

# Curricular Unit Form

(Document waiting approval  
from Course Commission)

| <b>Updated On</b>                                                                                                                                | 2024/01/09                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                             |       |                             |   |    |   |   |    |    |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------|-----------------------------|---|----|---|---|----|----|--|-----|--|---|----|----|---|----|---|---|----|----|--|--|---|----|---|---|---|---|---|----|---|
| <b>Curricular Year / Period</b>                                                                                                                  | 2023/24 / S1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |       |                             |   |    |   |   |    |    |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
| <b>Course</b>                                                                                                                                    | Journalism and Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |       |                             |   |    |   |   |    |    |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
| <b>Curricular Unit</b>                                                                                                                           | Contemporary World Issues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                             |       |                             |   |    |   |   |    |    |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
| <b>Language(s) of Instruction</b>                                                                                                                | Portuguesa                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                             |       |                             |   |    |   |   |    |    |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
| <b>ECTS/tempo de trabalho (horas)</b>                                                                                                            | <table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>100</th><th></th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th><th>EC</th></tr> </thead> <tbody> <tr> <td></td><td></td><td>0</td><td>40</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>15</td><td>0</td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>                                                                                                                                                                                                           | ECTS                        | Total | Horas de contacto semestral |   |    |   |   |    |    |  | 100 |  | T | TP | PL | S | TC | E | O | OT | EC |  |  | 0 | 40 | 0 | 0 | 0 | 0 | 0 | 15 | 0 |
| ECTS                                                                                                                                             | Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Horas de contacto semestral |       |                             |   |    |   |   |    |    |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
| 100                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | T                           | TP    | PL                          | S | TC | E | O | OT | EC |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
|                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 0                           | 40    | 0                           | 0 | 0  | 0 | 0 | 15 | 0  |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
| <b>Teacher in charge (GDPR consent)</b><br>[complete name, email]                                                                                | Miguel José Sardica Garcia De Castro / miguelcastro@ipportalegre.pt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                             |       |                             |   |    |   |   |    |    |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
| <b>Prerequisites</b><br>[Curricular Units that must precede and specific entry competences]                                                      | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                             |       |                             |   |    |   |   |    |    |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
| <b>Learning outcomes</b><br>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students] | <p>Provide students with basic knowledge about each of the programmatic topics;</p> <ul style="list-style-type: none"> <li>Knowing and being able to understand some of the political, social and scientific moments that characterize the contemporary world;</li> <li>To problematize and support debates about the contemporary world and its main problems</li> <li>Develop a reflexive and critical stance attitude towards the main problems of the contemporary world, based on a set of analyzes of a scientific nature;</li> <li>Develop attitudes and values capable of stimulating decision-making and the ability to social intervention in the field of concrete problems of the region and the country, as a form of exercise of citizenship, from an informed and enlightened perspective;</li> <li>Encouraging civic participation in an informed and enlightened way, as an exercise of citizenship</li> </ul> |                             |       |                             |   |    |   |   |    |    |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
| <b>Sustainable Development Goals</b>                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                             |       |                             |   |    |   |   |    |    |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
| <b>Syllabus</b>                                                                                                                                  | <p>a) Ecology and world consciousness;</p> <ol style="list-style-type: none"> <li>Traditional energies and new energies - problematization;</li> <li>Social movements and ecological awareness</li> <li>The climate crisis: causes and consequences</li> </ol> <p>b) From the Mediterranean to the Pacific: alteration of the world axis;</p> <p>c) Areas of conflict in a multipolar world and the new geopolitical frameworks</p> <p>d) The place and role of Portugal in a globalized and post-modern world</p> <p>e) From the modern city to the post-modern city new interpretations of the territory;</p> <p>f) Social change and youth movements</p> <p>h) Ethics and morals in the development of genetic engineering.</p>                                                                                                                                                                                              |                             |       |                             |   |    |   |   |    |    |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |
| <b>Teaching methodologies (including assessment)</b><br>[Specify the types of assessment and the weights and evaluation criteria]                | <p><b>1 - Teaching methodologies</b></p> <p>The curricular unit combines, in its methodology, an informative aspect about the main problems that characterize the contemporary world and another aspect that, although it privileges theoretical-practical classes, aims, above all, to stimulate the participation of students in the research, debate and joint reflection. Whenever necessary, the teacher will make available to the students specific documents that allow the deepening of the themes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                |                             |       |                             |   |    |   |   |    |    |  |     |  |   |    |    |   |    |   |   |    |    |  |  |   |    |   |   |   |   |   |    |   |

