



## COURSE DESCRIPTION

**SOCIAL HISTORY OF THE EARLY MODERN AGE (16<sup>TH</sup>-18<sup>TH</sup> CENTURIES)**

Code 801813

<b>NATURE</b>	ELECTIVE	<b>COURSE</b>	3RD AND 4 <sup>TH</sup>
<b>ECTS</b>	6	<b>SEMESTER</b>	1 <sup>TH</sup>
<b>AREA</b>	SOCIETY, ECONOMY AND CULTURE IN THE EARLY MODERN AGE		
<b>DEPARTMENT</b>	EARLY MODERN HISTORY		

**1. Brief Description**

The subject describes and analyses the complexity of the stratification system in western society during the Early Modern Age (16<sup>th</sup>-18<sup>th</sup>). Although it was based on the classical juridical division between privileged (nobility and clergy) and non-privileged (common people), it is important to know the different conflicts created by this type of society, the institutions which transferred the main values and the behavioural patterns of the epoch, and other elements that influence the social hierarchy and that allow or avoid social mobility: gender, age, economic situation, religious background and relationships of family and patronage.

**2. Results of the learning process.**

On successfully completing this subject, students will be capable of achieving the following results:

1. To associate the diachronic structure of historical processes with the concrete case of Social History of the Modern Age, paying attention to the different geographical spaces in the Western World and to their chronological evolution.
2. To understand the historical evolution of society in the Early Modern Era according to its various economic and cultural dimensions and problems.
3. To identify the basic bibliographical references on a specific topic related to the Social History of the Early Modern Age and to critically analyse their contributions.
4. To extract important information from sources and documents related to the Social History of the Early Modern Age.
5. To plan and to elaborate an academic paper that synthesizes the main generalistic and specific bibliographical contributions on a theme related to the Social History of the Early Modern Age.
6. To present orally the previous paper using ICTs.
7. To know the most relevant historiographic theories that have addressed the study of Social History of the Early Modern Age.
8. To express a critical attitude that develops observation and analysis strategies of contemporary societies, based on the knowledge of ancient societies.

**3. Syllabus**

1. Introduction to the subject: a complex society.
2. Demographic evolution and social demography.
3. The society of orders: the privileged social groups.
4. The society of orders: the third state.
5. Rural society.
6. The urban world.
7. Family, woman and child in the society of the *Ancien Regime*.
8. Patronage networks.

**4. Skills.****General skills.**

1. To seek a rational and critical knowledge of the past of Humanity, in order to enable the student to



understand the historical evolution of the Early Modern Age. To assimilate a complete and detailed literature review of historical problems of the Early Modern Age.

2. To achieve a basic knowledge, in a diachronic perspective, of the main events and processes of change and continuity of Humanity during the Early Modern Age, in its social, economic and cultural dimensions.
3. To acquire a basic knowledge, as broad as possible, of the spatial dimension of this historical knowledge. It contributes to the development of the capacity to understand historical and cultural diversity and, consequently, to promote respect for other value systems and civic consciousness. To understand, analyze and interpret the history of the Early Modern Age in its spatiotemporal perspective.
4. To provide a basic understanding of the historiographic methods, techniques and analytical tools, with special attention to those specific to Early Modern History.
5. To achieve a basic knowledge of the most relevant concepts, categories, theories and themes of the different branches of historiographic research on the Early Modern History. To be aware of the changing of historiographic interests and problems due to different political, cultural and social contexts.
6. To be able to express one's-self clearly and consistently, both verbally and in writing. To use correctly the appropriate terminology of the subject.
7. To know other languages in order to enrich the students' vision of reality and increase their capacity for analysis, comparison and understanding of the past and the present.
8. To create a feeling of the different social, cultural and environmental context. To pay attention to gender and environmental issues, paying special attention to their presence in various civilizations, societies and periods of the Early Modern Age. To know and interpret the role of women in society during the Early Modern Age.

### **Specific skills.**

1. Knowledge of the diachronic structure of historical processes during the Early Modern Age, in its social, economic and cultural dimensions.
2. Knowledge of the universal history of the Early Modern Age.
3. Knowledge of European History as a whole and in a comparative perspective during the Early Modern Age.
4. Knowledge of the history of the Iberian Peninsula during the Early Modern Age.
5. Knowledge of history teaching, in the specific case of the Early Modern History.
6. Knowledge of methods and problems of historiographic research on the Early Modern Age, with its diverse perspectives and specialties and its different and changing thematic approaches. Knowledge and analysis of the subjects and problems debated by the historiography of the Early Modern Age.
7. Knowledge of information collection tools and techniques, such as bibliographic repertories, archival inventories and computer tools applied to the study of the Modern Age. Introduction to possible ways of reconstructing the past: knowledge of theoretical principles and methodological tools for the analysis of the Early Modern Age. Use of written sources for the Early Modern Age correctly.
8. Knowledge and application of methods and techniques of other Human Sciences.
9. Ability to communicate orally in their own language using the terminology and techniques accepted by historiography.
10. Ability to write in their own language using correctly the different kinds of historiographic exposition and discussion: synthetic, analytical, descriptive, narrative and interpretive.
11. Ability to read, analyze and interpret historiographic texts and primary sources in different languages.
12. Ability to identify, catalogue, transcribe, summarize, analyze and interpret information systematically. Ability to select and organize complex historical information coherently. Basic knowledge of the great



contributions of Early Modern History to historical discourse through its historiographic study.

