



Universitat de Lleida

DEGREE CURRICULUM **COMPLEMENTS FOR TRAINING - SOCIAL SCIENCES**

Coordination: BONASTRA TOLOS, JOAQUIM

Academic year 2022-23

Subject's general information

Subject name	COMPLEMENTS FOR TRAINING - SOCIAL SCIENCES			
Code	14306			
Semester	ANUAL CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Secondary Education Teacher, Training and Language Teaching	1	OPTIONAL	Blended learning
Course number of credits (ECTS)	8			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	2	6	
	Number of groups	1	1	
Coordination	BONASTRA TOLOS, JOAQUIM			
Department	GEOGRAPHY AND SOCIOLOGY			
Important information on data processing	Consult this link for more information.			
Language	Catalan and/or Spanish			
Distribution of credits	80 teaching hours (60% face-to-face sessions in the classroom and synchronous online sessions + 40% asynchronous online work)			
	120 hours of independent work			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ALONSO MARTINEZ, NATALIA	natalia.alonso@udl.cat	2	
BALLESTE ESCORIHUELA, MARC	marc.balleste@udl.cat	2	
BONASTRA TOLOS, JOAQUIM	quim.bonastra@udl.cat	4	
REIXACH SALA, ALBERT	albert.reixach@udl.cat	2	
SOLE MARTI, ESTHER	esther.sole@udl.cat	2	Please schedule an appointment via e-mail.

Subject's extra information

The course consists of three modules of 4 credits each:

- Geography
- History
- Art history

Each student only has to take 8 credits, so they will only have to take the modules that do not match the degree they have studied (eg the student who has taken a degree in Geography only has to follow the modules of History and Art History). In case you come from other studies, ask for a tutorial with the coordinator of the course and we will make a decision together.

It is the first year in which the subject is taught, for this reason there may be readjustments before the start of the course.

All subjects in the specialty of Geography and History include a comprehensive two-day educational outing at the Noguera Learning Camp (Sant Llorenç de Montgai) which will take place on October 19 and 20, 2022. More information about the space:

<https://serveiseducatiu.xtec.cat/cda-noguera/>

Learning objectives

- Understand trends and debates in the study of social sciences and their social transmission, with special attention to geography, history, and art history.
- Know the current curricular models in social sciences, their foundations, and their objectives.
- Reflect on the contribution of the social sciences, both in the processes and in the transformations, for the demands of society and in the world of work.

- Understand the role of social sciences regarding heritage and territory.
- Apply a case study as a research methodology.
- Start up the set of processes and resources necessary for attention to diversity, the prevention of learning problems in the social sciences and academic and professional orientation.

Competences

- CG 1 - Teamwork and interdisciplinary teams.
- CG 2 - Oral and written communication.
- CG 3 - Capacity for analysis and synthesis.
- CG 4 - Capacity for organization and planning.
- CE 13 - Know the educational and cultural value of the subjects corresponding to the specialization and the contents that are studied in the respective teachings.
- CE 14 - Know the history and recent developments of the subjects and their perspectives in order to transmit a dynamic vision of them.
- CE 15 - Know contexts and situations in which the various curricular contents are used or applied. In vocational training, learn about the evolution of the world of work, the interaction between society, work and quality of life, as well as the need to acquire adequate training to adapt to the changes and transformations that professions may require. In the case of psychopedagogical and professional orientation, know the processes and resources for the prevention of learning and coexistence problems, the evaluation processes and academic and professional orientation.
- CE 30 - For vocational training: know the business typology corresponding to the productive sectors and understand the most common organizational systems in Business.

Subject contents

Geography

Looking at the world from a geographical perspective

Geographical imaginations

The production of space

History

Sources and methods in history

From the origins of humanity to the formation and expansion of Europe

The evolution of political formations and economic systems

Inequalities, conflicts, and violence

Historical-archaeological heritage and society

Art History

Basic concepts and vocabulary. Artistic techniques. Iconography and artwork analysis.

Overview of art throughout history: Ancient times, the Middle ages, Modern and Contemporary times.

Artistic heritage and IT.

Intangible cultural heritage.

Methodology

FORMATION ACTIVITIES

Reading articles, texts and digital material (videos, interviews, educational websites).

Design of the interdisciplinary group project and exhibition. Search and critical analysis of teaching proposals based on problems, challenges. Search and reading of bibliography to carry out the interdisciplinary group project. Use and assessment of specific collaborative learning strategies.

Master class.

Field work.

Preparation, exhibition and defense of works.

Oral presentations.

Face-to-face classes with active and participatory methodologies.

Tutorials.

TEACHING METHODOLOGIES

Guided autonomous work activities.

Face-to-face activities.

Basic and compulsory readings of the different contents of the subject uploaded to the Virtual Campus.

Face-to-face classes with active and participatory methodologies.

Presentation of the professor of key aspects of the contents of the subject (Lectures).

Realization in a small group of an interdisciplinary project.

Workshops.

Practices.

Tutorials.

Development plan

GEOGRAPHY MODULE

(The order of the sessions could change slightly due to technical issues outside the organization of the subject. In the same way, some sessions could be replaced by another).

