UAB
Universitat Autònoma de Barcelona

History of Political Ideas

Code: 100054
ECTS Credits: 6

2025/2026

Degree	Type	Year
Humanities	OT	3
Humanities	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

[falta traducció]

Objectives and Contextualisation

Optional subject that is part of the "Contemporary Culture" Mention of the Humanities Degree. The main goal is to analyse the political theory from the classical world to the present, showing a specific interest for canonical works related to the organization of the society and the development of the state. The analysis will be particularly sensitive to the contemporary use of certain authors, theories and classical political concepts.

Competences

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

Content

1. The history of political thought. Historiography.
2. The classic origins of politics.
3. The political power of the Pope and the emperor during the Middle Ages. Scholasticism.
4. The foundations of the modern state.
5. The reason of state: Machiavelli, Machiavellism and anti-Machiavelli.
6. The state and God. The political conceptions of the Reformation.
7. The theory of "just war" between states and the controversy over the occupation of America. Francisco Vitoria and the School of Salamanca.
8. The utopia. The utopias of the Renaissance.
9. The contractualist doctrines and the theory of absolutism. From Jean Bodin to Thomas Hobbes.
10. The political practice of the "valimiento" and the divine right of the kings.
11. English parliamentarism: Locke.
12. The political philosophy of the French "Lumières" (Enlightenment): Voltaire, Montesquieu and Rousseau.
13. The political thinking of the American Revolution and the French Revolution.
14. Modern political and social thought: Marxism and anarchism.
15. Modern and Contemporary political and economic thought: liberalism.
16. Nationalism.
17. The political and social proposals of the present world: democracy, feminism, ecology and globalization.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes	33	1.32	3, 13
Type: Supervised			
Forum	5	0.2	17
Monitoring	5	0.2	5
Seminars	12	0.48	11, 7
Type: Autonomous			
Homework	25	1	1, 4, 5, 8, 9, 10, 12, 14, 15, 16, 19, 6, 20, 21
Individual work	70	2.8	2, 3, 18

The student will have to carry out a continuous work throughout the course. Attendance to lectures will be used to contextualise the readings of the authors of the period and the proposed newspaper articles. As a general rule, the projects will be exposed in seminar sessions. Journal articles will be evaluated through the virtual forum. A homework research will be developed.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Class-seminars-monitorings attendance and forum participation.	50	0	0	2, 1, 3, 13, 11, 12, 18, 7, 6, 17
Two exams (test)	30	0	0	3, 9, 10, 13, 11
Written Exam (research project)	20	0	0	2, 4, 3, 5, 8, 13, 11, 14, 15, 16, 19, 17, 20, 21

- Continuous evaluation

1. Qualitative participation in seminars, tutorials and forums:

a) Seminars: 49% (7 seminars, each of which represents 7% of the final grade)

b) Tutoring: 1% (final tutoring)

2. Two multiple choice tests

a) Test 1 (mid-course): 15%

b) Test 2 (end of course): 15%

3. Written exercise (small research project): 20%

VERY IMPORTANT NOTES

* At the time of each evaluation activity, the teacher will inform the students (Moodle) of the procedure and date of review of the grades.

* Once the student has participated in more than 20% of the evaluable elements (corresponding to 20 points out of 100) he loses the option of being considered "Not evaluable" and, consequently, his grade will be "suspended", "approved", "remarkable," "excellent," or "honors," depending on your grade.

* If the tests cannot be done in person, their format will be adapted (without altering their weighting) to the possibilities offered by the UAB virtual tools. Homework, activities and class participation will be done through forums, wikis and / or exercise discussions through Teams, etc. The professor will ensure that the students have access to such resources or will offer them other alternatives that are within their reach.

* In the event that the student carries out any type of irregularity that may lead to a significant variation in the qualification of a certain actof evaluation, he will be graded with 0, regardless of the disciplinary process that may arise from it. In the event that several irregularities are verified in the evaluation acts of the same subject, the final grade for this subject will be 0. * During the recovery period there is only the possibility of repeating the test or exam-type tests carried out throughout the course.

* This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

* Any particularity or exception to this regulation will have to receive prior approval from the teacher.

- Unique assessment

1. Attendance and participation in seminars and the final tutorial:

a) Attendance at 7 reading seminars: 21% of the final grade (each attendance represents 3% of the final grade).

b) Reading reports: 28% of the final grade (7 reports of between 4,000 and 5,000 characters, referring to 7 compulsory readings, each of which represents 4% of the final grade). They are delivered the day the unique assessment is made.

c) Tutoring: 1% (initial and/or final tutoring).

