

**Medieval History of Catalonia**

Code: 100352  
ECTS Credits: 6

Degree	Type	Year	Semester
2500241 Archaeology	OT	3	0
2500241 Archaeology	OT	4	0
2500501 History	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**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

**Prerequisites**

All the Medieval subjects of the degree must have been succeeded.  
Specifically, none.

**Objectives and Contextualisation**

During the Middle Ages, Catalonia was configured territorially, socially, politically and culturally. Therefore, it acquired its own historical reality. Through the study of the most important historiographic contributions and written evidences the master lines of Catalonia's origin will be exposed. Likewise, the consolidation and the evolution of the current Catalan territories will be explained. All these items will be studied following the structural and circumstantial evolution that experimented the political power as well as the society and the Catalan economy during the Middle Ages.

The students will have to relate the making of Catalonia with the feudalisation and the territorial expansion thanks to conquest with the European context.

The contents will be sensitive to the aspects related to the perspective of gender.

**Competences**

- Archaeology
  - Contextualizing and analysing historical processes.
  - Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
  - Managing the main methods, techniques and analytic tools in archaeology.
  - 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 ethic relevant issues.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### History

- Critically assessing the fonts and theoretical models in order to analyse the different historical periods.
- 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 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

### Learning Outcomes

1. Analyse the historical processes that lead to armed conflict.
2. Analysing the key issues that allow us to address the study of historical phenomena from a gender perspective.
3. Applying both knowledge and analytical skills to the resolution of problems related to their area of study.
4. Applying proper techniques and analytical tools in case studies.
5. Applying techniques in order to quickly and completely understand texts in Latin.
6. Applying the grammatical knowledge acquired to the analysis and comprehension of Latin texts.
7. Applying the morphosyntactic analysis to the reading of Latin texts, identifying if necessary the specific characteristics of the literary genre or the corresponding linguistic variation.
8. Assessing and critically solving the characteristic historiographical problems of gender history.
9. Assessing and critically solving the historiographical problems of war studies.
10. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
11. Carrying out oral presentations using appropriate academic vocabulary and style.
12. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
13. Critically analysing informational speeches, especially in relation to ideology and ethnocentric and sexist bias.
14. Critically assessing the various current approaches to the study of the history of Catalonia.
15. Describing the economic, social and political structures of the Middle Ages.
16. Effectively expressing themselves and applying the argumentative and textual processes of formal and scientific texts.
17. Engaging in debates about historical facts respecting the other participants' opinions.
18. Examining a literary passage in Medieval Latin and connecting it with its general linguistic characteristics.
19. Identifying main and supporting ideas and expressing them with linguistic correctness.
20. Identifying the characteristic methods of Archaeology and its relationship with the historical analysis.
21. Identifying the context of the historical processes.
22. Identifying the main and secondary ideas and expressing them with linguistic correctness.
23. Identifying the specific methods of History and its relationship with the analysis of particular facts.
24. Interpreting and analysing documentary sources.
25. Interpreting historical texts in relation to archaeological contexts.
26. Interpreting material sources and the archaeological record.
27. Knowing the main historiographical debates concerning the Middle Ages.
28. Mastering and identifying the history of immediate environment.

29. Mastering the Universal History of the Middle Ages.
30. Mastering the diachronic structure of the past.
31. Mastering the relevant languages to the necessary degree in the professional practice.
32. Organising and planning the search of historical information.
33. Organising and summarising different explanations about the causes of social change in the different historical stages of the Catalan society.
34. Reading and interpreting historiographical texts or original documents and transcribing, summarizing and cataloguing information produced in the Middle Ages.
35. Recognising diversity and multiculturalism.
36. Recognising the importance of controlling the quality of the work's results and its presentation.
37. Relating elements and factors involved in the development of historical processes.
38. Solve the methodological problems posed by the use of medieval historiographical sources.
39. Solving problems autonomously.
40. Submitting works in accordance with both individual and small group demands and personal styles.
41. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.
42. Use the specific technical vocabulary of interpretation and commentary of ancient texts.
43. Using computing resources of the area of study of history.
44. Using research sources characteristic of the study of Catalonia's History.
45. Using suitable terminology when drawing up an academic text.
46. Using the characteristic computing resources of the field of History.
47. Using the specific interpretational and technical vocabulary of the discipline.

