

Degree programme	Type	Course
History	OP	4

Contact lecturer

Name : Doris Moreno Martinez

Email : doris.moreno@uab.cat

Prerequisites

There are no prerequisites

Group languages

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

Objectives

The objectives of the course are basically the following:

1. To obtain an updated and plural knowledge base and bibliography on the different demographic, economic, political and institutional issues related to the Monarchy of the Catholic Monarchs.
2. To achieve levels of written and oral expression proper to the scientific and university environment.
3. To advance in historiographic reflection and criticism based on the specific themes of the subject.
4. To encourage participative attitudes in intellectual and scientific work.
5. Encourage attitudes of effort and personal respect in intellectual and scientific work.

Learning outcomes

1. Submitting works in accordance with both individual and small group demands and personal styles.
2. Identifying the main and secondary ideas and expressing them with linguistic correctness.
3. Properly using the specific vocabulary of History.
4. Organising and planning the search of historical information.
5. Using the characteristic computing resources of the field of History.
6. Solving problems autonomously.
7. Engaging in debates about historical facts respecting the other participants' opinions.
8. Recognising diversity and multiculturalism.
9. Identifying the key issues that define the characteristics of Spain in the Modern Period.
10. Critically assessing and solving the specific historiographical problems of Spain's Modern History.
11. Critically summarising the main thematic approaches of historiography about Spain in the Modern Period.

Contents

1. Introduction. The Catholic Monarchs and historiography.
2. The Hispanic kingdoms during the crisis of the Late Middle Ages. The foundations of Castilian hegemony.

3. A difficult beginning. The dynastic union and the Castilian War of Succession.
4. Institutions and forms of government of the new Hispanic monarchy.
5. Religious policy I: Jews, conversos and Mudejars.
6. Religious policy II: The Origins of the Modern Inquisition and the Reform of the Clergy.
7. Social Structures and Economic Dynamics.
8. Foreign Policy. The Origins of Hispanic Imperialism.
9. The final years of the reign. 1504-1516. Castile without Isabel. A Time of Agencies.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Theoretical classes	40	1.6	2, 3, 7, 8, 9, 10, 11
Readings, work in library and newspaper library, critical reflection	75	3	2, 4, 5, 6
Tutoring sessions	35	1.4	1, 3, 4, 5, 8

The teaching methodology will be based on:

1. Theoretical classes with the student participation
2. Student oral presentations
3. In-Class exercises
4. Written questionnaire-style test
5. Commentary on recommended readings
6. Tutorials to supervise the students' autonomous activities.

The following resources are highly recommended for the preparation of academic work:

- Hernández, Bernat, [Escriure història a la Universitat](#), *Universitat Autònoma de Barcelona, 2020 (català)*
- [Com citar i elaborar una bibliografia](#)
- [Argumenta](#). *Competències lingüístiques i comunicatives en l'àmbit acadèmic*
- [Guia pràctica](#) (català)
- [Guía práctica](#) (español)

The sessions and their contents are protected by intellectual property and data protection regulations. Recording, reproducing, or sharing classes or participants' contributions is not permitted without prior authorization. Any recording must be expressly authorized.

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	Weight	Hours	ECTS	Learning outcomes
Participation module: planned oral expositions, planned attendance at conferences or exhibitions, etc.	10%	0	0	1, 2, 3, 4, 5, 6, 8, 9
Exams module (35% + 35%)	70%	0	0	2, 3, 4, 5, 6,

				8, 9, 10, 11
Work module: individual or group assignments, written /oral, workshop and/or practices in-class dossier, etc.	20%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Continuous assessment* will be based on the following procedures and criteria:

1. Works module (20%): individual or group assignments, written or oral, workshops and/or practical class activities, etc.
2. Examination module (Exam 1, 35%; Exam 2, 35%).
3. Participation module (10%): scheduled oral presentations, scheduled attendance at lectures or cultural exhibitions, etc.

Students who opt for the single assessment* must sit the written examinations on the scheduled date (weighting 35% + 35%), and give an oral presentation (30%) on a piece of work based on the readings scheduled. Opting for the single assessment does not exempt students from attending classes, and it is their responsibility to keep themselves informed about the day-to-day teaching of the module.

- Assessment systems will be adapted, where necessary, for students with special educational needs as identified in the relevant report from the PIUNE service. Under no circumstances will this adaptation result in a lowering of the required academic standards.

