

**The Hispanic Medieval Kingdoms and Al-Andalus**

Code: 100357  
ECTS Credits: 6

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

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Albert Trilla Vilaró

## Prerequisites

Ability to read in Catalan, Spanish and French

## Objectives and Contextualisation

The aim of the course is to provide a deepest knowledge of the Iberian medieval societies: to discuss the principal events and the main historical figures, as well as the historiographical context; to understand the main historical processes that determined the formation of the different Iberian medieval societies, and to explore the connections between the destruction and the construction of new societies in the context of the Iberian conquests and the Modern expansion.

## 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.

## Learning Outcomes

1. Applying both knowledge and analytical skills to the resolution of problems related to their area of study.
2. 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.
3. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
4. Carrying out oral presentations using appropriate academic vocabulary and style.
5. Effectively expressing themselves and applying the argumentative and textual processes of formal and scientific texts.
6. Identifying the characteristic methods of Archaeology and its relationship with the historical analysis.
7. Identifying the context of the historical processes.
8. Identifying the specific methods of History and its relationship with the analysis of particular facts.
9. Interpreting and analysing documentary sources.
10. Interpreting historical texts in relation to archaeological contexts.
11. Interpreting material sources and the archaeological record.
12. Mastering and identifying the history of immediate environment.
13. Mastering the Universal History of the Middle Ages.
14. Mastering the diachronic structure of the past.
15. Mastering the relevant languages to the necessary degree in the professional practice.
16. Organising and planning the search of historical information.
17. Relating elements and factors involved in the development of historical processes.
18. Submitting works in accordance with both individual and small group demands and personal styles.
19. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.
20. Use the specific technical vocabulary of interpretation and commentary of ancient texts.
21. Using computing resources of the area of study of history.
22. Using the specific interpretational and technical vocabulary of the discipline.

## Content

1. The *Regnum gothorum* (6th-8th c.)
2. The conquest of 711 and the making of al-Andalus. The Umayyad dynasty (8th-10th c.). The formation of the taifa dynasties (11th c.)
3. Counties and kingdoms of the Northern Peninsula. The Kingdom of Asturias; the Asturian-Leonese Kingdom; Castile (8th-11th c.)
4. Almoravit and almohad dynasties.
5. A society organised for war: Castile 12th-15th centuries
6. The Nasrid Amirate of Granada and the final conquest. The moriscos (15th-16th c.)

## Methodology

-Practical exercises on case-studies; text analysis.

-Work by students: assisting to the lectures; reading, research and analysis of information, assignments. The student must take into account the news and informations published on the Virtual Campus/Moodle. All activities have a deadline that must be met strictly, according to the proposed schedule.

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			
Theory: lectures. Practical exercises on case-studies; text analyses	50	2	3, 15, 5, 10, 18, 20
Type: Supervised			
Tutorial sessions on written and oral works	15	0.6	3, 15, 5, 10, 18, 20
Type: Autonomous			
Work by students: assisting to the lectures; reading, research and analysis of information, assignments.	75	3	3, 15, 5, 10, 18, 20

## Assessment

Continuous assessment.

1. Two tests: 30 % of the final grade each.
2. One or two practical essays: 40% of the final grade.

Single assessment.

Synthesis test 1: 30%.

Synthesis test 2: 30%.

Essay(s): 40%.

There will be a unique date date for the completion and delivery of the assessment tests. This date will be announced during the first week of class, both in the classroom and through the Virtual Campus.

The marks below 3,5 will not add in the calculation of the average. To pass the course a minimum mark 5 will be required. To participate in the re-evaluation process students must have been previously evaluated in a set of activities whose weight equals to a minimum of 2/3 parts of the total grade.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay	40%	7	0.28	2, 1, 3, 15, 12, 14, 13, 5, 4, 7, 6, 8, 9, 11, 10, 16, 18, 17, 19, 20, 22, 21
Test 1	30%	1.5	0.06	1, 3, 15, 12, 14, 13, 5, 7, 9, 11, 10, 18, 17, 19, 20, 22
Test 2	30%	1.5	0.06	1, 3, 15, 12, 14, 13, 5, 7, 6, 8, 9, 11, 10, 18, 17, 20, 22

## Bibliography

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- Barton, S. & R. Portrass, eds, Beyond the Reconquista. New directions in the history of Medieval Iberia (711-1085), Brill, 2020, 103
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- Monsalvo, J.M., Atlas histórico de la Espana Medieval, Madrid, Síntesis, 2010
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- Torró, J., "Pour en finir avec la Reconquête. L'occupation chrétienne d'al-Andlusa, la soumission et la disparition des populations musulmanes (XIe-XIIIe siècle)", Cahiers d'Histoire, 78, 2000, p. 79-97
- Wolfe, P. "Settler colonialism and the elimination of the native", Journal of Genocide Research, 8-4, 2006, p. 387-409

## Software

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