

**Major Topics in History**

Code: 100218  
ECTS Credits: 6

Degree	Type	Year	Semester
2500239 Art History	FB	1	2
2500240 Musicology	FB	1	1
2500243 Classics	FB	1	2
2500245 English Studies	FB	1	2
2500246 Philosophy	FB	1	1
2500247 Catalan Language and Literature	FB	1	2
2500248 Spanish Language and Literature	FB	1	2
2500256 Social and Cultural Anthropology	FB	1	1
2501002 Geography and Spatial Planning	FB	1	2
2503710 Geography, Environmental Management and Spatial Planning	FB	1	1

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: Yes

**Other comments on languages**

Grup en anglès: 3 i 8

**Teachers**

Antoni Virgili Colet  
Félix Retamero Serralvo  
Josep Cervelló Autuori  
Just Casas Soriano  
Gennadi Kneper  
Arnau González Vilalta  
Adoración Moreno Martínez

**Prerequisites**

There are not prerequisites required

## Objectives and Contextualisation

In this subject, we will focus on some general and key principles about the philosophy of history from a perspective centered in the considered as the main historical events and their continuity from Prehistory until contemporary times in the Western world. We will analyze historical theories and methods regarding different branches of History: One of the main goals of Great topics is providing a comparative point of view about very well-known historic periods and phenomena and giving the students some useful conceptual tools ready to be applied in their own studies.

## Competences

### Art History

- Demonstrating they know the history of the artistic ideas and the main theoretical currents that inspired the reflection about art, cinema, its creators and its audience through history.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Interpreting a work of art in the context in which it was developed and relating it with other forms of cultural expression.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### Musicology

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### Classics

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### English Studies

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Respect the diversity and plurality of ideas, people and situations.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### Philosophy

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### Catalan Language and Literature

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Spanish Language and Literature

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### Social and Cultural Anthropology

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### Geography and Spatial Planning

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

## Learning Outcomes

1. Accessing electronic information sources and producing and communicating this information in electronic format.
2. Accessing electronic information sources and producing and communicating this information in electronic format.
3. Accessing electronic information sources and producing and communicating this information in electronic formats.
4. Accurately using specific lexicon of history.
5. Accurately using the specific lexicon of science history.
6. Analysing historical cases about scientific facts.
7. Analysing ideas about an artistic phenomenon, and its creators and recipients in a given cultural context.
8. Carrying out a planning for the development of a subject-related work.
9. Connecting an artistic imagery with other cultural phenomena within its period.
10. Critically taking part in classroom oral debates and using the discipline's specific vocabulary.

11. Effectively working in teams and respecting different opinions.
12. Engaging in debates about historical and contemporary facts and respecting the other participants' opinions.
13. Engaging in debates about historical facts respecting the other participants' opinions.
14. Enumerating historical facts that could have affected the scientific development.
15. Explaining aspects of the history of science by using the discipline's specific terminology.
16. Explaining the specific notions of the History of Science.
17. Identifying and analysing the specific vocabulary of every analysed social formation.
18. Identifying and analysing the specific vocabulary of every analysed social formations.
19. Identifying and analysing the specific vocabulary produced by every analysed social formation.
20. Identifying and interpreting the several historical periods from Prehistory to the Late Modern Period.
21. Identifying the context of the historical processes.
22. Identifying the main ideas of a related text and drawing a diagram.
23. Identifying the main ideas of a subject-related text and making a diagram.
24. Identifying the specific methods of history and its relationship with the analysis of particular facts.
25. Identifying the specific methods of history and their relationship with the analysis of particular facts.
26. Participate in oral discussions in the classroom in a critical way and using the vocabulary of the discipline
27. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
28. Properly using the specific vocabulary of History.
29. Recognising the bases of the most appropriate bibliographic databases in order to obtain sources of a specific issue.
30. Recognising the best bibliographic databases when obtaining sources about a specific subject.
31. Recognising the most appropriate bibliographic databases in order to obtain sources about a specific issue.
32. Recognising the most appropriate bibliographic databases in order to obtain sources of a specific issue.
33. Reconstructing the artistic outlook of a particular cultural context.
34. Relating elements and factors involved in the development of historical processes.
35. Relating elements and factors involved in the development of scientific processes.
36. Use specific vocabulary of history correctly
37. Use specific vocabulary of history correctly.
38. Using the specific vocabulary of History.

## Content

1. Time as a concept. History as a discipline.
2. The geographical location of historic events.
3. The importance of demography: life and death for human beings.
4. Human conditions of life and work across history.
5. Collectivities and organization: family, social classes, ethnic groups, sexual differences.
6. State and nations. Political institutions. Violence and power.
7. History of ideas: cultures, religions, sciences.

The content of the subject will be sensitive to aspects related to the gender perspective.

