

Degree programme	Type	Course
History	FB	1

Contact lecturer

Name : Doris Moreno Martinez

Email : doris.moreno@uab.cat

Teaching staff

Fatma Sinem Eryilmaz Unsal

Group languages

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

Prerequisites

There are no pre-requisites

Objectives

1. To acquire a solid foundation of knowledge on the various demographic, economic, political, institutional and cultural topics, related to the main events and processes of change and continuity in the period 1492-1648, in Europe and the world.
2. To understand the fundamental principles of the theory and methodology of Early Modern History.
3. To achieve levels of written and oral expression appropriate to the scientific and academic university level.
4. To foster participatory attitudes in intellectual and scientific work.
5. To encourage attitudes of effort and personal respect in intellectual and scientific work.

Learning outcomes

- CM17 (Develop autonomous and teamwork in topics related to modern history through practical activities.) Develop autonomous and teamwork in topics related to modern history through practical activities.
- CM18 (Construct your own vision of a theme related to modern history by applying critical thinking.) Construct your own vision of a theme related to modern history by applying critical thinking.
- KM25 (Explain the historical, socio-economic, political and cultural events and processes of the Modern Age.) Explain the historical, socio-economic, political and cultural events and processes of the Modern Age.
- KM26 (Recognise the diversity of historical actors involved in the European history of the Modern Age,

with attention to the gender perspective.) Recognise the diversity of historical actors involved in the European history of the Modern Age, with attention to the gender perspective.

- KM27 (Define the basic concepts of historical science with reference to the Modern Age.) Define the basic concepts of historical science with reference to the Modern Age.
- SM22 (Use the main methods and instruments of historical analysis, applied to the interpretative debates of the Modern Age.) Use the main methods and instruments of historical analysis, applied to the interpretative debates of the Modern Age.
- SM23 (Structure historical accounts of the Modern Age clearly, on the different levels of analysis: socioeconomic, political, cultural and gender.) Structure historical accounts of the Modern Age clearly, on the different levels of analysis: socioeconomic, political, cultural and gender.
- SM24 (Demonstrate oral, written, and digital communication skills in presenting results related to the study of debates and problems in the history of the Modern period.) Demonstrate oral, written, and digital communication skills in presenting results related to the study of debates and problems in the history of the Modern period.

Contents

1. Introduction. The Birth of the Early Modern World.
2. Expansion and Crisis: Economic and Social Dynamics
3. Europe and Global Boundaries: Alliances, Oppositions and Conflicts
4. Religions: Confessionalization, Identities, and Confrontations
5. Thought and Culture. From the Renaissance to the Baroque.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Lectures	45	1.8	KM26, KM27, SM22, SM23
Learning exercises	15	0.6	CM17, KM25, KM26, KM27, SM22, SM24
Reading and personal study	40	1.6	CM18, KM25, KM26, SM23
Seminars, classroom activities, individual/group	10	0.4	CM17, KM26, SM22, SM23, SM24
Bibliographic research. Preparation of papers.	25	1	CM17, KM26, SM22, SM23
Attendance at tutorials	3	0.12	KM25, KM26, KM27, SM22, SM24

Lectures led by teaching staff.

Attendance at seminars and scheduled practical sessions.

Comprehensive reading of texts.

Writing reviews, essays and analytical commentaries.

Preparation of oral presentations.

Personal study.

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

- Hernández, Bernat, [Escriure història a la Universitat](#), Universitat Autònoma de Barcelona, 2020.

- [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 (practical workshops, planned attendance at conferences or exhibitions, class participation, attendance at scheduled tutorials, etc.	10%	3	0.12	CM17, KM26, SM22, SM23, SM24
Oral or written exam 2	30%	1.5	0.06	CM18, KM25, KM26, KM27, SM22, SM23, SM24
Oral or written exam 1	30%	1.5	0.06	CM18, KM25, KM26, KM27, SM22, SM23, SM24
Papers: oral or written, individuals or group (practical workshops, reading tests, etc.)	30%	6	0.24	CM17, CM18, KM26, SM22, SM23, SM24

CONTINUOUS ASSESSMENT

1. Work module: 30% (individual or group assignments, written/oral)

2. Exams module (essay, commentary, test, etc.)

Exam 1: 30%

Exam 2: 30%

3. Participation module: 10% (practical workshops, planned attendance at conferences or exhibitions, class participation, attendance at scheduled tutorials, etc.).

