Universidad Rey Juan Carlos

TEACHING GUIDE

HISTORY OF THE MODERN WORLD AND SOCIAL MOVEMENTS

GRADO EN RELACIONES INTERNACIONALES (INGLÉS)

ACADEMIC YEAR 2026-27

Q2803011B UNIVERSIDAD REY JUAN CARLOS
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I.-Subject Identification	
Type	FORMACIÓN BÁSICA
Teaching period	1 course, 2Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

The main purpose of this course is to introduce the students in the analysis of the main social movements processes that trigger the configuration of the modern world and Contemporary History from a diachronic perspective. To achieve this goal, the course will be focus on the study of the different types of political organizations and the emergence of the main social movements from the end of 19th century until the post-war period. The interaction between these movements and the political changes will also be explained and analyzed.
This course tries to overpass the static vision of societies and introduce the analytical aspects such as mobilization strategies, public opinion, and the elements that trigger the constant transformation of contemporary societies and political structures.
The course will have a theoretical and practical focus, whereby debate and active participation in class will be stimulated.
No precise requirements are needed to follow the course, besides some interest in World History.

III.-Learning outcomes

CG03. Students must have the ability to gather and interpret relevant data in order to make value judgements that include an analysis of the relevant political, legal, social, economic, scientific and ethical issues.
CG04. Students must be able to transmit information, ideas, problems and solutions to others, be they specialised or not.
CG07. Students must be able to understand international relations from a perspective based on respect for human rights and the principles of democratic life and multicultural society.
CE02. Students must be aware of the historical development of the political, social and cultural processes, ideas and movements that have served as a foundation for modern States and international relations.
CE03. Students must be able to identify, understand and analyse the source, basic principles and development of a democratic and plural society, as well as its confrontation with other lifestyles.
CE14. Students must be capable of independently studying and analysing the political and social ideas and movements that develop within a framework of international relations.
CE16. Students must be capable of understanding and analysing the specific features of political and constitutional models from a comparative perspective.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

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IV.-Contents

IV.A.-Syllabus

Introduction
UNIT 1: Main political ideologies and social movements in the 19th century
- Liberalism and democracy
- Socialism and Anarchism: The Internationals and the labor movement
- Suffragism and abolitionism
UNIT 2: Towards the Great War. Causes and consequences
- Nationalism
- Imperialism and colonialism
- Old and new democracies
UNIT 3: The Russian Revolution and Communism
UNIT 4: The interwar period. Democracy, revolution and fascism
- Mussolini's Fascist Italy
- The Weimar Republic and the rise of Nazism
UNIT 5: The world after the Second World War. The European Project

IV.B.-Training activities

Type	Title
Lectures	Critical analysis of key articles and books in classroom.
Other activities	Movies related with the course and analysis.
Lectures	Selection of Literature books or related with the topic.
Prácticas / Resolución de ejercicios	Presentation of key biographies/cases in World History.

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V.-Student workload	
Theoretical sessions	28
Resolution of exercises, problems, case studies, etc.	28
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	4
Academic tutorials	18
Related activities: conferences, seminars, etc.	0
Preparation of theoretical sessions and self-study	15
Preparation of practical tasks, exercises, case studies, projects, etc.	34
Preparation for tests and/or exams	53
Total student workload	180

VI.-Methodology and academic programme

Type	Period	Content
Academic tutorials	Week 1 to Week 13	Tutorial activities with the students in person if required.
Practical sessions	Week 6 to Week 6	Text analysis and readings that will be done in presence in the classroom
Theoretical sessions	Week 1 to Week 13	Lectures by the professor in classroom.
Tests and/or exams	Week 14 to Week 15	Final exam according to the schedule and dates of the academic authorities.

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VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.
All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.
The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).
Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.
The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

The evaluation system is based on the following elements:

1. FINAL EXAM. 40% Students must demonstrate in the exam that the have been following the course, have read the theoretical part of the course and dominate its key concepts and developments.
2. HALFTERM EXAM. 40% Students must demonstrate in the exam that the have been following the course, have read the theoretical part of the course and dominate its key concepts and developments.
3. PRACTICAL EXERCISE: 20% Including critical and/or applied analysis of concepts as seen in class.

The tests will be carried out in person. In order to access the contuniuous, ordinary evaluation each element must be passed with a grade of 5 or above. Resit exams will follow the same criteria as the final and halfter exams.
All assesment activities are eligible for reassessment. The resit examination period follows the same assessment structure as the regular examination period.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.
Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

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In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

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VIII.-Teaching resources and materials

Basic bibliography

ERIC HOBSBAWM, *Age of Extremes. The Short Twentieth Century, 1914-1991*. London, 1994.

TONY JUDT, *Postwar. A History of Europe Since 1945.* London, 2005.

PETER CALVOCORESSI, *World Politics, 1945-2000.* London, Pearson, 2009.

CHARLES TILLY, *Social Movements, 1768 - 2004*. Boulder, 2004.

LESZEK KOLAKOWSKI, *Las prinicpales corrientes del marxismo,* vols. 2 y 3, Madrid, Alianza.

Consultation bibliography

JAMES JOLL, *Europe Since 1870. An International History.* London, 1990.

STANLEY PAYNE, *El Fascismo,* Madrid, Alianza.

DANE KENNEDY, *Decolonization: A very short introduction.* Oxford, OUP, 2016.

ANNE APPLEBAUM, *Gulag. A History*, 2003

IX.-Professors

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