



Universitat de Lleida

DEGREE CURRICULUM  
**CONTEMPORARY SOCIAL  
MOVEMENTS**

Coordination: MACIA FARRE, MARC

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	CONTEMPORARY SOCIAL MOVEMENTS			
<b>Code</b>	100121			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in History	2	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	MACIA FARRE, MARC			
<b>Department</b>	HISTORY			
<b>Teaching load distribution between lectures and independent student work</b>	Attendance Hours: 60. Non-Presential Hours: 90.			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Classes: Catalan. Readings: Catalan, Spanish and English.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MACIA FARRE, MARC	marc.macia@udl.cat	5	Tutorials will be agreed with the teachers individually and in groups during the course.
PRIETO POVEDA, JOEL	joel.prieto@udl.cat	1	

## Subject's extra information

The subject proposes the study of social movements in the contemporary and modern eras (19th and 20th centuries), with special emphasis on questions about identity and culture in general. The subject is organized into five thematic blocks (Introduction; Revolutions and social movements; Social order, war and crisis; Marginalization and social movements; and New social movements) that explore the history of social movements and their protagonists.

In the methodological aspect, the subject uses elements of cooperative learning methodologies, student-centered learning, and Project Based Learning adapted to the contents of the subject's calendar. Students' evaluation will be continuous monitored through various tests and the preparation of a final project through group work.

## Learning objectives

This course is designed to teach students to find and learn the resources needed to successfully solve independent historiography tasks. As many of the subject tests will be conducted as a group, students will also learn to work effectively as a team, and to present the material in a consistent and emphatic way, which will be essential skills for their postgraduate life.

There will be no exams in this subject since an evaluation approach centered on the student is applied continuously. This means that the students will actively pursue the learning of the necessary competences and objectives with the guidance of the teaching staff. The competences and training objectives of the subject are the following:

### Learning objectives:

- O1. Analyze the variables that have caused the main revolts throughout the most recent history.
- O2. Understand the theoretical contributions of women and gender studies in their application to the study of historical reality.
- O3. Analyze the different forms of collective action - cultural, social and political - through their institutionalization and their confrontations against the system.
- O4. Forge a critical spirit to promote the discussion of social, cultural and political problems.
- O5. Acquire the methods, techniques and instruments of analysis to critically examine historical sources applying the gender perspective.
- O6. Distinguish political transformations, social movements and the impact they have on cultural changes.
- O7. Identify the evolution of gender relations in economic, social, political and cultural spheres.
- O8. Promote critical perspectives among students aimed at promoting social situations of equality between men

and women.

O9. Identify the various forms of power structures in past societies.

O10. Locate the main political actors relating them to their cultural, social and economic environment.

O11. Recognize the importance of the recovery of women as active social, economic and political agents of the past.

## Competences

### Significant competences of the subject:

C1. General knowledge and detailed features of a specific period of the most recent past, centered on one or more concrete human collectives.

C2 Ability to analyze and understand texts referring to different social movements.

C3 Ability to analyze historiographical texts.

C4 Social commitment to the plurality and diversity of realities of today's society, from respect for fundamental rights and equality between men and women; equal opportunities; the non-discrimination and universal accessibility of people with disabilities and the values of a culture of peace and democracy.

C5 Use properly the concepts, categories, theories and most relevant topics of the different branches of historical research (economic, social, political, cultural, gender, among others), as well as appreciate the importance of different contexts for the search economic, political, cultural and social.

C6. Apply the gender perspective to jobs in the professional field.

## Subject contents

### *I. Introduction.*

1.- Social movements: concepts and historiographical perspective.

2.- To study the social movements: theories and methodology.

### *II. Revolutions and social movements: 18th and 19th centuries.*

3.- The labor movement.

4.- The nationalist movement. 5.- The peasant movement.

### *III. Social order, war and crisis: the first half of the twentieth century.*

6.- Totalitarianisms and the interwar period.

