

**The Age of Reform**

Code: 100363  
ECTS Credits: 6

Degree	Type	Year	Semester
2500501 History	OB	2	0

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Fatma Sinem Eryilmaz Unsal

## Prerequisites

General knowledge about Early Modern history.

## Objectives and Contextualisation

- 1.- A general view of the main events and processes of change and continuity in the 16th century, approached from diverse thematic perspectives (social, political, economic, gender, cultural, ideological).
- 2.- Introduction to the theory and methodology of Early Modern history.

## Competences

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

## Learning Outcomes

1. Accurately describing an artistic object with the specific language of art criticism.
2. Assessing the approach of the different branches of historical research that study the Early Modern Period.
3. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
4. Developing the ability of historical analysis and synthesis.
5. Explaining the most relevant historical processes of the Early Modern Period.
6. Identifying and analysing the social, economic and political tensions that triggered the transition from the Middle Ages to the Early Modern Period.
7. Identifying the main and secondary ideas and expressing them with linguistic correctness.
8. Organising and planning the search of historical information.
9. Relating elements and factors involved in the development of historical processes.
10. Solving problems autonomously.
11. Using the characteristic computing resources of the field of History.
12. Working in teams respecting the other's points of view.

## Content

The teaching will show sensitivity to the gender perspective and cultural diversity:

1. The crisis of the end of the Middle Ages and the birth of the Early Modern world.
2. The modern foundations of Western culture.
3. The beginnings of confessional Europe.
4. Alliances, oppositions and conflicts: Europe and the World, 1494-1609.
5. The social and economic dynamics .

## Methodology

Attendance at lectures.

Attendance at sessions of seminars and practices.

Comprehensive reading of texts.

Writing of reviews and papers.

Preparation of oral presentations.

Personal study.

It is highly recommended to consult the following tool for the preparation of the writing works: "Com citar i elaborar la bibliografia:

<https://www.uab.cat/web/estudia-i-investiga/com-citar-i-elaborar-la-bibliografia-1345708785665.html>".

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			

Learning exercises	40	1.6	10, 5, 6, 8, 11, 2
Lectures	20	0.8	10, 3, 1, 4, 7, 8, 12, 11
Type: Supervised			
Seminars, practices and oral presentations	10	0.4	3, 1, 4, 5, 7, 12
Tutorials	10	0.4	10, 4, 7, 8, 11
Type: Autonomous			
Personal study	20	0.8	10, 3, 1, 4, 5, 6, 7, 8, 12, 11, 2
Reading bibliography. Preparing and writing papers	38	1.52	10, 4, 5, 6, 7, 8, 11, 2

## Assessment

### CONTINUOUS ASSESMENT

30%: work module (summaries, book reviews, text commentaries, oral presentations, etc.).

30%: exam 1

30%: exam 2

10%: participation (workshops, planned attendance at conferences or exhibitions, class interventions, attendance to scheduled tutorials, etc.).

The assessment activities must be delivered within the established deadlines. Evaluation activities will be programmed throughout the academic year. The dates of the evaluation activities will be communicated to students in advance. At the time of completion/delivery of each assessment activity, the professor 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 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.

In the written activities, spelling, syntactic or lexical mistakes are taken into account. The penalty can be between 0.1-0.2 points on the final grade for each mistake made in every exam and paper.

### SINGLE ASSESSMENT

Students who wish to take part in the single assessment must present themselves on the day set to hand in the assignments and exercises requested by the teacher (40%) and take the relevant exams, which will have a format and percentage of weight identical to that of the continuous assessment (30%+30%).

At the time of completion/delivery of each assessment activity, the professor 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 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.

In the written activities, spelling, syntactic or lexical mistakes are taken into account. The penalty can be between 0.1-0.2 points on the final grade for each mistake made in every test and paper.

## RECOVERY EXAM

The recovery exam will be held on the official dates established by the faculty, once the academic period has ended at the end of the semester.

During the recovery period, there is only the possibility of taking the written exam-type tests.

To participate in the recovery exam, the student must have previously been evaluated in a set of activities whose weight is equivalent to a minimum of 2/3 parts of the total assessment (CONTINUOUS ASSESSMENT) or deliver all the tests evaluation activities (SINGLE ASSESSMENT).

In order to participate in the recovery exam, the student must have obtained at least a 3,5 in the continuous assessment / single assessment.

Students, who have already passed the course in the regular continuous/single assessment process, are not allowed to take the recovery exam in order to improve their grades. The maximum grade that can be obtained in the reassessment is 5.0 (pass).

