

Academic Year: ( 2021 / 2022 )

Review date: 08-06-2021

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

Coordinating teacher: CURNIS , MICHELE

Type: Compulsory ECTS Credits : 6.0

Year : 1 Semester : 2

**OBJECTIVES**

CB1. Students have to demonstrate to possess and understand knowledge in an area of  $\mathcal{L}$  study that begins at the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge from the forefront of a specific field of study.

CB2. To know how to apply their knowledge to their work or vocation in a professional way and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of  $\mathcal{L}$  study.

CB3. To get the ability to collect and interpret relevant data (usually within their area of  $\mathcal{L}$  study) to produce judgments that include reflection on relevant issues of a social, scientific or ethical nature.

CB4. To transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.

CB5. To develop those learning skills that are necessary to undertake further studies with a high degree of autonomy.

CG4. Being able to manage, identify, organise and analyse relevant information in a critical and systematic way about current and past sources, in relation to historical, political or different nature aspects.

CG5. Being able to debate and formulate critical reasoning using precise terminology and specialised resources on international and global phenomena, using both the concepts and knowledge of the different disciplines and the methodologies of analysis, paradigms and concepts of the social and historical sciences.

CG6. Being able to apply the scientific method to the social, political and economic questions posed by globalised society as well as defining a problem in this area, identifying a possible explanation or solution, and a method to contrast it by carefully interpreting the available data.

CG8. Assuming in a clear and objective way that the study of the past, although it does not inexorably mark us the paths that one has to follow in the future, does allow us, through the explanation of the present, to be in the best possible disposition to face that future.

CE1b. Knowing how to analyse and compare the structure and functioning of the main socio-political systems, both in the past and in the present (with a special attention, if necessary, to the Spanish case).

CE2. To know and understand the processes of political, social, economic and cultural change in society and politics in different historical periods and especially in the contemporary world.

CE5. To know the main models of territorial, political, economic and social organisation of the states throughout history and, with greater attention, in the present.

CE6. To know the socio-political impact of the main empires, religions and cultures in a historical perspective.

CE11. Knowing how to critically analyse, on the base on their relationship with the present, fundamental political events of the past whose effects have survived up to the contemporary times.

RA2. To apply the acquired knowledge, the critical understanding and the consequent capacities to the resolution of complex and / or specialised problems in a professional field.

RA3. To have the ability to collect and interpret data and information on which to base their conclusions, including, when necessary and pertinent, reflection on matters of a social, scientific or ethical nature within the scope of their field of study.

RA4. Being able to cope in complex situations or that require the development of new solutions both in the academic and professional fields, within their specialisation area of study.

**DESCRIPTION OF CONTENTS: PROGRAMME**

General introduction to the Middle Ages

1. The Middle Ages as a set of problems (historiographic and cultural). Periodization and geography of the Middle Ages.

2. East vs. West: Late antiquity, Greek world and Roman world.
3. Migrations and invasions; the Germanic component of the Middle Ages.

#### Block 1 - Political and social institutions in the High Middle Ages

4. Christianity and its political-social implications.
5. Dioceses and bishops, kings and leaders in Western Europe.
6. Islam: birth and Mediterranean expansion.

#### Block 2 - The ideology of the European empire

7. Byzantium and the continuation of the Roman Empire.
8. From the Frankish kingdom to the Holy Roman Empire.
9. The empire as a political-territorial question.

#### Block 3 - Feudal society

10. Origin and development of feudal structures.
11. Feudal societies between the Iberian Peninsula, central and eastern Europe.

#### Block 4 - Expansion of Europe during the Late Middle Ages

12. Three great civilizations in the Mediterranean area
13. The Crusades between religion, literature and economy. Ancient and recent historiography on the Crusades

#### Block 5 - Relations between the national kingdoms in the Late Middle Ages

14. The Hundred Years War

### LEARNING ACTIVITIES AND METHODOLOGY

AF1. THEORETICAL AND PRACTICAL CLASSES. Formal presentation of the knowledge that the students must acquire. They will receive the class notes and will have basic reference texts to facilitate the follow-up of the classes and the development of the subsequent work. Exercises, practical problems will be solved on the part of the student and workshops and evaluation tests will be carried out to acquire the necessary skills.

AF2. TUTORIALS. Individual assistance (individual tutorials) or group tutorials (group tutorials) to students by the teacher.

AF3. INDIVIDUAL OR GROUP WORK OF THE STUDENT.

MD1. MAGISTRAL LECTURES. Presentations by the teacher with the support of audiovisual media, in which the main concepts of the subject are developed and the materials and bibliography are provided to complement the students' learning.

MD2. PRACTICES. Resolution of practical cases, problems, etc. raised by the teacher individually or in groups.

MD3. TUTORIALS. Individual assistance (individual tutorials) or group tutorials (group tutorials) to students by the teacher.

### ASSESSMENT SYSTEM

SE1. End-of-term-examination. In which the knowledge, skills and abilities acquired during the course will be assessed in a global manner.

SE2. Continuous assessment. It will assess the work, presentations, performance in debates, class presentations, exercises, practices and work in the workshops throughout the course.

**% end-of-term-examination:** 50

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

### BASIC BIBLIOGRAPHY

- Aurell, M. El Imperio Plantagenet, Silex, 2012
- Ayala, C. de: Las cruzadas, Silex, 2004
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- Bois, G., La revolución del año mil., Crítica, 1991
- Bress, Henri; Guichard, Pierre y Mantran, R. Europa y el Islam en la Edad Media, Crítica, 2001
- Brown, P. El mundo en la Antigüedad tardía. De Marco Aurelio a Mahoma, Taurus, 1989
- Chrysos, E. El Imperio Bizantino, 565-1025, Icaria, 2004

- Duby, G., Economía rural y vida campesina en el Occidente medieval., Península, 1991
- Fernández Conde, F. Javier: La religiosidad medieval en España. Plena Edad Media, Trea, 2007
- Graham Campbell, J.: Los vikingos: orígenes de la cultura escandinava, Folio, 1994
- Halphen, L.: Carlomagno y el Imperio Carolingio, Akal, 1992
- Little, Lester K. y Barbara H. Rosenwein (eds.) La Edad Media a debate, Akal, 2003
- Mitre, E. Ortodoxia y herejía entre la Antigüedad y el Medievo, Cátedra, 2003
- Tyerman, C.: Las guerras de Dios. Una nueva historia de las cruzadas, Crítica, 2007
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