

**COURSE DATA****DATA SUBJECT****Code:** 36549**Name:** History of the Present-Day World**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1333 - Degree in Audiovisual Communication	Facultat de Filologia, Traducció i Comunicació	1	First quarter
1937 - Double Degree Program in Audiovisual Communication and Journalism	Facultat de Filologia, Traducció i Comunicació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1333 - Degree in Audiovisual Communication	Historia	BASIC
1937 - Double Degree Program in Audiovisual Communication and Journalism	Primer Curso (Obligatorio)	COMPULSORY

COORDINATION

PRADES PLAZA SARA

SANTAMARIA COLMENERO SARA

SUMMARY

History of the Present-Day World is a basic course of the Degree in Audiovisual Communication that is part of the subject History. It is also a compulsory course in the Double Degree in Audiovisual Communication and Journalism.

Diachronic study of the structure and dynamics of modern society, global and local, in its multiple dimensions, understood as the context and system in which the subsystem of audiovisual communication is framed and developed.

History of the Present-day World approaches the historical processes that allow us to understand today's world. Its objective is to provide students with the necessary tools to understand the great social, cultural, economic and political transformations after World War II. These processes will be studied not only on the European continent, but also in other regions of the world. Starting from the consequences of the world conflict, special attention will be paid to transformations without which current societies cannot be



understood, such as the construction of the welfare state, the projects of communist utopia, the processes of decolonization, the great social and cultural changes of the sixties and seventies, the consolidation of capitalism in its neoliberal version, the collapse of real socialism and the emergence of a multipolar world. Likewise, the consequences of the 2008 crisis, the erosion of the international order created in 1945, the growing questioning of democracies and the rise of the extreme right in different parts of the world will be discussed. With the aim of developing critical historical thinking, students will analyze these processes through different types of historical sources, especially graphic and audiovisual documents.

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 other types of requirements are considered.

It is recommended that students have:

Proficient oral and written communication skills
Reading comprehension ability
Capacity for abstraction and critical reflection
Basic knowledge of contemporary world history

COMPETENCES / LEARNING OUTCOMES

1333 - Degree in Audiovisual Communication

Familiarity of the state of the world, as well as its recent historical evolution, paying special attention to the major trends of contemporary thinking and their implication in the different political, financial and cultural parameters.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.



Students should be able to defend a culture of peace and respect for the fundamental human rights within the processes of communication, specifically in regards to equality between women and men in all types of communication (informative, interpretative, semiotic, dialogic and opinion).

Students should be able to experiment and innovate through the understanding and use of the applied methods and technologies.

Students should be able to express themselves fluently and effectively in their own languages, as well as in a third language (preferably English), taking advantage of the linguistic and literary resources that are most appropriate for the different forms of media.

Students should be able to obtain and select relevant information and sources in order to solve problems and elaborate on strategies.

Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).

Students should be able to work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.

Students should have an understanding of own and other social, historical, economic and cultural aspects within their relevant contexts.

Students should have initiative, creativity, credibility, honesty, leadership spirit and responsibility, both personally and professionally.

Students should have the capacity and creativity necessary to take expressive and thematic risks within the scope and timeframes of communicative production, applying well-founded solutions and perspectives to the development of projects.

Students should possess the ability to organise and plan their tasks, performing them in an orderly manner and prioritising the journalistic processes in a logical manner.

Students should show solidarity with people across the planet, as well as knowledge of the main cultural currents in relation to individual and collective values and respect for human life.

The ability to interpret relevant data such as the major events and processes of today's societies from a synchronic viewpoint. This knowledge must cover as broad an area as possible so that it will contribute to develop the capacity to understand diversity and promote respect for the values of others and civic sensibility.

DESCRIPTION OF CONTENTS



1. From World War II to the Cold War

- Landscape beyond the abyss: The World in 1945
- The Cold War as frame-conflict: concept, interpretations and phases
- Decolonization and Nationalism in the so-called Third World

2. A Bipolar World: consolidation and development, 1949-1973

- Economic growth and Welfare State in the Western Bloc
- Reconstruction and growth in the Eastern Bloc: from Stalin to Brezhnev

3. Crisis and End of the Bipolar World, 1973;1991

- Capitalism's Economic crisis in the Seventies
- Stagnation and crisis of the Soviet model

4. The World after 1991

- From a Bipolar to the Multipolar World
- The European construction: history and crisis

Learning outcomes

These contents will be reflected in the following **learning outcomes**:

- Consolidate an introductory understanding of major economic, social, political, and cultural processes; particularly from an international relations perspective; covering the period after 1945.
- Develop analytical skills to connect this knowledge with key historiographical debates on the subject.
- Relate the core content of the course to current issues in the aforementioned fields.

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	30,00
Independent study and work	45,00
Preparation of lessons	15,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY**IN-PERSON ACTIVITIES**

Face-to-face teaching will follow the following methodologies:

- **Lectures:** This methodology involves the explanation of various topics by the instructor to provide theoretical and conceptual grounding.
- **Theoretical-Practical Problem Solving:** Students are expected to watch a selection of historical films prior to class sessions. These films serve as case studies to be analyzed and discussed in class.
- **Case study, classroom presentation, and group work.** In some instances, case studies will be conducted in groups, with students presenting their findings in the classroom.
- **Debates and Seminars:** This methodology encourages student participation through in-class discussions based on readings previously completed at home.