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
Oral or written exam 1	30%	2	0.08	10, 3, 1, 4, 5, 6, 7, 8, 9, 12, 11, 2
Oral or written exam 2	30%	2	0.08	3, 4, 5, 7, 9, 2
Papers	30%	2	0.08	10, 3, 1, 4, 5, 6, 7, 8, 9, 12, 11, 2
Participation (workshops, planned attendance at conferences or exhibitions, class interventions, attendance at scheduled tutorials, etc.)	10%	6	0.24	10, 3, 1, 4, 5, 7, 8, 9, 12, 11, 2

## Bibliography

#### General handbooks:

BENNASSAR, B. (coord.), *Historia Moderna*, Madrid, Akal, 2005, 5ª edic.

BETRÁN MOYA, José Luis; MORENO MARTÍNEZ, Doris, *Historia de la Humanidad*, (vol. 22, Renacimiento). Madrid, Arlanza Editores, 2001.

BONNEY, Richard, *The European Dynastic States, 1494-1660*, Oxford, Oxford U.P., 1991.

BRADY, Thomas A.; OBERMAN, Heiko A. Jr.; TRACY, James D. (eds.), *Handbook of European History, 1400-1600. Late Middle Ages, Renaissance and Reformation*, Leiden-Nova York-Colònia, E. J. Brill, 2 vols. 1994.

FLORISTÁN IMIZCOZ, Alfredo (coord.), *Historia Moderna Universal*, Ariel, Barcelona, 2005.

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

HINRICHS, Ernst, *Introducción a la historia de la edad moderna*, Madrid, Akal, 2001.

RIBOT, Luis, *La Edad Moderna (siglos XV-XVIII)*, Ed. Marcial Pons, Madrid, 2022.

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

#### Specialized handbooks

BARDET, Jean Pierre; DUPÂQUIER, Jacques, *Historia de las poblaciones de Europa. Volumen I, De los orígenes a las premisas de la revolución demográfica*, Madrid, Síntesis, 2001.

BURKE, Peter, *El Renacimiento*, Barcelona, Crítica, 1993.

CAMERON, Euan (ed.), *El siglo XVI*, Barcelona, Crítica, 2006.

CANAU CHACÓN, María Luisa, *La religiosidad en la Edad Moderna*, Madrid, Síntesis, 2020.

ELLIOTT, J. H., *Europa dividida, 1559-1598*, Siglo XXI, Madrid, 1973 (reed. 2015; també en e-book)

ELTON, G. R., *La Europa de la Reforma, 1520-1559*, Siglo XXI, Madrid, 1974 (reed. 2016; també en e-book).

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

HORTAL, José Eloy, *Las ideas políticas y sociales en la Edad Moderna*, Síntesis, Madrid, 2016.

HSIA, R. Po Chia, *El mundo de la renovación católica, 1540-1770*, Madrid, Akal, 2010.

KAMEN, Henry, *La sociedad europea, 1500-1700*, Madrid, Alianza, 1986.

LUTZ, Heinrich, *Reforma y contrarreforma, Europa entre 1520 y 1648*, Madrid, Alianza, 2009.

MACKENNEY, Richard, *La Europa del siglo XVI, expansión y conflicto*, Madrid, Akal, 1996.

PÉREZ HERRERO, Pedro, *América Latina y el colonialismo europeo (siglos XVI-XVIII)*, Madrid, Síntesis, 1992.

RHENHEIMER, Martin, *Pobres, mendigos y vagabundos. La supervivencia en la necesidad, 1450-1850*, Madrid, Siglo XXI, 2009.

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

WELCH, Evelyn S., *De compras en el Renacimiento. Culturas del consumo en Italia, 1400-1600*, València, Universitat de València, 2009.

YUN CASALILLA, Bartolomé, *Los imperios ibéricos y la globalización de Europa (siglos XV al XVII)*, Barcelona, Galaxia Gutenberg, 2019.

#### Historical atlas and dictionaries

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.

KINDER, Hermann; HILGEMANN, Werner, *Atlas histórico mundial. De los orígenes a nuestros días*, Madrid, Akal, 2007, 22ª ed.

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.

#### Specialized bibliography on 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.

JIMÉNEZ SUREDA, Montserrat, *Manual d'història de la dona*, Bellaterra, Universitat Autònoma de Barcelona, 2021.

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

#### Useful web sites

<http://www.artehistoria.com/historia/> (Important figures, contexts, everyday life, battles, videos, visual galleries).

<http://goo.gl/zD8UO> (sources useful in teaching and learning early modern history).

<http://goo.gl/6fpO> (Early modern history sourcebook).

<https://www.reforc.com> (Reformation Research Consortium; academic activities on the Protestant Reformation and the period).

<http://hmoderna.cchs.csic.es/webfehm/> (Web of the Fundación de Historia Moderna; publishes news on the activities and publications concerning the period),

<http://revistes.uab.cat/manuscripts> (Website of the journal on early modern history of the Departament d'Història Moderna i Contemporània de la UAB)

## Software

None.

