



## Teaching Guide

Identifying Data				2017/18	
Subject (*)	Contemporary Social and Political History	Code	660G01009		
Study programme	Grao en Relacións Laborais e Recursos Humanos (Coruña)				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	First	FB	6	
Language	SpanishGalicianEnglish				
Teaching method	Face-to-face				
Prerequisites					
Department					
Coordinador	Fernández Colín, M <sup>a</sup> Luísa	E-mail	mluisafernandez@udc.es		
Lecturers	Fernández Colín, M <sup>a</sup> Luísa	E-mail	mluisafernandez@udc.es		
Web					
General description	Basic knowledge of social evolution and contemporary politics and its impact on society today				

## Study programme competences

Code	Study programme competences
A12	Historia das relacións laborais.
A13	Transmitir e comunicarse por escrito e oralmente usando a terminoloxía e as técnicas adecuadas.
A18	Interpretar datos e indicadores socioeconómicos.
A32	Comprender a relación entre procesos sociais e a dinámica das relacións laborais.
A33	Comprender o carácter dinámico e cambiante das relacións laborais no ámbito nacional e internacional.
A34	Interrelacionar as distintas disciplinas que configuran as relacións laborais.
A35	Análise crítico das decisións emanadas dos axentes que participan nas relacións laborais.
B2	Capacidade de análise e síntese.
B6	Comportarse con ética e responsabilidade social como cidadán e como profesional.
B8	Razoamento crítico.
B10	Recoñecemento á diversidade e á multiculturalidade.
B14	Aprendizaxe autónomo.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.

## Learning outcomes

Learning outcomes	Study programme competences		
Historia das relacións laborais.	A12		
Transmit and communicate orally and in writing using the terminology and the proper techniques	A13		
Interpret data and socioeconomic indicators	A18		
Understanding the relationship between social processes and the dynamics of labor relations	A32		
Understanding the dynamic character and changing labor relations in the national and international	A33		
Interlink the various disciplines that make up the labor relations	A34		
Critical analysis of the decisions taken by the agents involved in labor relations	A35		
Express correctly, both orally as written in the official languages of the autonomous community			C1
Develop for the exercise of citizenship open, educated, critical, committed, democratic and caring, able to analyze reality, diagnose problems, formulate and implement solutions based on knowledge and oriented to the common good			C4
Critically assess the knowledge, technology and information available to solve the problems they face with			C6
Análise capacity and síntese		B2	



Behave ethically and social responsibility as a citizen and as a professional		B6	
Critical thinking		B8	
Recognition of diversity and multiculturalism		B10	
Autonomous learning		B14	

Contents	
Topic	Sub-topic
Theme 1: The beginnings of economic and political liberalism	1.1 Origins of liberalism 1.2 Principles of liberalism 1.3 Economic liberalism
Theme 2: The welfare state and capitalism after the Second World War	2.1 The liberalism of the 30s 2.2 The welfare state 2.3 The 1973 crisis 2.4 Second oil crisis 2.5 Consequences of the Crisis
Theme 3: Feminisms and the condition of women	3.1 The sexual division of labor 3.2 The struggle for civil and political rights 3.3 The rights of women from the decade of the 60s
Theme 4: The socialism	4.1 Origins 4.2 Anarchism 4.3 Marxism 4.4 The expansion of Socialism
Theme 5: The labor movement	5.1 Introduction 5.2 The first conflict of the Industrial Society 5.3 Generalization and internationalization of the labor movement 5.4 The Labor movement in Spain
Theme 6: The Fascism	6.1 What is fascism? 6.2 Characteristics of Fascism 6.3 The Italian fascism 6.4 The German Nazism 6.5 Other fascism
Theme 7: approach to international relations	7.1. The age of imperialism, decolonization and the development of new states 7.2. The occupation of Palestine and the Israeli policy 7.3. Recent conflicts in the Islamic world 7.4. The communist blo

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Introductory activities	A12 A13 A18 A32 A33 A34 B2 B6 B8 B14 C1 C4 C6	2	2	4
Directed discussion	A12 A13 A18 A32 A33 A34 A35 B2 B6 B8 B10 C1 C4 C6	20	10	30
Workbook	A12 A13 A18 A32 A33 A34 A35 B2 B6 B8 B10 B14 C1 C4	16	0	16



Objective test	A12 A13 A18 A32 A33 A35 B2 B8 B14 C1 C4	2	48	50
Guest lecture / keynote speech	A12 A13 A18 A32 A33 A34 A35 B2 B8 B10 B14 C1 C4	18	0	18
Supervised projects	A12 A13 A18 A32 A33 A34 A35 B2 B6 B8 B10 B14 C1 C4 C6	18	10	28
Personalized attention		4	0	4

