

**Geography and History**

Code: 44332  
ECTS Credits: 10

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OT	0	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)

**Teachers**

Aram Monfort Coll  
Sol Enjuanes Puyol

**Prerequisites**

This subject does not include requirements

**Objectives and Contextualisation**

1. Complement the training of graduates in geography, history, art history and other social sciences so that they have the basic knowledge necessary to stimulate critical and make them understand the world around them.
2. Integrate the knowledge of social science education and additional training in Geography, History and Art History, learned in the course, the experiences gained in the completion of internship at secondary schools and proposals of innovation and research in the final of the Masters to cope with the complexity of the profession as a teacher in secondary education.
3. Communicate your decisions and conclusions as a specialist in social sciences clear and unambiguous to students, their families and other professionals, providing arguments to their own statements from a correct decision based reflection on the social and ethical responsibility involves the exercise of teaching.
4. Assess the importance of continuing education when teaching social sciences and acquiring the necessary skills to be able to perform this training both independently and in teams with other professionals.
5. Understand the set of knowledge acquired in the module-specific teaching of the social sciences to begin the exercise of teaching in secondary education.
6. Apply the knowledge acquired in the course teaching and his ability to solve problems in teaching, as a teacher / ra social sciences in schools and secondary schools.

**Competences**

- Acquire strategies to encourage student effort and enhance their capacity to learn by himself and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.
- Communicate effectively both verbally and non-verbally.
- Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.
- Generate innovative and competitive professional activities and research.
- Know the curricular content of the matters relating to the appropriate teaching specialization and the body of didactic knowledge around the respective teaching and learning.
- Make effective use of integrated information and communications technology.
- Own the learning skills necessary to carry out continuous training, both in content and teaching specialty, as in the general aspects of teaching.
- Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning in their own areas of specialization.
- know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, and address problems of discipline and conflict resolution.

## Learning Outcomes

1. Communicate effectively, both verbally and non-verbally.
2. Create a climate that facilitates interaction and values the contributions of students to promote the learning of social sciences in the classroom.
3. Demonstrate knowledge of contexts and situations in which they occur and the social sciences are applied to secondary education: geography, history and art history, highlighting the functional nature of these.
4. Demonstrate knowledge of cultural and educational value of Social Sciences (Geography, History and Art History) and the contents of these disciplines taught in Secondary Education and Baccalaureate, and integrate this content in the framework of the science and culture.
5. Demonstrate knowledge of the history and recent developments of the different historiographical skills or break thinking in Geography, History and History of the prospects for Art to convey a dynamic view of the same as yours.
6. Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and human rights that facilitate life in society, decisions and building a sustainable future.
7. Generate innovative and competitive proposals for research and professional activities.
8. Know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, addressing issues of discipline and conflict resolution.
9. Possess learning skills necessary to carry out continuous training in both content and didactics of social sciences, as well as general aspects of teaching.
10. Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia) to transform it into knowledge and apply it in the teaching-learning materials specific to the specialization studied.
11. Use information and communications technology and integrate them into the teaching and learning of Social Sciences.

## Content

The module Complements of Training in Social Sciences (10cr) is set to 3 blocks:

- Complementary Training in Geography, 3,33cr.
- Complementary Training in History, 3,33cr.
- Complementary Training in Art History, 3,33cr.

The syllabus of each of the complements will be detailed in the syllabus at the beginning of the course and will focus on the following general sections:

## GEOGRAPHY

- Geography to understand the world
- Climatic zones, landscapes and biogeographical environments
- The physical framework of the planet
- Graphic and cartographic expression
- The world population in motion
- Introduction to Geographic Information System (GIS)
- Cities and territories
- Geography of globalization

## ART HISTORY

- The pedagogical potential of art history beyond chronological narrative
- Art in today's world: who is an artist? what is art
- Tools to get closer to works of art
- The concept of artistic heritage and work of art as a social product

## HISTORY

- The ABCs of dealing with historical content for teachers.
  1. History and historian.
  2. Sources.
  3. Chance and causality.
  4. Determinisms.
  5. Individual and collective in the historical process.
- Knowledge and reflections on the curricular contents of History in ESO and Baccalaureate.
  1. 2nd Baccalaureate: Contemporary History of Spain, 1875-1986.
  2. 1st Baccalaureate: World Contemporary History, 1789-2020.
  3. 4th ESO: Contemporary Period.
  4. 3rd ESO: Modern Age.
  5. 2nd ESO: Medieval period.
  6. 1st ESO: From Prehistory to Ancient Times.

