

**COURSE DATA****DATA SUBJECT**

**Code:** 36613  
**Name:** History of the Present-Day World  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
1334 - Degree in Journalism	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1334 - Degree in Journalism	Historia	BASIC

**COORDINATION**

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PRADES PLAZA SARA

**SUMMARY**

The subject *History of the Modern World* is one of the compulsory subjects of the Basic Training module of the 1st year of the Bachelor's Degree in Journalism. Its basic objective is to provide an introduction to the political, social and economic processes of contemporary history from the post-war period from 1945 to the present day. Special attention will be paid to historical dynamics more directly related to current problems and to spatial areas not covered in other subjects of the degree, with a particular focus on European history from an international perspective. The analysis of broad processes will take priority over the development of very detailed content.

The course content is linked to the Sustainable Development Goals (SDGs), as it addresses historical events that help to better understand the causes and consequences of the problems the SDGs aim to solve such as poverty (SDG 1), hunger (SDG 2), gender equality (SDG 5), inequality (SDG 10), climate change (SDG13), and the promotion of peaceful and inclusive societies (16).

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



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

## OTHER REQUIREMENTS

There are no enrollment restrictions. It is recommended proficiency in oral and written expression, reading comprehension skills, the ability to abstract and reflect critically, and a basic knowledge of contemporary world history.

## COMPETENCES / LEARNING OUTCOMES

### 1334 - Degree in Journalism

Students must be able to search, select, contextualise and order any type of source or document (written, audio, visual etc.) useful for the elaboration and processing of information, as well as for persuasive communicative or fictional and entertainment uses.

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 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 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.

## DESCRIPTION OF CONTENTS

### 1—The world after 1945.

The immediate consequences of the Second World War.

Decolonisation and nationalism in the Third World.

The Cold War: from its origins to the consolidation of a bipolar world.

### 2 – Welfare states and real socialism.

The capitalist bloc: economic growth and the welfare state.



The communist bloc in the Khrushchev era: de-Stalinisation, political changes and economic evolution.  
The economic crisis of the 1970s and its consequences in both blocs.

**3 – European integration.**

Background: from interwar proposals to the Treaties of Rome (1957).  
Consolidation: from the beginnings of the EEC to the Maastricht Treaty (1992).  
Intensification: the EU, from Maastricht (1992) to Lisbon (2007).

**4 – Dictatorship and democracy: the Spanish case.**

The Franco dictatorship. Construction, consolidation and autarky (1936–1959).  
The reconfiguration of Francoism: developmentalism and final crises (1959–1976).  
The Transition: the return of democracy (1977–1982).

**5 – The fall of the wall and the new international order.**

The revolutions of 1989 and the final crisis of the Soviet system.  
The New International Order and scenarios of conflict.  
The expansion of the EU, globalisation and the international economic crisis.

These contents will be reflected in the following learning outcomes:

- Identify knowledge of the major contemporary economic, sociological, political, and cultural processes.
- Approach relevant historical, economic, political, and sociological issues through learning to interpret and explain them using common concepts, models, and analytical frameworks.
- Classify and access available economic, political science, legal, historical, and sociological information, and learn to manage it appropriately.
- Discover connections between the present and the past and understand the diachronic evolution of communication in relation to lifestyles, sociability, and culture.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00



Independent study and work	60,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The subject's methodology will be as follows:

1. There will be 4 hours of **face-to-face classes** per week, that is to say, of activity in the usual classroom. These hours will be distributed as follows:

A) Theory lectures: During 2/3 of the total number of hours, the lecturer will present and explain the fundamental elements that must guide students in understanding the subject in question. It is essential for students to read the manuals, monographs or texts that will be indicated, and to participate in class and in the elaboration of the monographic works and presentations on the contents of block IV of the programme (see section VII of this guide).

B) Practical lectures: During 1/3 of the total number of hours, the subject's most important or significant aspects will be studied in depth, using a variety of materials. The sessions will be used to introduce students to the use of materials and techniques specific to the discipline of history and, in particular, to the specific sources for the study of the history of the contemporary world after 1945. Likewise, throughout the course, students will be able to assume responsibility, if necessary, for the presentation of work, the object of evaluation, based on the analysis of some of these sources.

**2. Complementary activities.** They will be devoted to the consultation and subsequent discussion and sharing of audiovisual, graphic, documentary or literary materials, chosen by the lecturer and of special relevance for the understanding of certain aspects of the programme. These activities will be programmed in advance and the teacher in charge of each of the groups will determine their content.

**3. Attendance at speaking hours.** Students in a group may attend the general speaking hours of each lecturer in order to ask questions about any subject or aspect related to the subject (unscheduled tutorials). If appropriate, the lecturer may communicate the holding of a series of interviews with students to monitor group work or other activities (scheduled tutorials).

## EVALUATION

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017



### First exam session

The evaluation criteria and procedures applied to this course are as follows:

**1. Final theoretical exam.** It will cover the content of the syllabus. The following aspects will be assessed:

- Level of knowledge according to the course objectives.
- Correct written expression, both in terms of exposition and form (clear writing and correct spelling), as well as terminology.
- Ability to relate concepts and reason critically.

The grade obtained in this component will account for 60% of the final course grade. A minimum score of 4.5 out of 10 must be achieved for the other components to be added.

**2. Assessment of individual and/or group assignments.** This may include a reading test on the bibliography selected by the lecturer, a written analysis based on some of those readings, or a project using available sources (historical documents, literary texts, graphic materials, films, and audiovisual content) presented and discussed in lectures, practical sessions, or complementary activities. This component will represent 40% of the final grade.

In summary, course assessment is structured as follows:

- Final exam: 60% (recoverable)
- Assessment of individual and/or group assignments: 40% (recoverable)

### Second exam session

If the student has obtained satisfactory marks from assignments, reading tests, or other evaluation criteria during the course, they will be taken into account for the second exam session. These grades are only valid for the current academic year. Additionally, at the beginning of the course, a detailed specific program and instructions regarding group dynamics may be provided by the course instructor as an annex to this syllabus.

### Academic honesty

Intellectual honesty is essential in academic communities and for fair assessment of student work. All assignments submitted must be original. Assignments involving fraudulent collaboration or written with the help of artificial intelligence (e.g., ChatGPT or similar tools) will not be accepted, unless their use is part of the course content and explicitly authorized by the instructor.

Plagiarism, considered a serious offense, will result in immediate failure of the respective exam session. The following will also be considered serious offenses and result in immediate disqualification from the session: copying or facilitating the copying of assignments between students; irregular access to or early



appropriation of exam content; facilitating or attempting the appropriation, alteration, or destruction of evaluable activity results; and impersonating another person during exams. If any of these offenses are detected, the instructor must inform the Degree Coordination.

Spelling, syntax, or writing errors will negatively affect the evaluation of all written tests and may lead to failure if excessive. The second exam session will apply the same requirements and grading percentages as the first.

## REFERENCES

### Basic

- Casassas, J. (Coord.). (2005). *La construcción del presente. El mundo desde 1848 hasta nuestros días*. Ariel.
- Lowe, K. (2017). *El miedo y la libertad. Cómo nos cambió la Segunda Guerra Mundial*. Galaxia Gutenberg.
- Mazower, M. (2017 [2001]). *La Europa negra*. Barlin.
- Núñez Seixas, X. M. (2015). *Las utopías pendientes. Una breve historia del mundo desde 1945*. Crítica.

### Complementary

- Buruma, I. (2014). *Año cero. Historia de 1945*. Pasado y Presente.
- Judt, T. (2006). *Una historia de Europa desde 1945*. Taurus.