



DEGREE CURRICULUM  
**GEOGRAPHY AND HISTORY**

Coordination: BONASTRA TOLOS, JOAQUIM

Academic year 2021-22

## Subject's general information

<b>Subject name</b>	GEOGRAPHY AND HISTORY			
<b>Code</b>	100875			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Primary Training	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	3	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA	TEORIA	
	<b>Number of credits</b>	1.8	4.2	
	<b>Number of groups</b>	5	5	
<b>Coordination</b>	BONASTRA TOLOS, JOAQUIM			
<b>Department</b>	GEOGRAPHY AND SOCIOLOGY			
<b>Teaching load distribution between lectures and independent student work</b>	50% Lectures 50% Independent student work			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan			
<b>Distribution of credits</b>	50% Geography 50% History			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BONASTRA TOLOS, JOAQUIM	quim.bonastra@udl.cat	8,1	
LÓPEZ BASANTA, CLARA INMACULADA	clara.lopez@udl.cat	6	
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PRIETO POVEDA, JOEL	joel.prieto@udl.cat	3	
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STÖBER , KAREN	karen.stober@udl.cat	3	

## Learning objectives

1. Know and understand different natural environments.
2. Know and understand different social environments.
3. Know and understand different cultural contexts.
4. Effectively apply the reading and critical comment of texts related with the teaching/learning of social sciences.
5. Resolve in team contents and learning study tasks.
6. Critically incorporate technological innovations.
7. Incorporate educational innovations to the primary education classroom, according to the social environment and critically.

## Competences

### Basic

CB2. Apply their knowledge to their work or vocation in a professional manner and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the problem solving within your area of study

CB3. Gather and interpret relevant data (usually within your study area) to issue judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

### General

CG1. Promote democratic values, with special emphasis on those of tolerance, solidarity, justice and non-violence and know and value human rights.

CG2. Know the intercultural reality and develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.

CG3. Know the right to equal treatment and opportunities between women and men, in particular by eliminating discrimination against women, whatever their circumstances or condition, in any area of life.

CG4. Know the measures that guarantee and make effective the right to equal opportunities of people with disabilities.

CG5. Develop the ability to critically analyze and reflect on the need to eliminate all forms of discrimination, direct or indirect, in particular racial discrimination, discrimination against women, derived from sexual orientation or caused by a disability.

CG6. Assume the commitment of personal and professional development with oneself and the community. Adapt learning proposals to the most significant cultural developments.

### Specific

CE1. Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge around the procedures of respective teaching and learning.

CE4. Encourage reading and critical commentary on texts from various scientific domains and cultural content in the school curriculum.

CE5. Design and regulate learning spaces in contexts of diversity and that attend to equality of gender, equity and respect for human rights that conform the values of the citizen education.

CE14. Reflect on classroom practices to innovate and improve teaching.

CE15. Acquire habits and skills for autonomous and cooperative learning and promote it among students.

CE16. Selectively discern the audiovisual information that contributes to learning, to the civic education and cultural richness.

## Transverse

CT3. Implement new technologies and information and communication technologies.

CT5. Apply essential notions of scientific thought.

## Subject contents

- The perception of space
- The appropriation of space
- Species of spaces
- The times of history and temporal categories
- The cycles in History
- The revolutions of history

## Methodology

During the course, various methodologies will be combined depending on the pedagogical needs of each moment.

Below is an indicative list of the different methodologies that will be used.

- Drift
- Fieldwork
- Visits to Exhibitions
- Project
- Autobiographical narrative
- Readings
- Teamwork
- Individual work
- Concept map
- Research-Creation

## Development plan

	CONTENTS		
WEEK 1	Presentation of the subject from an initial context	<b>Evaluation</b>  <b>Continuous evaluation</b>	
WEEK 2	Sensory-spatial exploration / drift through the city		
WEEK 3 - 13	Elaboration of the group projects + Elaboration of the personal project All this in relation to the different experiences lived in the framework of the subject		
WEEK 14 i 15	Presentation of group projects		
Evaluation activity		% in the final grade	Minimum rating
Personal Project (corrected from Geography)		25 %	4*
Personal Project (corrected from History)		25 %	4*
Group project (corrected from Geography)		25%	4*
Group project (corrected from History)		25%	4*

\* If you have one of the four evaluation marks with a mark between 3.5 and 4, but the weighted average is 5 or higher, the teaching staff will evaluate the possibility of applying the average without taking into account the grade. minimum of that evaluation evidence.

- To pass the course, a minimum score of 5 must be obtained in the weighted average mark of the assessment activities.
- No assessment activity is recoverable.
- All assessment activities must be submitted virtually in the activities section of the 2020-21 virtual campus at the set time and day. All those evaluation activities that are presented outside the established term and / or the specified means will be considered NOT PRESENTED.
- The projects and / or evidences that are realized in the development of the matter will always incorporate a bibliography with a minimum of 10 documents coming from books and / or academic journals. Bibliographic references extracted from links are not accepted (Web bibliography).
- An indispensable requirement is the linguistic and formal correction in written productions following the work guide that you will find at <http://www.fce.udl.cat/Recursos/guies/guiatreballs.pdf>.
- Papers with more than 20 misspellings or incorrectly presented will be graded as NOT EVALUABLE.
- Student productions must be original. Plagiarism or copying on a single piece of evidence is sufficient reason to suspend the evidence and may lead to the suspension of the matter. Teachers will be able to use the anti-copying and anti-plagiarism tools and criteria they deem appropriate.

## Dual modality

In the case of the dual modality, the 50% of the group project (25% Geography + 25% History) will make up the Integrative Training Activity.

## Alternative evaluation

The students who needs it will have the right to give up the continuous assessment at the beginning of the semester and take the alternative assessment method, which will consist of 1 exam based on a series of readings that will be delivered at the beginning of the course. To do so, you must submit an application to the secretariat within the set deadline and provide documentation justifying work activity and / or other personal situations. The approval of this evaluation modality must be approved by the academic secretariat of the FEPTS.

## Bibliography

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- BONASTRA, Quim; JOVÉ, Glòria. Le grand jeu à venir. Un manifiesto educativo a partir del discurso situacionista sobre lo urbano. *Scripta Nova. Revista Electrónica de Geografía y Ciencias Sociales*, 15 de junio de 2017, vol. XXI, no 573.
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- BRAUDEL, Fernand, *Las ambiciones de la Historia*, Barcelona, Crítica, 2002, cap. VII. "Historia de las civilizaciones: el pasado explica el presente", pp. 223-239.
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