

## Bases of the Early Modern World

Code: 100338  
 ECTS Credits: 6

Degree	Type	Year	Semester
2500501 History	FB	1	2
2502758 Humanities	FB	1	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

Name: Doris Moreno Martínez

Email: Doris.Moreno@uab.cat

### Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: Yes

### Teachers

Javier Antón Pelayo

Cristina Gimeno Maldonado

Francesc Xavier Camprubí Pla

### Prerequisites

No pre-requisites required.

### Objectives and Contextualisation

Within the framework of the History Degree , the subject has a marked introductory character: the foundations of the Early Modern Age will be considered. In later courses, they will be unfolded in the following subjects: "The Age of Reform", "The Age of Baroque" and "The Age of Enlightenment".

This same introductory character serves, within the framework of the Humanities curriculum, to introduce the fundamental elements that will allow to consider the context of the art, philosophy and literature of the period, as well as to introduce the student to the methodology of historical work.

This is why the subject aims to define the essential thematic features that allow the Early Modern Age to be individualized in relation to the Medieval and Contemporary times. In following courses, the students will obtain greater precision in the knowledge of phenomena that took place between the 15th and the 18th centuries.

### Competences

#### History

- Contextualizing the historical processes and analysing them from a critical perspective.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Respecting the diversity and plurality of ideas, people and situations.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### Humanities

- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

## Learning Outcomes

1. Analysing a contemporary fact and relating it to its historical background.
2. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
3. Critically analysing the past, the nature of the historical speech and the social function of historical science.
4. Developing the ability of historical analysis and synthesis.
5. Engaging in debates about historical facts respecting the other participants' opinions.
6. Explaining the specific notions of the Modern History.
7. Identifying the context of the historical processes.
8. Identifying the main and secondary ideas and expressing them with linguistic correctness.
9. Identifying the relationships between science, philosophy, art, religion, and politics that derive from the sociocultural context.
10. Identifying the specific methods of history and their relationship with the analysis of particular facts.
11. Indicating political, artistic, literary, social and other movements that had an impact in an historic event.
12. Interpreting the plurality and heterogeneity of the cultural development of Humanity.
13. Organising and planning the search of historical information.
14. Relating elements and factors involved in the development of historical processes.
15. Solving problems autonomously.
16. Using the characteristic computing resources of the field of History.
17. Working in teams respecting the other's points of view.

## Content

1. Concepts of Early Modern History and "Ancien Régime".
  2. Sources for the study of the Early Modern History.
  3. The old demographic regime.
  4. Traditional agrarian systems.
  5. Manufactures.
  6. Trade.
  7. The society of the "Ancien Régime".
  8. Culture and mentalities in preindustrial societies: practices and representations.
  9. Political and social thought in the Modern Age: the modern state.
- In all these subjects, teachers will be sensitive to the gender perspective.

## Methodology

The face-to-face activities will alternate with the activities that promote the autonomous learning of the student.

The face-to-face activities will include lectures and discussions in a large group or in a small group, as well as individual tutorials or in very small groups.

Autonomous learning will be carried out through the recommended readings and exercises, as well as by taking part in the "Campus Virtual".

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face classes	50	2	3, 2, 6, 7, 10, 12, 5, 14, 17, 9
Type: Supervised			
Tutorials (individual or in small groups).	15	0.6	3, 1, 15, 2, 4, 8, 13, 5, 17, 16
Type: Autonomous			
Readings and exercises	75	3	3, 15, 2, 4, 7, 10, 8, 11, 12, 13, 17, 16

## Assessment

The subject will be evaluated through continuous assessment, with partial weighted grades on the final grade:

40%: exercises (summary, review, text commentary, practice ...).

60%: tests and exams (exam 1: 30%; exam 2: 30%).

### VERY IMPORTANT NOTES

At the time of completion/delivery of each assessment activity, the teacher will inform (Moodle, SIA) of the procedure and date of revision of the grades.

The student will be classified as Non-evaluable when he has not delivered more than 30% of the evaluation activities.

