



Universitat de Lleida

DEGREE CURRICULUM  
**SOCIETY AND  
CONTEMPORARY CULTURE**

Coordination: MACIA FARRE, MARC

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	SOCIETY AND CONTEMPORARY CULTURE			
<b>Code</b>	100125			
<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 Geography	4	OPTIONAL	Attendance-based
	Bachelor's Degree in History	4	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>	GEOGRAPHY, HISTORY AND HISTORY OF ART			
<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	
ZARCO SANTIVERI, ADRIAN	adrian.zarco@udl.cat	1	

## Subject's extra information

The course proposes the study of society and culture in the contemporary world. The main social and cultural changes will be explored from a global perspective throughout the 19th and 20th centuries. The course is organized into five thematic blocks (Introduction; Revolutions and cultures in conflict; Culture of war; Death and postwar; New societies, new cultures) that explore the history of society and contemporary culture as well as its 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 monitorized through various individual tests and 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 some 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 change and the social continuities throughout the contemporary stage.
- O2. Understand the theoretical contributions of women and gender studies in their application to the study of historical reality.
- O3. O3. Analyze the different forms of cultural production in the intellectual and popular sphere.
- 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 structuring power in past societies and their cultural production.

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

## Competences

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 interpret texts referring to different social changes.

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.

## Subject contents

### *I. Introduction.*

1.- Key concepts of the history of society and culture.

2.- Debates of social history and cultural history.

### *II. Revolutions and cultures in conflict.*

3.- Gender: women and femininities.

4.- Gender: men and masculinities.

5.- Microhistory.

### *III. War culture.*

6.- Caste, race and tribe.

7.- Orientalism.

8.- Identity and difference.

### *IV. Death and postwar.*

9.- Memory.

10.- History of death.

11.- Intersectionality and multiracial feminisms.

### *V. New societies, new cultures.*

12.- Social history and research.

13.- Social and cultural approaches to health.

14.- Subordinate studies.

15.- XXI century and new perspectives.

## Methodology

### About the methodology

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

### Debates

The subject encourages debate among students as a form of learning. In order to achieve this goal, within the work schedule a series of face-to-face debates have been scheduled in the classroom where students will have to do some compulsory readings before attending, will have to work on the texts and prepare -se for a debate moderated by them where their knowledge and their work of the texts will be tested. The texts of the debates have been selected for their relevance in the history of contemporary society and culture and want to balance theoretical knowledge and practical cases in the development of the subject.

### Individual essay

Each student will complete a series of short individual essays, focusing on a topic of the debates on contemporary society and culture. These essays will be worked on during the course but the aim, in short, is to understand the thought, dialectic and tangible practice of aspects of contemporary society and culture and place them in their historical context. These tests are central to the subject and necessary to achieve the skills that students must learn to master. 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. On the other hand, the teacher expects each student to be active and therefore actively contribute as a member of their group.

### Mandatory tutorials

In order to guarantee the quality of the debates, 1 compulsory tutorial 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, instead of superficial or irrelevant comments, resulting from ignorance or imperviousness to pedagogical innovation. 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)	Group discussions and classes.	O.4, O.5, O.9, O.10		25	20
Assignment (T)	Final project, group classes, Wiki entries, group essay, and individual report.	O.4, O.5, O.9, O.10	4		70
Tutorials (Tut)	Mandatory group tutorials.	O.4, O.5	4	10	
Other (AA)					
Evaluation (AV)					
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

### Week 1. Introduction.

February 9. Introduction to the subject.

February 10. "Key concepts of history of society and culture". Master class and practice.

### Week 2. Introduction.

February 16th. "Social History and Cultural History Debates". Master class and practice.

February 17th. "Social History and Cultural History Debates". Master class and practice.

### Week 3. Gender and microhistory.

February 23th. "Gender: women and femininities". Master class and practice.

February 24th. "Gender: women and femininities". Master class and practice.

**Week 4. Gender and microhistory.**

March 2. "Gender: Men and Masculinities". Master class and practice.

March 3rd. "Gender: Men and Masculinities". Master class and practice.

**Week 5. Gender and microhistory.**

March 9. "Microhistory". Master class and practice. March 10th. "Microhistory". Master class and practice.

**Week 6. Culture of war.**

March 16. "Caste, race and tribe". Master class and practice.

March 17. "Caste, race and tribe". Master class and practice.

**Week 7. Culture of war.**

March 23. "Orientalism". Master class and practice.

March 24th. "Orientalism". Master class and practice.

**Week 8. Culture of war.**

March 30th. "Identity and difference". Master class and practice.