FACE-TO-FACE SESSIONS

SESSION 1

Learning through a geographical look

SESSION 2

Urban Geographic Exploration

SESSION 3

Practice table

SESSION 4

An attempt to exhaust a place

SESSION 5

Urban soundscapes workshop

SESSION 6

Collective Mapping Workshop

SESSION 7

Urban Geographic Exploration

ONLINE SESSIONS

Theoretical issues will be discussed based on the readings and activities carried out in the face-to-face sessions. HISTORY

HISTORY MODULE

(The order of the sessions could change slightly due to technical issues outside the organization of the subject. In the same way, some sessions could be replaced by another).

SESSION 1

History in Secondary and High School Education

SESSIONS 2-4

Sources and Methods in History

SESSIONS 5-6

From the origins of humanity to the formation and expansion of Europe

SESSIONS 7-8

The evolution of political formations and economic systems

SESSION 9-10

Inequalities, conflicts and violence

SESSION 11

Historical-archaeological heritage and society

ART HISTORY MODULE

(The order of the sessions could change slightly due to technical issues outside the organization of the subject. In the same way, some sessions could be replaced by another).

SESSION 1

Basic concepts and vocabulary. Artistic techniques

SESSION 2

Iconography and artwork analysis.

SESSIONS 3-6

Overview of art throughout history: Ancient times, the Middle ages, Modern and Contemporary times.

SESSIONS 7-8

In situ artwork and/or monument analysis.

SESSION 9

Intangible cultural heritage.

SESSION 10

Cultural heritage and IT.

Evaluation

ASSESSMENT

TEAMWORK	50%
INDIVIDUAL WORK GEOGRAPHY MODULE	25%
INDIVIDUAL WORK HISTORY MODULE	25%
INDIVIDUAL WORK ART HISTORY MODULE	25%

Since the subject consists of three modules of 4 credits each (Geography, History, History of Art) and each student only has to take 8 credits, he will only have to be evaluated for the two modules he will take (those that do not match the degree you have studied).

In this way, the team work will be done transversally between the two modules that each student chooses and each of the individual works will be related to each of the modules that the student will have chosen within the subject.

ALTERNATIVE ASSESSMENT

INDIVIDUAL WORK 1	25%
INDIVIDUAL WORK 2	25%
INDIVIDUAL WORK 3	25%
INDIVIDUAL WORK 4	25%

Bibliography

Geography

Cloke, P., Crang, P., & Goodwin, M. (Eds.). (2013). *Introducing Human Geographies*. London: Routledge.
<https://doi.org/10.4324/9780203529225>

Crang, M., & Thrift, N. (2000). *Thinking Space*. (N. Thrift & M. Crang, Eds.). New York: Routledge.

Degen, M. M. (2008). *Sensing Cities: Urban Aesthetics in a Global Age*. New York: Routledge.

Kitchin, R. (Ed.). (2009). *International Encyclopedia of Human Geography, Twelve-Volume Set* London: Elsevier.

History

Fagan, B.M. (ed.) (2007). *People of the Earth. An Introduction to World Prehistory*. Pearson Prentice Hall, New Jersey.

Fontana, Josep (1994). *Europa ante el espejo*. Crítica.

Fontana, Josep (1997). *Introducció a l'estudi de la història*. Barcelona: Crítica.

González Ruibal, A. y Ayán, X. (2018). *Arqueología: una introducción al estudio de la materialidad del pasado*, Madrid: Alianza Editorial.

Harari, Y.N. (2016). *Sàpiens. Una breu història de la humanitat*, Edicions 62.

Hobsbawm, Eric J. (cop. 1998). *La Era del Imperio : 1875-1914* . Barcelona. Crítica

Johnson, A., Earle, T. (2003). *La evolución de las sociedades humanas: de los grupos cazadores-recolectores al estado agrario*, Ariel Prehistoria, Barcelona.

Piketty, Thomas (2019). *Capital e ideología*. Deusto.

Scarre, Ch., (ed.) (2013), *Human past: world prehistory & the development of human societies*, Thames&Hudson, New York.

Wickham, Chris (2017). *Europa en la Edad Media. Una nueva interpretación*. Crítica.

Van Bavel, Bas *et al.* (2020). *Disasters and History. The Vulnerability and Resilience of Past Societies*. Cambridge.

Art History

— (2001). *Summa Artis: Historia general del arte*. Espasa Calpe.

Alsius, S. (1999). *Hem perdut l'oremus. Petita enciclopèdia de la cultura catòlica*. La Campana.

Argan, G. C. (1987). *Renacimiento y Barroco* (2 vol.). Akal.

Argan, G. C. (1991). *El arte moderno. Del iluminismo a los movimientos contemporáneos*. Akal.

Bianchi, R. y Paribeni, E. (2000). *El arte de la Antigüedad clásica. Etruria. Roma*. Akal.

Bianchi, R. y Paribeni, E. (1998). *El arte de la Antigüedad clásica. Grecia*. Akal.

Bonet, J. M. (1995). *Diccionario de las vanguardias en España (1907-1936)*. Alianza.

Castelnuovo, E., Fossati, P. y Sergi, G. (2013). *Arte e historia en la Edad Media* (4 vol.). Akal.

Fullana, M. (1995). *Diccionari de l'art i dels oficis de la construcció*. Moll.