

**COURSE DATA****Data Subject**

<b>Code</b>	33869
<b>Name</b>	History of the origins of Europe
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1006 - Degree in History of Art	Faculty of Geography and History	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1006 - Degree in History of Art	11 - Interdisciplinary knowledge common to the degrees of History and Hist. of art	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
VERDET MARTINEZ, NURIA	362 - Early Modern History

**SUMMARY**

Knowledge of the major processes of the historical formation of Europe, from the earliest prehistoric cultures until the eve of the contemporary world, it is indispensable to understand the nature of the enduring features of Western civilization.

A forged over several millennia civilization whose avatars can not be confined to mere Eurocentric or celebration, or the recent export of its values, but respond to a continuous reworking within the framework of different periods and societies.

Thus it is appropriate to provide students with the intellectual and conceptual elements necessary to asses these processes in their respective historical periods.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

### 1006 - Degree in History of Art

- Be able to apply the basic knowledge acquired by means of applying critical reasoning to the analysis and assessment of alternatives.
- Have an updated knowledge of bibliography and ability to analyse it critically, and be able to make a synthesis from a critical stand.
- Saber utilizar los conocimientos adquiridos en la formulación de hipótesis, realización de síntesis y formulación ordenada de conclusiones.
- Capacidad para trabajar en equipo e integración en equipos multidisciplinares con profesionales de otras áreas de conocimiento.
- Desarrollar un aprendizaje autónomo y las habilidades necesarias que favorezcan las relaciones interpersonales.
- Capacidad para transmitir información, tanto oral como escrita, a un público tanto especializado como no especializado.

## LEARNING OUTCOMES

After completion of the learning process , the results expected for the student with respect to this subject are the following :

- Get a broad view of the historical process in Europe , highlighting critical milestones.
- Acquire basic terminology in history around concepts , ideas and chronological sequences of this discipline .
- Understanding the interrelationship of history with other disciplines.



- Assume work and study methods , such as using additional bibliography .

- Plan learning activities , searching, selecting and synthesising information on the different literature sources.

## DESCRIPTION OF CONTENTS

### 1. Prehistory of Europe

### 2. The legacy of the Classical World to Europe

### 3. Europe in the Middle Ages

### 4. Early Modern Europe

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Study and independent work	45,00	0
Preparation of evaluation activities	45,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

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Classes:

In the classroom, the teacher will present and explain those fundamental elements that should guide the student in the study and understanding of the subject matter using appropriate means for this (master class, imaging through PowerPoint presentations and / or videos, etc. ).



#### PREPARATION OF THEORETICAL CLASSES:

It is essential that the student conduct, prior to the teacher's presentation and each topic is a reading of the manual or texts which previously indicated.

#### PREPARATION OF PRACTICAL WORK:

The practical component aims to introduce, through various materials, in those areas that are considered most important or significant. The materials will be provided by the teacher and students indicate, where appropriate, the relevant prior preparation for the activity.

#### TUTORIALS:

Students may attend the hours of attention to students who have established each teacher, to consult on any topic or aspect related to the subject. Promptly inform teachers of their tutoring schedules.

#### COMPLEMENTARY ACTIVITIES:

This type of activity has as main objective to contact the student activities, undeveloped in the narrow field of classes or seminars are common in university, such as conferences, monographic sessions academic life on some specific aspect of history or their sources and methods, visits to archives or museums, etc. They must be, from the beginning, a fundamental socialization of students in academic life beyond the classroom tool, while you get used to debate, exchange of ideas, to project its interests and knowledge off campus and , of course, to increase their training.

## EVALUATION

The evaluation of the course will be conducted by:

1. **Complementary Activities.** Unit 1 will be evaluated through these activities. See annex at virtual classroom.
2. Complementary activities will account for 10% of the final grade for the course.
3. **Continuous assessment test**, in which the level of knowledge will be assessed in accordance with the objectives of the subject explained until its completion (Unit 2). Correction of written expression is also assessed, both from the point of view of the use of terminology as well as the ability of reasoning, making relationships and synthesis.



4. The continuous assessment test will account for 30% of the final grade for the course.

5. **Final test**, in which the level of knowledge will be assessed in accordance with the objectives not evaluated in the continuous assessment test (Units 3 and 4). Correction of written expression is also assessed, both from the point of view of the use of terminology as well as the ability of reasoning, making relationships and synthesis.

6. The written test will account for 60% of the final grade for the course.

In summary:

Continuous assessment test	<b>30%</b>
Final test	<b>60%</b> <b>Question regarding unit 3 :</b> <b>40 %</b> <b>Question regarding unit 4:</b> <b>20 %</b>
Complementary Activities	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

**To pass the course is required to obtain a minimum score on the written test of 4 points on the scale of 10.** If this score is not achieved, the scores of other activities will not be included in the final grade.

The second call corresponds to an extraordinary examination of the final test, taking into that this second examination comprises the whole matter and not a single part (although the student has passed a number of questions in the first round). Also they are taken into account the grades obtained during the course on the sideline. These ratings only remain in effect during the academic year.



Excepting Erasmus students, grammar and spelling mistakes will score negatively on the qualification of all written tests and academic works. Their accumulation may lead to a failing grade in the course.

## REFERENCES

### Basic

- Jean Carpentier François Lebrun (dirs.), Breve Historia de Europa, Madrid, Alianza Editorial, 2006 (1ª ed., 1994)
- García Picazo, P., La idea de Europa: historia, cultura, política, Madrid, Tecnos, 2008.
- Artola, M. (dir.), Historia de Europa, 2 vols., Madrid, Espasa, 2007.

### Additional

- Bartlett, R., La formación de Europa. Conquista, colonización y cambio cultural, 950 1350, Valencia, PUV, 2003.
- Champion, T. Gamble, C. Shennan, S. Wittle, A., Prehistoria de Europa, Barcelona, Crítica, 1998.
- Finley, M. I. (Ed.), El legado de Grecia : una nueva valoración, Barcelona : Crítica, 1983.
- Ginzo Fernández, A., El legado clásico : en torno al pensamiento moderno y la antigüedad clásica, Alcalá de Henares : Universidad de Alcalá de Henares, 2005.
- Le Goff, J., ¿Nació Europa en la Edad Media?, Barcelona, Crítica, 2003
- Cameron, E. (de.), Early Modern Europe. An Oxford History, Oxford, Oxford University Press, 1999.
- Koenigsberg, H. G., EL mundo moderno, 1500- 1789, Barcelona, Crítica, 1991 (1ªed. 1987).
- Sancho Rocher, L. (coord.), La Antigüedad como paradigma : espejismos, mitos y silencios en el uso de la historia del mundo clásico por los modernos, Zaragoza : Prensas de la Universidad de Zaragoza, 2015.
- Sarunas Milisauskas (de.) (2011), European Prehistory. A survey. New York, Elseiver (libro electrónico, uso limitado UV)
- Seibt, F., La fundación de Europa. Informe provisional sobre los últimos años, Barcelona, Paidós, 2004.
- VVAA., Historia del mundo moderno, Madrid, Actas, 1996.
- VVAA., Historia Moderna Universal, Madrid, Ariel, 2002.
- Wickham, C., El legado de Roma : una historia de Europa de 400 a 1000, Barcelona, 2013.