

COURSE SYLLABUS

1. COURSE DESCRIPTION

Degree:	Geografía e Historia
Doble Grado:	
Course:	Early Modern History
Module:	History
Department:	Geografía, Historia y Filosofía
Academic Year:	2013-2014
Term:	2 nd
Total Credits:	6
Year:	2nd
Type of Course:	Core
Course Language:	English

Teaching model:	
a. General/background:	70%
b. Theory-into-practice/ developmental knowledge building:	30%
c. Guided Academic Activities:	-

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Professor responsible	
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2. ACADEMIC CONTEXT

3.1. Course Description and Objectives

The aim of this course will be to study the fundamental political, economic, social and cultural processes between the 15th and the end of the 18th centuries. The geographical scope will be mainly Europe.

The main objective is to provide the students with a general view of the period. To do so, we will stress critical thought and multidisciplinary. A second objective of this course is to familiarize the students with the procedures and characteristics of scientific research, as well as the methods of analysis, and the latest trends and debates on the course subjects.

3.2. Contribution to the Training Plan

The course offers a first approach to Early Modern History for the 2nd-year students in the Degree of Geography and History. It is coordinated with those 3rd-year courses whose chronological framework coincides totally or partially with this course, such as Historia de América Latina, History of Europe and the World, Historia de las Instituciones Políticas and Los Imperios coloniales y sus legados.

Learning about the main historical process of the Early Modern period will be one of the key aspects of the course.

From a methodological point of view, the course is a new step in the student's research and historical comprehension training. This course will allow the students to implement

the knowledge acquired in the 1st-year courses, especially Fundamentals of History I and II and Historia Medieval.

The search for and analysis of information and its application to Early Modern studies will be encouraged.

3.3. Recommendations or Prerequisites

-Having passed the 1st-year courses, especially Historia Medieval and Fundamentals of History I and II
-Reading the complementary material that will be available on the Virtual Campus

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3. SKILLS

4.1. Degree Skills Developed during this Course

The acquisition of the following general skills will be the focus of this course:

1. The elaboration of syntheses from the knowledge gained in class and the analysis of data.
2. The development of critical thinking and self-criticism in order to optimize the learning process
3. The ability to make decisions for autonomous learning and the resolution of problems
4. The ability to approach knowledge in an active way, with initiative, an enterprising spirit and creativity
5. The ability to work responsibly and ethically, avoiding fraudulent behavior such as plagiarism
6. The development of skills for teamwork

4.2. Module Skills Developed during this Course

1. A knowledge of the general diachronic structure of history, and of the different historical periods, with a critical and interdisciplinary perspective.
2. A knowledge of the fundamentals of historical disciplines, and the application of different historiographical perspectives in different moments and contexts, with an emphasis on the most recent trends.
3. A knowledge, understanding and interpretation of historical processes.
4. A knowledge of how the different historical periods have contributed to present-day cultures, politics, economies and societies. A critical conscience of the relationship between events and processes in the past and present times.
5. A knowledge of the origin and configuration of the main cultural characteristics of present societies.
6. An understanding of the key points of Spanish history in a transnational (European, Mediterranean and Atlantic) context
6. A familiarity with an ability to use of the right tools for compiling information, such as bibliographical catalogues or archival inventories.
7. A capacity to transmit the knowledge acquired in a rigorous and ordered way
8. A ability to communicate orally in professional situations
9. An ability to write formally and professionally
10. A consciousness that historiographical debates and research are always evolving.
11. A capacity to combine general and specific analyses, and diachronic and transversal perspectives.
12. An ability to defend one's own thesis in a reasoned way, both orally and in writing. An understanding of the positive value of dialogue and the free expression of ideas.

4.3. Course-specific Skills

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1. Knowledge of the general diachronic structure of the Early Modern Period .
2. Knowledge and comprehension of historical processes during the Early Modern period .
3. Knowledge of the cultural, political, economica and social contributions of the Early Modern period to present times.
4. Knowledge and use of the information resources, such as bibliographical catalogues or archival inventories regarding Early Modern History.
4. Use of TIC resources to elaborate historical data (JSTOR, Dialnet, ProCite, Biblus, etc).
5. An ability to transmit acquired knowledge in a rigorous and organized way.
5. Knowledge of the main debates and lines of research on historiographical debates, as well as being able to find and work with the original texts in which such debates are displayed.
6. Combine a general approach (in relation with other disciplines taught at the same time) and a more specific one, as well as diachronic and synchronic perspectives.
7. Look for quality and exactitude in the presentation of their works and research results.

4. COURSE CONTENT (COURSE TOPICS)

- 1.- An Introduction to the Early Modern period.
- 2.- Europe around 1500.
- 3.- The worlds outside Europe at the beginning of the first globalization.
- 4.- The expansion of the West. Growth, absolutism and religious breakdown
- 5.- The ‘seventeenth century crisis’ and its outcomes.
- 6.- Economic expansion, Enlightenment and Revolutions.
- 7.- The world by 1800.

5. METHODOLOGY AND RESOURCES

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This syllabus considers the combination of theoretical and practical teaching, tutorial classes and the use of the WebCT.

The wide range of activities suggested here aims to facilitate students' acquisition of the above-mentioned skills. We consider that the classical theoretical lessons are not enough in order for students to work on the resolution of problems, which also require the use of new technologies, teamwork, and an enterprising spirit.

