



## Information about the subject

**Degree:** Degree in Design and Narration in Animation and Video games

**Faculty:** Faculty of Legal, Economic and Social Sciences

**Code:** 2051101 **Name:** Historical Documentation

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 1

**Module:** HISTORY AND PHILOSOPHY

**Subject Matter:** HISTORY **Type:** Basic Formation

**Field of knowledge:** Artes y Humanidades

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

2051A      Guillermo Gómez-Ferrer Lozano (**Responsible Lecturer**)      g.gomezferrer@ucv.es



## Module organization

### HISTORY AND PHILOSOPHY

Subject Matter	ECTS	Subject	ECTS	Year/semester
PHILOSOPHY	6,00	Philosophical Fundamentals of animation and video games. Society and culture	6,00	2/2
HISTORY	18,00	Historical Documentation	6,00	1/1
		History of animation, video games, comics, fantasy and fiction cinema	6,00	1/1
		History of literature and the audiovisual area	6,00	1/2

## Recommended knowledge

Those required for the degree



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To elaborate a chronogram of the historical evolution of the world and its main landmarks.
- R2 To analyse critically a literary work or audio-visual in such a way that be identified why it is a remarkable cultural work.
- R3 To elaborate a chronogram of the historical evolution of the literary and audio-visual world referencing their main works.
- R4 To differentiate the narrative forms according to the supports and changes of structure according to if these are literary, audio-visual or videogame work.
- R5 To analyse critically an audio-visual work (comic book, videogames, fiction and/or fantasy cinema) and its impact in current society as a cultural element.
- R6 To identify aesthetically and visually different periods in history as a source for the elaboration of projects susceptible to happening in those times.
- R7 To explain the reasons why some aesthetic models were imposed in each historical period studied.
- R8 To use basic language of the aesthetic and history in the analysis and argumentations.
- R9 To use basic language related to animation cinema, videogames, comic books, fantasy and fiction in the argumentations.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
B3	Students to be able to gather and interpret relevant data (normally within their area of study) to make judgements including a reflection about relevant topics of social, scientific or ethic nature.			X	

SPECIFIC		Weighting			
		1	2	3	4
E1	To gather information from cultural sources (art, history, cinema, literature, ...) that can be used as inspiration and contextualization in animation and videogames.				X
E3	To apply different aesthetic patterns to the elaboration of animation and videogames projects to generate new ideas based upon them.				X
E8	To apply the principles of audiovisual narrative to elaborate different plots applicable to animation and interactive products.		X		



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R6, R7, R8	60,00%	Written tests
R1, R3, R6, R7, R8	20,00%	Reflection papers (essays, text comments, etc)
R1, R3, R6, R7, R8	20,00%	Oral tests

### Observations

#### MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Flipped classroom
- M2 Participatory master class
- M3 Cooperative learning
- M6 Project-based learning



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Active listening, summaries, concept maps and/or notes organizing the information and work in small groups (Kagan structures) to process the received information. M2, M3	R1, R2, R6, R7, R8	33,00	1,32
In the flipped classrooms the student will undertake video viewing, web browsing, readings, questions elaboration and class preparation in general, etc (non-on-site work) as well as presentation and debates with all the participants in the class and doubt solving (on-site work). M1, M2	R1, R2, R5, R6, R7, R8, R9	19,00	0,76
Task elaboration of tasks, in small teams, bearing a common objective with individual and collective responsibility learning from each other. M3, M6	R1, R5, R6, R7, R8, R9	4,00	0,16
The student, individually or in a group, leads their action to the elaboration of a tangible final result (product) in which process knowledges and needed competences are incorporated. M3	R1, R5, R6, R7, R8, R9	4,00	0,16
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work. Study, memorization, test preparation, practical abilities drilling, elaboration of works, essays, reflections, metacognitions, portfolios elaboration, ... M1, M3, M6	R1, R4, R5, R6, R7, R8, R9	26,66	1,07
The student, individually or in a group, leads their action to the elaboration of a tangible final result (product) in which process knowledges and needed competences are incorporated. M1, M2	R1, R2, R3, R5, R6, R7, R8	13,33	0,53
In the flipped classrooms the student will undertake video viewing, web browsing, readings, questions elaboration and class preparation in general, etc (non-on-site work) as well as presentation and debates with all the participants in the class and doubt solving (on-site work). M1	R1, R2, R3, R6, R7, R8, R9	33,33	1,33
Task elaboration of tasks, in small teams, bearing a common objective with individual and collective responsibility learning from each other. M6	R1, R2, R5, R6, R7, R8, R9	16,68	0,67
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Historical contextualization	<ol style="list-style-type: none"><li>1. Primary and secondary documentary sources to build the history of an animation or video game project.</li><li>2. Historical contextualization to set and recreate stories in the visual and aesthetic aspects of each historical period.</li><li>3. The History of culture in Prehistory and Antiquity</li><li>4. The History of culture in the Middle and Modern Ages</li><li>5. The History of culture in the Contemporary Age</li><li>6. Practical analysis of the use of historical cultural references in prestigious animation and video game projects</li></ol>

### Temporary organization of learning:

Block of content	Number of sessions	Hours
Historical contextualization	30,00	60,00



## References

- ALCINA FRANCH, J. *Arte y antropología*, Madrid, Alianza, 1982
- BORRÁS GUALIS, G., y otros *Introducción General al Arte. Madrid*, Istmo, 1988
- DONDIS, D.A., *La sintaxis de la imagen*, GG Diseño, 2012
- GOMBRICH, E., *Breve Historia del Mundo*, Ed Peninsula, 2010
- GOMBRICH, E.H., *Historia del arte*. Madrid, Debate-Círculo de Lectores, 1997 (y reediciones)
- FATÁS, G. y G. M. BORRÁS, (1999): *Diccionario de términos de arte y elementos de arqueología, heráldica y numismática*, Madrid, Alianza.
- HELLER, E., *Psicología del color: cómo actúan los colores sobre los sentimientos y la razón*, Gustavo Gili, 2004
- LAVER, J., *Breve Historia del traje y la moda, ensayos de arte, catedra*, Madrid.
- HOTTENROTH, F., *Historia General del Arte. Historia de armas, joyas, muebles, cerámica, aperos de labranza, etc. de los pueblos antiguos y modernos*. Editorial: Barcelona: Montaner y Simon, .-, 1893
- PASTOREAU, M., SIMONNET, D.M, *Breve Historia de los colores*, Paidós, Barcelona, 2006.
- JARDI, ENRIC. *Pensar con imágenes*. Gustavo Gili 2013



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:

Las sesiones presenciales se imparten con la aplicación teams. De las dos horas una, o una y media, se dedica a explicar el contenido y la otra a que ellos trabajen bajo la supervisión del docente estando todo el tiempo la sesión de teams abierta para dudas y aclaraciones



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



El porcentaje de asistencia y participación se medirá exclusivamente por la participación tanto en las clases que se produjeron de forma presencial como en las actividades en plataforma y durante las clases sincrónicas. Esta participación supone realizar preguntas, responder a dudas así como realizar los ejercicios que no computan en nota pero que son demandados por los profesores de la asignatura.

El examen será teórico con respuestas a desarrollar y comentarios de imágenes. Para el mismo se podrá contar con los apuntes de la asignatura.

El requisito de obtención de un mínimo de 5 en el examen final para poder mediar con la evaluación continua se modifica al 4,5 atendiendo a las circunstancias de excepcionalidad del cuatrimestre.