



Universitat de Lleida

DEGREE CURRICULUM
**MODERN HISTORY I. ECONOMY
AND SOCIETY**

Coordination: VILALTA ESCOBAR, MARIA JOSE

Academic year 2023-24

Subject's general information

Subject name	MODERN HISTORY I. ECONOMY AND SOCIETY			
Code	100071			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in History	2	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	VILALTA ESCOBAR, MARIA JOSE			
Department	GEOGRAPHY, HISTORY AND HISTORY OF ART			
Teaching load distribution between lectures and independent student work	1 credit = 25 hours of student's work (HTE)= 150 HTE- lectures = 60 HTE Student by him/herself = 90			
Important information on data processing	Consult this link for more information.			
Language	Classroom & Virtual Campus: Catalan Lectures and other activities: Spanish and English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
VILALTA ESCOBAR, MARIA JOSE	mariajose.vilalta@udl.cat	6	Virtual Campus

Subject's extra information

SUBJECT INFORMATION

The study of History of Early Modern Times (XVIth-XVIIIth centuries) is structured in two parts, closely related, under the name, the first, of *Modern History. Economy and Society* and, the second, *Modern History. Politics and Culture*. Both are taught, respectively, in the first and second semester of the second year of the degree of History of the UdL.

In the first part, *Modern History. Economy and Society*, special emphasis will be placed on raising the different debates about the profound economic and social changes of the period that are reflected in interrelated issues such as issues affecting the population, daily life and family, transformations of the main economic sectors (agriculture, manufacturing, commerce) and social change, all framed in the debate on the transition from feudalism to capitalism. The priority space to deal with the different issues will be Western civilization. The interrelation of teaching between the two parts seeks to achieve a global scientific knowledge of an era of transition between feudal society and the capitalist one, crucial in European and world history, which begins at the end of the Middle Ages (15th century) and ends to the beginnings of the contemporary era (19th century).

WARNING: TO USE THE MOBILE PHONE IS NOT PERMITTED IN CLASSROOM

Learning objectives

Summary of the learning objectives of the subject appropriate to those of the Degree of History

RA1- To be aware of the continuities and changes in the transition between the medieval-modern world and the modern-contemporary world.

RA2- To identify the processes of permanence and change in the economy and society throughout the 16th and 18th centuries.

RA3- To understand the importance of the material foundations and the social organization in the configuration of Ancien Regime societies.

RA4- To recognize the interrelation between economic and cultural changes.

RA5- To recognize the interrelation between economic and cultural changes in the process of formation of the Modern State.

RA6- To identify, in reading texts, the main theses and the positioning of the main historians who have investigated the period.

RA7- To assimilate the content of various materials to be studied correctly and take advantage of the new technological resources to establish a solid knowledge of the characteristics of the Early Modern Era.

Special care will be taken in an approach to historical issues from the perspective of women's history.

Competences

Summary of basic and specific competences of the subject appropriate to those of the Degree of History

Basic Competence 3 - The students should be able to acquire the ability to collect and interpret relevant data (usually within their area of study) to elaborate judgments that reflect on relevant issues of a social, scientific or ethical nature.

Basic Competence 4 - The students should be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences

Basic Competence 5 - The students should be able to consolidate a basic knowledge of the main facts and processes of change and continuity of Humanity in a diachronic perspective.

Specific Competence 1 - The students should be able to develop the capacity to understand the great political, social and economic processes of History from a synchronous and diachronic perspective

Subject contents

1-INTRODUCTION. TOWARDS A DEFINITION OF THE EARLY MODERN TIMES

2- THE LIFE AND WORK OF PEOPLE IN THE EARLY MODERN TIMES

- 2.1- Population and family
- 2.2- Life and work in the peasant world
- 2.3- Life and work in the cities
- 2.4. People and social relationships