Our proposal includes the following categories:

Theoretical teaching: systematic explanation by the professor of the basic theoretical knowledge of the discipline. The character of these classes will be general and synthetic, and student participation will be encouraged. Commentaries and discussions about the lessons may be included in the theoretical classes.

Practical lessons: those sessions will be devoted to the development of activities previously planned. They will include the exhibition of the result of team working, as well as the topics prepared by the students.

Tutorial classes: one-to-one or group interviews aimed to lead the students towards autonomous learning

Virtual Campus: On-line tool to facilitate course materials.

The distribution of time will be organized as follows: 46 hours of lessons (30 hours for theoretical lessons and 16 hours of practical lessons). The practical lessons are aimed to help the students better assimilate the course topics.

100 hours correspond to the autonomous work developed by the students, preparation of the course material, study of the course topics, exams and teamwork.

5.2.3.1. Theoretical Lessons

The theoretical lessons will be based on the professor's explanation of the course topics and discussion with students. The objective is to transmit the information in an ordered and synthetic way, allowing its comprehension and stimulating the students' interest on the subject.

Each theoretical lesson will last for two hours. The complementary material will be previously available on the WebCT. The students are expected to work with such material before the lectures in order to achieve a better comprehension of the lesson and better results. That material will include books, books extracts, papers, texts from the Early Modern period, images, maps, videos and, if considered necessary, press material that allows students to understand the use and abuse of historical problems in the present-day public sphere.

The theoretical lessons or lectures must achieve a balance between academic and scientific rigor, on the one hand, and empathy with students on the other. Motivating students and encouraging their curiosity and participation should be one of the professor's main objectives. The projection of images, videos and graphics will be a necessary complement to those classes, in order to help the students visualize the course subjects. The professor may provide summaries of the course topics.

5.2.3.2. Practical Lessons

Many of the course-specific skills will be fulfilled during the practical lessons, especially those devoted to the development of autonomous work, ability for analysis

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and synthesis, oral communication, organization, planning and critical reasoning.

During the practical lessons the students, divided in groups, are expected to discuss and to present their works (both individually and collectively). The proposed activities detailed in this Specific Syllabus may be distributed in two lessons, according to the time need for their correct development.

During the practical lessons, students will be able to pose new questions and doubts about the topics addressed in the theoretical classes. Also, some topics will require students to look for the right bibliography and materials. In other cases, together with a specific bibliography, the students will be given a selection of texts and abstracts, images, maps and videos, in order to facilitate comprehension of the course.

Another aim of these lessons is to familiarize students with the research methods in Early Modern History. The practical lessons will have a progressive character, in order to acquire the right skills. At the same time, students will be encouraged to participate in the Conferences and Masters and PhD classes organized by the Early Modern area. We intend to familiarize the students with other ways of transmitting knowledge, such as academic seminars. We also want the students to know the skills and scientific resources used by researchers.

5.2.3.4. Tutorial classes

The objective of the tutorial classes is to monitor students' progress. Tutorial classes are an intermediary activity in the process of acquiring knowledge. The professor should accompany, follow and support the students in their individual learning processes, in their appropriation of knowledge and their development of personal and professional skills.

The tutorial classes will be based on one-to-one and group lessons, in which the students will be able to formulate questions, observe the progress of their training, and develop oral abilities. The tutorial classes will be proposed by the students or the professor.

5.2.3.5 Virtual Campus

The possibilities offered by the Virtual Campus are not limited to allowing communication between professors and students, or provide a place where documents can be uploaded.

The Virtual Campus facilitates the creation of an on-line learning space. Learning, communicating and collaborating between professors and students, and the correct administration of the course are only some of the possibilities offered by the Virtual Campus. The tools that the Virtual Campus facilitates are:

- 1-Email, discussion groups and chats, enabling the professor to maintain permanent contact with students and vice versa.
- 2- Contents Area, where the professors may upload materials for the course, distribute works, etc.
- 3- Calendar
- 4-questionnaire
- 5- multimedia material

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6. ASSESSMENT

According to the methodology used in the course, the final grade will be the results of the following aspects:

- Exam (55%):

The knowledge acquired in the theoretical lessons, as well as the readings and those topics to be prepared by the students, will be measured in an written exam. Conceptual accuracy and ability to define historical concepts might be also measured in the exam.

To be taken at the end of the term, the exam will include questions about general and specific aspects of the course. Students are not expected to memorize the lessons and repeat them on the exam. The elaboration of personal and complex dissertations will be encouraged, as well as conceptual rigour in the acquisition and presentation of basic knowledge.

- Practical work (30%):

Work prepared for the practical lessons will comprise 30% of the final grade. The students will be informed (during the theoretical lessons, through the Virtual Campus or by e-mail) about the practical activities to be developed in the next lesson. Students must participate in at least 7 of the 8 practical lessons. In order to recover those classes unattended, the exam will include a specific commentary.

- Participation in theoretical and practical lessons (15%)

The students are expected to prove their critical spirit and their interest in the course. Oral skills will be also valuable.

Note: Título II Capítulo Artículo 14 de la Normativa de Régimen Académico y de Evaluación del Alumnado (aprobada en Consejo de Gobierno de la UPO el 18 de julio de 2006): in the fulfillment of any academic work, plagiarism and the use of non-original material (also the information found on-line) with no express indication of its origin, or author's permission, might be a cause for failing the course, notwithstanding any academic sanction. The Head of Department, after listening the professor and the student, will decide about the sanctioning procedure.

7. BIBLIOGRAPHY

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