

**Academic Year/course: 2022/23**

## **67922 - History of Everyday Life**

### **Syllabus Information**

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**Academic Year:** 2022/23

**Subject:** 67922 - History of Everyday Life

**Faculty / School:** 103 - Facultad de Filosofía y Letras

**Degree:** 528 - Master's in Research and Advanced Studies in History

**ECTS:** 6.0

**Year:** 1

**Semester:** First semester

**Subject Type:** Compulsory

**Module:**

## **1. General information**

### **1.1. Aims of the course**

The subject and its expected results respond to the following approaches and objectives:

The subject is consistent with the objectives and general approaches of the Master aimed at guaranteeing the acquisition of the necessary competencies to develop and carry out, on the one hand, novel, quality research, with scientific rigor and socially responsible, within the field of History, and, on the other hand, to provide students with advanced training, with keys to transversality and temporality, in a suitable scientific environment.

The approach of the subject consists of carrying out comparative history analyzes that contemplate the strategy of microanalysis at the same time that they place historical processes on a higher scale, of European and also American, Eastern and Islamic societies.

The general objective seeks to analyze in depth the interpretations of identity in cultures and societies, both past and present through kinship, gender, religion ..., emphasizing the interactions of ethnic, national or cultural influences in the long duration.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of Learning the subject provides training and competence to contribute to a certain extent to its achievement: 4 - Quality education; 5 - Gender Equality; 10 - Reduction of inequalities; 16 - Peace, justice and strong institutions; 17 - Alliances to achieve objectives.

### **1.2. Context and importance of this course in the degree**

The subject "History of everyday life" is inserted in Module 1, compulsory, History from the current world and its practice, which offers students a deep methodological reflection on the historical construction, the social utility of history and the work of the historian at the same time that it constitutes an advanced proposal of the methods and techniques of historical research and academic writing, an immersion in the current historiographic panorama, in the theoretical and methodological diversity and in the new approaches to the study of the past through diachronic and comparative analysis of societies whose political cultures and ways of life have passed from a almost immobile time to an increasingly interconnected and globalized world. The "History of daily life" provides to this module in particular and to the master in general, the possibility of working with students with a set of advanced academic knowledge that interacts with each other, which provides a vision of global, comparative, historical history. transversal and interdisciplinary and that, in addition, allow initiation in the methods and techniques of historical research with primary (written and material) and secondary sources.

### **1.3. Recommendations to take this course**

There are no previous academic requirements, although it is recommended to have a basic knowledge of the great periods and concepts that serve to interpret the medieval and modern centuries, especially with regard to their political, socio-economic, cultural and institutional development. Likewise, it is necessary to master certain skills typical of the profession of historian, such as the management of quality specialized bibliography and access to documentary sources, the use of historiographic platforms and databases, knowledge of current lines of research and contact with the current history of the historiographic scene. Finally, it is advisable to develop reading skills on medieval and modern scriptures.

## **2. Learning goals**

### **2.1. Competences**

By passing the subject, the student will be more competent to:

Apply the knowledge acquired in solving problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to historical studies (GC1)

Integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application (GC2).

Develop learning skills that allow you to continue studying in the field of advanced historical studies in a way that will be largely self-directed or autonomous (GC4).

Transmit to society the results of research and disciplinary advances, helping to build and promote a civic conscience identified with values ??of democracy, coexistence, respect for differences and conflict resolution (GC5).

Systematically and critically understand the implications in the current world of the political, economic and cultural interconnections between peoples, developed in the past (SC8).

Have advanced knowledge about the general diachronic structure of historical processes (SC9).

Integrate proposals from other fields of knowledge into historical research (SC10).

Globally understand the techniques and methods necessary to collect the theoretical, methodological and thematic pluralism of History as a discipline (SC11).

Evaluate and critically apply the methods, techniques, instruments of analysis and writing of History (SC12).

Present and debate orally and in writing the problems and topics analyzed using the terminology and techniques accepted by historians (SC14).

