

Early Modern History of Catalonia

Code: 100353
ECTS Credits: 6

Degree	Type	Year	Semester
2500501 History	OT	4	0
2502758 Humanities	OB	3	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: Oscar Jané Checa
Email: Oscar.Jane@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: No

Teachers

Antoni Simón Tarrés
Oscar Jané Checa

Prerequisites

None.

Objectives and Contextualisation

The main objective of the subject is to provide a general knowledge of the historical processes that take place in Catalonia during the early modern period. This will be done by analyzing the social, economic and political transformations. There will be a special look at some Catalonia-Europe comparative cases.

Competences

- History
- Applying the main methods, techniques and instruments of the historical analysis.
 - Critically assessing the fonts and theoretical models in order to analyse the different historical periods.
 - Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
 - Mastering the basic diachronic and thematic concepts of the historical science.
 - 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Humanities

- Critically analysing the contemporary culture.
- Critically analysing today's culture and its historical conditions.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Identifying the historical processes of contemporary culture.
- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

Learning Outcomes

1. Analysing the historical processes that led to armed conflicts.
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. Critically analysing the patterns explaining the historical phases.
5. Critically assessing the various current approaches to the study of the history of Catalonia.
6. Drawing up an academic text using the discipline's specific vocabulary.
7. Effectively working in teams and respecting different opinions.
8. Engaging in debates about historical facts respecting the other participants' opinions.
9. Explaining the most relevant historical processes of the Modern Period.
10. Identifying the key concepts in explaining the Modern Period.
11. Identifying the key historical concepts of the current Spanish and Catalan societies.
12. Identifying the main and secondary ideas and expressing them with linguistic correctness.
13. Identifying the social and economic tensions that triggered the transition from the Middle Ages to the Early Modern Period.
14. Identifying the social, economic and political structures of the contemporary world.
15. Interpreting the regulatory information that is located in the web pages of regulatory institutions.
16. Organising and planning the search of historical information.
17. Organising and summarising different explanations about the causes of social change in the different historical stages of the Catalan society.
18. Organising and summarising the different explanations about the causes of social change in the different historical stages of the Catalan society.
19. Properly using the specific vocabulary of History.
20. Reading and interpreting historiographical texts or original documents and transcribing, summarising and cataloguing information from the Middle Ages.
21. Recognising diversity and multiculturalism.
22. Recognising the most appropriate bibliographic databases in order to obtain sources of a specific issue.
23. Solving problems autonomously.
24. Submitting works in accordance with both individual and small group demands and personal styles.
25. Using the characteristic computing resources of the field of History.
26. Using the characteristic investigation sources of the history of Catalonia.

Content

General topics:

1. Contemporary views on the early modern period.
2. Catalonia within the middle age and the modern era: crossviewa, identities and counter-identities.
3. The Catalan population and social dynamics.

4. Institutions and forms of government before the New Plant Decrees.
5. Banditry, violence and daily life.
6. The background of the War of the *Segadors* and the political situation in the mid-17th century.
7. Revolts and revolutions during modern Catalonia.
8. War and Culture during the Seventeenth and Eighteenth centuries through personal writings/memoirs.
A history written in first person.
9. Economic transformations.
10. The War of Succession. From the background to the repression. A social and political approach.
11. Catalonia in the Bourbon era.

Methodology

Attendance and follow-up to lectures.

Attendance and follow-up to seminars and practices.

Comprehensive reading of texts.

Carrying out analyzes and reviews.

Preparation of oral presentations.

Personal study.

The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.

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			
Seminars	10	0.4	3, 1, 5, 4, 6, 9, 10, 12, 13, 15, 16, 18, 22, 7, 19, 25, 26
Theoretical classes	37.5	1.5	3, 1, 5, 9, 10, 12, 13, 16, 18, 22, 19, 25, 26
Type: Supervised			
Participation and Group project	17.5	0.7	3, 4, 6, 9, 12, 15, 16, 18, 8, 22, 7, 19, 25, 26
Text analyse	10	0.4	3, 5, 4, 9, 12, 13, 15, 18, 24, 22, 25, 26
Type: Autonomous			
Readings and homework	75	3	3, 5, 10, 12, 15, 16, 18, 22, 19, 25, 26

Assessment

- Written tests: 60% (written exams): two written tests that will weigh 30% (exam 1) and 30% (exam 2) of the final
- Homeworks and others: 10% (reviews, summaries and other documents, seminar interventions, film analysis, cl
- Group project: 30% (a short historical research and oral presentation)

- The evaluation activities will be scheduled throughout the academic year. The dates of realization of the tests in the classroom and delivery of works and reviews will be communicated to the students with sufficient advance. The teacher will establish a specific schedule of tutorials to proceed with the comment of the evaluation activities carried out.

- Reviewing: On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

- The recovery will consist of a global examination of the subject matter and will be held on the official dates established by the Faculty. In any case may recovery be considered as a means of improving the qualification of students who have already passed the subject in the normal process of continuous assessment. Only written exams can be retaken. The maximum note that can be obtained in the recovery is 5 out of 10 (Approved).

* Note 1: 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.

* Note 2: In the event that tests or exams cannot be taken onsite, 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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A final exam of analysis.	30%	0	0	3, 1, 23, 5, 4, 2, 6, 9, 10, 11, 14, 12, 13, 15, 20, 16, 18, 8, 21, 22, 19, 25, 26
A short analysis of text or short test.	30 %	0	0	3, 1, 23, 5, 4, 6, 10, 11, 14, 12, 13, 16, 18, 19, 26
A work in group and presentation.	30 %	0	0	3, 1, 23, 5, 4, 2, 9, 10, 12, 13, 15, 16, 18, 17, 8, 24, 21, 22, 7, 25, 26
Abstracts, class participation and / or virtual forum, film analysis.	10 %	0	0	23, 5, 4, 6, 9, 12, 15, 20, 16, 18, 17, 8, 24, 21, 22, 7, 19, 25, 26

Bibliography

Specific bibliography:

BALCELLS, Albert (dir.). *Història de Catalunya*. Barcelona: L'Esfera dels llibres, 2004. (Només el capítol sobre Història Moderna, d'Antoni Simon i Tarrés)

ESPINO LÓPEZ, Antonio i MARTÍ ESCAYOL, Maria Antònia. *Manual d'Història Moderna Universal*. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona, 2012.

General Bibliography:

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ELLIOTT, John H. *La Revolta catalana, 1598-1640*. Barcelona: Vicens-Vives, 1966.

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JANÉ, Oscar: *Catalunya i França al segle XVII. Identitats, contraidentitats i ideologies a l'època moderna (1640-1700)*, Barcelona-Catarroja, Afers, 2006.

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PÉREZ LATRE, Miquel: *La Generalitat de Catalunya en temps de Felip II. Política, administració i territori*, Barcelona-Catarroja, Afers, 2004.

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SIMON TARRÉS, Antoni: *Els orígens ideològics de la revolució catalana de 1640*, Barcelona, PAM, 1999.

TORRES, Xavier: *Els bandolers (s. XVI-XVII)*, Vic, Eumo, 1991.

VILAR, Pierre. *Catalunya dins l'Espanya Moderna*. Barcelona: Edicions 62, 1966-1968, 4 vols.

Software

None in particular.