This subject does not allow a single assessment.

- 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

General handbooks:

BENNASSAR, B. (coord.), *Historia Moderna*, Madrid, Akal, 2005, 5ª edic.

BETRÁN MOYA, José Luis; MORENO MARTÍNEZ, Doris, *Historia de la Humanidad*, (vol. 22, Renacimiento). Madrid, Arlanza Editores, 2001.

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

BRADY, Thomas A.; OBERMAN, Heiko A. Jr.; TRACY, James D. (eds.), *Handbook of European History, 1400-1600. Late Middle Ages, Renaissance and Reformation*, Leiden-Nova York-Colònia, E. J. Brill, 2 vols. 1994.

FLORISTÁN IMIZCOZ, Alfredo (coord.), *Historia Moderna Universal*, Ariel, Barcelona, 2005.

GREENGRASS, Mark, *La destrucción de la Cristiandad. Europa, 1517-1648*, Barcelona, Pasado y Presente, 2015.

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

*MARTÍNEZ SHAW, Carlos, and ALFONSO MOLA, Marina, ***Historia Moderna. Europa, África, Asia y América***, Madrid, UNED, 2015 ([on line](#)).

RIBOT, Luis, *La Edad Moderna (siglos XV-XVIII)*, Ed. Marcial Pons, Madrid, 2022.

Historical atlas and dictionaries

BLACK, Jeremy, *Akal atlas ilustrado. Del Renacimiento a la revolución, 1492-1792*, Madrid, Akal, 2003.

ESPINO LÓPEZ, Antonio, *Atlas histórico del colonialismo*, Madrid, Síntesis, 2010.

KINDER, Hermann; HILGEMANN, Werner, *Atlas histórico mundial. De los orígenes a nuestros días*, Madrid, Akal, 2007, 22ª ed.

LÓPEZ-DAVALILLO LARREA, Julio, *Atlas histórico de Europa. Desde el Paleolítico hasta el siglo XX*, Madrid, Síntesis, 2001.

LUCENA SALMORAL, Manuel, *Atlas histórico de Latinoamérica*, Madrid, Síntesis, 2005.

Specialized bibliography on gender history

ANDERSON, B.S.; ZINSSER, J.P., *Historia de las mujeres, una historia propia*, Barcelona, Crítica, 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*, Barcelona, Crítica, 2001.

BURKE, Jill, *Cómo ser mujer en el Renacimiento: mujeres, poder y el nacimiento del mito de la belleza*, Barcelona, Crítica, 2024.

CAGNOLATI, Antonella, *La costilla de Adán: mujeres, educación y escritura en el Renacimiento*, Sevilla, Arcibal Editores, 2016.

DUBY, Georges; PERROT, Michelle (dirs), *Historia de las mujeres en Occidente. Del Renacimiento a la Edad Moderna*, Madrid, Taurus, 1993, vol. 3.

JIMÉNEZ SUREDA, Montserrat, *Manual d'història de la dona*, Bellaterra, Universitat Autònoma de Barcelona, 2021.

MORANT, Isabel (dir.), *Historia de las mujeres en España y América Latina. El mundo moderno*, Madrid, Cátedra, 2006, vol. 2.

Useful web sites

<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> (Early modern history sourcebook).

<https://www.reforc.com> (Reformation Research Consortium; academic activities on the Protestant Reformation and the period).

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

<http://revistes.uab.cat/manuscripts> (Website of the journal on early modern history of the Departament d'Història Moderna i Contemporània de la UAB).

Software

None

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