



Universitat de Lleida

DEGREE CURRICULUM
**MODERN HISTORY OF THE
HISPANIC MONARCHY**

Coordination: PASOLA TEJEDOR, ANTONI DE PADUA

Academic year 2023-24

Subject's general information

Subject name	MODERN HISTORY OF THE HISPANIC MONARCHY			
Code	100081			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in History	3	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	GEOGRAPHY, HISTORY AND HISTORY OF ART			
Teaching load distribution between lectures and independent student work	The teaching would be distributed between 60 contact hours (physical) and 90 non-contact hours of autonomous work of the student.			
	Contact hours would integrate the practices that can be: debates, text comments, visits to archives and / or exhibitions, viewing and commentary by • films and / or documentaries, explanation and scientific work techniques, etc. The remaining 90 hours (60%) to complete the 150 hours that involve the 6 credits will be of the student's autonomous work			
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	3 theoretical credits + 3 practical credits; 60 contact hours + 90 non contact hours.			
	The evaluation is divided in 5 blocks: (see evaluation tab for requirements -minimum grade for calculation of final grade or consequences in cases of copying or plagiarism): 1 Exam: 50% grade 3 Dossier reports of the subject: 13.3% x 3 = 40% grade Attendance: 10% 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.

The course is structured around debates prepared based on explanations in the classroom and reading dossiers. The objective is to work, deepen and understand a major problem of the History of the modern era of the Hispanic monarchy, such as discovering the multiple causal interrelationships that led to the crisis of the Hispanic Empire and its consequent loss of international hegemony. Three of these dossiers / debates will have to present a report that will form part of the continuous evaluation.

These dossiers will have the title:

I.- Introduction to modern times.

II.- The structural bases. Demography, agriculture, commerce and industry. [►report]

III.- The State: government structures [►report]

IV.- Mentalities and Inquisition. The Holy Inquisition on trial.

V.- The crisis of 1640. [►report]

VI.- The limits for a reaction.

At the beginning of the course, the readings that will make up each of these dossiers will be specified.

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ARTOLA,M., *Antiguo Régimen y revolución liberal*, Ariel, Barcelona, 1978.

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CASEY, J., *El regne de València al segle XVII*, Curial, Barcelona, 1981. [Hay trad. Castellana: Siglo XXI, Madrid, 1983.]

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- HERR, R., *España y la Revolución del XVIII*, Madrid, 1964.
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- LE FLEM, J.P.; PEREZ, J.; et alii, *La Frustración de un Imperio (1476-1714)*, M. TUÑON DE LARA (dr.), *Historia de España*, vol V, Labor, Barcelona, 1982.
- LYNCH, J., *El siglo XVIII, Historia de España, XII*, Crítica, Barcelona, 1991.
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VV.AA., *Història de Catalunya, IV*, Salvat, Barcelona, 1978.

VV.AA., *Historia de Castilla y León*, Vols. 6-8, Ambito, Valladolid, 1986.

Learning objectives

- Become aware of the complexity and interrelation of factors that shape the evolution of Hispanic society from the 16th to the 18th centuries
- Understand the importance of material bases and social division in the configuration of modern society and how they influenced and were related to the rest of the defining factors of that society.
- Identify the different situations and problems that developed in the field governed by the Hispanic monarchy in the modern age
- To correctly assimilate the content of study materials, identifying the main theses and position of the authors in reading texts.

Competences

According to the official memory of the degree:

CB5 Know how to develop the learning skills necessary to undertake further studies with a high degree of autonomy

CG4 Possess the capacities, tools and resources for the analysis and synthesis of information

CT1 Acquire an adequate understanding and oral and written expression of Catalan and Spanish

CE5 Plan the investigation, analysis, synthesis and exposition of information on a historical topic, developing and arguing it.

Subject contents

The course is structured around debates prepared based on explanations in the classroom and reading dossiers. The objective is to work, deepen and understand a major problem of the History of the modern era of the Hispanic monarchy, such as discovering the multiple causal interrelationships that led to the crisis of the Hispanic Empire and its consequent loss of international hegemony. Three of these dossiers / debates will have to present a report that will form part of the continuous evaluation.

These dossiers will have the title:

I.- Introduction to modern times. Weeks 1-2

II.- The structural bases. Demography, agriculture, commerce and industry. [►report] Weeks 3-6

III.- The State: government structures [►report] Weeks 6-9

IV.- Mentalities and Inquisition. The Holy Inquisition on trial. Weeks 9-10

V.- The crisis of 1640. [►report] Weeks 12-13

VI.- The limits for a reaction. Weeks 14-15

At the beginning of the course, the readings that will make up each of these dossiers will be specified.

Methodology

- Case study 5 Discussions
- Problem-based learning
- Learning from analysis and reflection on teaching materials, historical texts, scientific articles, audiovisuals and cartography
- Programmed instruction through teaching materials and manuals.

The dynamics of the course focus on the presentation in class of the topics that articulate the various dossiers that make up the script of the subject. The contextualization of these precedes the exposition by the students and debate in class of the content of the dossiers about the problems raised, on the days indicated for this purpose. A written report (5-7 pages without counting cover and bibliography) of three of these debates will be presented, which will contribute with their note to the continuous evaluation. Attendance and participation in class will also count in this continuous evaluation. A final exam on the content of what is explained in class as well as the dossiers will complete the course grade.

Development plan

The course is structured around debates prepared based on explanations in the classroom and reading dossiers. The objective is to work, deepen and understand a major problem of the History of the modern era of the Hispanic monarchy, such as discovering the multiple causal interrelationships that led to the crisis of the Hispanic Empire and its consequent loss of international hegemony. Three of these dossiers / debates will have to present a report that will form part of the continuous evaluation.

These dossiers will have the title:

I.- Introduction to modern times. 4 classes; Weeks 1-2

II.- The structural bases. Demography, agriculture, commerce and industry. [►report] 7 classes; Weeks 3-6

III.- The State: government structures [►report] 6 classes; Weeks 6-9

IV.- Mentalities and Inquisition. The Holy Inquisition on trial. 5 classes; Weeks 9-11

V.- The crisis of 1640. [►report] 4 classes; Weeks 12-13

VI.- The limits for a reaction. 4 classes; Weeks 14-15

At the beginning of the course, the readings that will make up each of these dossiers will be specified.

Evaluation

The evaluation is divided in 5 blocks:

1 Exam: 50% grade

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

Attendance: 10% grade

A minimum grade of 3.5 will be required in the average of the 3 reports evaluation, as well as in the exam grade to pass the course. Not reaching this note in the exam or in the average of the 3 reports disqualifies you from passing the course.

Active participation in sessions and debates will be valued. In no case will passive assistance be valued.

Discovering plagiarism or copying will have serious consequences and will always affect the grade. From the beginning, both in the case of the reports that reach a copied quarter and in the exam, they will be evaluated with 0 points. In addition, in the case of academic fraud (copying or plagiarism in papers or spontaneous copying during the exam), what is established in the Regulations for the evaluation and qualification of teaching in bachelor's and master's degrees of the UdL will be used, which means that The student's file will be opened and the case will be assessed in the study commission, with the possibility of the corresponding sanctions and depending on the seriousness of the offense, the loss of the right to be evaluated in the subject, the loss of enrollment for one semester or course or expulsion 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. In this subject this alternative evaluation will consist of the presentation of the 3 reports on the indicated dossiers, plus the completion of the mandatory exam on the day indicated by the faculty as the final exam of the subject. For more information, send an email to academic@lletres.udl.cat or contact the Secretary of the Faculty of Letters. 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.

Bibliography

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