3- THE MAKING OF THE HISTORY OF EARLY MODERN TIMES. HISTORIOGRAPHICAL DEBATES

- 3.1- The demographic structure of the Ancien Regime.
- 3.2- The debate on the transition from feudalism to capitalism.
- 3.3- Economic development and class struggle in the rural world
- 3.4- The triumph of the urban world: industrialization and trade

Methodology

Check "Eixos Metodològics de l'Assignatura" in Catalan Degree Curriculum

Development plan

Course development plan

activity	start	end	day	schedule	classroom
Classroom	12/09/2022	21/01/2021	M-T	11 am 1 pm	3.17A
Evaluation	09/01/2023	-	M	4 pm	2.44
Make-up test	30/01/2023		M	12 am	0.30

Readings and dates for reading tests (In1, In2): Check Degree Curriculum in catalan.

Evaluation

Academic Warning:

Discovering plagiarism or copying will have serious consequences and will always affect the grade. From the beginning, the exercises involved will receive a 0 grade. In addition, academic fraud (copying or plagiarism in papers or spontaneous copying during the exam) involves the application of the *Assessment Regulations and the qualification of teaching in the UdL degrees and master's degrees*, which means that the coordinator and the head of studies to open the student's file; and that your case will be assessed by the study commission, and the applicable sanctions (depending on the seriousness of the offense) may include the loss of the right to be evaluated for the subject, the loss of registration for a semester or a course or expulsion from the degree up to three years.

Students who combine their studies with a full-time or part-time job whose schedules coincide with those of the classes, or who cannot attend class due to family reconciliation needs, have the right to request an alternative evaluation within a period of 5 days from beginning of the semester. For more information, send an email to academic@lletres.udl.cat or contact the Secretary of the Facultat de Lletres. After the first five days of class without giving notice of wanting to take the alternative assessment, the only option will be the continuous assessment already presented in the first paragraph of this section.

Evaluation:

Check information at "Degree Curriculum" in catalan.

Bibliography

On-line resources:

1- APUNTES DE DEMOGRAFÍA de Julio Pérez Díaz (CSIC): Pàgina web i canal de YTB

<https://apuntesdedemografia.com>

<https://www.youtube.com/channel/UCbq5Wgmn08x5Km5f-8yyNJg>

2- MODERNALIA. Recursos para la enseñanza de la historia moderna (UCLM-GEHISP)

<https://www.modernalia.es/>

3- Mapes i altres materials: EL ORDEN MUNDIAL (EOM)

<https://elordenmundial.com/>

4- Museu d'Història de les Pandèmies

<https://www.ilercovidmuseum.com/>

Basic Bibliography of Modern History (I-Economy and Society / II-Politics and Culture)

1- Methodological aspects

Aróstegui, J.: *La investigación histórica. Teoría y método*, Crítica, Barcelona, 1995.

Bonnasie, P.: *Vocabulario básico de la Historia Medieval*, Crítica, Barcelona, 1983.

Cardoso, C.F.S. y Pérez Brignoli, H.: *Los métodos de la Historia*, Crítica, Barcelona, 1982.

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Kinder, H.-Hilgemann, W.: *Atlas Histórico Mundial. 1. De los orígenes a la Revolución Francesa*, Akal, Madrid, 2006.

Kula, W.: *Problemas y métodos de la historia económica*, Península, Barcelona, 1977.

Langer, W. L.: *Enciclopedia de Historia Universal. La Edad Moderna*, Alianza, Madrid, 1989.

Teruel Gregorio de Tejada, M.: *Vocabulario básico de historia de la Iglesia*, Barcelona, Crítica, 1993.

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Vilar, P.: *Iniciación al vocabulario del análisis histórico*, Crítica, Barcelona, 1980.

2-Manuals and general works

AA. VV.: *Manual de Historia Universal*, vol. 5 (*Siglos XVI-XVII*) y vol. 6 (*Siglo XVIII*), Historia 16, Madrid, 1995.

AA.VV.: *Historia de la Familia*, 2 vols., Alianza editorial, Madrid, 1988.

