

## Methods and Techniques for Historical Research

Code: 100373

ECTS Credits: 6

**2025/2026**

Degree	Type	Year
History	OB	2
Contemporary History, Politics and Economics	OT	3
Contemporary History, Politics and Economics	OT	4

### Contact

Name: Elena Fernandez Garcia

Email: [elena.fernandez@uab.cat](mailto:elena.fernandez@uab.cat)

### Teachers

Jaime Oliver Bruy

Jordi Font Agullo

### Teaching groups languages

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

### Prerequisites

Reading and understanding Catalan and Spanish correctly. It is desirable to have basic competency in English.

### Objectives and Contextualisation

The main objective of this module is to introduce students to the methods and techniques they will require to conduct historical research in an autonomous and rigorous way. It combines theoretical and applied classes to acquaint students with historical research, what resources are available for them and how should a project be designed. They will also have the chance to work with a wide variety of sources and analyse them critically to generate new knowledge.

### Competences

History

- Applying specific methods and techniques from other social sciences.
- Applying the main methods, techniques and instruments of the historical analysis.

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Identifying the main historiographical tendencies and critically analysing their development.
- 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.

#### Contemporary History, Politics and Economics

- Explain and summarise knowledge acquired in English language at an advanced level.
- Recognise and contextualise texts referring to recent contemporary history.
- 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.
- Work cooperatively in multidisciplinary and multicultural teams implementing new projects.

## Learning Outcomes

1. Applying the necessary abilities in order to assess and spread historical knowledge.
2. Assessing and critically solving the historiographical problems of war studies.
3. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
4. Demonstrate an understanding and ability to apply the main techniques of rhetoric and discourse construction for political type discourses.
5. Developing the ability of historical analysis and synthesis.
6. Distinguishing the relation between historiographical theory and practice.
7. Engaging in debates about historical facts respecting the other participants' opinions.
8. Give effective oral presentations that are suited to the audience.
9. Identifying the main and secondary ideas and expressing them with linguistic correctness.
10. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
11. Master and apply the main techniques of historical research.
12. Mastering the main techniques of historical research.
13. Organising and planning the search of historical information.
14. Producing and giving efficient political speeches, working from a marketing approach and using rhetoric, reasoning and oratory techniques.
15. Producing and planning researches or analytical reports.
16. Producing and preparing presentations of reports and intervention proposals.
17. Properly using the specific vocabulary of History.
18. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
19. Solve problems autonomously.
20. Solving problems autonomously.
21. Synthesizing and critically analysing information.
22. Using computing resources of the area of study of history.
23. Using the characteristic computing resources of the field of History.
24. Using the methods and techniques of demography in the historical analysis.
25. Using the methods and techniques of economy in the historical analysis.
26. Using the methods and techniques of sociology in the historical analysis.
27. Utilising the information collection tools such as bibliographical catalogues, archive inventories and electronic references.
28. Work in teams respecting all points of view. Use the specific vocabulary of history correctly.
29. Working autonomously.
30. Working in teams and networking, particularly in interdisciplinary conditions.

## Content

1. History and its uses.
  - 1.1 Brief history of History.
  - 1.2 Narrative, science, truth, fiction.
  - 1.3 Historiographic approaches and concepts and their evolution.
2. The material and immaterial sources, and the profession of the historian.
  - 2.1 Archival documentary sources and their origins: administrative, legislative, judicial, political, trade union, associations, companies ...
  - 2.2 Other written sources: newspapers, letters, autobiographies, memoirs, novels, etc.
  - 2.3 Oral sources and working with witnesses.
  - 2.4 A new challenge: the sources of the audiovisual and digital universe.
  - 2.5 The approach of a research project.
3. Archaeological sources
  - 3.2 Specificity of the archaeological record.
  - 3.3 Landscape archeology / agricultural archeology.
  - 3.4 Ethnoarchaeology.
4. Auxiliary Sciences and Techniques: paleography, diplomacy, codicology, numismatics, vexillography, genealogy, geographic information systems.
5. The irruption of memory and heritage. Challenges and opportunities of History.
6. "Public history": instruments and mechanisms for the transmission of historical knowledge.
  - 6.1 The archives and documentation centers.
  - 6.2 Museums: typologies and social / community functions.
  - 6.3 Didactics and pedagogy of history and memory.
  - 6.4 Cultural tourism and memory tourism.
  - 6.5 The media, audiovisual products and digital technologies.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes and practices at classroom	54	2.16	1, 2, 3, 4, 5, 6, 11, 12, 15, 16, 14, 8, 10, 9, 13, 7, 18, 19, 20, 21, 29, 30, 28, 17, 27, 22, 23, 24, 26, 25