## Content

1. The origins and the making of Catalan counts: Guifré el Pilós and the House of Barcelona (8th-10th centuries)
  - 1.1. Visigoths and Arabs
  - 1.2. The Carolingian domain: the counties
  - 1.3. The external relations: Rome and Córdoba
  - 1.4. The rupture with the Franks
  - 1.5. The possession and exploitation of the land: presuras and alodios
  - 1.6. The Church: monasteries and bishoprics
2. Feudalism and territorial expansion (11th-12th centuries)
  - 2.1. The uprising of the aristocracy
  - 2.2. The submission of the peasantry. The Peace and Truce of God
  - 2.3. The burst of the conquest: the castles; al-Andalus
  - 2.4. The feudal principality. The count of Barcelona. The right and the institutions
  - 2.5. Counts of Barcelona and kings of Aragon
  - 2.6. The county of Barcelona and the Occitan counties
3. The Catalan plenitude: the culmination of the conquests. The institutions. The trade (13th-14th centuries)
  - 3.1. The conquests of Jaume I
  - 3.2. The conquests of Pere II and Jaume II
  - 3.3. War and diplomacy in the Mediterranean: the north of Africa; the Big Company of Orient
  - 3.4. The consulates' networks: routes and mercantile technicians
  - 3.5. The institutions: monarchy, courts, Diputació del General, municipalities
4. Crisis and transformations during Late Middle Ages (14th and 15th centuries)
  - 4.1. Political conflicts: aristocratic uprising; Genova, Castile
  - 4.2. The demographic and the production fall; the brake of the mercantile activity
  - 4.3. The enthronement of the Trastámara
  - 4.4. The remença problem and urban tensions
  - 4.5. Institutional crisis. The Civil War. La Sentència Arbitral de Guadalupe
  - 4.6. Chronology and balance.

## Methodology

Attendance to the master classes

Practical classes / seminars about primary and secondary sources

Realisation of works about the state of play and analysis of documents

Personal study

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical and practical lessons. Analysis of texts and documents.	50	2	13, 6, 3, 14, 9, 8, 27, 15, 28, 30, 29, 11, 23, 32, 33, 40
Type: Supervised			
Mentori: problems solving; approach and orientation of the final project	15	0.6	2, 1, 14, 12, 31, 34, 32, 17, 40, 36, 37, 38, 46, 44
Type: Autonomous			
Bibliographic research. Readings. Essays. Personal study.	75	3	6, 7, 4, 5, 39, 10, 18, 16, 45, 21, 20, 19, 22, 24, 26, 25, 35, 41, 42, 47, 46

## Assessment

The subject will be evaluated following the belowed criteria:

1. Two partial exams: 50% of the final note.
  2. Realisation of a review from a relative monograph to the program: 30 % of the final note.
  3. Realisation of written exercises related to the practical lessons: 20 % of the final note.
  4. The exercise of reevaluation will consist in an exercise of all the contents of the subject; beyond no circumstances this will be an alternative to upgrade the final note.
- The copy of any written source (internet, books, articles...) supposes a 0.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay about a monographic book	30%	3	0.12	13, 2, 1, 4, 39, 14, 10, 12, 15, 31, 32, 17, 35, 36, 38, 47, 46
Essays and comments about practical lessons	20%	3	0.12	6, 3, 39, 14, 9, 8, 27, 28, 18, 11, 20, 23, 19, 24, 26, 25, 34, 32, 33, 40, 35, 43, 46, 44
Written exams and review	50%	4	0.16	7, 5, 39, 14, 12, 30, 29, 16, 45, 21, 22, 32, 33, 40, 37, 41, 42

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## **Bibliography**

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Bolòs, J. Catalunya Medieval. Una aproximació al territori i a la societat a l'edat mitjana. 2000

Sabaté, Flocel. El territori de Catalunya medieval: percepció de l'espai i divisió territorial al llarg de l'edat mitjana. Barcelona. Rafael Dalmau. 1997.

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## **Software**

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