### *IV. Marginalization and social movements: from 1945.*

7.- Social movements after the Second World War.

8.- The Civil Rights Movement in the USA.

9.- The student movement.

### *V. New social movements.*

10.- The ecological movement.

11.- The pacifist movement.

12.- The feminist movement.

13.- Social movements in the 21st century.

## Methodology

### About the methodology

As explained in the description of the subject, in the methodological aspect, it draws elements of cooperative learning methodologies, student-centered learning, and Problem Based Learning adapted to the content of the subject.

### Group tasks

Each student will complete a group project consisting, in all groups, in the joint elaboration of a catalog of cultural manifestations of the contemporary social movements in the demarcation of Lleida. This project will be worked on during the course but the goal, in short, is to understand the thought, dialectic and tangible practice of historical aspects of social movements and place them in context. This project is central to the evaluation of the subject and guarantees the achievement of the competencies. Students will have multiple opportunities to obtain feedback from their tests but, in return, will have to dedicate the time recorded in the 6 ECTS credits both inside and outside the classroom. According to the distribution of credits, the subject corresponds to 10 hours of work per week, of which 4 are in class and 6 work outside the classroom. This distribution of working hours will be rigorously monitored by teachers and students are expected to do the same. In addition, the teacher expects each student to be active and therefore actively contribute as a member of their group. The classes will end with the presentation of the material created throughout the subject, but the evaluation of the test will be based on the set of tasks carried out in order to make the presentations.

### Self-reflective group test

In addition to the completion of the project, the students are asked to write a self-reflective group essay. The essay should be between 3-5 pages, analyze the project, how the work has gone, and what has been learned from it. The date of delivery of the essays is June 5 before the final class, it will be delivered electronically (in pdf, word, pages or odt) through the Virtual Campus. The essay must be in the form of an official report, written in Times New Roman, size 12, at a space of 1.5 and suitably quoted if necessary, in addition to containing the bibliography and the sources used. For more information on how to write the essay, consult the Library's website (<https://blocs.xtec.cat/filosofiamallafre/tecnicas-destudi-i-treball/fer-assaigs/>).

### Report on the groups

For the end of the subject, each student will be asked to analyze and critique the work of their group and the presentations of the other groups. This report will be taken into account for the individual grades of each student, although the teacher reserves the right to discard statements that lack seriousness or evidence of what is counted. At the same time, the test will be used as an indicator of the involvement of the same students in the work throughout the course. See several report writing guides:

UAB: <https://www.uab.cat/doc/Linforme>

UdG: <http://www2.udg.edu/projectesbiblioteca/Babel/Centredereadaccio/Comferuninforme/tabid/15635/language/es-ES/Default.aspx>

### Group classes

Each group will be asked to do two classes in the classroom on pre-assigned topics related to the contents of the subject. All members of the group must intervene in the preparation of their classes, which will reflect the entries in the Wiki, the self-reflexive essay and the final report. The classes will take the format that the group believes most appropriate, with total freedom of methodological and pedagogical approach, always under the supervision and approval of the teaching staff that will guarantee the achievement of the learning objectives.

### Mandatory tutorials

In order to guarantee the quality of the group classes and the final project, 2 compulsory tutorials will be established for each group throughout the subject's calendar. In these tutorials the students will send the teacher a proposal of the day of the tutoring with the points to be discussed. The tutoring will have a maximum duration of 30 minutes forcing students to be clear, expeditious and concrete in the resolution of doubts. The teacher always reserves the power to include a point in the agenda to clarify problems derived from the activity in the classroom. The lack of attendance or realization of these tutorials will imply a penalty in the final evaluation.

