



IDENTIFYING DATA

History: History of the present

| | | | | |
|---------------------|--|-----------------|------|------------|
| Subject | History: History of the present | | | |
| Code | P02G120V01203 | | | |
| Study programme | (*)Grao en Educación Primaria | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 6 | Basic education | 1st | 2nd |
| Teaching language | Spanish | | | |
| Department | Historia, Arte e Xeografía | | | |
| Coordinator | Rodríguez Teijeiro, Domingo | | | |
| Lecturers | Rodríguez Teijeiro, Domingo | | | |
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| Web | http://cursos.faitic.uvigo.es/moodle3_1718/course/view.php?id=330 | | | |
| General description | The subject of History of the Present intends to enter to the students in the studio of the main events and the general processes of change and continuity of the Humanity to split of the second half of the century XX and, to the time, that *familiarice with the *destrezas own of the historical learning, go in those that fits to highlight the location of the events in the space and in the time, handle it of sources of information, the critical interpretation of the data, the *conciencia that the causal explanations are product of the interaction of one joint of diverse factors, capacity of analysis and synthesis or the broadcast of judgements substantiated on controversial subjects. | | | |

Competencies

| | |
|------|---|
| Code | |
| A3 | |
| B8 | (*)Manter unha relación crítica e autónoma respecto dos saberes, os valores e as institucións sociais públicas e privadas |
| B9 | (*)Valorar a responsabilidade individual e colectiva na consecución dun futuro sustentable |
| B10 | (*)Reflexionar sobre as prácticas de aula para innovar e mellorar o labor docente. Adquirir hábitos e destrezas para a aprendizaxe autónoma e cooperativa e promova entre os estudantes |
| B11 | (*)Coñecer e aplicar nas aulas as tecnoloxías da información e da comunicación. Discernir selectivamente a información audiovisual que contribúa ás aprendizaxes, á formación cívica e á riqueza cultural |
| C31 | (*)Comprender os principios básicos das ciencias sociais |
| C32 | (*)Coñecer o currículo escolar das ciencias sociais |
| C33 | (*)Integrar o estudo histórico e xeográfico desde unha orientación instructiva e cultural |
| C34 | (*)Fomentar a educación democrática da cidadanía e a práctica do pensamento social crítico |
| C35 | (*)Valorar a relevancia das institucións públicas e privadas para a convivencia pacífica entre os pobos |
| C37 | (*)Desenvolver e avaliar contidos do currículo mediante recursos didácticos apropiados e promover as competencias correspondentes nos estudantes |
| D1 | |
| D2 | |
| D6 | (*)Capacidade de xestión da información |
| D7 | (*)Resolución de problemas |
| D8 | (*)Toma de decisións |
| D9 | (*)Traballo en equipo |
| D12 | (*)Habilidades nas relacións interpersoais |
| D13 | |
| D14 | (*)Razoamento crítico |
| D15 | (*)Compromiso ético |
| D16 | (*)Aprendizaxe autónoma |
| D20 | (*)Coñecemento doutras culturas e costumes |
| D23 | |

Learning outcomes

| Expected results from this subject | Training and Learning Results | | | |
|--|-------------------------------|-----------|--|---|
| Deepening own skills of historical learning, among which are: location of events in space and time, management of information sources, critical interpretation of the data, awareness that historical explanations are the result of the interaction of various factors, capacity for analysis and synthesis, ability to issue judgments grounded on controversial issues. | A3 | B8 B10 | C31 C32 C33 C34 C35 C37 | D1 D2 D6 D7 D8 D9 D12 D13 D14 D15 D16 D20 D23 |
| Within historiographical techniques: management of temporary categories, representing cycles and stages, specific vocabulary, etc. | A3 | B8 B11 | C31 C32 C33 C34 C35 C37 | D1 D2 D6 D7 D8 D9 D12 D13 D14 D15 D16 D20 D23 |
| Integration of new information technologies: as primary sources and as an object of study, achieving the ability to critically analyze the impact of new technologies and media. | | B11 | | D1 D2 D6 D7 D8 D9 D12 D13 D14 D15 D16 |
| Ability to critically reflect on so important to understand the present as the construction of social values issues, changes in gender relations and intergenerational, multicultural and intercultural, discrimination and social inclusion. | A3 | B9 | | D1 D2 D6 D7 D8 D9 D12 D13 D14 D15 D16 D20 D23 |

Contents

| Topic | |
|---|---|
| History and Time. | --- |
| The historical change and its cultural dimension. | |
| Social and political movements in the contemporaneity | Social protest movements. Systems and political ideas. Gender and social inequality. |
| The bases of the present time | The international relations (1945-1989). Economic evolution (1945-1989) |
| The world of the present: of 1989 to the "Big Recession". | The Cold War and the "New World Order". The world after 11-S. From the crisis of the nineties the "Great Recession" |

| Planning | | | |
|----------------------|-------------|-----------------------------|-------------|
| | Class hours | Hours outside the classroom | Total hours |
| Lecturing | 30 | 15 | 45 |
| Classroom jobs | 15 | 30 | 45 |
| Supervised work | 7 | 30 | 37 |
| Presentation | 1 | 1 | 2 |
| Essay questions exam | 2 | 15 | 17 |
| Practices report | 0 | 4 | 4 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|----------------------|--|
| | Description |
| Lecturing | Explanation of the contents of the subject by the teacher, led debates, personal contributions of the student. |
| Classroom jobs | Realization of comments on current and historical texts. |
| Supervised work | Work performed individually or in groups by students oriented approach to the literature, the information-gathering instruments and the characteristics of the History of the Present sources. They should be assigned inexcusably before the end of the first month of the quarter. |
| Presentation | Synthetic exhibition in the classroom of the works realized in group. |

