



Universitat de Lleida

DEGREE CURRICULUM
**MODERN HISTORY II. POLITICS
AND CULTURE**

Coordination: PASOLA TEJEDOR, ANTONI DE PADUA

Academic year 2020-21

Subject's general information

Subject name	MODERN HISTORY II. POLITICS AND CULTURE			
Code	100076			
Semester	2nd 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	PASOLA TEJEDOR, ANTONI DE PADUA			
Department	ART HISTORY AND SOCIAL HISTORY			
Teaching load distribution between lectures and independent student work	<p>This course, due to the pandemic situation, is foreseen according to the latest instructions (June 2020, instructions that may vary according to events), 22.5 Contact Hours (HP) and 22.5 Non-Contact but Synchronous (virtualized classroom) Hours (HNPs). Together, HP + HNPs, would add up to the 50 contact hours (35%) of a normal course and that would integrate the practices that can be: debates, text comments, visits to archives and / or exhibitions, viewing and commenting on movies, explanation and scientific work techniques ...</p> <p>The remaining 100 hours (65%) to complete the 150 hours implied in 6 credits will be the student's autonomous work (Non-contact hours of the student's Autonomous work, HNP_a).</p> <p>The virtualization of teaching will involve participatory video-conference calls in the course schedule to comment on the most important aspects and / or more explanatory needs. In addition, complementary readings will be given and other explanatory materials such as powerpoints with embedded oral explanations can be passed that will be considered mandatory materials. E-mail through the virtual campus will take a greater role in the teacher-student dialogue.</p>			
Important information on data processing	Consult this link for more information.			
Language	spanish, catalan.			
	Texts in english, french or italian may be given.			

Distribution of credits

1) In normal classroom course:

Exam: 50% grade

3 Dossier reports of the subject: $13.3\% \times 3 = 40\%$ grade

Attendance: 10% grade

2) In case of confinement that exceeds half of the semester:

Exam: 40% grade

3 Reports on the subject dossiers: $13.3\% \times 3 = 40\%$ grade

Attendance and participation in virtual meetings: 20% grade

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
PASOLA TEJEDOR, ANTONI DE PADUA	antoni.passola@udl.cat	6	

Subject's extra information

This section contains information on Syllabus, Bibliography and data protection.

CONTENTS:

- I. The birth of modernity
- II. The Modern State: The Absolutism
- III. Social and international conflict
- IV. Religious reforms.
- V. The laicization of thought. The scientific revolution and the Enlightenment

BASIC BIBLIOGRAPHY (See, more enlarged, Bibliography tab)

BENNASSAR, B.; JACQUART, J.; LEBRUN, F., et alii, *Historia Moderna*, Madrid, 2005 (orig.1980).

FLORISTAN, A. (Coord.): *Historia Moderna Universal*, Akal, Madrid, 2015 (orig., 2002)

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

Historia de Europa Oxford, Crítica

1. BERGIN, J (ed.); *El siglo XVII. Europa, 1598-1715*. Historia de Europa Oxford, Crítica, Barcelona, 2002.

2. BLANNING, T.C.W. (ed); *El siglo XVIII*, Historia de Europa Oxford, Crítica, Barcelona, 2002.

3. CAMERON, E (ed); *El siglo XVI*, Historia de Europa Oxford, Crítica, Barcelona, 2006.

KOENIGSBERGER, H.G., *El mundo moderno, 1500-1789*, Barcelona, 1991.

MARTINEZ SHAW, C.; Alfonso Mola, M.: *Historia moderna: Europa, África, Asia y América*, UNED Universidad Nacional de Educación a Distancia, Madrid, 2015, 681 pp.

RIBOT GARCIA, L.: *La Edad Moderna (siglos XV-XVIII)*, Marcial Pons, Madrid, 2016.

TENENTI, A; *La Edad Moderna, siglos XVI-XVIII*, Barcelona, Crítica, 2003 (2ª ed. revisada)

Information on data protection in the audiovisual register in the subject

In accordance with current regulations on the protection of personal data, we inform you that:

- The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL

(contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).

- The recorded images and voices shall be used exclusively for teaching purposes.
- The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
- The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject.
- The UdL shall not transfer the data to third parties, except in the cases strictly provided for by the Law.
- The student can access their data; request correction, deletion or portability; object to its processing and request its limitation, as long as it is compatible with the purposes of teaching, by writing to dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, via a mail to its website (<https://seu.apd.cat>) or other non-electronic means.

Learning objectives

- To become aware of the continuities and changes existing between the medieval - modern and modern - contemporary world.
- Identify the processes of permanence and change in the spheres of politics and culture throughout the 16th - 18th centuries
- Understand the importance of the political sphere and cultural creations in the configuration of societies of the Old Regime
- Assimilate correctly the content of diverse study materials and take advantage of new technological resources to base a solid knowledge of the characteristics of the time to study.
- Identify, in reading texts, the main theses and the position of the main historians who have investigated the period.

Competences

Basic and general skills:

- CB3 - That students have the ability to collect and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
- CB4 - That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience
- CG5. Consolidate a basic knowledge of the main facts and processes of change and continuity of humanity in a diachronic perspective.

