

**COURSE DATA****DATA SUBJECT**

**Code:** 34012  
**Name:** History of the origins of Europe  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
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**SUBJECT-MATTER**

Degree	Subject-matter	Character
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**COORDINATION**

SAN RUPERTO ALBERT JOSE

**SUMMARY**

The knowledge of the major processes of the historical formation of Europe, from the first prehistoric cultures until the eve of the contemporary world, is essential to understand the nature of the enduring features of Western civilization. This last was forged throughout the centuries and its avatars cannot be confined to mere Eurocentrism, or the recent export of their values. Thus, it would be desirable to provide students with the necessary intellectual and conceptual elements to assess these processes in their respective historical stages. The interaction between the various populations was a generator of cultural change in the Prehistory; the significance of the classical legacy in the birth of the great European values; the progressive specificity of Europe in the Middle Ages, against Byzantium or Islam; or the relevance in the modern times, the economic transformations and social conflicts were essential in the continental dynamics of the Ancient Regime crisis. These, among others, are some of those elements, around which the historiographical reflection can provide some of the keys to understand the past and present reality of Europe.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

**OTHER REQUIREMENTS**



Not required

## COMPETENCES / LEARNING OUTCOMES

### 1005 -

Be able to communicate and argue orally and in writing in one's own language using the terminology and techniques of the profession.

Be able to learn autonomously.

Be able to make abstractions, to analyse and to synthesise.

Be familiar with the methods and issues of the different branches of historical research: economic, social, political, cultural, gender-related, etc.

Demonstrate organisational and planning skills.

Know the general diachronic framework of the past.

Know universal or world history.

Show critical awareness of the relationship between current events and processes and the past.

## 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

**PRESENCIAL ACTIVITIES**

Activity	Hours
<b>Total hours</b>	<b>0,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	45,00
Preparation of lessons	0,00
Preparation for assessment activities	45,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

**TEACHING METHODOLOGY****Classes:**

In the classroom, the teacher will present and explain the fundamental elements that should guide the student in the study and understanding of the subject matter.

(Lecture, projection images using Power Point presentations and / or videos, etc.).

**PREPARATION OF THEORETICAL CLASSES:**

It is essential that the student conduct, prior to exposure of the teacher and to each subject, a reading of the handbook or the texts which previously have been indicated.

**PREPARATION FOR PRACTICAL WORK:**

The practical component aims to deep through various materials in those areas considered most important or significant for the issue.

**TUTORIALS:**

a) Scheduled tutorials are not contemplated

b) Unscheduled Tutorials:

Students may attend the hours of attention who have established each teacher, to consult on any topic or



aspect related to the subject. Teachers promptly inform their respective schedules tutoring and relevant information for the activities.

### ADDDITIONAL ACTIVITIES:

There will be additional activities through various materials in the areas considered most important or significant for the issue. The materials will be provided by the teacher and they also will indicate, where appropriate, the most relevant information for the activity.

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

## EVALUATION

The evaluation of the course will be conducted by:

1. **A written exam**, in which the level of knowledge will be assessed in accordance with the objectives of the subject. 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.

The written test will account for 75% of the final grade for the course.

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.

2. **Complementary activities:** See virtual annex at classroom.

Complementary activities will account for 25% of the final grade for the course.

The **second call** corresponds to an extraordinary examination of the written 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. Supplementary activities are non recoverable in the second examination session. The ratings of complementary activities 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

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- Le Goff, J., *¿Nació Europa en la Edad Media?*, Barcelona, Crítica, 2003.
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- Koenigsberg, H. G. *EL mundo moderno, 1500- 1789*, Barcelona, Crítica, 1991 (1ªed. 1987)
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