

**COURSE DATA****DATA SUBJECT****Code:** 35662**Name:** Contemporary history of Europe**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1008 - Degree in Modern Languages and Literatures	History	BASIC

COORDINATION

ROMEIO MATEO M CRUZ

RAMOS TOLOSA JORGE

SUMMARY

The course Contemporary History of Europe is part of the General Humanistic Training module, together with the subject of Ethics and Critical Thinking. This subject provides complementary knowledge to the General Philological Training module. All together allow the students to settle the knowledge of the Major and Minor chosen on a broad humanistic and philological basis. The subject is taught in the second semester of the first course.

The subject is conceived with the objective that students understand the historical, sociocultural and political processes of contemporary Europe, the main characteristics that define our current societies and those related to the European project. In this way, they can situate in their context the European languages and literatures studied in the Degree.

This generalist prism is combined with a greater dedication to the particularity of three countries (Germany, France, Italy) that have played a key role in both European and global history, and that have made a



fundamental contribution to the political and cultural world.

This course takes into account the Sustainable Development Goals, especially those related to "Quality Education" and "Gender Equality".

urse takes into account the Sustainable Development Goals, especially those related to "Quality Education" and "Gender Equality".

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

No prior knowledge is necessary.

COMPETENCES / LEARNING OUTCOMES

-

Critical capacity in the study of phenomena related with cultural diversity.

General knowledge of humanistic areas related to the field of studies of modern languages and their literatures.

The ability to gather and interpret relevant data by applying procedures of synthesis, analysis, criticism and self-criticism.

The ability to interrelate different areas of philology studies and humanities.

The development of an ethical commitment to issues such as gender equality, equal opportunities, democratic values, non-violence, environmental and sustainability issues and an awareness of diversity and multiculturalism.

DESCRIPTION OF CONTENTS

1. Origins of contemporary Europe

Liberal Revolutions: French Revolution and the revolutions of 1820, 1830 and 1848.

The Second Industrial Revolution and the Labor Movements.



2. Nationalism and Imperialism. The road to World War I

Italy and Germany Unifications.

The formation of Blocs in Europe. The origins of The First World War.

3. Interwar Europe

The Russian Revolution.

Crisis of democracy. Fascism and Nazism. The Second World War.

4. World War II and Postwar Europe

The Cold War: Popular democracies , European Building and Velvet.

Revolutions. Reconstruction, Economic growth and Social Development.

May 1968: Counterculture and New Social Movements.

The 1973 Crisis and its consequences.

5. Europe after the fall of the Berlin Wall (1989-2008)

The intensification of European construction: from Maastricht (1992) to Lisbon (2007).

The challenges of consolidated democracies.

Europe in the new international scene.



With these contents, students are expected to achieve the following Learning Outcomes:

- Knowledge of the fundamental historical processes of contemporary Europe, in its political, social and cultural dimension.
- Ability to situate contemporary European languages and their literatures in their historical context, especially those that have a direct relationship with the Major and Minor of the Degree.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	30,00
Preparation of lessons	30,00
Preparation for assessment activities	30,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

Theoretical lessons:

Each week there will be four hours of face-to-face lessons. The theoretical lessons will represent 75 percent of the total hours assigned to each topic. In these lessons, the teacher will explain those fundamental elements that should guide the students in understanding the subject in question. Students must complete these theoretical lessons by reading manuals, monographs, texts, viewing documentaries or film scenes, as well as their participation in class and in the preparation of monographs and presentations.

Practical classes:

They represent 25 percent of the total hours assigned to each topic. In these lessons the students will



deepen in those aspects that are considered more important or significant of the subject. The sessions will be used to introduce the students in the handling of those materials and techniques typical of the historical discipline. Likewise, throughout them -as well as the planned complementary activities- the students will assume the responsibility of the preparation of the works object of evaluation.

Other activities:

In accordance with what the professor decides, activities will be carried out, among which may be included reading controls, text comments, works on readings and / or sources related to the subject, individual and / or group work or critical evaluations of complementary activities, individual or group work.

Tutorials:

The students will be able to make consultations on any issue or aspect related to the subject, and, in its case, the programmed works. The teacher can schedule a series of interviews with the students to follow up on their individual or group works.