March 31st. "Identity and difference". Master class and practice.

**Week 9. Death and postwar.**

April 13th. "Story of death". Master class and practice.

April 14th. "Story of death". Master class and practice.

**Week 10. Death and postwar.**

April 20th. "Memory". Master class and practice.

April, the 21st. "Memory". Master class and practice.

**Week 11. Death and postwar.**

April 28th. "Intersectionality and multiracial feminisms". Master class and practice.

**Week 12. New societies and new cultures.**

May 4th. "Social history and research". Master class and practice.

May 5th. "Social history and research". Master class and practice.

**Week 13. New societies and new cultures.**

May 12. "Approximations of social and cultural history to health". Master class and practice.

**Week 14. New societies and new cultures.**

May 18. "Subaltern Studies". Master class and practice.

May 19. "Subaltern Studies". Master class and practice.

**Week 15. XXI century and new perspectives.**

May 25. "21st century and new perspectives". Master class and practice.

May 26. "21st century and new perspectives". Master class and practice.

## Evaluation

The grade will rigorously reflect their 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)	Debates, individual essays.		O4, O5, O9, O10		80
Other (A)					
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.



- Álvarez Lázaro, P. (ed.). *Librepensamiento y secularización en la Europa contemporánea*. Madrid: UPCO, 1996.
- Anderson, P. *Consideraciones sobre el marxismo occidental*. Madrid: Siglo XXI, 1978.
- Arnaldez, Roger [et al.]. *Islam: civilización y sociedades*. Madrid: Siglo XXI, 2006.
- Arnold, Paul. *Con los sabios místicos del Japón*. Buenos Aires: Dédalo, [1986].
- Aróstegui, Julio. *La Investigación histórica: teoría y método*. Barcelona: Crítica, 1995.
- Beauvoir, Simone de. *El Segundo sexo*. [Madrid]: Cátedra, Universitat de València i Instituto de la Mujer, 2005.
- Berlin, I. *El fuste torcido de la humanidad. Capítulos de historia de las ideas*. Barcelona: Península, 1995.
- , *El sentido de la realidad. Sobre las ideas y su historia*. Madrid: Taurus, 1998.
- Bernal, J. D. *Historia social de la ciencia*. 2 vols. Barcelona: Península, 1977.
- Berzun, J. *Del amanecer a la decadencia. 500 años de vida cultural en Occidente (de 1500 a nuestros días)*. Madrid: Taurus, 2001.
- Beyme, K. von. *Teoría política del siglo XX. De la modernidad a la postmodernidad*. Madrid: Alianza, 1994.
- Burrow, J. W. *La crisis de la razón. El pensamiento europeo: 1848-1914*. Barcelona: Crítica, 2001.
- Busquet, J. *El sublim i el vulgar. Els intel·lectuals i la cultura de masses*. Barcelona: Proa, 1998.
- Calinescu, M. *Cinco caras de la modernidad. Modernismo, vanguardia, decadencia, "kitsch", postmodernismo*. Madrid: Alianza, 2003.
- Camps, V. (ed.). *Historia de la ética. III. La ética contemporánea*. Barcelona: Crítica, 1989.
- Castiñeira, A. (ed.). *Europa a la fi del segle XX*. Barcelona: Acta, 1990.

Charle, Christophe. *Los intelectuales en el siglo XIX. Precursores del pensamiento moderno*. Madrid: Siglo XXI, 2000.

Cheng, Anne. *Historia del pensamiento chino*. Barcelona: Edicions Bellaterra, 2002.

Cruz Hernandez, M. *Historia del pensamiento en el mundo islámico*. 3 vols. Madrid: Alianza, 1996.

Delacampagne, Ch. *Historia de la filosofía en el siglo XX*. Barcelona: Península, 1999.

Deutsch, E. *Cultura y modernidad. Perspectivas filosóficas de Oriente y Occidente*. Barcelona: Kairós, 2001.

Droz, J. (ed.). *Historia general del socialismo*. 4 vols. Barcelona: Destino, 1976-1983.

Eagleton, Terry. *La idea de cultura*. Barcelona: Paidós, 2001.

Fontana, Josep. *Introducció a l'estudi de la història*. Barcelona: Crítica, 1997.

—, *La història dels homes*. Barcelona: Crítica, 2000.

Freedman, M.; Laet, S. J. de; Barraclough, G. *Corrientes de la investigación en ciencias sociales*. Madrid: Tecnos i UNESCO, 1981.