Type: Supervised				
Tutorials	15	0.6	1, 2, 3, 4, 5, 6, 11, 12, 15, 16, 14, 8, 10, 9, 13, 7, 18, 20, 19, 21, 29, 30, 28, 17, 27, 22, 23, 24, 26, 25	
Type: Autonomous				
Individual activities	75	3	1, 2, 3, 4, 5, 6, 11, 12, 15, 16, 14, 8, 10, 9, 13, 7, 18, 20, 19, 21, 29, 30, 28, 17, 27, 22, 23, 24, 26, 25	

This module has a theoretical part, which will be taught through lectures, and an applied part, which will include in-class training and individual projects. Students need to have good language skills to present the results obtained through group and individual projects to their peers and the teacher.

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

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Delivery of a paper	30 %	2	0.08	1, 2, 3, 4, 5, 6, 11, 12, 15, 16, 14, 8, 10, 9, 13, 7, 18, 20, 19, 21, 29, 30, 28, 17, 27, 22, 23, 24, 26, 25
Exams	60 % (30% + 30%)	3	0.12	1, 2, 3, 4, 5, 6, 11, 12, 15, 16, 14, 8, 10, 9, 13, 7, 18, 20, 19, 21, 29, 30, 28, 17, 27, 22, 23, 24, 26, 25
Oral presentations, activity at classroom	10 %	1	0.04	1, 2, 3, 4, 5, 6, 11, 12, 15, 16, 14, 8, 10, 9, 13, 7, 18, 20, 19, 21, 29, 30, 28, 17, 27, 22, 23, 24, 26, 25

1. First written exam (30%)
2. Second written exam (30%)
3. Course assignment (30%)
4. Participation in practical in-class activities and complementary activities organized during the course, such as sessions with guest lecturers (10%)

Students must attend class and participate in scheduled external activities.

At the time of completion or submission of each evaluative activity, instructors will inform students (via Moodle, SIA) of the procedure and date for reviewing grades. Particular cases will be considered and addressed with personalized attention. Students have the right to review the results of the assessments. Instructors will establish the appropriate mechanisms for this purpose.

To be eligible for the resit, students must have been previously assessed in a set of activities that represent at least 2/3 of the total grade (CONTINUOUS ASSESSMENT), or must have submitted all required assessments (SINGLE ASSESSMENT). A minimum grade of 3.5 may also be required.

Resits will follow the general regulations of the UAB and consist of a synthesis test covering the course content, to be held on the date established by the Faculty. The highest possible grade in the resit process is *Pass*, meaning 5 out of 10. The resit is not an opportunity to improve one's grade.

Students will be considered "not assessable" and will not have access to the resit if they have submitted less than 30% of the evaluable activities.

If a student commits any irregularity (copying, plagiarism, unauthorized use of digital watches, smartphones, headphones, or similar devices) that could significantly alter the grade of an evaluative activity, that activity will be graded with a 0, regardless of any disciplinary proceedings that may follow, and will not be eligible for recovery.

In this course, the use of Artificial Intelligence (AI) technologies is not permitted at any stage. Any assignment including AI-generated content will be considered an act of academic dishonesty, will be graded with a 0, and will not be eligible for recovery, or may lead to more serious sanctions in severe cases.

All assignments will be assessed for spelling accuracy, clarity of expression, and correctness in writing. Major deficiencies in these areas may prevent a student from passing the course.

If assessments cannot be conducted in person, their format will be adapted (while maintaining their weighting) to the options available through UAB's virtual tools. Homework, activities, and participation in class will be conducted through forums, wikis, and/or exercise discussions via Moodle, Teams, etc.

The assessment schedule may not be modified, except in duly justified exceptional cases. Erasmus students who request to bring an exam forward must present the instructor with a written document from their home university justifying the request.

**Single Assessment:** This will consist of three components representing 45%, 45%, and 10% of the final grade: an exam covering the entire syllabus, submission of a course assignment, and a personal interview with instructors to verify mastery of the course content. The same resit system as for continuous assessment will apply.

## **Bibliography**

Alberch, R.; Cruz Mundet, J.R., *¿Archívese! Los documentos del poder. El poder de los documentos*. Madrid: Alianza Editorial, 2008.

