

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

<b>Code</b>	35356
<b>Name</b>	History and Thought
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b> <b>year</b>
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	1 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1012 - Degree in Philosophy	4 - History	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
DIEZ CASTILLO, AGUSTIN ANGEL	360 - Prehistory, Archaeology and Ancient History
MIRA JODAR, ANTONIO JOSE	361 - Medieval History, Historiography Sciences and Techniques

**SUMMARY****English version is not available**

Esta asignatura aborda los grandes procesos de transformación y cambio histórico, desde la Prehistoria hasta la actualidad. Tomando como eje un enfoque cronológico, se estudiarán los contextos en que se forjaron las principales manifestaciones culturales y las transformaciones económicas, sociales y políticas con especial acento en la dimensión cultural e ideológica de los hechos históricos.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Relación con otras asignaturas de la misma titulación

No se han especificado restricciones de matrícula con otras asignaturas del plan de

Otros tipos de requisitos

Requisitos o recomendaciones previas

No se requieren. Sí será necesario disponer de una buena formación básica en las materias de Bachillerato relacionadas con la asignatura.

## OUTCOMES

### 1012 - Degree in Philosophy

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Be able to apply knowledge to work in a professional manner and have competences for preparing and defending arguments and for solving problems within the field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Be able to communicate professionally both orally and in writing in the Universitat de València's native languages.
- Be able to obtain information from different primary and secondary sources.
- Be able to analyse, synthesise and interpret relevant cultural, social, political, ethical or scientific data, and to make reflective judgements about them from a non-androcentric perspective.
- Be able to convey information, ideas, problems and solutions to others (experts or not).
- Have critical and self-critical capacity.



- Be able to communicate with experts in the area of knowledge and in other areas.
- Be able to learn autonomously.
- Be able to adapt to new situations.
- Be competent in the philosophical study of particular areas of research and human praxis, such as mind, knowledge, language, technology, science, society, culture, ethics, politics, law, religion, literature, arts and aesthetics, avoiding androcentric biases.
- Relate problems, ideas, schools and traditions.
- Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.
- Appreciate autonomy and independence of judgement.
- Recognise human fallibility.
- View original and creative thinking positively.

## LEARNING OUTCOMES

English version is not available

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Seminars	15,00	100
Tutorials	5,00	100
Attendance at events and external activities	5,00	0
Development of individual work	5,00	0
Preparation of practical classes and problem	80,00	0
<b>TOTAL</b>	<b>140,00</b>	

## TEACHING METHODOLOGY

English version is not available

## EVALUATION



**English version is not available**

## REFERENCES

### Basic

- Alía Miranda, Francisco, Técnicas de investigación histórica. Las fuentes de la historia, Madrid, Editorial Síntesis, 2005.
- Baldó Lacomba, Marc, El saber histórico, Valencia, PUV-Tirant lo Blanch, 2013.
- Cardoso, Ciro Flamarión S., Introducción al trabajo de la investigación histórica: conocimiento, método e historia, Barcelona, Crítica, 1981.
- Carpentier, Jean Lebrun, François (dirs.), Breve Historia de Europa, Madrid, Alianza Editorial, 1994.
- Joyce, P., & Sanchís Martínez, M. S. (2004). ¿El final de la historia social?. Historia social, 25-45.
- McNeill, William H. McNeill, J. R., Las redes humanas. Una historia global del mundo, Barcelona, Crítica, 2010.
- Moradiellos García, Enrique, Las caras de Clío. Una introducción a la Historia, Madrid, Siglo XXI, 2009 (2ª edición actualizada).
- Moradiellos García, Enrique, El oficio de historiador, Madrid, Siglo XXI, 2008 (6ª edición actualizada).
- Pagès Blanch, Pelai, Introducción a la Historia. Epistemología, teoría y problemas de método en los estudios históricos, Barcelona, Editorial Barcanova, 1983.

## ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

## SEMPRESENCIAL TEACHING MODALITY

### 1. Contents

The contents initially included in the teaching guide are maintained or contents are reduced by selecting the essential concepts to acquire the fundamental skills.

### 2. Volume of work and teaching planning



Maintaining the weight of the different activities that add up to the hours of dedication in ECTS credits marked in the original teaching guide. The theoretical and practical classes will have an attendance of 50%, with the rotation by alternate weeks of the students divided into two subgroups. The complementary activities will be carried out in person. Teaching planning will be specified at the beginning of the course. In the event that the health situation changes and access to the University facilities is not possible, teaching and activities will be carried out entirely online. In this case, the corresponding adaptations will be communicated to the student through the Virtual Classroom.

### **3. Teaching methodology**

Theoretical-practical face-to-face class with the attendance of 50% of the student body for alternate weeks that, depending on the teacher's planning and technical availability, may be followed by the other 50% by synchronous videoconference through the Blackboard Collaborate platform or similar. It will be complemented with different types of materials and activities in the Virtual Classroom. Teaching planning will be specified at the beginning of the course.

The tutorials will be done in person (through the UV corporate mail) or in person by prior appointment with the teacher. In the event that the health situation changes and access to the University facilities isn't possible, teaching and tutoring will be carried out entirely in person. In this case, the corresponding adaptations will be communicated to the student through the Virtual Classroom.

### **4. Evaluation**

The evaluation criteria set in the teaching guide are maintained, providing students with the possibility of opting for continuous evaluation and favoring this option. If the facilities of the University are closed on the dates set for the face-to-face final exam in the official calendar, the face-to-face exam will be replaced by an online test.

### **5. Bibliographic references**

The bibliography recommended in the Teaching Guide is maintained. In the event that the health situation changes and access to the recommended bibliography is not possible, it will be replaced by materials accessible online.