

Teaching guide

IDENTIFICATION DETAILS

Degree:	Audio-Visual Communication		
Scope	Journalism, Communication, Advertising and Public Relations		
Faculty/School:	Communication Sciences		
Course:	WESTERN HISTORY		
Type:	Compulsory	ECTS credits:	6
Year:	3	Code:	3034
Teaching period:	Fifth-Sixth semester		
Subject:	History		
Module:	Sociocultural and Historical Foundations		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

SUBJECT DESCRIPTION

We intend to bring the student closer to the cultural history of the West, understanding culture as a whole that covers human life over time and analyzes the spiritual values assumed by human creations. These creations form a process that, due to the need for method, we divide into stages, studying in each of them the connections between religion, thought, art, literature, politics, law, ways of life, techniques, economics and the expression of mentalities and representations; taking into account the dialectic between permanence (continuity) and change (discontinuity) and insisting on how values create links between the different component sectors of Culture.

If the Francisco de Vitoria University aims to train people capable of improving the world, offering creative answers to their needs, to do so its students must critically reflect on society and man, what meaning they have in the

current historical context and how to fully develop their vocation.

Along with more specific vocational training, Modules should be articulated to train students in the distinction between historical events and events and their relationship with mentalities, as well as to understand contemporary political thought and the framework of international relations. On the other hand, the course will serve to empower students in the face of the challenges posed by globalization, providing a global reflection on what and who is man, what culture is, what original contributions our Western culture provides to the current globalized world, what is the social context in which he will develop his vocation - his problems, his challenges, etc. - and what virtues, skills and competencies he must acquire to develop his identity.

This subject provides perspectives that accompany the student in their training, before which they have to position themselves or define themselves, and which they can then use. It is therefore a subject that relates to all the others in the career, and not only to disciplines coming from the humanities.

With History of the West, we intend to build a cultural history of the West, including Europe and the entire American continent, and understanding culture as a whole that covers human life over time and analyzes the spiritual values assumed by human creations. These creations form a process that, due to the need for method, we divide into stages, studying in each of them the connections between religion, thought, art, literature, politics, law, ways of life, techniques, economics and the expression of mentalities and representations; taking into account the dialectic between permanence (continuity) and change (discontinuity) and insisting on how values create links between the different component sectors of Culture.

At the same time, maintaining a clear thematic unit throughout the course must help to facilitate explanations, to gain the student's attention, to develop a clear procedural structure that allows us to capture the proper meaning of history and, in other respects, to achieve the most formative and less theoretical objectives, such as managing sources and managing information, acquiring capacity for analysis, synthesis, evaluation and critical reasoning, learning independently or judging critically.

GOAL

The fundamental objective of this course is for the student to know the historical references of Western societies, and to be able to verify the elements that make up culture, values and thought in today's world, based on the study and analysis of historical events and processes. From this itinerary, students will be able to learn about the ideological, political, social, cultural and economic bases that underpin Western History, all focused on acquiring a rational and critical knowledge of the present, which will allow them to better understand current society and to be able to apply that knowledge to their subsequent professional work.

With this subject, the student will be able to integrate the different facets of present reality, as a result of the process of human history, with the constant search for truth as an element to achieve freedom. In this way, the student will have worked and analyzed this model of thinking, aimed at providing a service to society, when it has to respond to future vital and professional challenges.

More specifically, the subject of Western History will also have the following additional objectives:

- Develop oral and written communication habits.
- Understand the sense of human dignity and the dimensions of the human being.
- Understand the evolution of anthropology and its implications throughout history.
- Critically judge the answers to the big questions asked in history.
- Detect the link between the current world and historical events.
- Recognize the importance of the historical framework for understanding any event.
- Exercise the basic tools associated with carrying out research work.
- Carry out critical commentary analysis activities for text and historical sources.
- Cultivate an intellectual concern for the search for truth in all areas of life.
- Develop consultation and research habits to develop rigorous thinking.

PRIOR KNOWLEDGE

Basic knowledge acquired in History subjects in previous educational stages.

COURSE SYLLABUS

SYLLABUS:

Topic 1. introduction

- Meaning and reason of History

Theme 2. Prehistory.

- 2.1 From the last glaciation to the origins of agriculture.
- 2.2 The Dawn of Civilizations

Theme 3: The Origins of Western Civilization.

- 2.1 Greece and its model in the face of Eastern civilizations.
- 2.2 Rome
- 2.3 Jewish people

Topic 4. The Middle Ages

- 4.1 Transition to the Middle Ages
- 4.2 Early Middle Ages:
 - Christianity.
 - Islam and Islamic civilization.
 - The Carolingian Empire
- 4.3 Late Middle Ages:
 - The bourgeoisie.
 - The 12th and 13th centuries.
 - Universities.

Topic 5. The modern world

- 5.1 Transition from the Middle Ages to the Modern World: Pre-Columbian Civilizations, the Conquest of America and the Fall of Constantinople

5.2 The Modern World: Geographic Expansion, State Development and Scientific Revolution

5.3 The Enlightenment.

5.4 Global world.

Theme 6. Postmodernity.

5.3 The postmodern crisis.

5.4 Overview of the 20th century and the great challenges of the 21st century.

EDUCATION ACTIVITIES

The work methodology, in person and not in person, will be structured around the student's previous work, the teacher's explanation in master classes and the carrying out of various activities in the classroom (commenting on texts, solving problems and proposing discussions).

