1922
  - a. The Czarist Russia
  - b. The revolutionary process
  - c. The making of the URSS
4. Society and Politics during the inter-war period, 1919-1939
  - a. The Great Depression, 1929. Social and economic changes
  - b. The crisis of the democracies
  - c. The rise of totalitarianism
5. The Second World War, 1939-1945
  - a. Two ways of full scale war: classic in the Western Front, extermination in the Eastern Front
  - b. The Genocide of European Jews
  - c. The defeat of Germany, Italy and Japan, and its consequences
6. The Cold War. The division of the World into two blocks. 1945-1989/91
  - a. Divided Europe
  - b. The making of the Welfare State in the Western World
  - c. The URSS and the Popular Democracies after the Second World War

7. The new international order, 1989/1991-2001
  - a. The end of the communism
  - b. The new Europe: From the European Economic Community to the European Union
  - c. Old and new powerful countries
  - d. New wars
  - e. Geopolitics between two centuries
8. The postmaterial society, 1968-2001. Social change, globalization and new capitalism

## TEACHING METHODS

This subject is based on master and practical lessons. During the master classes, there will be exposed the theoretical contents of the subject. To deepen in those contents, bibliography will be provide to the students. This bibliography appears in the teaching guide. The bibliography will provide the foundational basis for the comprehension of the contents, so students are strongly recommended to read it before the class, so they can follow it under optimal conditions. In addition to it, the Professor will provide complementary materials in the master class (audiovisual, literary, artistic, popular culture), for the students improvement of their knowledge of each topic.

In the classroom practices, the Professor will introduce the rudiments of scientific work, and specifically she/he will explain how to development a scientific essay (structuring of the text, adequate semantic formulations, forms of citation, scientific databases). In those sessions, the Professor will also help the students to solve specific problems generated by the elaboration of the collective works that the students &#8211;those who choose continuous evaluation- must elaborate. In those sessions, students may be required to do an oral presentation.

In these practices, the Professor will paid special attention to the improvement of oral and written expression, as well as how the students introduce themselves in the scientific debate.

&#8232;&#8232;

## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	53		7						
Horas de Actividad No Presencial del Alumno/a	79,5		10,5						

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups  
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

## Evaluation methods

- Continuous evaluation
- End-of-course evaluation

## Evaluation tools and percentages of final mark

- Written test, open questions 50%
- Teamwork assignments (problem solving, Project design) 50%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

There are two ways to grade students, continuous and final (based on the UPV/EHU December 15, 2016 regulation). The grading criteria is ruled according to the following guidelines:

1. There are two calls: one in January (ordinary call) and another one in June (extraordinary call).
2. The ordinary call may be done via continuous and final grading ways. The deadline for choosing the latest is 9 weeks after the course starts, and the student MUST tell the Professor his/her decisión.
3. Those students that go for the continuous grading way are recommended to attend the master lesson. The assistance to the practical lessons (every 15 days) is COMPULSORY. Missing classes without proper documentation (i.e. a doctor&#8217;s note) will affect students&#8180; participation grade. During these lessons, students will collaboratively develop an essay (exceptionally individually) that must be submitted at the end of the semester. The guidelines will be given by the Professor at class. The essay counts 50% of the final mark. Should the student has not attend the practical lessons, the final mark will be 0.
4. For those who choose the final grading way, they must submit an essay on the exam day, based on scientific bibliography. For the exam be graded, this essay must be passed. Yet, this mark does not count for final grading.
5. The exam counts 100% of the final grade for those students who choose the final grading, and 50% for those who opt for the continuous grading.
6. All students will be evaluated the same day and through the same exam type.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

1. The extraordinary call takes place in June. In this case, ALL the students will be graded according to the final grading way. This means that, for those students who, during the course have choose the continuous grading way, the grade

obtained in the essay will not count for this extraordinary call. The exam will have the same characteristics as the one in the ordinary call.

## MANDATORY MATERIALS

Eric Hobsbawm, *The Age of Extremes. The short Twentieth Century, 1914-1991*, London, 1994.&#8232;  
Michael Howard y W. Roger Louis (eds.), *The Oxford History of the XX century*, New York, 1998.  
&#8232;Mark Mazower, *Dark continent. Europe&#180;s Twentieth century*, London, 1999.&#8232;  
Javier Paredes (coord.), *Historia universal contemporánea, vol. II*, Barcelona, 1999.&#8232;  
Giulano Procacci, *Historia general del siglo XX*, Barcelona, 2000.  
&#8232;Ramón Villares y Ángel Bahamonde, *El mundo contemporáneo. Siglos XIX y XX*, Madrid, 2001.  
&#8232;Bernard Wasserstein, *Barbarism and Civilisation, a History of Europe in our Time*, New York, 2007  
Arthur Koestler, *Darkness at noon*, New York, 2019