## 2.2. Learning goals

The student, to pass this subject, must demonstrate the following results:

Demonstrate skills to adapt to new situations and identify approaches to address problems on everyday life issues within a historical context. (GC1)

Critically and rigorously analyze the social and ethical consequences of the various historiographic studies and theories on history, especially on cultural history and everyday life. (GC2)

Rigorously evaluate the various historiographic sources and documents, handle techniques and methods of advanced studies and research in History and, especially in Cultural History, in a self-directed or autonomous way (GC4).

Organize complex historical information in a coherent way, highlighting the values ??that promote civic awareness (GC5).

Demonstrate knowledge and understanding of the interconnections that articulate the societies of the past, specifically in the aspects of daily life (SC8).

Develop a rational and critical knowledge of the past that relates events and cultural processes in the long term and in a comparative perspective. (SC9)

Define original research topics that contribute to interdisciplinary knowledge and historiographic debate in the field of the history of everyday life. (SC10)

Encourage critical analysis of historical thought through oral and / or written arguments, integrating knowledge about the pluralism of historical science. (SC11)

Skillfully handle the methods and techniques of advanced studies and research in history and, specifically, in cultural history and everyday life. (SC12)

Elaborate and prepare complex documents of a historical nature that address the issues of daily life, in a systematic and rigorous way for their debate and oral and written defense. (SC14)

## 2.3. Importance of learning goals

The importance of the History of Everyday Life responds not only to the notable development of this line of research in recent decades, but also to the prominent role that university education intends to grant, at present, to interdisciplinarity as a quality factor in the personal baggage of the students. From that point of view, this subject occupies a privileged position by introducing approaches and interpretations about the cultural that often come directly from disciplines such as Anthropology, Sociology, Literature or Art, among others. The concurrence with these disciplines, according to the proposed results, will contribute to enriching the professional and research profile of the students.

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he has achieved the expected learning results through the following evaluation activities:

FIRST CALL

a) Continuous evaluation system (if applicable)

Test 1: Set of practical activities: commenting on texts, documentaries or films, maps, etc. in relation to the contents of the subject's syllabus and / or with the activities (seminars, conferences, debates) that take place throughout the academic year. Its delivery will be carried out in a staggered manner as indicated in the schedule of the subject. They should be personal and original comments, valuing reflection and critical analysis, as well as scientific notation and writing. Value: 20% of the final grade.

Test 2: Active participation in class. It will take into account the assiduity in the participation. the critical sense of the

interventions, their reflective nature and the novel points of view contributed in the debates in the classroom that the student must capture in the form of reports or documents. Value: 20% of the final grade.

Test 3: Research essay on a topic of the subject. It will consist of a written, personal and original work, of about 20 standardized pages, in which the points of view of the subject in question will be critically exposed, a brief summary of the object of analysis and personal opinion on it. The work will be presented orally in class. The writing, scientific notation and the capacity for reflection and criticism will be taken into account, as well as the ability to orally transmit the contents studied. Value: 60% of the final grade.

b) Global assessment test (to be carried out on the date set in the academic calendar)

A) Characteristics:

It will consist of two tests:

Research essay on a topic of the subject. It will consist of a written, personal and original work, directed and tutored by the teachers of the subject, of about 12-15 standard pages, in which the points of view of the subject in question will be exposed, a brief summary of the object of analysis and personal opinion about it. The work will be defended orally and presented in writing on the date set in the academic calendar. The writing, scientific notation and the capacity for reflection and criticism will be taken into account, as well as the ability to orally transmit the contents studied. Value: 70% of the final grade.

Theoretical-practical test: Written exam that will deal with the program of the subject, on the theoretical debates raised in the classroom and on the practical activities carried out. Value: 30% of the final grade.

B) Evaluation criteria

Essay: Expository understanding and clarity, proper use of historical methodology and academic writing, personal comment and original interpretation will be valued. Theoretical-practical test: The knowledge acquired, the clarity of the exposition and the capacity for synthesis, conceptual precision and writing will be assessed.

