

Academic Year: ( 2023 / 2024 )

Review date: 04-01-2023

Department assigned to the subject: Humanities: History, Geography and Art Department

Coordinating teacher: GONZALEZ CALLEJA, EDUARDO

Type: Basic Core ECTS Credits : 6.0

Year : 1 Semester : 1

Branch of knowledge: Social Sciences and Law

**REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)**

It is highly recommended that the student has completed either the Humanities Baccalaureate modality or the Social Sciences modality, or, where appropriate, equivalent Baccalaureate modalities or similar in terms of the subjects studied when the student comes from other non-Spanish educational systems .

**OBJECTIVES**

The students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience

The students have to develop those learning skills necessary to undertake further studies with a high degree of autonomy

Know the quantitative or qualitative research techniques and the ability to discern which is appropriate to apply in the field of Social Sciences and Historiography.

Being able to manage, identify, organize and analyze relevant information in a critical and systematic way about current and past sources, in relation to political or other aspects

Knowing how to make judgments that include an ethical reflection on fundamental social, scientific and economic issues in a representative context of past and present societies, both internationally and nationally or locally.

Assuming in a clear and objective way that the study of the past, although it does not inexorably mark the paths that will be followed in the future, does allow, through the explanation of the present, to be in the best possible disposition to face that future.

Know the main historiographical, political and sociological theories; and, in the Spanish case, when necessary.

Know how to critically analyze, based on their relationship with the present, fundamental political events of the past whose effects have reached our days.

Being able to assess the reliability and quality of information and its sources using said information ethically, avoiding plagiarism, and in accordance with the academic and professional conventions of the area of study. Being able to organize, plan the work and make judgments making decisions based on said information.

Apply the knowledge acquired, the understanding of these and their abilities to the resolution of complex and/or specialized problems in the professional field;

Have the ability to collect and interpret data and information on which to base their conclusions including, when necessary and pertinent, reflection on issues of a social, scientific or ethical nature in their field of study;

Being able to function in complex situations or that require the development of new solutions both in the academic, work or professional field within their field of study.

**DESCRIPTION OF CONTENTS: PROGRAMME****Section 1: EPISTEMOLOGY**

- 1.1. The nature of science and scientific inquiry
- 1.2. The particular status of historical science in comparison with natural and social sciences (nomothetic and idiographic sciences)
- 1.3. The purpose of historical research and the problem of objectivity
- 1.4. The constitutive elements of the historical ¿matter¿: society, time and change
- 1.5. The elaboration of the "raw material" of the investigation: historical events and facts
- 1.6. What kind of knowledge does historiography provide?: explanation and understanding.
- 1.7. Presentation and purposes of historical knowledge: truth and veracity).

SEction

## Section 2: METHODOLOGY AND RESEARCH TECHNIQUES

- 2.1. The rules of the scientific method
- 2.2. The historiographical methodology: general features and process
- 2.3. Classification and critical treatment of historical sources
- 2.4. Qualitative and quantitative techniques
- 2.5. Scheme for making a historical or historiographical text commentary
- 2.6. Practical recommendations for the elaboration of a history work: research protocols, information treatment and formal presentation of the results

## Section 3: GREAT HISTORIOGRAPHICAL PARADIGMS

- 3.1. The birth of historical science: German historicism
- 3.2. The rise of positivism: the French Methodical School
- 3.3. Criticism of historicism: the dispute over the method on horseback in the transition of 19th and 20th century.
- 3.4. Historical materialism
- 3.5. The Annales school
- 3.6. Structuralism vs Neomarxism
- 3.7. Neopositivism and Postmodernism.