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

Methodologies	
Methodologies	Description
Introductory activities	Activities that take place prior to initiating any process of teaching and learning in order to meet the skills, interests and / or motivations that owns the students to achieve the objectives to be achieved, linked to a training program. With it is to obtain information relevant to articulate teaching to promote effective learning and significant, stemming from previous knowledge of students
Directed discussion	Technical group dynamics in which the members of a group discuss freely, informal and spontaneous about a topic, although they may be coordinated by a moderate
Workbook	They are a set of texts and written documents that have been collected and edited as a source of deepening contents worked. If you make many comments from texts
Objective test	Written test used for the assessment of learning, whose distinctive feature is the ability to determine whether the answers are correct or not. The test will have a text analysis guided questions for guidance and two essay questions to choose one of them
Guest lecture / keynote speech	The lecture is also known as conference, expository method or master lesson. This last method usually reserve a special kind of lesson taught by a teacher on special occasions, with a content which is a drawing based on the original and almost exclusive use of the word as a means of transmission of information to the audienc
Supervised projects	Methodology designed to promote independent learning of students, under the tutelage of professor and in various scenarios (academic and professional). Refers primarily to learning how to do things. It is an option based on the assumption by the students of the responsibility for their own learning.  The education system is based on two basic elements: the learning of students and the independent monitoring of that learning by teacher-tutor

Personalized attention	
Methodologies	Description
Supervised projects	It will be done for the supervised works, guiding each student on the work it can do, the rules and sources of information to use.  In addition to tutoring sessions, students can make appointments whenever the wish via emai

Assessment			
Methodologies	Competencies	Description	Qualification
Directed discussion	A12 A13 A18 A32 A33 A34 A35 B2 B6 B8 B10 C1 C4 C6	related readings that students must do as well as with comments and analysis that will be conducted later in class. It will work in Spanish, Galician and English	20
Objective test	A12 A13 A18 A32 A33 A35 B2 B8 B14 C1 C4	Oral examination or written questions to develop and / or comment text  Requires take at least 2 to make a half with the other notes	60



Supervised projects	A12 A13 A18 A32 A33 A34 A35 B2 B6 B8 B10 B14 C1 C4 C6	- Deepening work in a subject related to the syllabus of the subject. - Poderase Make individual or group (maximum of 3 students) - It is obligatory to their oral presentation in class for you to rate. The application of it and not the presentation by the student on the day indicated, without prior justification, may constitute a penalty of up to 2 points	20
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### Assessment comments

Students with academic dispensation will be evaluated as follows:

- test objective: oral or written exam with questions and / or comment text Required take at least 3 to make half with the other notes. Your rating will be up to 8

- Deepening work on a topic related to the syllabus of the course. The work of the course will be previously agreed with the teacher. exposure is required of it in class. Failure to provide the student the day of exposure without just cause, will be penalized with the loss of 2 puntos.su rating is up to 2

In the case of students who, following a report from the Diversity Attention Unit, have to have special evaluation conditions, the guidelines recommended by the Service will be followed

### Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- Giner, S. (2013). Historia del pensamiento social. Barcelona, Ariel</li> <li>- Galán García, A, Gómez Urdañez, G. y Moreno Fernández, J.R. (2003). Materiales para la historia de las Relaciones Laborales. Madrid, Tecnos</li> <li>- Camps Cura, E, (2013). Historia Económica Mundial: la formación de la economía internacional (s.XVI-XX). Madrid, Mc Graw Hill</li> <li>- Tuñón de Lara, M. (1972). El movimiento obrero en la historia de España. Madrid, Taurus</li> <li>- Bahamonde, A. y Villares, R. (2001). El mundo contemporáneo. siglos XIX y XX. Madrid, Taurus</li> <li>- Fernández García, T. (2014). Trabajo Social, una historia global. Mc Graw Hill</li> <li>- Martínez Carreras, J. (1996). Introducción a la historia contemporánea. Madrid, Istmo</li> <li>- Arenas Posadas, C (2003). Historia Económica del Trabajo. Madrid, Tecnos</li> <li>- Fontana, J. (1999). Introducción al estudio de la historia. Barcelona, Crítica</li> </ul>
<b>Complementary</b>	<ul style="list-style-type: none"> <li>- Hobsbawn, E. (1995). Historia del siglo XX. Barcelona, Crítica</li> <li>- Droz, J (1985). Historia general del socialismo. Barcelona, Destino</li> <li>- Hampsher-Monk, I. (1994). Historia del pensamiento político moderno, los principales pensadores políticos de Hobbes a Marx. Barcelona, Ariel</li> <li>- Galán García, A. (Coord.) (2000). Intervención Pública en las Relaciones Laborales. Tecnos, Madrid</li> <li>- Núñez Florencio, R. (1994). Sociedad y política en el siglo XX. Madrid, Síntesis</li> <li>- Termes, J. (1972). Anarquismo y sindicalismo en España. Barcelona, Ariel</li> <li>- Woodcock, G. (1979). El anarquismo. Historia de las ideas y de los movimientos libertarios. Barcelona, Ariel</li> </ul>

### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Social History of Work/660G01039

Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.