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|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | <p><b>2 - Period assessment</b></p> <p>The assessment is based on the following elements:<br/>Elaboration of a research work on one of the themes of the program, its presentation and discussion within the class. Delivery of the report that can take the form of an article. (70%);<br/>Small project about classes subjects (30%)<br/>The minimum attendance required in this curricular unit is 75% of the classes given.</p> <p>2 - Assessment by frequency</p> <p>The assessment is based on the following elements:<br/>Elaboration of a research work on one of the themes of the program, its presentation and discussion within the class. Delivery of the report that can take the form of an article. (40%);<br/>Individual face-to-face test (summative assessment test) (60%)<br/>The minimum attendance required in this curricular unit is 75% of the classes given.</p> <p><b>3 - Examination assesement</b></p> <p>If the student does not waive the exam, he/she must obtain, in this exam, a minimum classification of ten values (10 values)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Bibliography</b></p>                                          | <p><b>1 - Main Bibliography</b></p> <p>Adler, A. (2009). O Novo Relatório da CIA. Como será o mundo em 2025. Bizâncio; Lisboa<br/>Agnew, J. (2005). Hegemony. The New Shape Of Global Power. Temple University Press, Philadelphia<br/>Agnew, J. et al(2006). A companion to political Geography. Blackwell, Oxford<br/>Alfonso, H. (2008). Ciudades en la Frontera. Aproximaciones críticas a los complejos urbanostransfronterizos. G. de E. M. Ciudades y Fronteras, Santo Domingo<br/>Almeida, João Ferreira de et al (1994). Introdução à Sociologia. Universidade Aberta. Lisboa,<br/>Anderson, B (1983); Imagined communities: reflections on the origins and spread of nationalism. Verso. Londres.<br/>Baptista, A. (2002). O Discurso pós-moderno contra a ciência. Lisboa: Gradiva-Publicações, Lda.<br/>Baudrillard, Jean (1995). A Sociedade de Consumo. Edições 70. Lisboa.<br/>Berg, E. &amp; Houtum, H. Van (2003). Routing borders between territories, discourses and practices. Ashgate, Inglaterra<br/>Carrilho, M. (1994). A Filosofia das Ciências. Lisboa: Editorial Presença.<br/>Holton, G. (1998). A Cultura científica e os seus inimigos. Lisboa: Gradiva-Publicações, Lda.<br/>Chaves, Cristina (1992).A dimensão ecológica do desenvolvimento elementos de reflexão sobre o conceito de «ecodesenvolvimento». Cadernos de Ciências Sociais, Nº 14, Edições Afrontamento, Porto<br/>Conceição, Eugénia (2016) O Futuro da União Europeia. FFMS.Lisboa<br/>Correia, Pedro Pizarat (2002). Manual de Geopolítica e Geoestratégia. Vol.1. Quarteto. Coimbra.<br/>DEFARGES, P. M. (2003). Introdução à Geopolítica. Gradiva, Lisboa<br/>DIAS, C. (2010). Geopolítica: teorização clássica e ensinamentos. Prefácio, Lisboa<br/>Dollfus, Olivier (1998). A Mundialização. P. Europa-América. Mem Martins<br/>Galtung, Johan (1998). Direitos Humanos uma nova perspectiva. Inst. Piaget. Lisboa<br/>Gaspar, Carlos (2020) O mundo amanhã. Geopolítica Contemporânea. FFMS. Lisboa<br/>Hastings, D.; Wilson, T (1999). Borders: frontiers of identity, nation and state. Berg, Oxford<br/>Hobsbawn, E. J. (1979). A Era do Capital. Editorial Presença. Lisboa.<br/>Hobsbawn, E. J (1982). A Era das Revoluções. Editorial Presença. Lisboa.<br/>Hobsbawn, E. J (1996) A era dois extremos. Editorial Presença. Lisboa<br/>Hobsbawn, E. J. (2021) Nacionalismos. Editorial Presença. Lisboa<br/>Holslag, J. Guerra e Paz. Uma História Política do Mundo. Dom Quixote. Lisboa<br/>Lima, Bernardo Pires (2016) Portugal e o Atlântico. FFMS. Lisboa<br/>Mações, Bruno (2018). The Dawn of Eurasia. Penguin. London<br/>Martins-Loução, Mª Amélia (2021) Riscos Globais e Biodiversidade. FFMS. Lisboa<br/>Matias, Gonçalo Saraiva (2014) Migrações e Cidadania. FFMS. Lisboa<br/>Rosa, Mª Joa Valente; Chitas, Paulo (2013). Portugal e a Europa: Os Números. FFMS. Lisboa<br/>Santos, B. (1989). Introdução a uma ciência pós-moderna. Porto: Edições Afrontamento.<br/>Santos, Filipe Duarte (2021) Alterações Climáticas. FFMS. Lisboa<br/>Weinberg, S. (1996). Sonhos de uma teoria final. Lisboa: Gradiva-Publicações, Lda</p> <p><b>2 - Complementary Bibliography</b></p> <p>The teacher will provide specific bibliography for theoretical support for each specific topic of practical projects</p> |
| <p><b>Special Situations</b><br/>[Students with special status]</p> | <p><b>1 - Period assessment - Students with special status</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|--|------------------------------------------------------------------|
|  | <b>2 - Examination assesement - Students with special status</b> |
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