### Participation and assistance

The student body will also be evaluated, as indicated in the Development Plan, in terms of participation and attendance to face-to-face classes throughout the course. Assistance in the whole process of the subject is essential since it depends on the achievement of the objectives and competencies necessary to overcome the subject, with the exception of those cases duly justified to which an adapted evaluation will be offered (see section "evaluation"), or a Single Evaluation (test). The only exception regarding attendance in the face-to-face continuous evaluation is in the audiovisual viewing when the students may not attend as long as they watch the audiovisual before the class and, also before viewing, submit a review. Students who follow the continuous face-to-face evaluation may absent themselves from two classes unjustifiably without affecting their evaluation score, but any subsequent absence without justification will have an impact on their participation grade. The only unexcused excusable absence is due to illness, which must be satisfactorily explained within a maximum period of one week by medical or equivalent proof.

### Student behavior

The University of Lleida is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards, especially those related to academic honesty and maintain the UdL's policies regarding this issue. Students are encouraged to familiarize themselves with the UdL's Code of Ethics (<http://www.udl.cat/export/sites/universitat-lleida/ca/.galleries/docs/udl/docs/CodiEticUdL.pdf>) and avoid any behavior that may result, potentially, in suspicions of deception, plagiarism, misinterpretation and/or participation in an offense. Academic dishonesty is a serious offense and may result in the suspension of the subject. For more information about plagiarism, see the corresponding web section of the UdL Library (<https://biblioguies.udl.cat/comcitar/plagi>).

The faculty also expects each student to show appropriate respect towards the teacher, the other students and the subject's format with attitudes such as being in class on time, and making sure that the activities in the classroom, as master classes or discussions, will not be interrupted by mobile phones, among other casuistry. In the same line of action, the teaching staff hopes that the responses in teacher surveys will provide feedback to teachers. Surveys are a useful tool to which students must have methodological respect and academic honesty. If you are interested in reading the details of what the University requires of students, teachers and the degree in History, please take a look at the web of the studies of History (<http://www.historia.udl.cat/ca/index.html>).

### E-mail communication

Teachers will always be available for consultations, feedback, and general advice by email, but this must take place in a respectful and appropriate manner. In order to maintain a positive and respectful dialogue, it would be advisable that they address their interlocutor with the corresponding treatment.

Activity	CODIFICATION / Description / Typology TPD	O*	G*	HP*	HNP*
Master class (M)	See subject contents.	O.1, O.2, O.3, O.6, O.7, O.8	1	25	
Seminars (S)					
Practices (P)			4	25	
Assignment (T)	Final project, group classes, Wiki entries, group essay, and individual report.	O.4, O.5, O.9, O.10, O.11	4		90
Tutorials (Tut)	Mandatory group tutorials.	O.4, O.5	4	10	
Other (AA)					
Evaluation (AV)					

Activity	CODIFICATION / Description / Typology TPD	O*	G*	HP*	HNP*
TOTAL				60	90

O: Objective. G: number of groups involved in the activity. HP: contact hours of the student. HNP: non-contact hours of the student.

## Development plan

Date	DEVELOPMENT PLAN
	<b>Week 1. Introduction.</b>
February 9	Introduction to the subject.
February 10	"Social movements: concepts and historiographical perspective". Master class and practice.
	<b>Week 2. Introduction.</b>
February 16	"Studying social movements: theories and methodology". Master class and practice.
February 17	"Studying social movements: theories and methodology". Master class and practice.
	<b>Week 3. Revolutions and social movements: 18th and 19th centuries.</b>
February 23	"The labor movement." Master class and practice.
February 24	"The labor movement." Master class and practice.
	<b>Week 4. Revolutions and social movements: 18th and 19th centuries.</b>
March 2	"The Nationalist Movement." Master class and practice.
March 3	"The Nationalist Movement." Master class and practice.
	<b>Week 5. Revolutions and social movements: 18th and 19th centuries.</b>
March 9	"The Peasant Movement." Master class and practice.
March 10	"The Peasant Movement." Master class and practice.
	<b>Week 6. Social order, war and crisis: the first half of the twentieth century.</b>
March 16	"The Birth of Totalitarianism and the Interwar Period." Master class and practice.
March 17	"The Birth of Totalitarianism and the Interwar Period." Master class and practice.
	<b>Week 7. Social order, war and crisis: the first half of the twentieth century.</b>
March 23	"The Birth of Totalitarianism and the Interwar Period." Master class and practice.
March 24	"The Birth of Totalitarianism and the Interwar Period." Master class and practice.