## BIBLIOGRAFÍA

### Basic bibliography

First chapter&#8232;  
Ricardo Miralles: *Equilibrio, hegemonía y reparto. Las relaciones internacionales entre 1870 y 1945*. Madrid, 1996.&#8232;  
Jurgen Tampke, *A perfidious distortion of History: The Versailles Peace Treaty and the success of the Nazis*, Brunsbick, 2017&#8232;  
Christopher A. Bayly: *The birth of the Modern World*, Madrid, 2010&#8232;&#8232;  
Second chapter&#8232;  
Álvaro Lozano, *La Gran Guerra (1914-1918)*, Madrid, 2014&#8232;  
Hew Strachan, *The First World War*, New York, Viking, 2004&#8232;&#8232;&#8232;  
Third Chapter&#8232;  
José M. Faraldo, *La revolución rusa*, Madrid, 2017.  
&#8232;Richard Pipes, *La Revolución Rusa*, Barcelona, 2016.&#8232;&#8232;&#8232;  
Fourth Chapter  
&#8232;Martin Kitchen, *Europe between the two wars*, London, 2006.&#8232;  
Fernando del Rey y Manuel Álvarez Tardío (dirs.), *Políticas del odio. Violencia y crisis en las democracias de entreguerras*, Madrid,2017.&#8232;  
John Kenneth Galbraith, *The Great Crash, 1929*, Boston, 1955&#8232;  
Keynes, John M, *La Teoría General del Empleo, el Interés y el Dinero*, Madrid, 1998.&#8232;&#8232;&#8232;  
Fifth Chapter&#8232;  
Xosé M. Núñez Seixas, *Imperios de muerte. La guerra germano-soviética*, Barcelona, 2007&#8232;  
Timothy Snyder, *Bloodlands: Europe between Hitler and Stalin*. New York, 2010  
&#8232;&#8232;&#8232;Sixth Chapter&#8232;  
Francisco Veiga, Enric Ucelay-Da Cal y Ángel Duarte, *La paz simulada. Una historia de la guerra fría*, Madrid, 2006&#8232;  
John Lewis Gaddis, *La Guerra Fría*, Barcelona, 2008&#8232;&#8232;&#8232;  
Seventh Chapter&#8232;  
Xosé M. Núñez Seixas, *Las utopías pendientes. Una breve historia del mundo desde 1945*, Barcelona, 2015&#8232;  
Francisco Veiga, *El desequilibrio como orden, 1991-2014*, Madrid, 2015&#8232;&#8232;&#8232;  
Eight Chapter&#8232;  
Tony Judt, *Postwar, A History of Europe since 1945*, London, Vintage, 2010  
&#8232;Francisco Veiga, *El desequilibrio como orden, 1991-2014*, Madrid, 2015&#8232;&#8232;&#8232;

### Detailed bibliography

Eric Hobsbawm, *Historia del siglo XX*, Barcelona, 1995.  
Michael Howard y W. Roger Louis (eds.), *Historia Oxford del siglo XX*, Barcelona, 1999.  
Mark Mazower, *La Europa negra. Desde la Gran Guerra hasta la caída del comunismo*, Barcelona, 2001.  
Javier Paredes (coord.), *Historia universal contemporánea, vol. II*, Barcelona, 1999.  
Giulano Procacci, *Historia general del siglo XX*, Barcelona, 2000.  
Ramón Villares y Ángel Bahamonde, *El mundo contemporáneo. Siglos XIX y XX*, Madrid, 2001.  
Bernard Wasserstein, *Barbarie y civilización. Una historia de la Europa de nuestro tiempo*, Barcelona, 2010.

### Journals

AYER.<https://www.ahistcon.org/revistaayer.html>  
HISTORIA CONTEMPORÁNEA.<https://www.ehu.eus/ojs/index.php/HC/index>  
HISPANIA NOVA (on line).<http://hispanianova.rediris.es/>

REVISTA DE LIBROS. <https://www.revistadelibros.com/>

HISPANIA. <http://hispania.revistas.csic.es/index.php/hispania>

CUADERNOS DE HISTORIA CONTEMPORÁNEA. <https://revistas.ucm.es/index.php/CHCO>

LA AVENTURA DE LA HISTORIA. <https://www.laaventuradelahistoria.es/>

BUSCADOR DE ARTÍCULOS, LIBROS Y ARTÍCULOS DE HISTORIA: <https://dialnet.unirioja.es/>

#### Web sites of interest

<http://clio.rediris.es>

<http://seneca.uab.es/historia/index.htm>

<http://www.h-debate.com>

<http://www.rhodes.edu/edu.public>

<http://www.history-journals.de/hjg-search.html>

<http://clio.rediris.es>

<http://seneca.uab.es/historia/index.htm>

<http://www.h-debate.com>

<http://www.rhodes.edu/edu.public>

<http://www.history-journals.de/hjg-search.html>

#### OBSERVATIONS

Es aconsejable asistir a clase con voluntad receptiva y adoptar una postura activa en clase, que invite al diálogo y al intercambio de ideas. Las directrices que el profesor entregará a los alumnos el primer día de clase en relación con la normativa de comportamiento en el interior del aula son de obligado cumplimiento y, de no cumplirse, acarrearán las consecuencias que el profesor detalle con ocasión de la presentación de la asignatura.

A este respecto, debo recordar que los dispositivos electrónicos (tabletas, ordenadores, y, sobre todo, móviles) deberán estar apagados salvo que sean utilizados en tareas de escritura o consulta de información demandada por el profesor.

Los móviles deberán estar en modo avión o apagados durante la clase. El manejo incorrecto de estos dispositivos conllevará las consecuencias que el profesor detallará en la presentación de la asignatura,