

The Formation of Europe 5th to 11th Centuries

Code: 100361
ECTS Credits: 6

Degree	Type	Year	Semester
2500241 Archaeology	OT	3	0
2500241 Archaeology	OT	4	0
2500243 Classics	OT	3	0
2500243 Classics	OT	4	0
2500501 History	OB	2	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Carolina Batet Company
Ignacio Diaz Sierra

Prerequisites

Those established by the regulations of the degree: having completed the subject "Introduction to Medieval History" or "Medieval History" of the first year, in order to have achieved the minimum knowledge about the great processes of the Middle Ages in space and time. On this basis, the content of the syllabus corresponding to the studied period will be deepened.

Objectives and Contextualisation

In this subject will be deepened on the great socio-economic, political and cultural processes that occurred between the 5th and 11th centuries in the territory that would later be Europe. Thus, the past of European societies are studied from the disappearance of the Western Roman Empire to the formation and consolidation of feudalism in post-Carolingian societies. The economic and social aspects and the ideological constructions, in relation to the constitution of the high medieval kingdoms and the emergence of feudalism in the context of the dismemberment of the Carolingian Empire will be analyzed as a priority. For all these reasons, it will be necessary to examine the practices developed during late antiquity that lasted until the early medieval period, how they were transformed during this period, under what production guidelines and social order were organized, and what new ideological expressions they deployed between the 5th and 11th centuries. Although the central reference of the subject will be European history, it will be necessary to explain the connections with the processes that occur in the Middle East and North Africa, and all this, in relation to the diffusion of Christianity, formation and expansion of Islam and the Cesaropapism of the Eastern Empire. All these

processes lay the foundations of the idea of Europe, which will be riveted in subsequent centuries until it is internally constituted and projected abroad. This is why it is so important to look for the roots, the origins and the bases of the hegemony of Europe in the world.

Competences

Classics

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Interpreting a work of art in the context in which it was developed and relating it with other forms of cultural expression.
- Obtaining information from the study of written Greek and Latin sources, that allow to access several aspects of the realia (sociocultural reality of the ancient world).
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Summarising the current debate about the place of the classic Western tradition.

History

- Applying the main methods, techniques and instruments of the historical analysis.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Mastering the basic diachronic and thematic concepts of the historical science.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning Outcomes

1. Accurately describing an artistic object with the specific language of art criticism.
2. Analysing in written form a medieval modern or contemporary literary work, relating it with a classical text, and applying the methodology of comparative literature.
3. Applying the historical, institutional, cultural and literary knowledge to the commentary of texts.
4. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
5. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
6. Connecting an artistic imagery with other cultural phenomena within its period.
7. Describing the economic, social and political structures of Middle Ages.
8. Developing the ability of historical analysis and synthesis.
9. Identifying the main and secondary ideas and expressing them with linguistic correctness.
10. Organising and planning the search of historical information.
11. Reading and interpreting historiographical texts or original documents and transcribing, summarising and cataloguing information from the Middle Ages.
12. Reconstructing the artistic outlook of a particular cultural context.
13. Relating elements and factors involved in the development of historical processes.
14. Solving problems autonomously.
15. Solving the methodological problems posed by the use of medieval historiographical sources.
16. Using epigraphic texts as historical and literary sources.
17. Using the characteristic computing resources of the field of History.
18. Working in teams respecting the other's points of view.

Content

1. The debate on the formation of feudalism
2. Late Roman society and taxation
3. The Germanic successor states
4. East during the 5th and 6th centuries
5. Arab expansion and the Umayyad state
6. The Abbasid state and Islamization
7. Al-Andalus, an Islamic society in the West
8. Construction and failure of the Carolingian empire
9. The dominical system
10. The new territorial principalities
11. Feudalism and the Peace of God
12. Gregorian reform and Crusade

Methodology

DIRECTED ACTIVITY 35%

Attendance at theoretical lessons led by the teacher.

Attendance to sessions of seminars and practices led by the teacher.

Comprehensive reading of texts.

SUPERVISED ACTIVITY 10%

Tutoring in the preparation of the proposed assignments

AUTONOMOUS ACTIVITY 55%

Personal study

Preparation of oral presentations.

Making reviews, assignments and analytical comments.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical lectures and practices led by the teacher	60	2.4	7, 11, 10, 13, 15
Type: Supervised			
Tutoring	15	0.6	1, 7, 11, 18

Assessment

The subject is evaluated by applying the following procedures:

1. Two partial tests: 60% final grade
2. Assignments, reviews, summaries, analytical comments on texts, and other proposed documents (tables, graphs, maps, images ...) and preparation of oral comments or seminars: 30%
3. Attendance, participation and progression: 10%

Only the evaluation activities delivered within the deadlines established by the teacher will be recovered. No exercise can be submitted for the first time during the recovery period.

Practices (20%) and participation, attendance and progression (10%) do not recover.

A "not evaluable" student is the one who has not delivered any of the required evidence.

The copying of written sources (internet, books, papers, etc.) is a zero in the grade of the exercise and the student loses the call for the total of the subject.

The students will have the right to review the results of the tests carried out. The teacher will establish opportunely the mechanisms to do it.

The particular cases will receive, as it could not be otherwise, a specific treatment.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignments, reviews, summaries and analytical comments	30%	0	0	3, 14, 4, 5, 8, 9, 11, 10, 12, 6, 15, 17, 16
Attendance, participation and progression of the course	10%	0	0	14, 5, 11, 10, 15, 18, 17
Two partial tracking tests for the subject	60%	0	0	2, 3, 14, 4, 5, 1, 7, 8, 9, 11, 10, 12, 13, 6, 15, 18, 17, 16

Bibliography

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- FLORY, J.: *La guerra santa. La formación de la idea de cruzada en el Occidente cristiano*, Granada 2003.
- GUERREAU, A.: *El feudalismo, un horizonte teórico*, Crítica, Barcelona 1984.
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- MANTRAN, R.: *La expansión musulmana*, Nueva Clio, Barcelona 1982.
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