In the written activities, spelling, syntactic or lexical errors are taken into account. The penalty can be between 0.1-0.2 points on the final grade for each mistake made. Repeated errors can discount.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

### RECOVERY

The recovery will be held on the dates officially established by the Faculty. In no case may recovery be considered as a means of improving the qualification of the students that had already passed the subject in the normal process of continuous assessment. The maximum grade that can be obtained in the recovery is 5.0 ("Aprobado").

Only the test or written examinations are subjected to the recovery test.

The minimum grade to access to the recovery test is 3.5.

### OTHER NOTES:

In the event that tests or exams can not be taken on site, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Any particularity or exception to these rules must previously be approved by the teacher.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exercises (summary, review, text commentary, practice,...)	40 %	6	0.24	3, 1, 15, 2, 4, 7, 10, 8, 11, 12, 13, 5, 17, 16
Tests and exams (Test 1: 30%; Test 2: 30%)	60 %	4	0.16	3, 15, 2, 4, 6, 7, 10, 11, 12, 14, 9

## Bibliography

Recommended:

ESPINO LÓPEZ, Antonio; MARTÍ ESCAYOL, Maria Antònia; eds.: *Manual d'història moderna universal*, Universitat Autònoma de Barcelona, Bellaterra, 2012.

This textbook is specifically designed for students in the first courses of human science careers. It allows to fill the gap between the basic knowledge of Early Modern History acquired during Secondary Education and the highly specialized nature of the handbooks mentioned in the following "basic bibliography".

Basic bibliography:

BENNASSAR, Bartolomé et alii: *Historia Moderna*, Akal, Madrid, 1980.

FLORISTAN IMIZCOZ, Alfredo et alii: *Historia Moderna Universal*, Ariel, Barcelona, 2005.

MOLAS, Pere et alii: *Manual de Historia Moderna*, Ariel, Barcelona, 1993.

TENENTI, Alberto: *La Edad Moderna, siglos XVI-XVIII*, Crítica, Barcelona, 1997.

BLACK, Jeremy: *La Europa del siglo XVIII*, Akal, Madrid, 2000.

GREENGRASS, Mark: *La destrucción de la Cristiandad. Europa, 1517-1648*, Ed. Pasado y Presente, Barcelona, 2015.

HALE, J.: *La civilización del Renacimiento en Europa, 1450-1620*, Crítica, Barcelona 1996.

KOENIGSBERGER, H. G.: *El mundo moderno*, Crítica, Barcelona, 1991.

MARGOLIN, Jean C. et alii: *Los inicios de la Edad Moderna*, Akal, Madrid, 1992.

MARKS, Robert B: *Los orígenes del mundo moderno. Una nueva visión*, Crítica, Barcelona, 2007.

MARTÍNEZ RUIZ, Enrique: *Introducción a la Historia Moderna*, Istmo, Madrid, 1991.

RIBOT, Luis: *Historia del mundo moderno*, Ed. Actas, Madrid, 2006.

TALLON, Alain: *La Europa del Renacimiento*, Ed. Davinci continental, Barcelona, 2009.

TREVOR ROPER, H. Dir., *La época de la expansión. Europa y el mundo desde 1559*, Alianza, Madrid, 1988.

Col·lecció Història Universal Oxford:

BERGIN, Joseph et alii: *El siglo XVII*, Crítica, Barcelona, 2002.

BLANNING, T.C.W.: *El siglo XVIII. Europa: 1688-1815*, Crítica, Barcelona, 2002.

CAMERON, Euan et alii: *El siglo XVI*, Crítica, Barcelona, 2006.

Col·lecció "Història Universal Planeta", Ed. Planeta, Barcelona, 1992-94:

vol. 6: TENENTI, Alberto: *El Renaixement*.

vol. 7: YUN CASALILLA, Bartolomé: *L'esplendor de l'Imperi espanyol*.

vol. 8: FERNÁNDEZ DE PINEDO, Emiliano: *El segle de l'absolutisme*.

vol. 9: RUIZ TORRES, Pedro: *L'Època de la Raó*.