EVALUATION

The evaluation will consist of two different parts:

- a) Individual written tests 60% on the final grade

- b) Reading controls, text comments, individual or group work, work on readings and / or sources related to the subject or critical assessments of complementary activities 40% on the final grade

To approve the subject:

-The student must pass the written individual test (exam). The qualification must be equal to or greater than 5, both in the first and in the second call.

-The students must submit, in date and form, and pass, the different works and activities proposed. The qualification must be equal to or greater than 5, both in the first and in the second call.



Evaluation criteria:

-The average will not be made if the individual written test is not passed. Students who have not passed the work and activities in the first call, may repeat them for the second call always at the discretion of the teacher and provided they have been delivered on date and form during the course.

-The note of practical work will be saved for the second evaluation provided they have been delivered on the date and form required by the teacher.

-The second call will have the same evaluation criteria as the first one.

- Spelling and grammar correction will be required in both the exam and the practical exercises. Any spelling, typographical, or expression errors will result in a reduction in the grade obtained, which may be as high as a failing grade.

The teaching staff may submit, as an appendix at the beginning of the course, a document containing specific guidelines on the dynamics of each group, always respecting the general evaluation criteria in the teaching guide.

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software, except if its use is part of the contents of the subject and is authorized by the teaching staff who teach it.

The general grading system shall follow the regulations of the Universitat de València approved by the Governing Council on 30 May 2017. ACGUV 108/2017.

REFERENCES

BASIC

- Artola, M. & Pérez Ledesma, M. (2005), *Contemporánea. Historia del mundo desde 1776*, Madrid, Alianza Editorial.
- Barrio, A. & Hoyo, A. (2020), *Transformaciones económicas y acción colectiva. Europa (1789-1914)*, Madrid, Síntesis.
- Casanova, J. (2011), *Europa contra Europa (1914-1945)*, Barcelona, Crítica.
- Eley, G. (2003), *Un mundo que ganar. Historia de la izquierda en Europa, 1850-2000*, Barcelona, Crítica.
- Evans, R. J. (2018), *La lucha por el poder: Europa, 1815-1914*, Barcelona, Crítica.
- Kershaw, I. (2016), *Descenso a los infiernos: Europa, 1914-1949*, Barcelona, Crítica.



- Kinder, H. & Hilgemann, W. (2000), *Atlas histórico mundial* (vols. I y II), Madrid, Edit. Istmo.
- Hobsbawn, E. (2001), *La era de la revolución (1789-1848)*, Barcelona, Crítica.
- ---- (1998), *La era del capital (1848-1875)*, Barcelona, Labor.
- ---- (2001), *La era del imperio (1875-1914)*, Barcelona, Crítica.
- Osterhammel, J. & Jansen, J. C. (2019), *Colonialismo: historia, formas, efectos*, Madrid, Siglo XXI.
- Villares, R. & BAHAMONDE, A. (2001), *El mundo contemporáneo. Siglos XIX y XX*, Madrid, Taurus.
- Zamagni, V. (2011), *Historia económica de la Europa contemporánea: de la revolución industrial a la integración europea*, Barcelona, Crítica.

ADDITIONAL

- Bauman, Z. (2006), *Europa. Una aventura inacabada*, Madrid, Losada.
- Bayly, C. A. (2010), *El nacimiento del mundo moderno (1780-1914)*, Madrid, Siglo XXI.
- Clarke, C. (2014), *Sonámbulos: cómo Europa fue a la guerra en 1914*, Barcelona, Galaxia Gutenberg.
- Fitzpatrick, S. (2004), *La revolución rusa*, Buenos Aires, Siglo XXI.
- Hobsbawn, E. (1995), *Historia del siglo XX, 1914-1991*, Barcelona, Crítica.
- Judt, T. (2006), *Postguerra: una historia de Europa desde 1945*, Madrid, Taurus.
- Mazower, M. (2001), *La Europa Negra. Desde la Gran Guerra hasta la caída del comunismo*, Barcelona, Ediciones B.
- Osterhammel, J. (2015), *La transformación del mundo: una historia global del siglo XIX*, Barcelona, Crítica.
- Reichardt, R. E. (2002), *La Revolución Francesa y la cultura democrática*, Madrid, Siglo XXI.
- Traverso, E. (2009), *A sangre y fuego: de la guerra civil europea, 1914-1945*, Valencia, PUV.