# UAB
**Universitat Autònoma de Barcelona**

## Early Modern History of Catalonia

Code: 100353
ECTS Credits: 6

**2025/2026**

| Degree | Type | Year |
|--------|------|------|
| History | OT | 4 |
| Humanities | OB | 3 |

## Contact

Name: Enric Pujol Casademont

Email: enric.pujol@uab.cat

### Teachers

Antoni Simon Tarres

## Teaching groups languages

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

## 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.

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- 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: identities and counter-identities in a world of compound monarchies.
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 War of the *Segadors* and their origins.
7. Catalonia during the second half of the 17th century: from the Treaty of the Pyrenees to the death of Charles II.
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.

## Activities and Methodology

| 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 |

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.

How to prepare the bibliography:
https://www.uab.cat/web/estudia-i-investiga/com-citar-i-elaborar-la-bibliografia-1345708785665.html

Note: 15 minutes of a class will be reserved, within the calendar established by the center / degree, for fill up the students the surveys of evaluation of the performance of the teachers and the evaluation of the subjects.

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 |
|---|---|---|---|---|
| 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 |
| Written exams | 60% (30% + 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 |

- Written tests: Two written tests that will weigh 30% (exam 1) and 30% (exam 2) of the final grade each.

- Homeworks and others: 10% (reviews, summaries and other documents, seminar interventions, film analysis, cl

- Group project: 30% (a short historical research and oral presentation). A short meeting is required before the er

- 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 schedule of the assessment tests cannot be modified (except in justified exceptional cases).

Erasmus students who request to bring an exam forward must present the teacher with a written document from their home university justifying their request.

- 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.

\* Note: In the event of a student committing any irregularity that may lead to a significánt 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.

To participate in the retake, students must have previously been evaluated in a set of activities whose weight is equivalent to a minimum of 2/3 of the total grade (continued evaluation) or submit all the tests provided (Unique Assessment).

To be able to participate in the retake, it is necessary to have obtained a minimum grade point average of 2.5.

Individual written assignments and group oral presentations are excluded from retake.

(AI): This subject allows the use of AI technologies as an integral part of the submitted work, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection. The student must cleary (i) identify which parts have been generated ussing AI technologiy; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the process and final outcome of the activity. Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may by lowered, or the work may even be awarded a zero. In case of greater infringement, more serious action may be taken.

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.

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 30% of the assessment items.

\*\*\* This subject/module incorporate single assessment:

Synthesis exam - 60%
Research work - Methodology, bibliography, archive, research proposal - 20%
Reading review (choice of 3 books) - 20%

The delivery of the tests and the exam will take place on the same day as exam 2 of the Continuous Assessment (January).

The same assessment method as continuous assessment will be used.

## 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:

ALBAREDA, Joaquim. *La guerra de Successió i l'Onze de setembre.* Barcelona: Empúries, 2000.

ALBAREDA, Joaquim (dir.). *Desfeta política i embranzida econòmica. Segle XVIII*. Dins: Borja de RIQUER (dir.), *Història, Política, Societat i Cultura dels Països Catalans*. Vol. V. Barcelona: Enciclopèdia Catalana, 1995.

DD.AA., *Atles d'Història de Catalunya*, Barcelona, Ed. 62, 1995.

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

ESPINO, Antonio: *Catalunya durante el reinado de Carlos II*, Bellaterra, Monografies Manuscrits 5, 1999.

FERRO, Víctor. *El Dret Públic Català. Les Institucions a Catalunya fins al Decret de Nova Planta.* Vic: Eumo, 1987.

FONTANA, Josep. *La fi de l'Antic Règim i la industrialització, 1787-1868*. Dins: Pierre VILAR (dir.). *Història de Catalunya.* Vol. V. Barcelona: Edicions 62, 1988.

GIRALT I RAVENTÓS, Emili (dir.). *Història agrària dels Països Catalans*. Vol. III. Barcelona: Fundació Catalana per a la Recerca i la Innovació, 2008.

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

MIRALLES, Eulàlia: *Versos per vèncer. Poesia de la Guerra dels Segadors (1640-1652)*, vol. I. Barcelona: Editorial Barcino, 256 p.

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

SERRA, Eva i TORRES, Xavier (dirs.). *Crisi institucional i canvi social. Segles XVI i XVII*. Dins: Borja de RIQUER (dir.). *Història, Política, Societat i Cultura dels Països Catalans*. Vol. IV. Barcelona: Enciclopèdia Catalana, 1997.

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.

## 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 | first semester | morning-mixed |
| (TE) Theory | 1 | Catalan | first semester | morning-mixed |