Col·lecció "Historia de Europa", Siglo XXI, Madrid:

HALE, J.H.: *La Europa del Renacimiento, 1480-1520*, 1973.

ELTON, G. R.: *La Europa de la Reforma, 1520-1559*, 1974.

ELLIOTT, J. H.: *Europa dividida, 1559-1598*, 1973.

PARKER, G.: *Europa en crisis, 1598-1648*, 1981.

STOYE, J.: *El despliegue de Europa, 1649-1688*, 1974.

ARDIT LUCAS, Manuel: *Agricultura y crecimiento en la Europa occidental moderna*, Síntesis, Madrid, 1999.

CIPOLLA, Carlo M.: *Historia económica de Europa*, Ariel, Barcelona, 1979, vol. 2 i3.

GOUBERT, Pierre: *El Antiguo Régimen*, 2 vols., Siglo XXI, Madrid, 1979.

KAMEN, Henry: *La sociedad europea (1500-1700)*, Alianza, Madrid, 1987.

SCHULTZ, H.: *Historia económica de Europa, 1500-1800. Artesanos, mercaderes y banqueros*, Siglo XXI, Madrid, 2001.

BOUZA ÁLVAREZ, Fernando: *Del escribano a la biblioteca. La civilización escrita europea en la Alta Edad Moderna (s. XV-XVIII)*, Síntesis, Madrid, 1999.

BROTTON, Jerry: *Historia del mundo en doce mapas*, Ed. Debate, Barcelona, 2014.

BURKE, Peter: *Formas de historia cultural*, Alianza, Madrid, 2000.

FRANCO RUBIO, Gloria: *Cultura y mentalidad en la Edad Moderna*, Mergabrum, Sevilla, 1998.

Atlas:

BLACK, Jeremy. *Akal atlas ilustrado. Del Renacimiento a la revolución, 1492-1792*. Madrid, Akal, 2003.

ESPINO LÓPEZ, Antonio. *Atlas histórico del colonialismo*. Madrid: Síntesis, 2010.

HAYWOOD, John. *Atlas histórico universal*. Barcelona: Könemann, 1999.

KINDER, Hermann; HILGEMANN, Werner. *Atlas histórico mundial. De los orígenes a nuestros días*. Madrid: Akal, 2007, 22<sup>a</sup> edició, corregida i ampliada.

LÓPEZ-DAVALILLO LARREA, Julio. *Atlas histórico de Europa. Desde el Paleolítico hasta el siglo XX*, Madrid: Síntesis, 2001.

LUCENA SALMORAL, Manuel. *Atlas histórico de Latinoamérica*. Madrid: Síntesis, 2005.

Gender history:

ANDERSON, B.S.; ZINSSER, J.P.: *Historia de las mujeres: una historia propia*, Barcelona: Crítica, 1992, 2 vol.

BOCK, Gisela: "La historia de las mujeres y la historia de género: Aspectos de un debate internacional", *Historia Social*, 9 (1991), p. 55-77.

BOCK, Gisela: *La mujer en la historia de Europa*, Barcelona: Crítica, 2001.

DUBY, Georges; PERROT, Michelle; dirs.: *Historia de las mujeres en Occidente. Del Renacimiento a la Edad Moderna*, Madrid: Taurus, 1993, vol. 3.

MORANT, Isabel; dir.: *Historia de las mujeres en España y América Latina. El mundo moderno*, Madrid: Cátedra, 2006, vol. 2.

Some interesting Webs:

<http://www.artehistoria.com/historia/>

<http://goo.gl/zD8UO>

<http://goo.gl/6fpO> (Internet Modern History Sourcebook).

<http://goo.gl/mhr9V>

<https://www.reforc.com> (Refor Research Consortium).

<http://hmoderna.cchs.csic.es/webfehm/> (Fundación Española de Historia Moderna).

<http://revistes.uab.cat/manuscrits>

<https://eltiempodelosmodernos.wordpress.com/>

## Software

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