## Methodology

The hours indicated for each of the training activities are indicative and can be modified slightly depending on the schedule or the teaching needs.

In classroom activities, students will be proposed to work in small groups to promote the maximum participation of all students.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Attendance and participation in master classes, exits, etc. and the carrying out of related activities	62.5	2.5	10, 1, 8, 2, 3, 4, 5, 6, 7, 9, 11

Type: Supervised

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Completion, review and evaluation of the work carried out (reports, case studies, problem solving, exhibitions, laboratory practices, fieldwork ...)	50	2	10, 1, 8, 2, 3, 4, 5, 6, 7, 9, 11
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Type: Autonomous

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Analysis of readings and proposals reporting, activity design, analysis and resolution of cases	137.5	5.5	10, 3, 4, 5, 11
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## Assessment

Attendance at classes is mandatory. The student must attend a minimum of 80% of the sessions of each of the teachers involved in the module. Otherwise it will be considered "not presented".

To approve the Geography and History module it is necessary obtain a grade equal to or greater than 5. All evaluation activities are scored according to their percentages.

The detail of the evaluation of each subject will be provided with the program at the beginning of the course.

The evaluation of each one of the topics includes group activities and individual activities. Throughout the part of the module that each teacher teaches, complementary tasks can be requested without having to be considered necessarily evaluation tasks, but of mandatory delivery.

The delivery of work will be done primarily through the virtual campus. Other delivery channels may be enabled, prior agreement with the teaching staff, informed via the classroom and via the virtual campus. Work will not be accepted for routes not agreed with the teacher, nor for works with incorrect formats, which do not include the name of the authors and the subject they are referring to or that are sent out of time. The works and exams will be returned reviewed by the corresponding teacher no later than 1 month after delivery or completion.

The copy or plagiarism, both in the case of works and in the case of exams, constitute an offense that may represent suspending the subject. It will be considered that a work, activity or examination is "copied" when it reproduces all or part of the work of one or other partner. It will be considered that a work or activity is "plagiarized" when a part of an author's text is cited without citing the sources, regardless of whether the original sources are on paper or in digital format. (more information about plagiarism in [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)).

Since the vehicular language of the master's degree and secondary education is Catalan, the oral and written tasks related to this module must be presented in this language. In the activities provided in writing (individual or in group), linguistic correction, writing and formal aspects of presentation will be taken into account.

Likewise, it is necessary to express themselves orally with fluidity and correction and it is necessary to show a high level of understanding of the academic texts. An activity may not be evaluated, returned or suspended if the teacher considers that it does not meet the requirements mentioned above.

It is necessary to show an attitude compatible with the educational profession to approve this module. Active listening, respect, participation, cooperation, and punctuality will be valued. The ethical commitment to the deontological principles of the profession will also be taken into account. "

The final qualification of the Geography and History module will take into account:

- a) Compliance with the assistance criteria
- b) The delivery of the proposed tasks within the indicated period
- c) The absence of plagiarism in accordance with the indications mentioned in the previous points

Students who have suspended a subject with a minimum grade of 3,5 can present themselves to the recovery that will consist of a work / test that will be programmed with a minimum margin of two weeks after the suspension communication. Recovery will be assessed as being inadequate.

