

Academic Year: (2020 / 2021)

Review date: 08-07-2020

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

Coordinating teacher: VILLALBA PEREZ, ENRIQUE

Type: Compulsory ECTS Credits : 6.0

Year : 3 Semester : 1

COMPETENCES AND SKILLS THAT WILL BE ACQUIRED AND LEARNING RESULTS.

1. Define and relate the concepts, limits and own sources of the history of Spain in modern times.
2. Know the main lines of work and analysis on this historical period.
3. Define the relationship between socio-economic structures and culture and its manifestations in Spanish history of the period.
4. Identify and analyze common processes throughout history in the relationship between society, economy, culture and politics.
5. Determine a scheme of relationships between processes Hispanic period and its European context.
6. Using Fonts and resources relevant to the study of these processes and relationships.
7. Reload such issues and assess the impact of learning on the survival or crisis of values ¿¿constituting the "modernity" in today's world.

DESCRIPTION OF CONTENTS: PROGRAMME

Study of Spanish history from the late fifteenth to the late eighteenth century through especially political processes, social relations and cultural productions of modernity appropriate disciplinary perspective to the Humanities, all in relation with the literature, the theater or the Arts:

- Previous concepts: modernity. Chronological and geographical limits. Periodization. Sources and bibliography.
- The origin of modern times in the Peninsula: new economic spaces, social, cultural, geographical and political.
- The Spanish Monarchy. Power and Society in Habsburg times. The Golden and the Baroque in Spain.
- Bourbon and Illustration: reforms, transition contradictions and Spanish in the eighteenth century.

LEARNING ACTIVITIES AND METHODOLOGY

Acquisition of knowledge and skills (4 ECTS) through lectures, teaching materials prepared by the teacher? Dossiers with outlines, recommended readings, texts and documents; presentations with images for each teaching unit, network documentation-, required specialized reading and through personal work study students face and online tutoring. It will complement the content with visits, exhibitions, museums, archives, theater ... - and some seminar or conference.

The theoretical knowledge are related to studies on the documentation provided with the skills and abilities in integrated education.

It is related to competencies 1, 2, 3, 4 and 5.

Acquisition of skills and abilities (2 ECTS) through text comments and discussions on readings and a critical memory compulsory individually.

It relates to the powers 4, 5, 6 and 7.

ASSESSMENT SYSTEM

Continuous assessment will be a 50% of the final grade. It will include class participation, comments and text readings and discussions from the readings. Students must make a critical memory-recession, analysis, and interpretation regarding valuation, a series of readings and activities (visit exhibition / museum, theater performance) proposals. Carrying out voluntary teamwork will increase the weight of continuous evaluation.

The final exam will be a 50% of the grade. It will consist of a theoretical, developmental, and another based on the comment of a document, text or image, as discussed in the theoretical sessions or

practice.

% end-of-term-examination: 50

% of continuous assessment (assignments, laboratory, practicals...): 50

BASIC BIBLIOGRAPHY

- ELLIOTT, J.H. y GARCÍA SANZ, A., coords., Poder y sociedad en la España de los Austrias, Crítica, 1982
- FEROS, Antonio y GELABERT, Juan, dirs., España en tiempos del Quijote, Taurus, 2004
- GARCÍA CÁRCEL, Ricardo, Las culturas del Siglo de Oro, Historia 16, 1989
- IGLESIAS, Carmen, dir., El mundo que vivió Cervantes, SECC, 2005
- VV.AA., El Siglo del Quijote (1580-1680). Las Letras. Las Artes, Espasa, 1996

ADDITIONAL BIBLIOGRAPHY

- ALVAR EZQUERRA, Alfredo, El nacimiento de una capital europea. Madrid entre 1561 y 1606, Turner, 1986
- BLASCO ESQUIVIAS, Beatriz, «Grandeza y miseria de Madrid en el Siglo de Oro», El Madrid de Velázquez y Calderón. Villa y Corte en el siglo XVII, Miguel Morán & Bernardo J. García, eds., Ayuntamiento de Madrid/Fundación Caja Madrid, 2000
- BOUZA ALVAREZ, Fernando, Corre manuscrito. Una historia cultural del Siglo de Oro, Marcial Pons, 2001
- BOUZA ALVAREZ, Fernando, «Da-sele licencia y privilegio». Don Quijote y la aprobación de libros en el Siglo de Oro, Akal, 2012
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- BURKE, Peter, Los avatares de El Cortesano. Lecturas y lectores de un texto clave del espíritu renacentista,, Gedisa, 1998
- CASTILLO GÓMEZ, Antonio, comp., Escribir y leer en el siglo de Cervantes, Gedisa, 1999
- CÁTEDRA, PEDRO M. & ROJO, ANASTASIO, Bibliotecas y lecturas de mujeres. Siglo XVI, Instituto de Historia del Libro y de la Lectura, 2004
- CHARTIER, Roger, El orden de los libros. Lecturas, autores, bibliotecas en Europa entre los siglos XIV y XVIII, Gedisa, 1994
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- GUERRERO MAYLLO, Ana, El Gobierno Municipal de Madrid (1560-1606), Instituto de Estudios Madrileños, 1993
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- MOLL, Jaime, De la imprenta al lector. Estudios sobre el libro español de los siglos XVI al XVII, Arco Libros, 1994
- MORANT, Isabel, dir., Historia de las mujeres en España y América Latina, 2 vols., Cátedra, 2005
- RÍO BARREDO, María José del, Madrid. Urbs Regia. La capital ceremonial de la Monarquía Católica, Marcial Pons, 2000
- TENORIO GÓMEZ, Pilar, Las madrileñas de mil seiscientos: imagen y realidad, Comunidad de Madrid, 2003
- TOMÁS Y VALIENTE, Francisco, «Delincuentes y pecadores», en Sexo barroco y otras transgresiones premodernas, Alianza, 1990
- VIGIL, Mariló, La vida de las mujeres en los siglos XVI y XVII,, Siglo XXI, 1986 (2a ed., 1994)
- VILLALBA, Enrique, ¿Pecadoras o delincuentes?. Delito y género en la Corte de los Austrias,, Calambur, 2004
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