

## The Age of Baroque

Code: 100364  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
History	OB	3

### Contact

Name: Bernat Hernandez Hernandez

Email: bernat.hernandez@uab.cat

### Teachers

José Luis Betrán Moya

### Teaching groups languages

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

### Prerequisites

It is recommended to have studied the subjects "Fonaments del Món Modern" i "Època de la Reforma" before.

### Objectives and Contextualisation

A generalist tour of the main events and processes of change and continuity of the seventeenth century, with diverse thematic approaches of historical science (social, political, economic, gender, cultural, ideological). Initiation 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

- 1.- The Iron Age: Baroque economy and society.
- 2.- Europe and the planetary borders.
- 3.- The rise of absolutism.
- 4.- Conflict, crisis and revolutions. The revolutionary England.
- 5.- The Thirty Years' War and new European order.
- 6.- The crisis of European consciousness.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars and practices conducted in the classroom or through the Virtual Campus.	15	0.6	3, 8, 12, 2
Theoretical classes	39	1.56	3, 1, 5, 6, 2
Type: Supervised			
Tutorials	15	0.6	
Type: Autonomous			
Personal study	45	1.8	10, 11, 2
Reading of texts. Writing of works. Preparation of oral comments and seminars. Search	30	1.2	10, 3, 4, 7,

Attendance at theoretical classes led by the teaching staff.

Attendance at seminar sessions and practices led by the teaching staff.

Comprehensive reading of texts.

Carrying out reviews, papers and analytical comments.

Preparation of oral presentations.

Personal study.

Particular cases of follow-up of the subject that will receive specific treatment will be taken into account, especially students included in the PIUNE program.

Our University does not accept any discrimination against teaching staff or students based on criteria of ethnicity, language, nationality, religion, sex, age or functional diversity. In the class we will do to maintain an atmosphere of shared respect for all differences.

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 in the classroom or in scheduled activities	20%	1	0.04	3, 4, 6, 9, 12, 2
Written theoretical essays	50% (25% + 25%)	3	0.12	3, 4, 5, 6, 9, 2
Written works, oral presentations	30%	2	0.08	10, 3, 1, 4, 7, 8, 12, 11

#### Continuous assessment

The final grade of the subject will correspond to the grade obtained from the following activities:

Two exams on the theoretical contents explained in class. 50% (Exam 1, 25%; Exam 2, 25%)

Evaluation of bibliography readings or coursework (30%)

Participation in the classroom or in programmed activities (20%)

The characteristics and dates of realization/delivery of all these tests will be explained on the first day of class and will be available in the virtual classroom. They will be carried out according to the temporal and thematic progression of the semester. At the time of each evaluation activity, the teaching staff will inform the students of the procedure and date of revision of the grades.

In the event that the tests cannot be taken in person, their format will be adapted (maintaining their weighting) to the possibilities offered by the UAB's virtual tools. Homework, activities and participation in class will be carried out through forums, wikis and/or discussions of exercises through moodle, teams, etc. The teaching staff will ensure that the student can access it or will offer alternative means, which are within their reach.

The subject is passed if a minimum of 5 points (out of 10) is achieved with the sum of the grades of all the evaluation activities carried out.

Students will receive the grade of "Not assessed" as long as they have not achieved a minimum of 3.5 points in the continuous assessment activities.

About plagiarism: In the event that the student makes any irregularity that may lead to a significant variation in the grade of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that may be instructed in it. In the event that there are several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0.

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution of the student in the analysis and personal reflection. The student will have to: (i) identify which parts have been generated with AI; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the process and the final result of the activity. Lack of transparency in the use of AI in this assessable activity will be considered a lack of academic honesty and will result in the activity being evaluated with a 0 and not being able to be recovered, or greater penalties in cases of seriousness

A regulation on spelling and syntactic correction applies to the subject. The penalty will be 0.1 points for each foul committed on the final grade, up to a maximum of 1.5 points deducted from the final grade. Repeated fouls are deducted.

Students will have the right to comment on the results of the tests carried out. The teaching staff will establish the mechanisms and dates for doing so in due course.

### Single Assessment

This subject provides for the single assessment system. It will consist of:

- A test of the theoretical part of the subject divided between a written presentation of a question from the syllabus (35%) and an oral presentation of another question from the syllabus (35%).
- A written test on bibliography or reading dossier established by the teaching staff (30%).

The subject is passed if a minimum grade of 5 points (out of 10) is achieved with the sum of the grades of all the planned evaluation activities.

