

## Major Topics in History

Code: 100218  
ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2500239 Art History	FB	1
2500240 Musicology	FB	1
2500246 Philosophy	FB	1

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

None.

## Objectives and Contextualisation

A generalist tour of various elements of the theory and methodology of Historical Sciences, taking into account the aspects that may be more interesting for the specific studies of each of the Degrees in which this subject is taught.

## Competences

#### Art History

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Interpreting a work of art in the context in which it was developed and relating it with other forms of cultural expression.
- 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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

#### Philosophy

- 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.

### 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. Accurately using the specific lexicon of science history.

4. Analysing historical cases about scientific facts.
5. Analysing ideas about an artistic phenomenon, and its creators and recipients in a given cultural context.
6. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
7. Carrying out a planning for the development of a subject-related work.
8. Communicate using language that is not sexist or discriminatory.
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. Enumerating historical facts that could have affected the scientific development.
12. Explaining aspects of the history of science by using the discipline's specific terminology.
13. Explaining the specific notions of the History of Science.
14. Identify situations in which a change or improvement is needed.
15. Identifying and analysing the specific vocabulary of every analysed social formations.
16. Identifying and analysing the specific vocabulary produced by every analysed social formation.
17. Identifying and interpreting the several historical periods from Prehistory to the Late Modern Period.
18. Identifying the context of the historical processes.
19. Identifying the main ideas of a related text and drawing a diagram.
20. Identifying the main ideas of a subject-related text and making a diagram.
21. Identifying the specific methods of history and their relationship with the analysis of particular facts.
22. Properly using the specific vocabulary of History.
23. Propose new experience-based methods or alternative solutions.
24. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
25. Recognising the bases of the most appropriate bibliographic databases in order to obtain sources of a specific issue.
26. Recognising the best bibliographic databases when obtaining sources about a specific subject.
27. Reconstructing the artistic outlook of a particular cultural context.
28. Relating elements and factors involved in the development of historical processes.
29. Relating elements and factors involved in the development of scientific processes.
30. Use specific vocabulary of history correctly.
31. Using the specific vocabulary of History.

## Content

The sense of time. The concept of history.

The stage of history.

The Number of Men and Women: Life, Subsistence and Death of Human Beings.

Ways of subsistence, work and living conditions.

Forms of collective organization: society. Gender, family, race, social class.

The political organization. State and nation. Violence, power and resistance.

The ideas: Culture, religion, civilization and science.

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

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars and practices	13.5	0.54	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31
Theoretical classes	39	1.56	3, 4, 6, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 24, 27, 28,

Type: Supervised				
Tutorships	15	0.6	3, 4, 7, 8, 11, 12, 13, 22, 23, 30, 31	
Type: Autonomous				
Homework	45	1.8	1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31	
Lectures, reviews, essays, and analytical comments	30	1.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31	

Classes led by the teacher.

Reviews, works and analytical comments.

Oral presentations.

Personal study.

The teacher will allocate 15 minutes of some class to allow the students to answer the evaluation surveys of the teaching performance and of the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active monitoring	10%	1	0.04	1, 2, 3, 4, 6, 8, 10, 12, 13, 15, 16, 17, 18, 21, 22, 24, 25, 26, 28, 29, 30, 31
Exams	60% (30% + 30%)	5.5	0.22	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31
Works (essays, text comments, etc.)	30%	1	0.04	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31

#### CONTINUOUS ASSESSMENT:

Exams module: 60% (30%+30%, two tests) of the final grade.

Works module (text comments and/or oral presentations, etc.): 30% of the final grade.

Attendance module (attendance and active monitoring in classes, Moodle, etc.): 10% of the final grade.

At least 3 assessment activities and 2 types of assessment will be scheduled throughout the semester. No assessment activity can account for more than 50% of the total grade.

Assessment activities will be scheduled throughout the academic year. The dates and reviews will be communicated to the students in sufficient advance. The teaching staff will establish a specific tutoring schedule to proceed with the commentary on the assessment activities. The student will have the right to review the results of the tests carried out. At the time of completion/delivery of each assessment activity, the teaching staff will inform (Moodle, SIA) of the procedure and date of revision of the qualifications.

#### UNIQUE ASSESSMENT:

-Exam: 60% of the final grade.

-Works module (essays, text comments, etc.): 40% of the final grade.

#### GENERAL OBSERVATIONS:

The subject is approved if a minimum of 5 points (out of 10) is obtained in the final grade.

The student will be graded "Non-Evaluable" when he/she does not attend assessment activities worth more than 60% of the assessment.

In the event that the student commits any irregularity that could lead to a significant variation in the grade of an assessment act, this assessment act will be graded 0, regardless of the disciplinary process that may be instituted. In the event that several irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0.

Spelling, syntactic or lexical errors are taken into account in the written activities. The penalty can be between 0.1-0.2 points for each fault committed on the final grade. Repeated fouls may result in a discount.

If the tests cannot be taken in person, their format will be adapted to the possibilities offered by the UAB's virtual tools. Homework, activities and class participation will be done through forums, wikis and/or exercise discussions through Moodle, Teams, etc. The teaching staff will ensure that the student can access it or will offer him alternative means, which are within his reach.

#### RECOVERY:

In order to have the right to recovery, students must have taken all the tests listed in the teaching guide for the subject. This means that anyone who does not take any of the scheduled exams or does not hand in the mandatory assignments, will not have the right to be reassessed.

The recovery will consist of a global examination of the subject, both for the students of the continuous assessment and the single assessment. It will take place on the date established by the Faculty.

The maximum grade that can be obtained in the re-evaluation process is a 5 (APPROVED).

In no case can recovery be considered as a mechanism to improve the grade of students who had already passed the subject in the normal evaluation process.

## **Bibliography**

#### GENERAL BIBLIOGRAPHY:

J. M. Roberts, *Historia del mundo. De la prehistoria a nuestros días*. Madrid: Debate, 2010 (chronological approach).

J. Fontana, *Introducció a l'estudi de la història*. Barcelona: Crítica, 1997 (thematical approach).

#### ADDITIONAL BIBLIOGRAPHY:

Jack Goody, *El robo de la Historia*, Madrid: Akal 2011.

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*, Barcelona: Crítica, 1992. 2 vols.

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

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

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

#### TOOLS:

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.

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

H. Kinder, W. Hilgemann, *Atlas Histórico Mundial*, Madrid: Istmo, 1999.

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

E. Sánchez de Madariaga, *Conceptos fundamentales de historia*, Madrid: Alianza Editorial, 1998.

P. Vilar, *Iniciación al vocabulario del análisis histórico*, Barcelona: Crítica, 1980.

## **Software**

None.

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	2	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	3	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	4	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	5	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed
(TE) Theory	2	Catalan	first semester	morning-mixed
(TE) Theory	3	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	4	Catalan	second semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	second semester	morning-mixed