The questions and / or doubts regarding the evaluation that are not included in the above indications will be governed by the following documents:

- Criteria and general guidelines for the evaluation of the Faculty of Education Sciences (<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>)
- Evaluation Regulations of the Autonomous University of Barcelona. Title IV: Evaluation. Version according to

the modifications approved by agreement of the Governing Council of July 12, 2017.  
(<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>)

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment of art history training complements: group activity and visual narrative	33,3%	0	0	10, 1, 3, 4, 5, 9, 11
Assessment of geography training complements: field trip and written and oral presentation of the results	33,3%	0	0	10, 1, 3, 4, 5, 6, 7, 11
Assessment of history training complements: Oral presentation in the classroom from one class simulation to 2nd year of Bacallaureate and one to ESO	33,3%	0	0	10, 1, 8, 2, 3, 4, 5, 6

## Bibliography

### Complementary Training in Geography

- Albet, Abeel. (2000). *Una geografia humana renovada: llocs i regions en un món global*. Barcelona: Vicens Vives.
- Carreras, Carles. (1998). *Geografia Humana*. Barcelona: Edicions de laUB.
- Hiernaux, Daniel. i Lindon, A. (2006, eds.). *Tratado de Geografía Humana*. Barcelona: Anthropos.
- Lacoste, Yves (1990). *La Geografía: un arma para la guerra*. Barcelona: Anagrama.
- Lacoste, Yves i Girardhi, R. (1983). *Geografía general física y humana*. Barcelona Oikos-Tau.
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- Romero, Juan. (coord.). (2007). *Geografía Humana*. Barcelona: Ariel.
- Strahler, Arthur. (1974). *Geografía Física*. Barcelona: Omega.

### Complementary Training in History

- Alcoberro, Agustí. (2015). 100 episodis claus de la Història de Catalunya. Valls: Cossetània.
- Carr, Edward. (1991). *¿Qué es la historia?* Barcelona: Ariel.
- DD.AA. (2005). *Historia de España*, Cátedra, Madrid.
- Fontana, Josep. (1992). *La història després del final de la història*. Vic: Eumo.
- Kamen, Henry. (2014). *Brevísima historia de España*, Espasa, Barcelona.
- Kinder, Hermann., Hilgemann, W., Hergt, M. (2007). *Atlas Histórico Mundial. De los orígenes a nuestros días*, Akal, Madrid.
- Moradiellos, Enrique. (1992). *Las Caras de Clío: introducción a la historia y a la historiografía*. Oviedo: Universidad de Oviedo. Servicio de publicaciones.
- Riquer, Borja de (2018). *Història mundial de Catalunya*, Edicions 62, Barcelona.
- *Atlas Histórico Mundial (II). De la Revolución Francesa a nuestros días*, Akal, Madrid, 2006.
- Documents for history: [www.sct.uab.cat/sibhilla/es/content/documents-history-0](http://www.sct.uab.cat/sibhilla/es/content/documents-history-0)

### Complementary Training in Art History

- Elkins, James (2002). *Stories of art*. Nova York i Londres: Routledge.
- Freedman, Kerry (2006). *Enseñar la cultura visual. Currículum, estética y la vida social del arte*. Barcelona: Octaedro.

- Ramírez, Juan Antonio (dir.) (1996-1997) *Historia del arte*. Madrid: Alianza (4 volums)
- Woodford, Susan (2007) *Cómo mirar un cuadro*. Barcelona: Gustavo Gili.
- Centre Georges Pompidou: [www.centrepompidou.fr](http://www.centrepompidou.fr)
- Musée d'Orsay: [www.musee-orsay.fr](http://www.musee-orsay.fr)
- Musée du Louvre: [www.louvre.fr](http://www.louvre.fr)
- Museu Nacional d'Art de Catalunya: [www.museunacional.cat](http://www.museunacional.cat)
- Tate: [www.tate.org.uk](http://www.tate.org.uk)
- The Museum of Modern Art: [www.moma.org](http://www.moma.org)
- The Metropolitan Museum of Art: [www.metmuseum.org](http://www.metmuseum.org)