FACE-TO-FACE ACTIVITIES:

- Expository classes: Presentation of content and activities by the teacher with the participation of students in commenting on the recommended readings.
- Seminars and workshops in order to deepen the fundamental contents. The student must complete a total of 15 hours of seminars throughout the course.
- Presentation of group and individual work
- Tutoring: Personalized: individual attention of the student with the objective of reviewing and discussing the topics presented in class and clarifying any doubts that may have arisen.
- Group Tutoring: Supervision of students who work in groups for the development of the work.
- Evaluation: Carrying out evaluation tests throughout the course.

NON-FACE-TO-FACE ACTIVITIES:

- Group and individual work: Design and development of a work.
- Theoretical study: Study of the theoretical contents of the program and preparation of recommended readings.
- Practical study: Study of the practical contents of the program.
- Complementary activities: Bibliographic search.
- Virtual network work: Virtual space designed by the teacher and with restricted access, where the student will consult documents, carry out self-evaluation activities of the analyzed content, participate in an organized forum and maintain tutoring with the teacher.

At the end of the course, a final exam will be taken. For the study, the student must study from two sources: the notes taken in class, and the notes posted by the teacher in the Virtual Classroom. It is strictly forbidden to record classes, either in the format (audio or video), or to take photographs inside the classroom, without the teacher's prior knowledge and consent. Failure to respect this rule against the teacher's right to privacy and to their intellectual property will be a reason for the immediate expulsion of the student from the course.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To acquire critical, analytical, synthetic, reflective, theoretical and practical thought to be able to understand and express the reality of the world and man and to convey it using audio-visual language in the media, expressing oneself correctly orally, in writing and in audio-visual or multimedia format, using informational, entertainment or fiction-based content and discourse.

To acquire an ability to consider and respond to the possible causes and consequences of human, social, political and economic events in audio-visual and multimedia format.

General Skills

To acquire critical, analytical, synthetic, reflective, theoretical and practical thought to be able to understand and express the reality of the world and man and to convey it using audio-visual language in the media, expressing oneself correctly orally, in writing and in audio-visual or multimedia format, using informational, entertainment or fiction-based content and discourse.

To acquire an ability to consider and respond to the possible causes and consequences of human, social, political and economic events in audio-visual and multimedia format.

Specific skills

Acquire a knowledge of the state of the world and its historical evolution, in particular of contemporary Spanish society, as well as an understanding of its basic parameters (anthropological, political, economic and cultural).

To verify the result of the relationship between human thinking and human action in the study of Western history.

LEARNING RESULTS

He understands the theoretical foundations of the historical discipline, as well as the ideological, political, social, cultural and economic bases that underpin history||He knows the fundamental events of the different historical stages, as well as the processes that have shaped the present world

He is able to shape critical thinking by reading and understanding historical sources, texts and audiovisual documents

He understands the meaning that today values such as solidarity, service to others, the defense of truth, peace, justice or freedom, configured and disseminated from the Western world throughout history

LEARNING APPRAISAL SYSTEM

ORDINARY CALL EVALUATION SYSTEM

- The minimum requirements to maintain continuous evaluation are:
- Pass the theoretical exam for the subject (minimum score of 5).
- Have carried out all the practical exercises proposed in class and met the requirements of each one to pass them.
- Attend at least 80% of classes. and maintain a proactive attitude.
- Attend 75% of the seminars stipulated by the teacher. In the event that the student cannot attend them due to incompatibility of schedules, they must notify the teacher beforehand, who will replace attending the seminar with a research paper.
- Submit on date the works to be prepared out of class and to make the exhibitions of such works.
- Attend personal tutoring.
- Competency assessment system and grading system:

Final grade percentage

- Final written exam: 70%
- Seminars/Individual and group work: 25%
- Attendance and participation in face-to-face classroom activities: 5%

ENROLLMENT OF HONOR

If appropriate and at the discretion of the teacher, an honorary enrollment (for every 20 enrolled students) will be awarded to those students who have obtained at least 9 as a final grade of the course and who have shown a particularly significant performance both in results and in their attitude in class.

ALTERNATIVE EVALUATION SYSTEM

Students who do not meet the requirements of the continuous evaluation system, or who have an academic exemption, will have an alternative evaluation system that will consist of the following: Examination on the contents of the course: 70% of the final grade Research work: 30% of the final grade

FOR THE ACADEMIC DISPENSATION

A student may obtain academic exemption for reasons of work, incompatibility of schedules, illness or other reasons as determined by the Career Management, upon request from the Academic Coordination Department, providing the documentation required for this purpose. Once granted, both the affected teacher and the student who has requested it from the Academic Coordination will be officially notified. Students in second or subsequent enrollment and UFV students on an exchange stay. For these, there is no need to request a waiver. These students will be able to take advantage of the continuous evaluation system, as long as they meet all the requirements, including class attendance. Otherwise, they must follow the alternative evaluation system. In either case, it is the student's responsibility to monitor the subject, as well as the aspects that make up the evaluation.

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Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

BLOCH, M. Introduction to the history of the Fund for Economic Culture of Spain, Madrid. 2009
(BLOCH, M. Introduction to the history of the Fund for Economic Culture of Spain, Madrid. 2009 , ||BULLOCK, A. The Humanist Tradition in the West Ed: Alliance. Madrid. 1999)

GARCIA BARO, M. Sócrates and heirs. Follow me. Salamanca. 2009.

Additional

HUNTINGTON, S. The Clash of Civilizations and the Reconfiguration of the World Order. Alliance. Madrid. 1997

MONTANELLI, I. History of Rome in Bolsillo, Barcelona. 2018

RATZINGER, J. Without Roots Peninsula. Barcelona. 2006