

**COURSE DATA****Data Subject**

<b>Code</b>	34011
<b>Name</b>	Introduction to History
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1005 - Degree in History	Faculty of Geography and History	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1005 - Degree in History	1 - Introduction to history	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
ARCHILES CARDONA, FERRAN	362 - Early Modern History
BALDO LACOMBA, MARCOS A	362 - Early Modern History
BOSCH SANCHEZ, MARIA AURORA	362 - Early Modern History

**SUMMARY**

Initiation into the historical knowledge, its fundamental concepts, methods, technical and main historiographical trends.

**PREVIOUS KNOWLEDGE****Relationship to other subjects of the same degree**

There are no specified enrollment restrictions with other subjects of the curriculum.



### Other requirements

VThere are no specified enrollment restrictions with other subjects of the curriculum.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1005 - Degree in History

- Be able to make abstractions, to analyse and to synthesise.
- Show critical awareness of the relationship between current events and processes and the past.
- Have critical knowledge of the different historiographic perspectives in the different periods and contexts.
- Be able to communicate and argue orally and in writing in one's own language using the terminology and techniques of the profession.
- Know and be able to use methods and techniques from other social and human sciences.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- . To introduce the student into the historical knowledge, its fundamental concepts, methods and techniques of analysis, as well as into the principal schools of historiography.
- . To provide resources to know how historical knowledge is constructed from concepts and the use of sources and to do practices from the different types of sources.
- . To develop the analytical and critical capacity to comprehend and interpret historical materials.

## DESCRIPTION OF CONTENTS

### 1. 1. The history and historical knowledge.

Memory and history. History and explanation of history. Historical time and chronology. The historical sources. The agents of history and social organization: individual and society; culture and civilization. Change and social transformation: historical development.

### 2. 2. Introduction to the history of historiography.

Mythical History. Providential History. The Humanist History. Historicism and Positivism, Marxism and Social Sciences. Historiographical revolution of the twentieth century: Social History, Cultural History, comprehensive history.

**3. 3. History as a discipline. The historical method: questions, hypotheses, methodological practices and research techniques, conceptual tools. To observe and think from a historical perspective. The historian profession.**

The historical method: questions, hypotheses, methodological practices and research techniques, conceptual tools. Observe and think historically. The historian profession.

**4. 4. Narration and explanation of history.**

Narration and explanation. How history is written. Historical genres.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Other activities	15,00	100
Classroom practices	15,00	100
Development of individual work	45,00	0
Preparation of evaluation activities	45,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY****A. Three hours of class per week.**

These hours are distributed as follows:

- 1) The lectures are given by the lecturer (30 hours / term) in 2 hours a week. The lecturer explains the essential aspects of the subject, systematizes contents, and provides bibliography and resources to prepare the homework and the exam.
- 2) Practical classes (15 hours / term) in one hour a week. The objective is to help the students to read monographs, analyze and understand texts, documents and materials related to the contents of the subject.

**B. Attendance to seminars or complementary activities**

Students take 15 hours of their complementary activities or seminars, as specified in each group's plan (see TEACHING ANNEX of each group in the virtual classroom).



## EVALUATION

It is evaluated:

1<sup>st</sup> The papers about and attendance to complementary activities, or seminars, as well as the derivative exercises, as specified in each group's TEACHENG ANNEXE.

2<sup>nd</sup> The exam evaluates the evidence of the theoretical contents acquired during the course, as well as their practical application. Exam questions will refer to the analyzed contents and homework. To pass the subject it is needed to reach a minimal punctuation in the exam: 5 in scale 10 (or 2,5 in scale 5). If students do not obtain this minimal note, they do not add homework and activities on the final note.

The exact percentage that there represents each of these aspects in the final note is as follows:

1. 1. Evaluation of the practices, individual works and complementary activities or seminars ..... 50%
2. 2. Exam (only if the minimal note is reached) ..... 50%

Total: 100 %

For the second summons:

- 1) It is necessary to make the exam and reach the minimal punctuation established for the first summons (5 points scale 10, or 2,5 scale 5). The student who does not overcome this minimum will not be able to add homework and activities on the final note.
- 2) Notes of the practices and delivered papers, although the students can re-make or do the omitted ones.

The complementary activities such as visits, conferences, round tables, seminars, movies... are included in the note of the second summons if the students attended these activities and delivered their papers.

Excepting Erasmus students, grammar and spelling mistakes will score negatively on the qualification of all written tests and academic works. Their accumulation may lead to a failing grade in the subject.



## REFERENCES

### Basic

- Fontana, J., Introducció a l'estudi de la història, Barcelona, Crítica, 2000.
- Serna, J.; Pons, A., La historia cultural, Autores, obras, lugares, Madrid, Akal, 2005.
- Baldó Lacomba, M., El saber histórico, València, Tirant lo Blanch, 2013.

### Additional

- Aróstegui, J., La investigación histórica: teoría y método, Barcelona, Crítica, 1995.
- Carr, E. H.: Qué es la historia, Barcelona, Barcelona, Ariel, 2017
- Iggers, G.: La ciencia histórica en el siglo XX: : las tendencias actuales : una visión panorámica y crítica del debate internaciona, Barcelona, Idea Books, 1998.
- Jenkins, K.: Repensar la Historia, Madrid, Siglo XXI, 2019.
- Moradiellos, E., Las caras de Clío. Una introducción a la historia, Madrid, Siglo XXI, 2001.
- Prost, A., Doce lecciones sobre la historia, Madrid, Cátedra, 2001
- Traverso, E.: El Pasado. Instrucciones de uso: historia, memoria, política, Madrid, Marcial Pons, 2007.