



## Teaching Guide

| Identifying Data    |   |        |                               | 2023/24 |  |
|---------------------|---|--------|-------------------------------|---------|--|
| 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  | Basic training                | 6       |  |
| Language            | GalicianEnglish   |        |                               |         |  |
| Teaching method     | Face-to-face  |        |                               |         |  |
| Prerequisites       |   |        |                               |         |  |
| Department          |   |        |                               |         |  |
| Coordinador         | Fernández Colín, M <sup>a</sup> Luísa   | E-mail | m.luisa.fernandez1@col.udc.es |         |  |
| Lecturers           | Fernández Colín, M <sup>a</sup> Luísa   | E-mail | m.luisa.fernandez1@col.udc.es |         |  |
| Web                 |   |        |                               |         |  |
| General description | Basic knowledge of social evolution and contemporary politics and its impact on society today |        |                               |         |  |

## Study programme competences / results

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

| Planning                |   |                                      |                               |             |
|-------------------------|---|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests   | Competencies / Results                                  | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Introductory activities | A12 A13 A18 A32<br>A33 A34 B2 B6 B8<br>B14 C1 C4 C6     | 2                                    | 2                             | 4           |
| Directed discussion     | A12 A13 A18 A32<br>A33 A34 A35 B2 B6<br>B8 B10 C1 C4 C6 | 10                                   | 17                            | 27          |



|                                 |  |    |    |    |
|---------------------------------|--|----|----|----|
| Workbook                        | A12 A13 A18 A32<br>A33 A34 A35 B2 B6<br>B8 B10 B14 C1 C4       | 8  | 8  | 16 |
| Guest lecture / keynote speech  | A12 A13 A18 A32<br>A33 A34 A35 B2 B8<br>B10 B14 C1 C4          | 10 | 20 | 30 |
| Mixed objective/subjective test | A12 A13 A18 A32<br>A33 A35 B2 B8 B14<br>C1 C4                  | 0  | 50 | 50 |
| Supervised projects             | A12 A13 A18 A32<br>A33 A34 A35 B2 B6<br>B8 B10 B14 C1 C4<br>C6 | 9  | 10 | 19 |
| 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   |
| 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   |
| Mixed objective/subjective test | preguntas tipo test e preguntas de resposta corta  |
| 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.<br><br>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  |
| Introductory activities<br>Directed discussion<br>Workbook<br>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.<br><br>In addition to tutoring sessions, students can make appointments whenever the wish via email |

| Assessment    |                        |             |               |
|---------------|------------------------|-------------|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
|               |                        |             |               |



|                                 |  |  |    |
|---------------------------------|--|--|----|
| Directed discussion             | A12 A13 A18 A32<br>A33 A34 A35 B2 B6<br>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<br><br>Some of the practices will be able to realize and go up to the Moodle during the class..<br>If the student did not assist to class the day of the practice, will not be able to deliver it unless it justify conveniently | 20 |
| Mixed objective/subjective test | A12 A13 A18 A32<br>A33 A35 B2 B8 B14<br>C1 C4                  | probas de varias modalidades: resposta corta, tipo test , resposta longa ou comentario de texto  | 60 |
| Supervised projects             | A12 A13 A18 A32<br>A33 A34 A35 B2 B6<br>B8 B10 B14 C1 C4<br>C6 | - Deepening work in a subject related to the syllabus of the subject.<br>-Poderase Make individual or group (maximum of 3 students)<br>- 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 |

## Assessment comments

Students with an academic exemption will be evaluated as follows:

- Objective test: Oral or written exam, with questions and / or text commentary of the entire subject

It is required to get at least 3 to average with the other notes. Your grade will be up to 70% of the grade

- Work of deepening in a subject related to the syllabus of the subject. The work of the subject will be previously agreed with the teacher. It is mandatory to present it in class. The non-presentation of the student on the day of the exhibition without just cause, will entail a penalty with the loss of 2 points, their grade will be up to 30%

In the case of students who, following a report from the Diversity Attention Unit, have to have special evaluation conditions, the guidelines recommended by said 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>- 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>- Arenas Posadas, C (2003). Historia Económica del Trabajo. Madrid, Tecnos</li> <li>- Fontana, J. (1999). Introducción al estudio de la historia. Barcelona, Crítica</li> <li>- Nash, Mary (2012). Mujeres en el mundo: Historia, retos y movimientos. Madrid, Alianza</li> <li>- Nuño Gómez,L, (Coord) (1999). Mujeres de lo privado a lo público. Madrid, Tecnos</li> </ul>  |
| <b>Complementary</b> | <ul style="list-style-type: none"> <li>- Hobsbawn, E. (1995). Historia del siglo XX. Barcelona, Crítica</li> <li>- Hampsher-Monk, I. (1994). Historia del pensamiento político moderno, los principales pensadores políticos de Hobbes a Marx. Barcelona, Ariel</li> <li>- Droz, J (1985). Historia general del socialismo. Barcelona, Destino</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> <li>- Harvey, D. (2007). breve historia del neoliberalismo. Madrid, Akal</li> <li>- Fontana, J. (1999). introducción al estudio de la historia. Barcelona, Crítica</li> <li>- Marínez Carreras,J. (1996). introducción a la historia contemporánea. Madrid, Istmo</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.