Alfonso Mola, M. y Martínez Shaw, C.: *Historia Moderna: Europa, África, Asia y América*, UNED, Madrid, 2015.

Disponible a googlebooks:

https://books.google.es/books/about/HISTORIA_MODERNA_EUROPA_%C3%81FRICA_ASIA_Y_A.html?id=ES0bCgAAQBAJ&redir_esc=y

Aston, T.H. - Philpin, C.H.E. (eds.), *El debate Brenner. Estructura de clases agraria y desarrollo económico en la Europa pre-industrial*, Crítica, Barcelona, 1988.

Bayly, C. A.: *El nacimiento del Mundo Moderno, 1780-1914. Conexiones y comparaciones globales*, Siglo XXI, Madrid, 2010.

Bennassar B.; Jacquart, J.; Lebrun, F.; Denis, M.; Blayaud, N.: *Historia Moderna*, Akal, Madrid, 2005 (5ª edición, original: 1980).

Berg, M.: *La era de las manufacturas, 1700-1820. Una nueva historia de la Revolución industrial británica*, Crítica, Barcelona, 1987.

Bois, G.: "Què és el feudalisme?", *L'Avenç*, núm. 33, 1980, pp. 23-30.

Boorstin, D. J.: *Los descubridores*, Crítica, Barcelona, 1986.

Casey, J.: *Historia de la familia*, Espasa Calpe, Madrid, 1990.

Chartier, R. (dir.): *Historia de la vida privada. Del Renacimiento a la Ilustración*, Taurus, Madrid, 2001.

Constant, J. M.: *Naissance des États modernes*, Belin, Paris, 2008 (1ª edición: 2000).

Dobb, M.: *Estudios en el desarrollo del capitalismo*, Siglo XXI, Madrid (diversas edicions)

Domínguez Ortiz, A.: *Historia Universal. Edad Moderna*, vol. III, Editorial Vicens Vives, Barcelona, 1983.

DuPlessis, R. S.: *Transiciones al Capitalismo en Europa en la Edad Moderna*, Prensas Universitarias de Zaragoza, Zaragoza, 2001.

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Gerhard, D.: *La vieja Europa. Factores de continuidad en la historia europea (1000-1800)*, Alianza universidad, Madrid, 1991.

Goody, J.: *La familia europea*, Crítica, Barcelona, 2001.

Hill, C.: *De la Reforma a la Revolución Industrial*, Ariel, Barcelona, 1980.

Hill, Ch.: *De la Reforma a la Revolución Industrial*, Editorial Ariel, Barcelona, 1980.

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Hinrichs, E.: *Introducción a la Historia de la Edad Moderna*, Akal, Madrid, 2001 (orig. 1980).

Història d'Europa Oxford

1-Cameron, E. (ed): *El siglo XVI*, Historia de Europa Oxford, Crítica, Barcelona, 2006.

2-Bergin, J. (ed.): *El siglo XVII. Europa, 1598-1715*. Historia de Europa Oxford, Crítica, Barcelona, 2002.

3-Blanning, T.C.W. (ed): *El siglo XVIII*, Historia de Europa Oxford, Crítica, Barcelona, 2002.

Història d'Europa Akal

1-Mackenney, R.: *La Europa del siglo XVI. Expansión y conflicto*, Akal Universitaria, Madrid, 1996.

2-Munck, T.: *La Europa del siglo XVII, 1598-1700*, Akal Universitaria, Madrid, 1994.

3-Black, J.: *La Europa del siglo XVIII, 1700-1789*, Akal Universitaria, Madrid, 1997.

Hobsbawn, E.J.: *En torno a los orígenes de la Revolución Industrial*, Buenos Aires, 1971.

Hobson, J. M.: *Los orígenes orientales de la civilización de occidente*, Crítica, Barcelona, 2006.

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Zeller, O.: *La Ciudad Moderna*, vol. III de Pinol, J. L. (dir.): *Historia de la Europa Urbana*, Publicacions de la Universitat de València, València, 2010.