Furet, F. *El pasado de una ilusión*. Mèxic: Fondo de Cultura Económica, 1995.

García de Cortázar, F.; Lorenzo Espinosa, J. M. *Historia del mundo actual, 1945-1995*. 2 vols. Madrid: Alianza, 1996.

Hernández-Pacheco, J. *Corrientes actuales de la filosofía. La Escuela de Frankfurt. La filosofía hermenéutica*. Madrid: Tecnos, 1996.

—, *Corrientes actuales de filosofía. II. Filosofía social*. Madrid: Tecnos: 1997.

Heyden-Rynch, V. von der. *Los salones europeos. Las cimas de una cultura femenina desaparecida*. Barcelona: Península, 1998.

Hobsbawm, Eric J. *La Era del imperio: 1875-1914*. Barcelona: Labor, 1989.

—, *La Era de la Revolución, 1789-1848*. Barcelona: Crítica, 1997.

—, *Historia del siglo XX: 1914-1991*. Barcelona: Crítica, 2000.

Iañez, E. *Historia de la literatura. Vol. 9. Literatura contemporánea (después de 1945)*. Barcelona: Tesys i Bosch, 1995.

Johnson, P. *Intelectuales*. Barcelona: Javier Vergara, 2000.

Julià, J. *Un segle de lectura. Assaigs de literatura contemporània i el seu estudi*. Barcelona: Edicions 62, 2002.

Kung, H. *El cristianismo y las grandes religiones*. Madrid: Europa, 1987.

Lechte, J. *50 pensadores contemporáneos esenciales*. Madrid: Cátedra, 1996.

Levy, B. H. *Las aventuras de la libertad*. Barcelona: Anagrama, 1992.

Loizaga, P. (dir.). *Diccionario de pensadores contemporáneos*. Barcelona: Emecè, 1996.

Mainer, J. C. *De postguerra (1951-1990)*. Barcelona: Crítica, 1994.

Martino, G. de; Bruzzese, M. *Las filósofas y las mujeres protagonistas en la historia del pensamiento*. Madrid: Cátedra, 2000.

Moeller, Ch. *Literatura del siglo XX y Cristianismo*. 6 vols. Madrid: Gredos, 1970-1995.

Mosse, G. L. *La cultura europea del siglo XIX*. Barcelona: Ariel, 1997.

—, *La cultura europea del siglo XX*. Barcelona: Ariel, 1997.

Nash, Mary. *Experiencias desiguales: conflictos sociales y respuestas colectivas: siglo XIX*. Madrid: Síntesis,

1994.

Ory, P. (dir.). *Nueva historia de las ideas políticas*. Madrid: Mondadori, 1992.

Pedrolo, M. de. *El llegir no fa perdre l'escriure*. Lleida: Pagès editors, 1994.

Puigjaner, J. M. *Nosaltres no ens donem per vençuts. Dels anys 60 cap a la fi de segle*. Barcelona: Claret, 1995.

Sáez Rueda, L. *Movimientos filosóficos actuales*. Madrid: Trotta, 2001.

Sánchez Ron, J. M. *El siglo de la ciencia*. Madrid: Taurus, 2000.

Savory, R. M. (ed.). *Introduction to Islamic civilisation*. Cambridge: Cambridge University Press, 1976.

Scruton, R. *Historia de la filosofía moderna. De Descartes a Wittgenstein*. Barcelona: Península, 2002.

Sentmartí, R. (ed.). *Clàssics del nacionalisme*. Barcelona: Pòrtic, 2001.

Simón, Emilio de Santiago. *Las Claves del Mundo Islámico: 622-1945*. Barcelona: Planeta, 1991.

Sorlin, P. *Cines europeos, sociedades europeas. 1939-1990*. Barcelona: Paidós, 1996.

Spence, Jonathan D. *En busca de la China moderna*. Barcelona: Tusquets, 2011.

Stromberg, R. N. *Historia intelectual europea desde 1789*. Madrid: Debate, 1990.

Thompson, E. P. *La formación histórica de la clase obrera: Inglaterra, 1780-1832*. Barcelona: Laia, 1977.

Triadú, J. *La ciutat dels llibres*. Barcelona: Proa, 1999.

Vallespin, F. (ed.). *Historia de la teoría política*. 6 vols. Madrid: Alianza, 1991-1995.

Vilanova, E. *Història de la teologia cristiana. III. Segles XVIII, XIX i XX*. Barcelona: Herder/Facultat de Teologia de

Catalunya, 1989.

Watson, P. *Historia intelectual del siglo XX*. Barcelona: Crítica, 2002.