## Methodology

Attendance to theoretical classes led by the teacher

Attendance to seminars and practical sessions led by the teacher

Comprehensive reading of texts

Reviews, papers and analytical comments written

Preparation of oral presentations

Personal study

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	39	1.56	6, 14, 15, 16, 21, 25, 24, 19, 18, 17, 20, 34, 35, 28, 36, 5, 4, 37, 38
Seminars and classroom practices	13.5	0.54	8, 22, 23, 12, 13, 10, 26, 11, 5
Type: Supervised			
Tutorials	15	0.6	
Type: Autonomous			
Individual study	45	1.8	1, 2, 3, 21, 25, 24, 19, 18, 17, 20, 29, 32, 31, 30, 28, 36, 5, 4, 37
Reading texts, writing jobs. Preparation of oral commentary	30	1.2	1, 2, 3, 27, 8, 22, 23, 29, 32, 31, 30, 28, 36, 5, 4, 37, 38

## Assessment

### Evaluation

The evaluation system is organized in two parts:

- Part of exams, with a value of 60% of the final grade of the course.
- Part of papers, text comments and / or oral presentations, with a value of 40% of the final grade of the course

During the quadrimester, at least 3 evaluation activities and 2 evaluation typologies will be programmed. No evaluation activity can be more than 50% of the total of the grade.

The features and data completion / delivery of all these tests and works will be discussed on the first day of class and will be available in the Campus.

The subject is passed if a minimum of 5 points is reached (about 10) with the sum of the scores for all evaluation activities.

The student will be considered "not evaluable" if delivered less than 60% of the evaluable evidence (tests and assignments) of the total of the subject.

According to the academic regulations of the Faculty, copying / plagiarism of written sources (Internet, books, papers, etc.) or any irregularities that may lead to a significant change in the classification of an act of evaluation will be graded with 0 this assessment act, regardless of the disciplinary process that can instruct. Should several irregularities in the acts of evaluation of a subject occur, the final grade for this course will be 0.

The student is entitled to review the results of the tests. Professor timely establish the mechanism for doing so.

Orthographic correction rule: as initiative of the teaching commission of the degree of History, from the course 2017-2018 can be recorded in the teaching guides a clause on spelling correction, expression, lexicon and syntax of written documents of continuous evaluation and examinations. According to the written expression guidelines of our degree, the penalty can be between 0.2-0.25 for each error committed on the final grade, up to a maximum of a discounted score of 4 points.

In the virtual group of Geography and Territory Planning, the specific evaluation conditions of group 70 (virtual format) will be communicated at the beginning of the course by the responsible teacher.

### Revaluation

According to the academic regulations of the Faculty, to qualify for the revaluation the students must have presented all the evaluation activities demanded on the teaching guide of the subject of this year.

The revaluation consist of an examination of all of the subject and will take place on the date established by the Faculty.

The maximum score that can be obtained from the revaluation process is 5 (APPROVED). Under no circumstances may raise the revaluation as a mechanism to improve the grade of the students who have passed the subject in the normal period of continuous assessment.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual written work, text comments, oral presentations	40%	2	0.08	7, 27, 14, 8, 16, 21, 25, 24, 19, 20, 22, 12, 13, 33, 34, 9, 11
Written tests	60%	5.5	0.22	1, 2, 3, 6, 27, 14, 15, 21, 25, 24, 19, 18, 17, 20, 22, 23, 12, 13, 10, 26, 29, 32, 31, 30, 34, 35, 11, 28, 36, 5, 4, 37, 38

## Bibliography

### Bibliography 1

J. M. Roberts, *Historia del mundo. De la prehistoria a nuestros días*. Madrid: Debate, 2010. (tractament per etapes cronològiques)

J. Fontana, *Introducció a l'estudi de la història*. Barcelona: Crítica, 1997. (tractament temàtic, més estructural, que és el que seguim per fer la proposta de temari en bona mesura)

### Bibliography 2

Jack Goody, *El robo de la Historia*, Madrid: Akal 2011 (totes les èpoques històriques).

Peter Burke. *Historia Social del Conocimiento*, Barcelona: Paidós, 2012.

Peter Watson, *Ideas. Historia intelectual de la humanidad*, Barcelona: Crítica, 2006.

Donad Wassoon, *Cultura. El patrimonio común de los europeos*, Barcelona: Crítica, 2006.

C.A. Bayly, *El nacimiento del mundo moderno, 1780-1914*, Madrid: Siglo XXI, 2009.

B.S. Anderson, J.P. Zinsser, *Historia de las Mujeres: una historia propia*, Crítica, Barcelona, 1992. 2 vols.

Gisela Bock, *La mujer en la Historia de Europa*, Crítica, Barcelona, 2001

Georges Duby, Michelle Perrot (Dir.), *Historia de las mujeres*, Taurus, Madrid, 1993, 5 vols.

Isabel Morant (Dir.), *Historia de las mujeres en España y América Latina*, Cátedra, Madrid, 2006. 4 vols.

### Bibliography 3

R. Overy, *Historia del Mundo: The Times. La cartografía de la historia*. Madrid: La Esfera de los libros, 2007.

N. J. G. Pounds, *Geografía histórica de Europa*. Barcelona: Crítica, 2000.

DUBY, G. (ed.), *Atlas histórico mundial*, Debate, Madrid 2001.

KINDER, H.; HILGEMANN, W., *Atlas Histórico Mundial*, Istmo, Madrid 1999.

R. Williams, *Palabras clave. Un vocabulario de la cultura y la sociedad*, Buenos Aires: Ediciones Nueva Visión

Elena SÁNCHEZ DE MADARIAGA (1998), *Conceptos fundamentales de historia*, Madrid: Alianza Editorial.

Pierre VILAR (1980), *Iniciación al vocabulario del análisis histórico*, Barcelona: Crítica.