Personalized attention

| Methodologies Description | |
|----------------------------------|---|
| Supervised work | Resolution of questions on the subject explained in master classes on the recommended for the preparation of practical classes and seminars texts. Resolution of doubts and problems that may arise as the elaboration of group work develops. Resolution of any doubt or problem that may be referred to students. |
| Classroom jobs | Resolution of questions on the subject explained in master classes on the recommended for the preparation of practical classes and seminars texts. Resolution of doubts and problems that may arise as the elaboration of group work develops. Resolution of any doubt or problem that may be referred to students. |

| Assessment | | Qualification | Training and Learning Results | | | |
|----------------------|--|---------------|-------------------------------|-----|-----|-----|
| | Description | | | | | |
| Supervised work | Presentation and delivery, on the appointed date of the work done individually or in groups by students. the theoretical framework, structure and articulation of work, critical reflection on the sources and the formal presentation of the work will be assessed. | 30 | A3 | B8 | C31 | D1 |
| | | | | B10 | C32 | D2 |
| | | | | | C33 | D6 |
| | | | | | C34 | D7 |
| | | | | | C35 | D8 |
| | | | | | C37 | D9 |
| | Learning outcomes: | | | | | D12 |
| | Deepening own skills of historical learning, among which are: location of events in space and time, management of information sources, critical interpretation of the data, awareness that historical explanations are the result of the interaction of various factors, capacity for analysis and synthesis, ability to issue judgments grounded on controversial issues. | | | | | D13 |
| | Within historiographical techniques: management of temporary categories, representing cycles and stages, specific vocabulary, etc. | | | | | D14 |
| | | | | | | D15 |
| | | | | | | D16 |
| | | | | | | D20 |
| | | | | | | D23 |
| Essay questions exam | Theoretical knowledge of the subject, the structuring of ideas and the precision and clarity are valued. | 30 | | B9 | | D1 |
| | Ability to critically reflect on so important to understand the present as the construction of social values issues, changes in gender relations and intergenerational, multicultural and intercultural, discrimination and social inclusion. | | | | | D2 |
| | | | | | | D6 |
| | | | | | | D7 |
| | | | | | | D8 |
| | | | | | | D14 |
| | | | | | | D20 |
| | | | | | | D23 |

| | | | | |
|------------------|--|----|--------------|---|
| Practices report | Seminars: Selection, presentation, analyzing and criticizing the worked material and capacity to foster debate, discussion and participation. Classroom work: Presentation and delivery, on the dates indicated and in accordance with the parameters indicated, the practical exercises. Within historiographical techniques: management of temporary categories, representing cycles and stages, specific vocabulary, etc. Integration of new information technologies: as primary sources and as an object of study, achieving the ability to critically analyze the impact of new technologies and media. | 40 | A3 B8 B10 | C31 D1 C32 D2 C33 D6 C34 D7 C35 D8 C37 D9 D12 D13 D14 D15 D16 D20 D23 |
|------------------|--|----|--------------|---|

Other comments on the Evaluation

Attendance and active participation in the theoretical and practical, seminars, tutoring sessions and other activities will be assessed.

Students who not availing themselves of presential modality, which should inform the responsible teacher within the first month of the semester, will examine the entire program of matter, which should be prepared from the indicated bibliography. Likewise, they must necessarily make a practical or bibliographic work, which will be assigned by the teacher responsible before the end of the sessions and delivered on the date of the examination. This last will account for 70% of the final grade and work 30%.

Students in presential modality that do not perform all activities and practical work or undershoot in these or examination passing grade must repeat in the second round those parts of matter having suspensas or switch to the present courses on with identical requirements to those required for this type of student. The official examination dates can be consulted in the website of the faculty, in section "Docencia/Exámenes".

Sources of information

Basic Bibliography

Avilés Farré, J., Pardo, R. y Sepúlveda Muñoz, I., **Las claves del mundo actual: una historia global desde 1989**, 1ª, Síntesis, 2014

Avilés Farré, J. y Sepúlveda Muñoz, I., **Historia del Mundo Actual: de la caída del Muro a la Gran Recesión**, 1ª, Síntesis, 2014

Fontana, J., **Por el bien del imperio: una historia del mundo desde 1945**, 8ª, Pasado y presente, 2011

Núñez Seixas, X.M., **Las utopías pendientes. Una breve historia del mundo desde 1945**, 1ª, Crítica, 2015

Marichal, C., **Nueva historia de las grandes crisis financieras: una perspectiva global, 1873-2008**, 1, Debate, 2010

Complementary Bibliography

Judt, T., **Posguerra: Una historia de Europa desde 1945**, 1ª, Taurus, 2012

Rodríguez Jiménez, J.L., **Historia de la España Actual**, 1ª, Universitas, 2014

Aróstegui, J., **La investigación histórica. Teoría y método**, 2ª, Crítica, 2001

Recommendations