Date	DEVELOPMENT PLAN
	<b>Week 8. Marginalization and social movements: from 1945.</b>
March 30	"Social Movements After World War II." Master class and practice.
March 31	"Social Movements After World War II." Master class and practice.
	<b>Week 9. Marginalization and social movements: from 1945.</b>
April 13	"The Civil Rights Movement in the United States." Master class and practice.
April 14	"The Civil Rights Movement in the United States." Master class and practice.
	<b>Week 10. Marginalization and social movements: from 1945.</b>
April 20	"The student movement." Master class and practice.
April 21	"The student movement." Master class and practice.
	<b>Week 11. New social movements.</b>
April 28	"The environmental movement." Master class and practice.
	<b>Week 12. New social movements.</b>
May 4	"The pacifist movement." Master class and practice.
May 5	"The pacifist movement." Master class and practice.
	<b>Week 13. New social movements.</b>
May 12	"The feminist movement." Master class and practice.
	<b>Week 14. New social movements.</b>
May 18	"Social movements in the 21st century". Master class and practice.
May 19	"Social movements in the 21st century". Master class and practice.
	<b>Week 15. Closure of projects.</b>
May 25	Presentation and final delivery of the project.
May 26	Presentation and final delivery of the project.
May 30	<i>Individual report and Group self-reflective essay delivery.</i>

## Evaluation

The grades will rigorously reflect students work in the subject, in accordance with the standards that are requested in the UdL's Evaluation Regulations. The students must understand that the teachers will maintain high standards,



expect the students to dedicate a considerable effort in the classroom and that they will be pushed and challenged to stimulate their scientific and academic interest, in no case to harm it. Please make sure you have the time, energy and motivation to carry out the demanded tasks.

As indicated by the UdL evaluation standards, students have the right to a Continuous Evaluation (which will be adapted to the needs of the students by decision of the teaching staff) or to a Unique Evaluation (exam and long essay). In addition, students who combine their degree with a full time job have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres).

evaluation mechanisms	Codification / Description-criteria/ Typology TPD	Observations	O*	Activity	%*
Attendance and participation (As)	Attendance and participation to classroom practices		O1, O2, O3, O6, O7, O8		20
Evaluation workshop (TA) (Exam)					
Report (In) / Assignments (T)	Final project, group classes, Wiki entries, group essay.		O4, O5, O9, O10, O11		70
Other (A)	Individual report.		O4, O5, O9, O10, O11		10
TOTAL					100

O: Objective. %: Percentage in the final grade.

About the evaluation see the document "Regulations for the evaluation and qualification of teaching in the Degrees and Masters of the UdL" ([http://www.udl.cat/export/sites/universitat-lleida/ca/udl/norma/.galleries/docs/Ordenacio\\_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-UdL-modif.-CG-24-07-2018.pdf](http://www.udl.cat/export/sites/universitat-lleida/ca/udl/norma/.galleries/docs/Ordenacio_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-UdL-modif.-CG-24-07-2018.pdf)).

## Bibliography

Since this is a learning subject based on experience, the complete reading of the bibliography recommended in this subject guide is not mandatory but instead it should serve as a general recommendation and voluntary reading to have an academic understanding of the syllabus. At the same time the students will have to look for their own resources, with the help of the teachers, and compile their own bibliography list. Finally, several of the classroom activities will require the reading of academic articles or book chapters to complete the tasks, these bibliographic resources will be offered through the Virtual Campus, the Copy Service and the Library Service.

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Duby, Georges; Perrot, Michelle (dir.). *Historia de las mujeres*. Madrid: Taurus, 2000.

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