

Degree	Type	Year
History	FB	1
Humanities	FB	1

Contact

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Teaching groups languages

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

Prerequisites

No pre-requisites required.

Objectives and Contextualisation

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

In the Humanities curricula, the subject serves to introduce the fundamental elements that must allow the subjects on the art, music, philosophy and literature of the period to be contextualized, as well as to start the studying the methodology of historiographical work.

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

Content

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

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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face classes	50	2	5, 4, 12, 14, 17, 16, 19, 7, 21, 25
Type: Supervised			
Tutorials (individual or in small groups).	15	0.6	5, 2, 23, 4, 6, 15, 20, 7, 25, 24
Type: Autonomous			
Readings and exercises	75	3	3, 5, 23, 4, 6, 8, 10, 11, 14, 13, 17, 15, 18, 19, 20, 25, 1, 24

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".

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Participation	10%	2	0.08	2, 4, 6, 14, 15, 16, 18, 20, 7, 21
Test and Exam 2	30%	2	0.08	5, 23, 4, 6, 12, 14, 17, 16, 18, 19, 21
Tests and exam 1	30 %	2	0.08	5, 23, 4, 6, 12, 14, 17, 16, 18, 19, 21
Works module (summaries, book reviews, text commentaries, oral presentations, etc.).	30 %	4	0.16	3, 5, 2, 23, 4, 6, 8, 9, 10, 11, 12, 14, 13, 17, 15, 16, 18, 19, 20, 7, 22, 25, 1, 24

CONTINUOUS ASSESSMENT

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

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

30%: exam 1.

30%: exam 2.

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

VERY IMPORTANT NOTES

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 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.

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.

A single assessment option is not available.

RECOVERY EXAM

The recovery exam 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 ("Pass").

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

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

To take part 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 qualification.

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 professor.

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".

General handbooks

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 Atlas

BLACK, Jeremy, *Akal atlas ilustrado. 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 ed..

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.

Specialized bibliography on gender history

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.

Websites (minimum selection):

<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> (Internet Modern History Sourcebook).

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

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	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	2	Catalan/Spanish	second semester	morning-mixed
(PAUL) Classroom practices	3	Catalan/Spanish	second semester	morning-mixed
(PAUL) Classroom practices	4	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	5	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed
(TE) Theory	2	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	3	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	4	Spanish	first semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	first semester	morning-mixed