## Section 4: SOME CURRENT HISTORIOGRAPHICAL TRENDS

- 4.1. Global history
- 4.2. Microhistory
- 4.3. History of the Present Time
- 4.4. History of Concepts
- 4.5. New Political History and New Military History
- 4.6. Cultural History: from the history of mentalities to history of representations
- 4.7. Quantitativism and the new currents of economic history
- 4.8. New currents of Social History: historical sociology, history of everyday life
- 4.9. Oral History
- 4.10. Memory and History

## LEARNING ACTIVITIES AND METHODOLOGY

- \* THEORETICAL-PRACTICAL CLASSES. They will present the knowledge that students must acquire. They will receive the class notes and will have basic reference texts to facilitate the monitoring of the classes and the development of subsequent work. Exercises, practical problems will be solved by the student and workshops and evaluation tests will be carried out to acquire the necessary skills.
- \* TUTORIALS. Individualized assistance (individual tutorials) or in groups (collective tutorials) to students by the teacher.
- \* PRACTICES. Resolution of practical cases, problems, etc. raised by the teacher individually or in groups.

## ASSESSMENT SYSTEM

FINAL EXAM. In which the knowledge, skills and abilities acquired throughout the course will be assessed globally.  
CONTINUOUS EVALUATION. In it, the works, presentations, performance in debates, class presentations, exercises, practices and work in workshops throughout the course will be valued.

<b>% end-of-term-examination:</b>	60
<b>% of continuous assessment (assignments, laboratory, practicals...):</b>	40

## BASIC BIBLIOGRAPHY

- ARÓSTEGUI, Julio La investigación histórica: teoría y método, Barcelona, Crítica, 2001
- BLOCH, Marc Introducción a la historia, México, Fondo de Cultura Económica, 1952
- BOURDÉ, J. y MARTIN, H. Las escuelas históricas, Madrid, Akal, 1992
- BRAUDEL, Fernand La historia y las ciencias sociales, Madrid, Alianza, 1968
- BURKE, Peter Sociología e historia, Madrid, Alianza, 1988
- BURKE, Peter Formas de hacer historia, Madrid, Alianza, 1993
- CARDOSO, C. y PÉREZ BRIGNOLI, H. Introducción al trabajo de la investigación histórica. Conocimiento, método e historia, Barcelona, Crítica, 1985

- CASANOVA, Julián La historia social y los historiadores. ¿Cenicienta o princesa?, Barcelona, Crítica, 1991
- CHAUNU, Pierre Historia cuantitativa, historia serial, México, Fondo de Cultura Económica, 1997
- FONTANA LÁZARO, Josep Introducción al estudio de la historia, Barcelona, Crítica, 1999
- HAUPT, G. El historiador y el movimiento social, Madrid, Siglo XXI, 1986
- HELLER, A. Teoría de la historia, Barcelona, Fontamara, 1985
- HERNÁNDEZ SANDOICA, Elena Los caminos de la historia. Cuestiones de historiografía y método, Madrid, Síntesis, 1995
- HOBBSAWM, Eric J. Sobre la historia, Barcelona, Crítica, 1998
- IGGERS, G.G. La ciencia histórica en el siglo XX, Barcelona, Idea Universitaria, 1998
- JULIÁ DÍAZ, Santos Historia social/sociología histórica, Madrid, Siglo XXI, 1989
- MORADIELLOS, Enrique Las caras de Clío. Introducción a la Historia y la Historiografía, Oviedo, Unniversidad, 1992
- MORADIELLOS, Enrique El oficio de historiador, Madrid, Siglo XXI, 1999
- NOIRIEL, Gérard Sobre la crisis de la historia, Madrid, Frónesis-Cátedra, 1997
- PAGÈS, Pelai Introducción a la historia. Epistemología, teoría y problemas de método de los estudios históricos, Barcelona, Barcanova, 1983
- THUILLIER, G. y TULARD, Jean Cómo preparar un trabajo de historia (métodos y técnicas), Barcelona, Oiks-Tau, 1989
- THUILLIER, G. y TULARD, Jean Cómo preparar un trabajo de historia (métodos y técnicas), Barcelona, Oikos-Tau, 1989
- VEYNE, Paul Cómo se escribe la historia. Ensayo de epistemología, Madrid, Fragua, 1973
- VILAR, Pierre Iniciación al vocabulario del análisis histórico, Barcelona, Crítica, 1980