INDEPENDENT LEARNING ACTIVITIES

Students will carry out the following non-face-to-face activities:

- **Autonomous Study and Research:** This activity consists of consulting and studying the mandatory readings proposed by the instructor. It requires independent reading of key texts related to the course content.
- **Class Preparation:** Viewing and analyzing selected historical films as part of individual study prior to in-class discussion.
- **Preparation of a paper** on a topic related to the course content, to be agreed upon with the teaching staff at the beginning of the semester.

Sustainable Development Goals (SDGs)

This course takes into account the United Nations Sustainable Development Goals, particularly the following:



- **SDG 4 Quality Education.** Target 4.7: Ensure that all learners acquire the theoretical and practical knowledge necessary to promote sustainable development, including human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship, the appreciation of cultural diversity, and the contribution of culture to sustainable development.
- **SDG 5 Gender Equality.** Target 5.1: End all forms of discrimination against all women and girls everywhere.

EVALUATION

The general grading system will follow the Regulations on Assessment and Grading for Undergraduate and Master's Degrees at the Universitat de València, approved by the Governing Council on May 30, 2017 (ACGUV 108/2017).

First Call

The evaluation of this course will be based on the following criteria and procedures:

- **Final Exam (60%).** The exam will cover the content of the course syllabus and may be retaken during the second examination session. The following aspects will be assessed: level of knowledge in accordance with the learning objectives of the course; written expression, both in terms of structure and form (clarity, correct spelling, and grammar) as well as appropriate terminology; and capacity for reasoning and interrelation of concepts. A minimum score of 4.5 out of 10 is required for this exam in order for the rest of the assessment components to be considered in the final grade.
- **Submission of Outlines, Summaries, and Assigned Texts (30%).** An individual assignment on a topic related to the course content, agreed upon with the instructor at the beginning of the semester. This component is recoverable in the second examination session.
- **Class Participation and Attitude (10%).** Active participation in case studies, discussions, and classroom activities proposed by the instructor. This component is not recoverable in the second examination session.

Second Call

The assessment in the second examination period will maintain, if applicable, the grades obtained in the blocks passed in the first examination period. The evaluation of the blocks failed or not presented will be carried out in the following way:

- **Final Exam (60%).** The exam will cover the full course syllabus. The following aspects will be assessed: level of knowledge in accordance with the course objectives; correct written expression, both structurally and formally (clear writing, spelling, grammar) and in terms of terminology; and capacity for reasoning and conceptual integration. A minimum score of 4.5 out of 10 is required for this exam in order for the remaining assessment components to be added to the final grade.



- **Submission of Outlines, Summaries, and Assigned Texts (30%).** A written assignment on a topic related to the course content, agreed upon with the instructor at the beginning of the semester.
- **Class Participation and Attitude (10%).** This component is not recoverable in the second examination session. The grade obtained in the first examination period will be maintained.

Remarks

- All written work including exams, exercises, and assignments must demonstrate correct spelling and grammar. Each error may result in a deduction from the grade, which can lead to a failing mark.
- In cases where plagiarism is detected in any assessment, the work may be awarded a numerical grade of zero, regardless of any disciplinary actions or sanctions that may be applied under current regulations.
- Academic integrity is essential to academic communities and to the fair evaluation of students' work. All submissions must be the student's own original work. Assignments involving fraudulent collaboration or created with the assistance of artificial intelligence tools (such as ChatGPT or others) will not be accepted, unless such use is part of the course content or explicitly authorized by the instructor.

REFERENCES

Basic references

- JUDT, Tony: *Postguerra. Una historia de Europa desde 1945*, Madrid, Taurus, 2006.
- KERSHAW, Ian: *Ascenso y crisis. Europa 1950-2017. Un camino incierto*, Barcelona, Crítica, 2019.
- MAZOWER, Mark.: *La Europa Negra*, València, Barlin, 2017.
- NÚÑEZ SEIXAS, Xosé Manoel: *Las utopías pendientes. Una breve historia del mundo desde 1945*. Crítica, Barcelona, 2015.
- VEIGA, Francisco: *El desequilibrio como orden. Una historia de la postguerra fría*, Madrid, Alianza, 2015.

Additional references

- BURUMA, Ian: *Año cero. Historia de 1945*, Barcelona, Pasado y Presente, 2014.
- CASASSAS, Jordi (coord.): *La construcción del presente. El mundo desde 1848 hasta nuestros días*, Barcelona, Ariel, 2005.
- ELEY, Geoff: *Un mundo que ganar. Historia de la izquierda en Europa, 1850-2000*, Barcelona, Crítica, 2003 (capítols 19-27).
- FERRO, Marc: *El cine, una visión de la historia*, Madrid, Akal, 2008.
- FUENTES, Juan Francisco y LA PARRA, Emilio: *Historia universal del siglo XX*, Madrid, Síntesis, 2001.
- HOBBSBAM, Eric: *Historia del siglo XX*, Barcelona, Crítica, 1995.



- JUDT, Tony: El món no se'n surt. Un tractat sobre els malestars del present, Barcelona, La Magrana, 2010.
- KERSHAW, Ian: Ascenso y crisis. Europa 1950-2017. Un camino incierto, Barcelona, Crítica, 2019.
- LOWE, Keith: El miedo y la libertad. Cómo nos cambió la Segunda Guerra Mundial. Galaxia Gutenberg, Barcelona, 2017.
- VILLARES, Ramón y BAHAMONDE, Ángel: El mundo contemporáneo: siglos XIX y XX, Madrid, Taurus, 2001