Arrieta, I., *Lugares de memoria traumáticos. Representaciones museográficas de conflictos políticos y armados*. Bilbao: Universidad del País Vasco, 2016.

Augé, M., *Las formas del olvido*. Barcelona: Gedisa, 1998.

Ballart, J., *El patrimonio histórico y arqueológico: valor y uso*. Barcelona: Ariel, 1997.

Bloch, M., *Apología para la historia o el oficio de historiador*, Mèxic D. F.: FCE, 1996.

Campillo, X.; López-Monné, R., *El llibre dels camins*. Tarragona: Arola Editors, 2010.

Carr, E. H., *Qué es la historia* (amb introducció de Richard J. Evans). Barcelona: Ariel, 2017.

DD.AA., *Memòries controvertides i patrimoni. Usos i abusos del passat immediat*. Barcelona: Memorial Democràtic, 2022.

Dosse, F., *Història. Entre la ciència i el relat*. València: PUV, 2001.

Fentress, J.; Wickham, Ch., *Memoria social*. Madrid : Cátedra, 2003.

Fontana, J., *L'ofici d'historiador*. Girona: Documenta Universitària, 2010.

Francovich, R., *La arqueología medieval: entre la historia y la gestión del patrimonio*. Granada: Universidad de Granada, 2008.

Gruzinski, S., *¿Para qué sirve la historia?* Madrid: Alianza Editorial, 2018.

Hochadel, O., *El mito de Atapuerca. Orígenes, ciencia, divulgación.* Cerdanyola: Universitat Autònoma de Barcelona, 2013.

Hunt, L., *Historia. ¿Por qué importa?* Madrid: Alianza Editorial, 2019.

Jelin, E.; Vinyes, R., *¿Cómo será el pasado? Una conversación sobre el giro memorial.* Barcelona: Ned Ediciones, 2021.

Kirchner, H. (ed.). *Por una arqueología agraria de las sociedades medievales hispánicas. Propuesta de un protocolo de investigación.* Oxford: Archeopress, 2018.

Lowenthal, D., *El pasado es un país extraño.* Madrid: Akal Ediciones, 1998.

Matozzi, I., "Enseñar a escribir sobre la historia". *Enseñanza de las ciencias sociales: revista de investigación*, [en línia], 2004, Núm. 3, p. 39-48, <https://raco.cat/index.php/EnsenanzaCS/article/view/126182>

Moradiellos, E., *El oficio de historiador. Estudiar, enseñar, investigar.* Madrid: Akal Ediciones, 2013.

Mudrovic, M.I., *Historia, narración y memoria. Los Debates Actuales en Filosofía de la Historia.* Madrid: Akal Ediciones, 2005.

Pons, A., *El desorden digital. Guía para historiadores y humanistas.* Madrid: Siglo XXI Editores, 2013.

Portelli, A., *Històries orals. Relat, imaginació, diàleg.* Barcelona: Memorial Democràtic, 2009.

Puig, P. *Els pergamins documentals: naturalesa, tractament arxivístic i contingut diplomàtic.* Barcelona: Generalitat de Catalunya, 1995.

Quirós, J.A., *La materialidad de la historia. La arqueología en los inicios del siglo XXI.* Madrid: Akal Ediciones, 2013.

Sáez-Rosenkranz, I.; Prats Cuevas, J. *Memoria histórica y enseñanza de la Historia.* Gijón: Ediciones Trea, 2020.

Santacana J.; Hernández Cardona, F. X., *Museos de historia. Entre la taxidermia y el nomadismo.* Gijón: Ediciones Trea, 2011.

Santacana, J.; Llonch, *Museo local. La ceniciente de la cultura.* Gijón: Ediciones Trea, 2008.

Sayer, F., *Public History. A Practical Guide.* Londres: Bloomsbury Academic, 2019.

Silva Catela, Ludmila Da; Jelin, E., *Los archivos de la represión: documentos, memoria y verdad.* Buenos Aires, Siglo XXI Editores, 2002.

Todorov, T., *Los abusos de la memoria.* Barcelona: Paidós, 2000.

Tortella, G. *Introducción a la economía para historiadores.* Madrid: Tecnos, 1987.

Traverso, E., *Els usos del passat. Història, memoria, política.* València: PUV, 2006.

## Software

-

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	2	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed
(TE) Theory	2	Catalan	first semester	morning-mixed