2. Test-type test on theoretical content: 30% of the final grade. It is done on the day the single assessment is made.

3. Written exercise (small research paper): 20% of the final grade. It is delivered on the day the single assessment is made.

VERY IMPORTANT NOTES

* In the event that the student carries out any type of irregularity that may lead to a significant variation in the grade of a given assessment act, this will be graded with 0, regardless of the disciplinary process that may

result.In the event that several irregularities are verified in the evaluation acts of the same subject, the final grade for this subject will be 0.

* This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

* During the recovery period there is only the possibility of repeating the test-type test.

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

Bibliography

a) Basic Bibliography

- Jean-Jacques CHEVALLIER (1983-1984), *Histoire de la pensée politique*, París: Payot.

- Santiago DELGADO FERNÁNDEZ (2018), *Sobre la política: ideas políticas desde la polis a la Revolución Inglesa*, Granada: Comares.

- Salvador GINER (1987), *Historia del pensamiento social*, Barcelona: Ariel.

- Luis GONZÁLEZ SEARA (1995), *El poder y la palabra. Idea del Estado y vida política en la cultura europea*, Madrid: Tecnos.

- Iain HAMPSHER-MONK (1996), *Historia del pensamiento político moderno. Los principales pensadores políticos de Hobbes a Marx*, Barcelona: Ariel.

- Fernando QUESADA (ed.) (2008), *Ciudad y ciudadanía. Senderos contemporáneos de la filosofía política*, Madrid: Trotta.

- Ellen MEIKSINS WOOD (2011), *De ciudadanos a señores feudales. Historia social del pensamiento político desde la Antigüedad a la Edad Media*, Madrid: Paidós.

- David MILLER (dir.) (1989), *Enciclopedia del pensamiento político*, Madrid: Alianza.

- Ignacio MOLINA (1998), *Conceptos fundamentales de ciencia política*, Madrid: Alianza.

- Fernando PRIETO (1993), *Historia de las ideas y de las formas políticas*, Madrid: Unión Editorial.

- George H. SABINE (1980), *Historia de la teoría política*, México-Madrid-Buenos Aires: Fondo de Cultura Económica.

- Elena SÁNCHEZ DE MADARIAGA (1998), *Conceptos fundamentales de Historia*, Madrid: Alianza.

- Pablo SÁNCHEZ GARRIDO (dir.) (2011), *Historia del análisis político*, Madrid: Tecnos.

- Quentin SKINNER (1985-1986), *Los fundamentos del pensamiento político moderno*, México: Fondo de Cultura Económica, 2 vols.

- Jean TOUCHARD (1987), *Historia de las ideas políticas*,Madrid: Tecnos.

- Fernando VALLESPÍN (ed.) (1990), *Historia de la teoría política*, Madrid: Alianza.

b) Course Readings

- ARENDT, Hannah (2018), *¿Qué es la política?*, Barcelona, Paidós, Introducción de Fina Birulés (textos escritos entre 1956 y 1959)

- SANTO TOMÁS DE AQUINO (1989), *La monarquía*, Madrid, Tecnos, estudi preliminar, traducció i notes de Laureano Robles i Ángel Checa, (escrit entre 1265 i 1267).

- Nicolás MAQUIAVELO (1998), *El príncipe*, Madrid: Tecnos, estudi preliminar d'Ana Martínez Arancón itraducció i notes d' Helena Puigdomènech (escrit el 1513).

- Margaret LUCAS CAVENDISH, *La Academia femenina / El convento del placer*, Terrassa: Sfabula Editorial, traducció, introducció i notes de Maria Antònia Martí Escayol (escrit el 1662 i 1668)

- Thomas HOBBES (1993), "Leviatán o la materia, forma y poder de una república eclesiástica y civil" a *Del ciudadano y Leviatán*, Madrid: Tecnos, estudi preliminar i antologia d'Enrique Tierno Galván i traducció d'Enrique Tierno Galván i M. Sánchez Sarto (publicat el 1651), pp. 43-210.

- John LOCKE (2003), *Segundo tratado sobre el gobierno civil*, Madrid: Alianza, Madrid (publicat el 1690).

- J. B. ERHARD (i altres) (1988), *¿Qué es Ilustración?*, Madrid: Tecnos, estudi preliminar d'Agapito Maestre i traducció d'Agapito Maestre i José Romagosa (escrits durant el segle XVIII).

- Karl MARX y Friedrich ENGELS (2009), *El manifiesto comunista*, Barcelona: Diario Público (publicat el 1848).

-Carl SCHMITT (1996), *Sobre el parlamentarismo*, Madrid: Tecnos, Estudi preliminar de Manuel Aragón i traducció de Thies Nelsson i RosaGrueso (publicat el 1923).

Software

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Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	first semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed