

**COURSE DATA****DATA SUBJECT**

**Code:** 34057  
**Name:** Practical history issues  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1005 - Degree in History	Facultat de Geografia i Història	4	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1005 - Degree in History	Specific formation for the Education in Secondary in History	ELECTIVES

**COORDINATION**

SANTAMARIA COLMENERO SARA

**SUMMARY**

The subject of Practical Topics in History is part of the subjects of the 4th course of the Degree in History. It has a load of 6 credits, concentrated in the second semester. Through a selection of topics and specific theoretical-practical problems, this subject is generally included in the syllabus of the entrance exams in the teaching staff of Secondary Education teachers and, therefore, related to the subjects of the Plan of Studies of the Degree in History, acquire specific historical-practical knowledge to be used mainly in said entrance tests, but also as auxiliary knowledge for the conformation of the didactic units of said entrance tests. More specifically, as training and work instruments for the teaching tasks of teaching the History of the Contemporary World and Spain.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

**OTHER REQUIREMENTS**

The students should have knowledge about World Contemporary History and Spanish Contemporary



History.

## COMPETENCES / LEARNING OUTCOMES

-

Be able to apply knowledge to practice.

Be able to apply the theoretical knowledge acquired to teaching in secondary education.

Be able to communicate and argue orally and in writing in one's own language using the terminology and techniques of the profession.

Be able to design a teaching project for secondary education.

Be able to learn autonomously.

Be able to make abstractions, to analyse and to synthesise.

Be familiar with the methods and issues of the different branches of historical research: economic, social, political, cultural, gender-related, etc.

Be sensitive to environmental issues.

Demonstrate organisational and planning skills.

Have critical and self-critical capacity.

Have critical knowledge of the different historiographic perspectives in the different periods and contexts.

Have detailed knowledge of one or more specific periods of humanity's past.

Know and be able to use methods and techniques from other social and human sciences.

Know European history.

Know national history.

Know universal or world history.

Show commitment to democratic values and the culture of peace.

Show commitment to the principle of equal opportunities for men and women.

Show commitment to the principle of universal accessibility.

Show critical awareness of the relationship between current events and processes and the past.

Show motivation for quality.

Value and respect diversity and multiculturalism.



## DESCRIPTION OF CONTENTS

### 1. Competencies of the historical thinking and Secondary Educaction

### 2. Practical issues of Contemporary History

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Seminar	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	0,00
Preparation of lessons	10,00
Preparation for assessment activities	30,00
Resolution of case studies	20,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

### A. Three hours of face-to-face class per week.

These hours will be distributed as follows:

1) Theoretical-practical classes led by the teacher (30 hours/course). These classes will last 2 hours a week. They are divided into two parts: a theoretical introduction in which the methods and tools for carrying out the practices and work on the practical contents of the subject through applied and assessable activities prepared according to the thematic units or thematic blocks of the Teaching Guide.

2) Practical classes (15 hours/course). The objective is to help students in the acquisition of mechanisms for strengthening the defence of oral historical topics and in the practical use of various materials



(documentary collections, quantitative materials, press).

### **B. Complementary activities**

These activities will be scheduled in advance.

The complementary activities will be established in the annex to the Teaching Guide.

### **C. Attendance to scheduled tutorship**

Students have the possibility to received tutoring to ask questions related to the course, particularly to follow-up the practical exercices.

## **EVALUATION**

In order to pass the course, the student must obtain a minimum percentage of 5 points out of 10 in the written test, as well as in the rest of the evaluable activities. The exact percentage that each of these aspects represents in the final grade is the following:

Exam	40%
Continuous assessment	60%
TOTAL	100%

For the second call:

1.- The marks passed in the first call will be maintained and the section or sections (written test, practical activities) not passed must be repeated in the same terms as in the first call. The complementary activities may be recovered or not according to the teacher's criteria.

2.- The problems of spelling, syntax and / or written expression will score negatively in the grade of all written tests and their accumulation may lead to failure in the subject.



## REFERENCES

- Abilio Rabanal, Manuel; Lara Peinado, Federico (1997), Comentario de textos históricos, Madrid, Ed. Cátedra.
- Fornás Carrasco, Ricardo, ¿Criterios para evaluar la calidad y fiabilidad de los contenidos en Internet?, Revista Española de Documentación Científica, 26, 1 (2003), pp. 75-80.
- González, Jesús; Ramírez, Germà (1985), Historia del mundo contemporáneo a través de sus documentos, Barcelona, Teide.
- Lara Peinado, Federico (1987), Comentario de textos históricos. Método, selección y ejemplos prácticos, Lérida, [4. a. ed.] Dilagro S. Ediciones
- Martínez Rueda, Francisco; Urquijo Gotilla, M. (2006), Materiales para la historia del mundo actual, Istmo, Madrid.
- Moradiellos Enrique, El oficio de historiador, Madrid, Ed. Siglo XXI
- Negrín Fajardo, Olegario; Ossensbach Sauter, Gabriela, (2002) El comentario de textos educativos. Orientaciones metodológicas, ejemplos comentados y antología de texto, Madrid, UNED.
- Kinder, Herman; Hilgemann, Werner (2006), Atlas histórico mundial. Madrid, Ed. Akal, 2 vols.
- López Alonso, José M<sup>a</sup> (coord.) (2006), Diccionario de historia y política del mundo contemporáneo. Madrid, Tecnos.
- Paredes, Javier (dir.) (2012), Historia universal contemporánea, Barcelona, Ariel.
- Casanova, Julián (2011), Europa contra Europa 1914-1945, Barcelona, Crítica
- Casassas, J. (coord.) (2005), La construcción del presente. El mundo desde 1848 hasta nuestros días, Barcelona, Ariel.
- Casanova, Julián; Gil Andrés, Carlos (2010), Historia de España en el siglo XX, Barcelona, Ariel.
- Chamberlain, M. E. (1997), La descolonización. La caída de los imperios europeos. Barcelona, Ariel.
- Fontana, Josep; Villares, Ramón, (dir.) (2009-2012), Historia de España, Barcelona, Ed. Critica, 10 vols.
- Judt, T. (2010), Algo va mal, Madrid. Taurus.
- Morata, Francesc (2005), Història de la Unió Europea, Barcelona, UOC.
- Salvadori, Massimo (2002), Breve historia del siglo XX, Madrid, Alianza Editorial.
- Stiglitz, Joseph E. (2010), Caída libre. El libre mercado y el hundimiento de la economía mundial, Madrid, Taurus
- Tortella, Gabriel (2000), La revolución del siglo XX, Madrid, Taurus.
- Francisco Veiga (2009), El desequilibrio como orden, Madrid, Alianza Editorial.
- Hunt, Lynn: Historia, ¿por qué importa?, Madrid, Alianza, 2019.
- Aurell, Jaume et al.: Comprender el pasado. Una historia de la escritura y el pensamiento histórico, Madrid, Akal, 2013.
- Alía Miranda, Francisco: Técnicas de Investigación para Historiadores. Las fuentes de la historia, Madrid, Síntesis, 2008.
- Seixas, Peter i Tom Morton: The Big Six Historical Thinking Concepts, Toronto, Nelson, 2012.