13. The ability to use information collection tools and techniques of used by the historiography and other social sciences. Ability to use the specific techniques necessary to study primary and secondary sources of the Early Modern Age.
14. The ability to define themes and develop research projects that can contribute to the knowledge and debate of historiographic problems.
15. The ability to present the results of research according to the critical canons of the discipline. Ability to comment, annotate or edit correctly sources of all types, according to the critical canons of the discipline. Use and knowledge of the specific terminology of the Early Modern History.

### Transversal skills

1. Ability to organize and plan.
2. Capacity for critical and self-critical reasoning.
3. Capacity for analysis and synthesis.
4. Oral and written communication skills in Spanish.
5. Ability to manage information: systematic collection, organization, selection, and presentation of all kinds of information.
6. Computer literacy applicable to the field of study. Efficient use of information and communication technologies.
7. Knowledge of other cultures and customs. Recognition of diversity and multiculturalism.
8. Learning to work in multidisciplinary or interdisciplinary teams. Skills in interpersonal relationships. Creativity. Decision making.
9. Autonomous Learning. Initiative and entrepreneurship. Learn to learn.
10. Sensitivity to different social, cultural, and environmental milieus, paying special attention to gender and environmental questions. To acquire a commitment to ethics and social responsibility of the historian as a professional and to the protection of historical cultural heritage.

## 5. Teaching practices distribution

- Theoretical and theoretical-practical classes (50 hours).
- Seminar activities (15 hours)

## 6. Assessment

**General indications:** In the evaluation of this subject the process of continuous evaluation is followed and the weighting of the evaluation evidence is in accordance with the ECTS. In each of them, the teacher will make the qualification criteria public prior to their correction. There will be between three and seven evaluation evidences and none of them shall exceed half of the total of the qualification.

### Evaluation components:

1. Theoretical-practical objective test (exam) - 50% of the final grade
2. Works and exercises - 40% of final grade
3. Attendance with participation - 10% of the final grade



Evaluation components		Results of the learning process	Teaching practices
<b>Evaluation component 1 (50%)</b>	Theoretical-practical objective test (50%)	<ul style="list-style-type: none"> <li>○ To understand the historical evolution of society in the Early Modern Era according to its various economic and cultural dimensions and problems.</li> <li>○ To associate the diachronic structure of historical processes with the concrete case of Social History of the Modern Age, paying attention to the different geographical spaces in the Western World and to their chronological evolution.</li> <li>○ To extract important information from sources and documents related to the Social History of the Early Modern Age.</li> <li>○ Analizar los fundamentos teóricos de la Historia Social dentro de las corrientes filosóficas de Occidente.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Theoretical and theoretical-practical classes</b></li> <li>○ <b>Seminar activities</b></li> </ul>
<b>Evaluation component 2 (40%)</b>	Exercises of the seminars (10%)	<ul style="list-style-type: none"> <li>○ To identify the basic bibliographical references on a specific topic related to the Social History of the Early Modern Age and to critically analyse their contributions.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Seminar activities</b></li> </ul>
	Paper (20%)	<ul style="list-style-type: none"> <li>○ To plan and to elaborate an academic paper that synthesizes the main generalistic and specific bibliographical contributions on a theme related to the Social History of the Early Modern Age.</li> <li>○ To know the most relevant historiographic theories that have addressed the study of Social History of the Early Modern Age.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Theoretical and theoretical-practical classes</b></li> <li>○ <b>Seminar activities</b></li> </ul>
	Oral presentation (10%)	<ul style="list-style-type: none"> <li>○ To present orally the previous paper using ICTs.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Seminar activities</b></li> </ul>
<b>Evaluation component 3 (10%)</b>	Control of attendance and interventions in teaching activities (10%)	<ul style="list-style-type: none"> <li>○ To express a critical attitude that develops observation and analysis strategies of contemporary societies, based on the knowledge of ancient societies.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Theoretical and theoretical-practical classes</b></li> <li>○ <b>Seminar activities</b></li> </ul>

## 7. Basic bibliography

- ARIÈS, Philippe & DUBY, Georges (eds.): *History of Private Life*. Cambridge, Mass.-London, Belknap Press of Harvard University Press, 1992-1998.
- CARO BAROJA, Julio: *Las formas complejas de la vida religiosa. Religión, sociedad y carácter en la España de los siglos XVI y XVII*. Madrid, Akal, 1978.
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- LIVI-BACCI, Massimo: *The population of Europe: a history*. Oxford, Blackwell Publishers, 1999.
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- NÚÑEZ ROLDÁN, Francisco: *Ocio y vida cotidiana en el mundo hispánico en la Edad Moderna*. Sevilla, Universidad de Sevilla, 2007.
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Oxford : Blackwell Publishing, 2004.

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SCHULTZ, Helga: *Handwerker, Kaufleute, Bankiers: Wirtschaftsgeschichte Europas 1500-1800*.  
Frankfurt am Main : Fischer Taschenbuch, 1997.