Specific competences:

- CE1. Ability to understand the great political, social and economic processes of history from a synchronous and diachronic perspective

Subject contents

- Political and cultural characterization of the modern era. - 4 classes
- Society, politics and international conflicts - 6 classes
- The modern state: the absolutism - 6 classes
- The laicization of thought. I- Religious reforms - 5 classes
- The laicization of thought. II- Scientific revolution - 3 classes
- The laicization of thought. III From Humanism to Enlightenment - 4 classes

Methodology

Theoretical classes complemented by practical classes, which can be: debates, text comments, visits to archives and / or exhibitions, viewing and commenting of films, explanation and scientific work techniques ...

Training activities according to the degree studies plan:

- 1. Reading, reflection and analysis of the materials of the subject: texts, scientific articles, works of art and maps
- 3. Search, management, integration and interpretation of written, audiovisual, cartographic or plastic material
- 5. Written exposition in the form of an argumentative essay or review
- 8. Elaboration of diagrams, summaries and / or concept maps
- 14. Elaboration of questions for the analysis Teaching methodologies:
- 8. Programmed instruction through teaching materials and manuals
- 6. Learning from analysis and reflection on teaching materials, historical texts, scientific articles, audiovisuals and cartography
- 5. Planning, guidance and support in the preparation and presentation of works and reports

Development plan

Theoretical presential classes complemented by practical classes, which can be: debates, text comments, visits to archives and / or exhibitions, viewing and commenting on films, explanation and scientific work techniques ...

Agenda and schedule:

- Political and cultural characterization of the modern era. - 4 classes
- Society, politics and international conflicts - 6 classes
- The modern state: the absolutism - 6 classes
- The laicization of thought. I- Religious reforms - 5 classes
- The laicization of thought. II- Scientific revolution - 3 classes
- The laicization of thought. III From Humanism to Enlightenment - 4 classes

See Contents and Methodology.

Evaluation

1) In normal classroom course:

Exam: 50% grade

3 Dossier reports of the subject: $13.3\% \times 3 = 40\%$ grade

Attendance: 10% grade

2) In case of confinement that exceeds half of the semester:

Exam: 40% grade

3 Reports on the subject dossiers: $13.3\% \times 3 = 40\%$ grade

Attendance and participation in virtual meetings: 20% grade

Bibliography

BASIC BIBLIOGRAPHY OF EARLY 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.

KAMEN, H.: *Vocabulario básico de la Historia Moderna*, Crítica, Barcelona, 1986.

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.

VILAR, P.: «Crecimiento económico y análisis histórico» en *Crecimiento y desarrollo. Economía e Historia. Reflexiones sobre el caso español*, Ariel, Barcelona, 1980, pp.17-105.

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.

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

BENASSAR B.; JACQUART, J.; LEBRUN, F.; DENIS, M.; BLAYAUD, N.: *Historia Moderna*, Akal, Madrid, 2005

(5ª edición, original: 1980).

BOORSTIN, D.J.: Los descubridores, Crítica, Barcelona, 1986.

CHARTIER, R. (dir): Historia de la vida privada, vol.3 Del Renacimiento a la Ilustración, Taurus, Madrid, 2001.

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

FLORISTAN, A. (coord.): Historia Moderna Universal, Ariel, Barcelona, 2002.

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

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

HILTON, R. (ed.): La transición del feudalismo al Capitalismo, Crítica, Barcelona, 1980.

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, Jeremy: La Europa del siglo XVIII, 1700-1789, Akal Universitaria, Madrid, 1997.

HOBSON, J. M.: Los orígenes orientales de la civilización de occidente, Editorial Crítica, Barcelona, 2006.

HUNT, L. et alii: The making of the West. Peoples and Cultures, 1320-1830. Vol II: Since 1500, Bedfords/St. Martins, Boston-NewYork, 2012 (4ª edición).

KOENIGSBERGER, H.G.: El mundo moderno, 1500-1789, Crítica, Barcelona, 1991.

KRIEDTE, P.: Feudalismo Tardío y Capital mercantil, Crítica, Barcelona, 1982.

LE GOFF, J.: La vieja Europa y el mundo moderno, Alianza, Madrid, 1995.

LEON, P.: Historia económica y social del mundo. El crecimiento indeciso (1580-1730), Encuentros, Madrid, 1978.

MARKS, R. B.: Los orígenes del mundo moderno. Una nueva visión, Crítica, Barcelona, 1992.

MERRIMAN, J. M.: A History of Modern Europe: from the Renaissance to the present, W.W. Norton&Co, Nova York, 2010.

MOUSNIER, R.: Los siglos XVI y XVII. El progreso de la civilización europea y la decadencia de Occidente (1492-1715), 2 vols, Destino, Barcelona, 1981.

RIBOT GARCIA, L. (coord.): Historia del mundo moderno, Actas, Madrid, 1992.

TENENTI, A.: La Edad Moderna, siglos XVI-XVIII, Crítica, Barcelona, 2003 (2ª ed. revisada)

WIESNER, M. E.: Early Modern Europe, 1450-1789, Cambridge University Press, Cambridge, 2006.