

Degree programme	Type	Course
History	FB	1

Contact lecturer

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Prerequisites

None

Group languages

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

Objectives

The subject of "Origins of the Modern World (1789-1848)" aims to acquire a knowledge of the political, institutional, economic, social and cultural changes in the world, as well as the factors that explain them, from the mid 18th century up to 1848. So the foundations are laid for the understanding of Late Modern and Contemporary History. The different interpretations and the historiography debates that are derived from them will be taken into account.

Learning outcomes

- CM19 (Interpret the role of the various social groups in the transition from the Ancien Régime to contemporary times: elites, women, disadvantaged classes, other marginalised people, etc.) Interpret the role of the various social groups in the transition from the Ancien Régime to contemporary times: elites, women, disadvantaged classes, other marginalised people, etc.
- CM20 (Develop historical proposals about the nineteenth century as a team, from an interdisciplinary perspective and respecting the opinions of other participants.) Develop historical proposals about the nineteenth century as a team, from an interdisciplinary perspective and respecting the opinions of other participants.
- KM28 (Identify the structure and dynamics that shaped the origins of the contemporary world in its social, political, economic and cultural aspects.) Identify the structure and dynamics that shaped the origins of the contemporary world in its social, political, economic and cultural aspects.
- KM29 (Relate the elements and factors involved in the development of the transition processes from the Ancien Régime to the Contemporary Age.) Relate the elements and factors involved in the development of the transition processes from the Ancien Régime to the Contemporary Age.
- KM30 (Identify the basic concepts of the historical period from 1789 to 1914 in individual or team work.) Identify the basic concepts of the historical period from 1789 to 1914 in individual or team work.
- SM25 (Organise the search for historical information based on the most important concepts, categories and themes in the early Contemporary Age.) Organise the search for historical information based on the most important concepts, categories and themes in the early Contemporary Age.
- SM26 (Use written texts, cartography, graphic material, images and audiovisual materials to study the beginnings of the Contemporary Era.) Use written texts, cartography, graphic material, images and audiovisual materials to study the beginnings of the Contemporary Era.

- SM27 (Interpret the social, scientific and ethical changes that took place in the period between 1789 and 1914.) Interpret the social, scientific and ethical changes that took place in the period between 1789 and 1914.

Contents

- -Origins of late modern world.
- -American Revolution.
- -French Revolution.
- -Napoleonic Era.
- -The Hispanic revolutionary cycle.
- -The triumph of liberalism.
- -Economic change and industrialization.
- -1848: turning point or myth?

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Personal study	56	2.24	CM19, KM28, KM29, KM30, SM27
Reading of texts. Writing of works. Preparation of oral comments and seminars. Search of bibliographic information	25	1	CM20, KM29, KM30, SM25, SM26
Theoretical sessions	45	1.8	CM19, KM28, KM29, KM30, SM27
Tutorial sessions	15	0.6	CM20, KM30, SM25, SM27

- Assistance to theoretical classes led by the teacher.
- Comprehensive reading of texts.
- Carrying out analyzes and reviews.
- Personal study

It is only allowed to enter the classroom during the first 5 minutes of the lesson and only to leave the classroom during the last 5 minutes of the lesson. No food or drinks may be consumed during the class. Students may not consult their mobile phones during class. Any duly justified exception to these rules must be explicitly approved in advance by the professor.

The teachers will allocate 15 minutes of a class so that the students can answer the evaluation surveys of the teaching performance and the evaluation of the subject or module.

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.

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
Second exam	25%	1.5	0.06	CM19, KM28, KM29, KM30, SM27
First exam	25%	1.5	0.06	CM19, KM28, KM29, KM30, SM27
Workshop practices	30%	4.5	0.18	CM20, KM30, SM25, SM26
Reading control	20%	1.5	0.06	CM19, KM28, KM29, SM26, SM27

This subject does not allow a single assessment.

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.

The maximum grade for the recovery will be 5.

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.

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.

All works must include a bibliography, notes and references from the consulted sources according to ISO690 format, Chicago Style

-The spelling, expression, vocabulary and syntax correction of the written documents of the continuous assessment and exams will be taken into account.

Bibliography

MANDATORY FOR READING TEST

STENDHAL, *Le rouge et le noir* (vv.ee.)

GENERAL

BETHELL, Leslie (ed.), *Historia de América Latina 5. La independencia*. Barcelona: Crítica, 1991.

BRIGGS, Asa, i CLAVIN, Patricia, *Historia contemporánea de Europa, 1789-1989*. Barcelona: Crítica, 2000.

CANALES, Esteban, *La Europa napoleónica 1792-1815*. Madrid: Cátedra, 2008

CAMERON, Rondo, *Historia económica mundial, desde el Paleolítico hasta el presente*. Madrid: Alianza Editorial, 2000 (3a).

COOK, Chris, y STEVENSON, John, *Guía de historia contemporánea de Europa*. Madrid: Alianza Editorial, 1994.

GARCÍA GARCIA, Carmen, *España en el siglo XIX*, Madrid: Síntesis, 2023.

GUARDIA, Carmen de la, *Historia de los Estados Unidos*. Madrid: Sílex, 2012.

MORADIELLOS, Enrique, *La historia del mundo contemporáneo en sus documentos*. Barcelona: RBA, 2011.

SANTIRSO, Manuel, *La Revolución Francesa y Napoleón: el fin del antiguo régimen*, Madrid: Shackleton books, 2021.

SIMAL, Juan L., *La era de las grandes revoluciones en Europa y América (1763-1848)*. Madrid: Síntesis, 2020.

Software

Micorsoft Office Pack

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