SECOND CALL

Global assessment test (to be carried out on the date set in the academic calendar)

A) Features:

It will consist of two tests:

Research essay on a topic of the subject. It will consist of a written, personal and original work, directed and tutored by the teachers of the subject, of about 12-15 standard pages, in which the points of view of the subject in question will be exposed, a brief summary of the object of analysis and personal opinion about it. The work will be defended orally and presented in writing on the date set in the academic calendar. The writing, scientific notation and the capacity for reflection and criticism will be taken into account, as well as the ability to orally transmit the contents studied. Value: 70% of the final grade.

Theoretical-practical test: Written exam that will deal with the program of the subject, on the theoretical debates raised in the classroom and on the practical activities carried out. Value: 30% of the final grade.

B) Evaluation criteria

Essay: Expository understanding and clarity, proper use of historical methodology and academic writing, personal comment and original interpretation will be valued.

Theoretical-practical test: The knowledge acquired, the clarity of the exposition and the capacity for synthesis, conceptual precision and writing will be assessed.

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

Student attendance at class sessions and seminars. In them the teachers will give the so-called master class that will be accompanied by the corresponding comments on text, documents and images and the discussion of all this by the students. On the part of the students, in addition to the critical reading of the dossier readings that they will receive before each session, an individual monographic essay must be carried out under the supervision of the teaching staff on one of the topics contained in the subject program, or fixed to start from a particular research interest. The objective is to delve into some aspect of historical reality linked to everyday life. This work will be exhibited and debated in the seminar sessions dedicated to it.

### 4.2. Learning tasks

The scheduled learning activities are as follows:

Master classes 1 ECTS (25 hours): lectures, theoretical presentations, debates, various presentations.

0.6 ECTS seminars (15 hours): debates and presentation of topics.

Study and individual work 2.8 ECTS (70 hours): readings, summaries, preparation of presentations and evaluation tests.

Practices 0.8 ECTS (20 hours): case studies, problem solving, text comments, comments on maps, comments on audiovisuals and other working documents, visits to documentary and bibliographic deposits, visits to archaeological excavations.

Tutorials 0.5 ECTS (12 and a half hours): problem solving.

Assessment tests 0.3 ECTS (7 and a half hours): individual interviews, oral presentations in class, written presentations.

### 4.3. Syllabus

The course will address the following topics:

Section I. Medieval history and everyday life

1. Introduction. Historiography. Methodology, sources, bibliography.
2. The scenes of everyday life. Anthropization of the environment and the construction of landscape. Public and private spaces.
3. Material culture, vital needs and social distinction. The nutrition. The dress.
4. The cycles of life. Being born, growing, getting sick, dying. Living in family, living in society.
5. Daily times. The count of time. Work, leisure, feast.

Section II. Early modern history and everyday life

1. House and family. Gatherings and weddings. Transferring assets. Shape of the House. House form Form of the family.
2. Material culture. Dress up. Shopping in the markets. Dresses that are classified. Colors: work, celebration, mourning.
3. Feed. Meals. The "process of civilization" at the table: good manners. The wine. Beer and Gin. Foods of America. Tea, coffee and chocolate.
4. Sociability: the holidays. Everyday life and leisure. The sacred and the profane.

### 4.4. Course planning and calendar

See the academic calendar of the University of Zaragoza: <http://academico.unizar.es/calendario-academico/calendario> and the website of the Faculty of Philosophy and Arts:

Schedule of classes: <https://fyl.unizar.es/horario-de-clases#overlay-context=horario-de-clases>

Examination schedule: [https://fyl.unizar.es/calendario-de-examenes#overlay-context=\)](https://fyl.unizar.es/calendario-de-examenes#overlay-context=)

More information will be provided on the first day of class.

### 4.5. Bibliography and recommended resources

BASIC BIBLIOGRAPHY

The bibliographic information is dynamic and is updated on the degree website: <http://titulaciones.unizar.es>

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=67922>