



## IDENTIFYING DATA

### History: History of the present

Subject	History: History of the present			
Code	O05G120V01203			
Study programme	(*)Grao en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	1st	2nd
Teaching language	Galician			
Department				
Coordinator	Rodríguez Teijeiro, Domingo			
Lecturers	Rodríguez Teijeiro, Domingo			
E-mail	teijeiro@uvigo.es			
Web	<a href="http://webs.uvigo.es/historia_contemporanea">http://webs.uvigo.es/historia_contemporanea</a>			
General description	(*)A materia de Historia do Presente pretende introducir ao alumnado no estudio dos principais acontecementos e os procesos xerais de cambio e continuidade da Humanidade a partires da segunda metade do século XX e, o tempo, que se familiarice coas destrezas propias da aprendizaxe histórica, entre as que compre destacar a localización dos acontecementos no espazo e no tempo, o manexo de fontes de información, a interpretación crítica dos datos, a conciencia de que as explicacións causais son produto da interacción dun conxunto de factores diversos, capacidade de análise e síntese ou a emisión de xuízos fundamentados sobre asuntos controvertidos.			

## Competencies

Code	
A3	Students have the ability to gather and interpret relevant data (usually within their study area) to make judgements that include a reflection on the relevant social, scientific or ethical issues.
B8	Maintain a critical and autonomous relationship with regard to knowledge, values and public and private social institutions
B9	Appreciate individual and group responsibility for achieving a sustainable future
B10	Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote them among students.
B11	Know and apply the information and communication technologies in classrooms. Selectively discern audio-visual information that contributes to learning, civic training and cultural wealth.
C31	To understand the basic principles of the social sciences.
C32	To know the school curricula of the social sciences.
C33	To integrate the study of history and geography from an educational and cultural perspective.
C34	To promote the democratic education of the citizenry and the practice of critical thinking about society.
C35	To appreciate the importance of public and private institutions for the peaceful coexistence between peoples.
C37	To develop and evaluate curricular contents through use of appropriate teaching resources to promote the acquisition of the relevant competencies by students.
D1	Capacity for analysis and synthesis
D2	Capacity for organisation and planning
D6	Capacity for information management
D7	Troubleshooting
D8	Decision-making
D9	Team work
D12	Skills in interpersonal relationships
D13	Recognition of diversity and multiculturalism
D14	Critical reasoning
D15	Ethical commitment
D16	Autonomous learning
D20	Knowledge of other cultures and customs
D23	Awareness about environmental issues.

Learning outcomes				
Expected results from this subject		Training and Learning Results		
(*)Comprender os principios básicos da Historia e das Ciencias Sociais para ser capaz de deseñar, planificar e avaliar correctamente os procesos de ensino e aprendizaxe.	A3	B8 B10	C31	D1
			C32	D2
			C33	D6
			C34	D7
			C35	D8
			C37	D9
				D12
				D13
				D14
				D15
(*)Manexar diferentes instrumentos de recompilación de información e investigar en fontes diversas da Historia do Presente para ser capaz de planificar, realizar e presentar pequenas investigacións individuais e en equipo que contribúan á elaboración dun discurso crítico e razoado sobre a realidade actual.	A3	B8 B11	C31	D1
			C32	D2
			C33	D6
			C34	D7
			C35	D8
			C37	D9
				D12
				D13
				D14
				D15
(*)Promover o estudo da Historia e das Ciencias Sociais desde unha orientación crítica e autónoma respecto dos saberes, os valores e as institucións públicas e privadas.		B11		D1
				D2
				D6
				D7
				D8
				D9
				D12
				D13
				D14
				D15
(*)Desenvolver e avaliar contidos do currículo mediante recursos didácticos apropiados e promover as competencias correspondentes nos estudantes.	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	25	25	50
Workshops	15	20	35
Mentored work	7	20	27
Presentation	1	1	2
Essay questions exam	2	30	32
Report of practices, practicum and external practices	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.
Workshops	Realization of comments on current and historical texts.
Mentored 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 assistance

Methodologies	Description
Workshops	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. All students: virtual course on the Moodle Teleteaching platform (FaiTic, Uvigo), face-to-face tutoring (office), tutoring on the Remote Campus, e-mail.
Mentored 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. All students: virtual course on the Moodle Teleteaching platform (FaiTic, Uvigo), face-to-face tutoring (office), tutoring on the Remote Campus, e-mail.

Assessment		Qualification	Training and Learning Results		
	Description				
Mentored 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	D1
				B9	D2
				B10	D6
				B11	D7
					D8
	Learning outcomes:				D9
	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.				D12
	Within historiographical techniques: management of temporary categories, representing cycles and stages, specific vocabulary, etc.				D14
					D15
					D16
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

Report of practices, practicum and external practices	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
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### 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 "Exames".

### Sources of information

#### Basic Bibliography

Avilés Farré, Juan, Pardo, Rosa y Sepúlveda, Isidro., **Las Claves del mundo actual : una historia global desde 1989**, 1ª, Síntesis, 2014

Fontana, Josep, **Por el bien del imperio : una historia del mundo desde 1945**, 8ª, Pasado y Presente, 2011

#### Complementary Bibliography

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

Judt, Tony, **Postguerra : una historia de Europa desde 1945.**, 1ª, Taurus, 2012

Aróstegui, Julio, **La Historia vivida : sobre la historia del presente.**, 1ª, Alianza Editorial, 2004

Avilés Farré, Juan. y Sepúlveda, Isidro., **Historia del mundo actual : de la caída del Muro a la Gran Recesión**, 1ª, Síntesis, 2014

Aróstegui, Julio, **Investigación histórica : teoría y método.**, 2ª, Crítica, 2001

### Recommendations

### Contingency plan

#### Description

=== EXCEPTIONAL PLANNING ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.

=== ADAPTATION OF THE METHODOLOGIES ===

\* Teaching methodologies maintained

All methodologies are maintained, adapted to teaching through the Remote Campus and to remote individual or group work using the FAITIC tele-teaching platform and other collaborative mechanisms.

\* Non-attendance mechanisms for student attention (tutoring)

Attention to students will be done through the Remote Campus, forums platform teleteaching FAITIC, email, etc.

\* Modifications (if applicable) of the contents

The contents are not modified.

\* Additional bibliography to facilitate self-learning

The sources of information and materials available in the virtual course (FAITIC) allow all the contents to be worked on and are sufficient to facilitate self-learning.

=== ADAPTATION OF THE TESTS ===

No change is foreseen in relation to the different assessment tests and the percentage corresponding to each of them.

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