The assessment criteria include the following aspects: the knowledge acquired, mastery of concepts and the correct use of subject-specific vocabulary relating to the discipline and the subject studied, as well as the maturity, structure and formal correctness of written texts. In the case of oral presentations: the prioritisation and synthesis of content, the fluency of speech and the correct use of historiographical concepts, their relevance to the topic presented, the structure of the presentation, the materials used, effective time management, etc. In written assignments, spelling, syntactic and lexical errors are taken into account. Penalties may range from 0.1 to 0.2 marks for each error made, which will be deducted from the final mark. Repeated errors may result in a further reduction.

Assessment tasks must be submitted by the specified deadlines. Students will be notified of exam dates and submission deadlines in good time. When each assessment task is set or due, the lecturer will inform students of the procedure and the date for checking their marks (Moodle). During examinations, the lecturer may require students to provide proof of identity, and students must do so by presenting their student card, national identity card (DNI), foreigner's identification number (NIE) or passport.

Classroom-based practical sessions do not require prior notification. Practical sessions that are not attended cannot be made up.

Students will obtain a not assessed/not submitted course grade unless they have submitted more than 30 % of the assessment items and will not be permitted to sit the resit.

Any assessment test not sat or not submitted will be marked as 0 for the purposes of calculating the weighting.

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.

In order to sit the recovery exam, students must have been assessed on a set of activities accounting for at least two-thirds of the overall mark and must have achieved a minimum mark of 3.5 in the continuous assessment.

The resit will consist of a comprehensive examination covering the course content and will take place on the date set by the Faculty. The resit is not a means of improving one's mark. The highest mark that can be obtained in the resit is 5.0 (pass). In the case of single assessment, the same resit system applies as for

continuous assessment.

Assessment dates can't be changed unless there's an exceptional and well-justified reason. If a student has a documented chronic or acute illness, they can request to postpone the assessment, if it fits within the academic calendar. These requests must be submitted at least seven days in advance and include the required documentation. If the reason is an unexpected situation considered force majeure, the regulations allow the request to be submitted after the scheduled date, provided the documentation is delivered within three working days. This includes situations such as the birth or adoption of a child, or the death of a partner or a close relative (up to second degree). In cases of illness or other circumstances, the documentation must clearly show that the student was not in a condition to take the assessment at the scheduled time. Teaching staff may also use their discretion to consider other circumstances not explicitly listed above.

Erasmus and exchange students who need to leave before the scheduled assessment dates must provide an official document from their home university, addressed to the Degree Exchange Coordinator, confirming a calendar conflict (an overlap with academic activities at their home institution).

If it is not possible to hold assessment tests in person, their format will be adapted (whilst maintaining the weighting) to the possibilities offered by the UAB's online tools. Assignments, activities and class participation will take place via forums, wikis and/or discussions on exercises on Moodle, Teams, etc. Teaching staff will ensure that students can access these platforms or will provide alternative means that are within their reach.

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 clearly (i) identify which parts have been generated using AI technology; (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 be lowered, or the work may even be awarded a zero. In cases of greater infringement, more serious action may be taken.

Bibliography

AZCONA, Tarsicio de, *Isabel la Católica. Estudio crítico de su vida y reinado*, Madrid, BAC, 1963.

BELenguER, Ernest, *Ferran el Catòlic*, Barcelona, Ed.62, 1999.

BELenguER, Ernest (Ed.), *Ferran II i la Corona d'Aragó*, Barcelona, IEC, 2018.

BELenguER, Ernest, *Los Trastámara*, Barcelona, Crítica, 2019.

EDWARDS, John, *La España de los Reyes Católicos 1474-1520*, Barcelona, Crítica, 2001.

FLORISTAN, Alfredo (Coord.), *Historia de España en la Edad Moderna*, Barcelona, Ariel, 2004.

HILLGART, Jocelyn N., *Los Reyes Católicos*, Barcelona, Grijalbo, 1984 (Correspon al volum III de la trilogía *Los Reinos Hispánicos*).

LADERO QUESADA, Miguel Ángel, *La España de los Reyes Católicos*, Madrid, Alianza, 1999.

PÉREZ, Joseph, *Isabel y Fernando. Los Reyes Católicos*, Madrid, Nerea, 1988.

SUÁREZ FERNÁNDEZ, Luis, *Los Reyes Católicos*, Barcelona, Ariel 2004.

VAL VALDIVIESO, María Isabel, *Isabel I de Castilla (1451-1504)*, Madrid, ediciones Orto, 2004.

VALDEÓN, Julio (Ed.), *Isabel la Católica y la política*, Valladolid, Ámbito, 2001.

VALDEON, Julio (Ed.), *Visión del reinado de Isabel la Católica*, Valladolid, Ámbito, 2004.

Software

Not necessary

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	1	Catalan/Spanish	first semester	morning-mixed