

## SUBJECT TEACHING GUIDE

### 5211 - Practical Themes in History I

#### Degree in Geography and Land Planning

Academic year 2024-2025

1. IDENTIFYING DATA					
Degree	Degree in Geography and Land Planning			Type and Year	Optional. Year 4
Faculty	Faculty of Humanities				
Discipline	Itinerary in Training for Secondary School Teaching Subject Area: History				
Course unit title and code	5211 - Practical Themes in History I				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. CIENCIAS HISTORICAS				
Name of lecturer	DIEGO GARATE MAIDAGAN				
E-mail	diego.garate@unican.es				
Office	Edificio Interfacultativo. Planta: + 1. DESPACHO PROFESORES (130)				
Other lecturers	JESUS ANGEL SOLORZANO TELECHEA JUAN JOSE CEPEDA OCAMPO				

### 3.1 LEARNING OUTCOMES

- To train the students for dealing with the practical issues of the preparation for high-school-level teaching of Prehistory, Ancient and Medieval History

**4. OBJECTIVES**

- To go in depth in the theoretical and practical subjects of History which are usual in the syllabuses of the test for accessing teaching positions of high-school level, with special focus on those linked with Prehistory, Ancient and Medieval History.
- To enable students to manage the techniques necessary to prepare the practical tests included in secondary education access probes.
- Develop the student's ability to prepare practical exercises corresponding to Prehistory, Ancient History and Medieval History used as elements of training in the teaching tasks of Secondary Education.

**6. SUBJECT PROGRAM**

**CONTENTS**

1	<p>Group 1: RESOURCES AND PROCEDURES FOR PREPARING TOPICS ON PREHISTORY</p> <p>1.1. Origins of mankind. Earlier evidences of human evolution.</p> <p>1.2. Hunter-gatherer societies during the Palaeolithic.</p> <p>1.3. The effect of plant and animal husbandry on Prehistoric societies .</p> <p>1.4. The Palaeolithic and the recent Prehistory in the Iberian Peninsula.</p> <p>Continuous assessment activities in and outside the classroom.</p>
2	<p>GROUP 2: RESOURCES AND PROCEDURES FOR THE PREPARATION OF TOPICS ON ANCIENT HISTORY.</p> <p>2.1. Greek civilization in its origins. From Mycenae to the polis</p> <p>2.2. Roman society</p> <p>2.3. Roman urban planning: the cities and their buildings</p> <p>2.4. The era of Barbarian invasions and the end of the roman Hispania</p> <p>Continuous assessment activities in and outside the classroom (visits to museums and archaeological sites).</p>
3	<p>Group 3: RESOURCES AND PROCEDURES FOR THE PREPARATION OF TOPICS OF MEDIEVAL HISTORY</p> <p>3.1. Debating the Reconquest and the Crusades: from historiographic paradigms to the historiography of paradigms</p> <p>3.2. The re-interpretation of the Late Middle Ages Crisis</p> <p>3.3. From feudal monarchy to the origins of modern state</p> <p>3.4. The use of educational resources teaching Medieval History</p>

**7. ASSESSMENT METHODS AND CRITERIA**

Description	Type	Final Eval.	Reassessn	%
Practical exercises on History	Work	No	Yes	90,00
Active participation in classroom practices	Others	No	No	10,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
<p>Being this a practical subject, attendance at classes is recommended, both face-to-face and remote, if applicable. The visits to the MUPAC will take place on Friday, and will replace the corresponding face-to-face class of the normal schedule. The study trip will take place on Friday, and will replace a number of face-to-face classes from the normal schedule to be determined. Evidence of plagiarism will be graded with 'Suspense:0'.</p>				
<b>Observations for part-time students</b>				
<p>Attention and evaluation of students enrolled part-time in the Degree will be carried out in accordance with the provisions of the UC regulations for such cases. The student must contact the teachers to set the alternative activities to the classroom practices. The continuous evaluation will be carried out under the same conditions, in terms of scoring, as the rest of the students. They will be able to carry out work similar to that described in evaluation methods, whose percentage will be 100%</p>				

**8. BIBLIOGRAPHY AND TEACHING MATERIALS**

BASIC

- ALFÖLDY, G. 2012. Nueva historia social de Roma, Sevilla.
- ARCE, J. 2005. Bárbaros y romanos en Hispania (400-507), Madrid.
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- BARKER, G. 2006. The agricultural revolution in prehistory: why did foragers become farmers? Oxford: Oxford University Press.
- BERMÚDEZ DE CASTRO, J.M<sup>a</sup>. 2021. Dioses y mendigos: la gran odisea de la evolución humana. Editorial Planeta, Barcelona.
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- DICKINSON, O. 2007. The Aegean from Bronze Age to Iron Age: continuity and change between the twelfth and eighth centuries BC, New York.
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