

Academic Year: (2019 / 2020)

Review date: 14-06-2018

Department assigned to the subject: Department of Humanities: Geography, Contemporary History and Art

Coordinating teacher: GARCIA HERNAN, DAVID

Type: Basic Core ECTS Credits : 6.0

Year : 2 Semester : 1

Branch of knowledge: Arts and Humanities

COMPETENCES AND SKILLS THAT WILL BE ACQUIRED AND LEARNING RESULTS.

Knowledge of key large Modern History, which will allow us to see clearly the lines of evolution of man in society throughout the period (late fifteenth to the late eighteenth century), stressing the openness of history and acquiring in the learning process methodological tools and critical thinking necessary for them to delve into certain topics or start new ones themselves. The objectives should be as high as students are:

- Knowledge of the lines of political, social, economic and cultural, Universal Modern History and Spain in the sixteenth, seventeenth and eighteenth centuries and the major events that frame.
- The proper understanding of the modern world and the major phenomena that characterize, through knowledge of its historical foundations. The study of the origins of their ideological and thought, social movements, their economic and scientific changes ... all this must go to the settings of the current understanding of the world and of Spain today and its conflicts.
- The acceptance that today there are a number of trends set in the form of history that prioritize certain content in accordance with their specific methodologies, but that should not affect the attempt to give an overview of the world of the Age Modern fairly reliable, with all the social components (in the broadest sense of the term) of the studied period.
- The assimilation of that history is alive and building discipline, and that the contents in the course are subject to change from the point of historical interpretation.
- An understanding of the dynamics of human societies and the consideration of its complexity, analyzing the various components and giving them a deserved importance depending on the particular circumstances of what is being analyzed.
- The ability to order the set of knowledge learned in a way which enables the student a clear picture of developments in the modern period.
- The acquisition of a basic playing techniques of historical knowledge through which the student can perform synthesis tasks developed historical content and develop in the future, and analysis in the research process that can be addressed by the student in further academic or professional career.
- The development of critical and other purely humanistic faculties for understanding through the study of past events and situations of our day and the dispoici to value and contribute their own ideological positions in the task of building a future better than us all, especially the? social analysts ".

DESCRIPTION OF CONTENTS: PROGRAMME

It covers the following main topics:

- 1) Modernity: chronological and geographical limits. Periodization.
- 2) Methods of historical research in the Modern Age: fonts, texts and documents and their utilization.
- 3) The birth of modern monarchies Company. Power. The Renaissance. Geographic expansion.
- 4) The Golden and the Baroque.
- 5) The Enlightenment and its amendments: change or stay?

DETAILED SCHEDULE

- 1) - Previous concepts: modernity. Chronological and geographical limits. Periodization.

-The History and Modern History. -Challenges of periodization. -The Modern History and historian.

- 2) - Historical Research Methodology: fonts, texts and documents and their use.

-Fuentes, bibliographical and archival documents. Does the job? Historian did the modern age-Baselines

current modernist historical research.

3) The birth of modern monarchies. The Renaissance. Geographic expansion.

Towards a modern state: the emerging state structure. Did the new European monarchies and their limitations. - International Relations. -Humanism and humanist. -Fate and distribution of the new culture. -The Protestant reforms. Does the Catholic Reformation. The Council of Trent and its projection in Europe. The war and international relations. Did technical and geographical discoveries.

4) Society and economy

-Old demographic cycle. -Quantification and distribution of the population. -Social Organization: estates, orders and social groups. -Woman in Modern Age. -Agricultural expansion: the driving. -Livestock. -The industrial skyline. - Commercial development: paths of East and West.

5) The Age of the Baroque.

-The crisis of the seventeenth century. -The concept of Baroque: crisis culture?. -Evolution of the Baroque: Classicism. -Political Thought from Machiavelli. -The birth of modern science. -France, England and Holland in the seventeenth century. Does the 'War Thirty Westphalia. The Europe of Louis XIV and the War of Spanish Succession. The great colonial empires and the world extreupeo

6) The Enlightenment and its amendments: change or stay?

-The population growth. Old and new social attitudes. Agriculture, trade and industry in eighteenth century Europe. Is the Enlightenment and European thought. -The old and new European powers? Conflict and international relations. Does the American Revolution and the revolutionary crisis in Europe

LEARNING ACTIVITIES AND METHODOLOGY

- Readings (1,5 ECTS credits), for the acquisition of skills related to content.
- Historical Text comments made \checkmark in class previously prepared by students (1 ECTS), to acquire skills related to methodological tools and critical thinking.
- Review of historical maps and pictures in class, previously prepared by students (0.5 créditos ECTS), to acquire skills related to methodological tools and critical thinking.
- Lectures supported by PowerPoint presentations (2 ECTS credits), for the acquisition of skills related to content.

ASSESSMENT SYSTEM

- A written test with two sections, one mandatory and one optional. The mandatory part consist of one or two topics on various aspects of composition, and in the second place, comments, analysis charts, etc., Which provide insight into the ability to develop and interpret the sources. The optional part will consist of a critical review of the specific literature that the student has had occasion to read as compulsory literature. (60%)
- Another element of valuation will be the critical comments made \checkmark by the student in the practical classes. The observation of students in class and in tutorials is another criterion of assessment where objective data are not mixed with personal impressions. A test beyond the middle of the course. (40%)

% end-of-term-examination:	60
% of continuous assessment (assignments, laboratory, practicals...):	40

BASIC BIBLIOGRAPHY

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- BENNASSAR, B. y OTROS Historia Moderna, Madrid, 1980
- ENCISO, L.M.: La Europa del Siglo XVIII, Barcelona, 2001
- GARCÍA HERNÁN, D Historia Universal. XXI capítulos fundamentales, Madrid, 2007
- GARCÍA HERNÁN, D. Carlos V. Imperio y Frustración, Paraninfo, 2016
- GARCÍA MARTÍN, P Manual de Historia Moderna Universal, Madrid, 2011
- KAMEN, H.: El Siglo de Hierro. Cambio social en Europa, 1550-1560, Madrid, 1977
- KOEGNISBERGER, H.G. El mundo Moderno: 1500-1789, Barcelona, 1991
- MARAVALL, J.A. La cultura del Barroco, Barcelona, 1975

- MARTINEZ RUIZ, E. y OTROS Introducción a la Historia Moderna, Madrid, 1994
- MOLA, O. y OTROS Manual de Historia Moderna, Barcelona, 1993
- PARKER, G. El siglo maldito. Clima, guerras y catástrofes en el siglo XVII, Barcelona, 2013
- RIBOT GARCIA, L.A. Historia del Mundo Moderno, Madrid, 1992
- ROCA BAREA, MAERIA ELVIRA IMPERIOFOBIA Y LEYENDA NEGRA, SIRUELA, 2018
- RUDE, G. Europa en el siglo XVIII, Madrid, 1978