

## GUÍA DOCENTE

### 1. COURSE DESCRIPTION

|                               |                                 |
|-------------------------------|---------------------------------|
| <b>Grado:</b>                 | Geografía e Historia            |
| <b>Doble Grado:</b>           |                                 |
| <b>Asignatura:</b>            | <b>Early Modern History</b>     |
| <b>Módulo:</b>                | <b>History</b>                  |
| <b>Departamento:</b>          | Geografía, Historia y Filosofía |
| <b>Año académico:</b>         |                                 |
| <b>Semestre:</b>              | Segundo semestre                |
| <b>Créditos totales:</b>      | <b>6</b>                        |
| <b>Curso:</b>                 | 2º                              |
| <b>Carácter:</b>              | Básica                          |
| <b>Lengua de impartición:</b> | Inglés                          |

|   |            |
|---|------------|
| <b>Modelo de docencia:</b>                            |            |
| a. <b>Enseñanzas Básicas (EB):</b>                    | <b>60%</b> |
| b. <b>Enseñanzas de Prácticas y Desarrollo (EPD):</b> | <b>40%</b> |
| c. <b>Actividades Dirigidas (AD):</b>                 |            |

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### 2. RESPONSABLE DE LA ASIGNATURA

|                                     |  |
|-------------------------------------|--|
| <b>Responsable de la asignatura</b> |  |
| <b>Nombre:</b>                      | Natalia Maillard Álvarez               |
| <b>Centro:</b>                      | <b>Facultad de Humanidades</b>         |
| <b>Departamento:</b>                | <b>Geografía, Historia y Filosofía</b> |
| <b>Área:</b>                        | <b>Historia Moderna</b>                |
| <b>Categoría:</b>                   | <b>Contratada Ramón y Cajal</b>        |
| <b>Horario de tutorías:</b>         | <b>After appoinment</b>                |
| <b>Número de despacho:</b>          | <b>14.2.20</b>                         |
| <b>E-mail:</b>                      | <b>nmaialv@upo.es</b>                  |
| <b>Teléfono:</b>                    | <b>69519</b>                           |

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### 3. 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 (but not only) 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 a multidisciplinary approach. 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 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 Aula Virtual

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### 4. 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 behaviour such as plagiarism
6. The development of skills for teamwork

#### 4.2. Module Skills Developed during this Course

1. Knowledge of the general diachronic structure of history, and of the different historical periods, with a critical and interdisciplinary perspective.
2. 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. Knowledge, understanding and interpretation of historical processes.
4. 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. 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 and 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. An 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.
13. An understanding of the positive value of dialogue and the free expression of

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ideas.

### **4.3. Course-specific Skills**

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, economic 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 ICT 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 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.

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### 5. COURSE CONTENT (COURSE TOPICS)

- 1.- The World around 1500
- 2.- Population and Society in Renaissance Europe
- 3.- The Economic Growth of the 16<sup>th</sup> century
- 4.- Humanism and Religious Reformations
- 5.- The Geopolitical Map of Early Modern Europe
- 6.- The crisis of the 17<sup>th</sup> century
- 7.- The Baroque society and the Scientific Revolution
- 8.- Political evolution in a time of changes
- 9.- The 18<sup>th</sup> century Economic expansion
- 10.- Enlightenment and Revolutions

### 6. METHODOLOGY AND RESOURCES

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

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:

1. 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.
2. 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.
3. Tutorial classes: one-to-one or group interviews aimed to lead the students towards autonomous learning.
4. Aula Virtual: On-line tool to facilitate course materials.

The distribution of time will be organized as follows: 42 hours of lessons (28 hours for theoretical lessons and 14 hours of practical lessons). The practical lessons are aimed to help the students better assimilate the course topics.

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

### -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 one hour. The complementary material will be previously available on the Aula Virtual. 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 may 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.

### -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 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. More dynamic resources, such as role games, may be used in the practical lessons.

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 activities organized by the Early Modern area. We intend to familiarize the students with other ways of transmitting knowledge, such as academic seminars. We

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also want the students to know the skills and scientific resources used by researchers.

### -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 may be proposed by the students or the professor.

### -Virtual Campus (Aula Virtual)

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

The Aula Virtual 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 Aula Virtual. The tools that the Aula Virtual 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 professor may upload materials for the course, distribute works, etc.
- 3- Calendar
- 4- Questionnaire
- 5- Multimedia material



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### 7. EVALUACIÓN

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

- Exam (60%):

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 a written exam. The exam should be passed in order to be considered.

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 (40%):

Work prepared for the practical lessons will comprise 40% of the final grade. The students will be informed (during the theoretical lessons, through the Aula Virtual or by e-mail) about the practical activities to be developed in the next lesson. Students must participate in all the practical lessons.

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

In the final exam (June/July) the student will be able to pass the course with 100% of the mark.

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

### 8. BIBLIOGRAFÍA GENERAL

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