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| DENOMINACIÓN ASIGNATURA: HISTORIA MEDIEVAL | |
| GRADO: HUMANIDADES | CURSO: 1º CUATRIMESTRE: 2º |

| CRONOGRAMA DE LA ASIGNATURA | | DESCRIPCIÓN DEL CONTENIDO DE LA SESIÓN | | GRUPO (Marcar X) | | Indicar espacio necesario distinto aula (aula inform, audiovisual etc..) | TRABAJO DEL ALUMNO DURANTE LA SEMANA | | |
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| SEMANA | SE-SIÓN | GRANDE | PEQUEÑO | DESCRIPCIÓN | HORAS PRESENCIALES | HORAS TRABAJO Semana Máximo 7 H | | | |
| 1 | 1 | | x | Readings: "Fuentes para el estudio de la Edad Media" (F. Ruiz) "Methodology for the commentary of historical texts" | 1,5 | 4 | | | |
| 1 | 2 | Germans in Western Europe | x | Readings: "El espejo bárbaro", <i>Europa ante el espejo</i> de J. Fontana Comment a text on the arrival of the germans (Orosio, <i>Historia adversus paganos</i> , VII, 8, <i>Patrología Latina</i> , Migne) | 1,5 | | | | |
| 2 | 3 | The Roman Eastern Empire: Justinian | x | Readings: Juan Lido, <i>De Magistratibus</i> , Justiniano, <i>Novellae</i> , Procopio de Cesarea, <i>Historia Secreta</i> . "Los disturbios de la victoria", R. Graves, <i>El conde Belisario</i> | 1,5 | | | | |
| 2 | 4 | Church and Culture in Western Europe | x | Readings: "El espejo cristiano", <i>Europa ante el espejo</i> . José Fontana | 1,5 | 5 | | | |
| 3 | 5 | Birth and expansion of Islam | x | Readings: "¿Qué es el Islam?", Maribel Fierro. Comment of some suras of <i>Corán</i> | 1,5 | 5 | | | |
| 3 | 6 | Charlemagne and the formation of the Carolingian empire | x | The building of Europe in the map: Methodology, design and comments of the map of Europe in the years 500, 550, 600, 650, 700 y 750. | 1,5 | | | | |

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| 4 | 7 | Byzantine Empire: from iconoclasm to Focio's schism | x | | | Readings on the schism: <i>Annales de Saint Bertin</i> | 1,5 | |
| 4 | 8 | The fate of the Carolingian Empire The Germanic Roman Empire | | x | | Preparation of historical maps: years 800, 850, 900, 950 y 1000. | 1,5 | 5 |
| 5 | 9 | Other Western European people: Bulgarians, Hungarians, Vikings | x | | | Readings on the arrival of the vikings | 1,5 | |
| 5 | 10 | Feudalism. Conceptions and characteristics. The ways of understanding feudalism. | | x | | Reading: J. Valdeón, <i>El feudalismo</i> , cap. I: "Los debates sobre el feudalismo" | 1,5 | 5 |
| 6 | 11 | The genesis of feudalism: the Roman <i>encomendatio</i> and the German <i>comitatus</i> | x | | | Reading: J. Valdeón, <i>El feudalismo</i> , cap. II: "La génesis del feudalismo" | 1,5 | |
| 6 | 12 | Classic feudalism: feudalism as a set of feudal-vasalla institutions in the political framework from the 11th to the 13th centuries | | x | | Commentary on texts on the vassal contract and the act of homage | 1,5 | 6 |
| 7 | 13 | Feudal society: the dependent peasantry in the framework of a rural economy | x | | | Reading: J. Valdeón, <i>El feudalismo</i> , cap. III: "Señores y campesinos" y cap. IV: "Señores y vasallos" | 1,5 | |
| 7 | 14 | Medieval society and culture through the testimony of a man of that time: Abelardo. Monastic and cathedral schools | | x | | Reading: <i>Historia calamitatum</i> , from <i>Letters of Eloise and Abelard</i> | 1,5 | 5 |
| 8 | 15 | Medieval society: the three orders, the role of women and the function of marriage in the social order | x | | | Debate on Eloise position in the letters to Abelard | 1,5 | |
| 8 | 16 | The State and its medieval origins: Western monarchies, France and England, and the Holy Roman-Germanic Empire | | x | | Reading and comment: <i>Carta Magna</i> | 1,5 | 5 |
| 9 | 17 | The Church and the care for social order: Heresies and Inquisition | x | | | Reading and comment of Umberto Eco, <i>The name of the rose</i> | 1,5 | |
| 9 | 18 | A common enterprise: the crusades. The situation of the Arab world towards the year 1000, and the fear of the Byzantine empire to Turkish advances. The first three crusades, their participants, their successes and failures | | x | | Readings: preaching the crusade by pope Urban II fragments from the book <i>Las cruzadas vistas por los árabes</i> (Amin Maaluf) | 1,5 | 5 |
| 10 | 19 | Decline and death of the Abbasid caliphate and birth and rise of the Mongol empire | x | | | Searching maps on Mongol expansion | 1,5 | |

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| 10 | 20 | The urban rebirth. Causes and consequences of technological advances until the 11th century. Theories on causes of urban rebirth. The changes in the rural economy | | x | | Research on a city with medieval past | 1,5 | 5 |
| 11 | 21 | The flowering of culture as a result of urban rebirth: from cathedral schools to the birth of the universities | x | | | Reading: <i>El monte Helicón</i> (M.J. Fuente). | 1,5 | 5 |
| 11 | 22 | The crisis of the Late Middle Ages. General approach to the crisis. His impact in the Church: The Schism of Avignon | | x | | Search on the different historiographical views on the crisis, its causes and manifestations | 1,5 | |
| 12 | 23 | The Black Death: problematic within the context of the late medieval crisis. The disease as part of the history of men. The ecological and environmental theses. The socio-economic theses | x | | | Reading: "La Muerte Negra" (José López Jara) | 1,5 | |
| 12 | 24 | The plague and its demographic, economic and social consequences, its influence on behaviors and mentalities | | x | | Reading: "La Peste Negra", Ana Luisa Haindl | 1,5 | |
| 13 | 25 | The political landscape of the Late Middle Ages: the transition from the feudal monarchy to the authoritarian monarchy | x | | | Search for texts related to the case of the Kingdom of Castile | 1,5 | 3 |
| 13 | 26 | Confrontations in Western Europe: the Hundred Years' War, and the political context of the time. Joan of Arc | | x | | The iconography about Joan of Arc: visual arts and literature about her | 1,5 | |
| 14 | 27 | The political, social and cultural problems of Western Europe at the end of the Middle Ages. A new way of looking at society: the denunciation of the misogynist society by Cristina de Pisan and other educated women of the XV century | x | | | Reading of fragments of <i>The City of Ladies</i> of Cristina de Pisan | 1,5 | |
| SUBTOTAL | | | | | | | 40,5 + 69,5 = 110 | |
| 15 | | Recuperaciones, tutorías, entrega de trabajos, etc | | x | | | | 10 |
| 16 - 18 | | Preparación de evaluación y evaluación | x | | | | 3 | 30 |
| TOTAL | | | | | | | | 150 |