Students will receive the grade of "Not assessed" as long as they have not achieved a minimum of 3.5 in the single assessment tests

### Retake (continuous and single assessment)

In order to participate in the reassessment, students must have obtained a minimum grade of 3.5 points.

The retake will consist of a global exam of the subject on the date set by the Faculty.

The maximum grade that can be obtained in the recovery process is 5.0 (Pass).

## Bibliography

Bibliography:

It is recommended that students have knowledge and study of this general reference bibliography (in addition to that specific to each topic of the program).

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

AYMARD, M., ed.: *Storia d'Europa. L'età moderna. Secoli XVI-XVIII*. Einaudi, Torí, 1995.

BARUDIO, G.: *La época del Absolutismo y la Ilustración, 1648-1779*. Siglo XXI, Madrid, 1983.

BENNASSAR, B. et alii.: *Historia Moderna*, Akal, Madrid, 1998.

BERCÉ, Y. et alii.: *El siglo XVII. De la Contrarreforma a las Luces*. Akal, Madrid, 1991.

BERGIN, J.: *El siglo XVII*. Historia de Europa Oxford, Crítica, Barcelona, 2002.

BETRÁN MOYA, J. L. i MORENO MARTÍNEZ, D.: *Historia de la Humanidad* (vol. 23: *Barroco*), Arlanza, Madrid, 2001.

BLACK, J.: *La guerra. Del Renacimiento a la Revolución 1492-1792*. Akal, Madrid, 2003.

BOCK, G.: *La mujer en la historia de Europa*, Crítica, Barcelona, 2001.

BOIS, J. P.: *Les guerres en Europe, 1472-1792*, Belin, París, 1993.

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

DUBY, G. i PERROT, M. (dirs.): *Historia de las mujeres en Occidente. Del Renacimiento a la Edad Moderna*. Taurus, Madrid, 1993, volm. 3.

DUCHHARDT, H.: *La época del Absolutismo*, Alaienza Universidad, Madrid, 1992.

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

HSIA, R. P. Ch.: *El mundo de la renovación católica, 1540-1770*, Akal, Madrid, 2010.

KAMEN, H.: *El Siglo de Hierro*, Alianza Universidad, Madrid, 1982.

KINDER, H. i HILGEMANN, W.: *Atlas histórico mundial I. De los orígenes a la Revolución Francesa*. Itsmo, Madrid, 1996.

KRIEDTE, P.: *Feudalismo tardío y capital mercantil*, Crítica, Barcelona, 1982.

LUTZ, H.: *Reforma y contrarreforma. Europa entre 1520 y 1648*, Alianza Editorial, Madrid, 2009.

MARTINEZ SHAW, C. i ALFONSO MOLA, M.: *Europa y los nuevos mundos en los siglos XV-XVIII*, Síntesis, Madrid, 2008.

MARTINEZ SHAW, C. i ALFONSO MOLA, M.: *Historia moderna. Europa, África, Asia y América*. UNED, Madrid, 2015.

MORANT, I (dir.): *Historia de las mujeres en España y América Latina. El mundo moderno*, Catedra, adrid, 2006, 2 volms.

MUNCK, T.: *La Europa del siglo XVII. 1598-1700*, Akal, Madrid, 1990.

NEGREDO DEL CERRO, F.: *La Guerra de los Treinta Años: una visión desde la Monarquía Hispánica*, Síntesis, madrid, 2016.

PARKER, G.: *Europa en crisis. 1598-1648*, Siglo XXI, Madrid, 1981.

PARKER, G.: *El siglo maldito. Clima, guerras y catástrofes en el siglo XVII*, Planeta, Madrid, 2013.

PROSPERI, A.: *Storia moderna e contemporanea*, vols. I-II, Einaudi, Torí, 2001.

RIBOT, L.: *La Edad Moderna (siglos XV-XVIII)*, Marcial Pons, Madrid, 2016.

RIVERO RODRIGUEZ, M.: *La monarquía de los Austrias. Historia del Imperio español*. Alianza Editorial, Madrid, 2017.

STOYE, J.: *El despliegue de Europa, 1648-1688*, Siglo XXI, Madrid, 1974.

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

TENENTI, A.: *La Edad Moderna XVI-XVIII*, Critica, Barcelona, 2003.

VILLARI, R. (dir.): *El hombre barroco*, Alianza, Madrid, 1993.

WILLS, J. E. (jr.): *1688. Una historia global*, Taurus, Madrid, 2002.

## 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/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	2	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	2	Catalan/Spanish	first semester	morning-mixed