

Modern History

Code: 100005
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500240 Musicology	OT	3
2500240 Musicology	OT	4

Contact

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Teachers

Francisco Javier Antón Pelayo

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

No pre-requisites.

Objectives and Contextualisation

This course is shared with the course "Fonaments del Món modern" of the Humanities Bachelor Degree (1st year).

In the Humanities and Musicology curricula, the course serves as an introduction to the fundamental elements that allows the students to contextualize other courses on art, philosophy, music and literature of the period, as well as to introduce them to the methodology of historiographic work.

For this reason, the course aims to define the essential thematic features that make it possible to individualize the Modern Age with respect to the Medieval and Contemporary Ages, leaving other courses to provide greater precision in the chronological sequencing of the phenomena that occurred between the 15th and 18th centuries.

Competences

Musicology

- 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. Contextualise historical processes and analyse them.
2. Identifying the context of the historical processes.
3. Identifying the specific methods of history and their relationship with the analysis of particular facts.
4. Interpret the plurality and heterogeneity of the cultural development of humanity.
5. Organising and planning the search of historical information.
6. Using the characteristic computing resources of the field of History.

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 and cultural diversity.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face classes	50	2	1, 2, 3, 4
Type: Supervised			
Tutorials (individual or in small groups)	15	0.6	5, 6
Type: Autonomous			
Reading and exercises.	75	3	2, 3, 4, 5, 6

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

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

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

Note: 15 minutes of a class will be reserved, within the calendar established by the center/degree for the students to complete the surveys to evaluate the performance of the teaching staff and to evaluate the subject/module.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignments module (abstracts, text comments, reviews, oral presentations, etc.)	30%	4	0.16	1, 2, 3, 4, 5, 6
Exam 1	30%	2	0.08	1, 2, 3
Exam 2	30 %	2	0.08	1, 2, 3
Participation	10 %	2	0.08	1, 2, 3, 4, 5, 6

CONTINUOUS EVALUATION

-Evaluation activities and percentage of each part:

30%: work module (summary, review, text commentary, oral presentations, etc.).

30%: exam 1

30%: exam 2

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

SINGLE ASSESSMENT

Students who want to take the single assessment will have to appear on the day set to deliver 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 evaluation (30% + 30%).

VERY IMPORTANT NOTICES

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 Not Assessed 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 be discounted.

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.

RE-EVALUATION

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

Only the test or written examinations are subjected to the re-evaluation test.

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

To participate in the re-evaluation, you must have been previously evaluated in a set of activities, the weight of which is equivalent to a minimum of 2/3 of the total grade (CONTINUOUS EVALUATION) or have submitted all the planned tests (SINGLE EVALUATION).

OTHER NOTES

In the event that tests or exams can not be taken on site, they will be adapted to an on line 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.

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 (Coord.), *Historia Moderna*, Akal, Madrid, 1980.

FLORISTAN IMIZCOZ, Alfredo (Coord.), *Historia Moderna Universal*, Ariel, Barcelona, 2018.

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

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.

MOLAS, Pere (Coord.), *Manual de Historia Moderna*, Ariel, Barcelona, 1993.

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

RIVERO RODRÍGUEZ, Manuel; MARTÍNEZ MILLÁN, José, *Historia Moderna, siglos XV-XIX*, Alianza Editorial, Madrid, 2021.

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

Historical atlases:

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

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

HAYWOOD, John, *Atlas histórico universal*, Könneman, Barcelona, 1999.

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

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

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

1Bibliography with particular attention to the gender perspective:

ANDERSON, B.S.; ZINSSER, J.P., *Historia de las mujeres: una historia propia*, Crítica, Barcelona, 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*, Crítica, Barcelona, 2001.

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

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

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

Web pages (minimum selection):

<http://www.artehistoria.com/historia/>(Protagonistes de la Història: contextos, personatges, vida quotidiana, batalles, vídeos).

<http://goo.gl/zD8UO> (Recursos d'història moderna a Internet, útils per a ensenyar i aprendre).

<http://goo.gl/6fpO> (Internet Modern History Sourcebook). <http://hmoderna.cchs.csic.es/webfehml/> (Web de la Fundación Española de Historia Moderna, publica notícies sobre activitats i publicacions relatives a aquesta època)

Software

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Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	2	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	3	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	4	Spanish	first semester	morning-mixed

(TE) Theory	1	Spanish	second semester	morning-mixed
(TE) Theory	2	Catalan	second semester	morning-mixed
(TE) Theory	3	Catalan	second semester	morning-mixed
(TE) Theory	4	Spanish	first semester	morning-mixed