Name of the subject / module: Gothic period. 12th – 15th Centuries
Code: 100360
ECTS Credits: 6

Degree

Degree	Type	Year	Semester
2500241 Archaeology	OT	3	2
2500241 Archaeology	OT	4	2
2500501 History	OB	2	2

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Teaching groups languages

You can check it through this link. To consult the language, you will need to enter the subject code. Please note that the information is provisional until 30th November 23

Prerequisites

Those required by the regulations of the degree: to have taken the subject "Introduction to Medieval History" or "Medieval History" in the first year, in order to have achieved a minimum knowledge of the major processes of the Middle Ages in space and time. On this basis, the contents of the syllabus corresponding to the period of study will be studied in depth.

Objectives and Contextualisation

To study the past of European societies between the 12th and 15th centuries. The feudal conquests, the consolidation of European monarchies and the foundations of the modern world will be analyzed.
Specific attention will be paid to the expansion of Latin Christiandom: conquests, colonisations and the commercial and financial aspects of this process; the causes of the conflicts; the so-called "crisis" of the

fourteenth century; the transformations derived from these changes; the relationships between these processes and the development of new ideologies.

Although the main reference of the subject is Europe, the links between European historical medieval processes and those developed in the Near East and North Africa will be discussed.

The contents of the subject will be sensitive to gender perspective.

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

- 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. Applying both knowledge and analytical skills to the resolution of problems related to their area of study.
2. Applying proper techniques and analytical tools in case studies.
3. Applying techniques in order to quickly and completely understand texts in Latin.
4. Assessing and critically solving the characteristic historiographical problems of gender history.
5. Assessing and critically solving the historiographical problems of war studies.
6. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
7. Carrying out oral presentations using appropriate academic vocabulary and style.
8. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
9. Critically analysing informational speeches, especially in relation to ideology and ethnocentric and sexist bias.
10. Accurately describing an artistic object with the specific language of art criticism.
11. Analysing the key issues that allow us to address the study of historical phenomena from a gender perspective.
12. Describing the economic, social and political structures of Middle Ages.
13. Developing the ability of historical analysis and synthesis.
14. Effectively expressing themselves and applying the argumentative and textual processes of formal and scientific texts.
15. Examining a literary passage in Medieval Latin and connecting it with its general linguistic characteristics.
16. Identifying main and supporting ideas and expressing them with linguistic correctness.
17. Identifying the characteristic methods of Archaeology and its relationship with the historical analysis.
18. Identifying the context of the historical processes.
19. Identifying the main and secondary ideas and expressing them with linguistic correctness.
20. Identifying the specific methods of History and its relationship with the analysis of particular facts.
21. Interpreting and analysing documentary sources.
22. Interpreting historical texts in relation to archaeological contexts.
23. Interpreting material sources and the archaeological record.
24. Mastering and identifying the history of immediate environment.
25. Mastering the diachronic structure of the past.
26. Mastering the relevant languages to the necessary degree in the professional practice.
27. Mastering the Universal History of the Middle Ages.
28. Organising and planning the search of historical information.
29. Reading and interpreting historiographical texts or original documents and transcribing, summarising and cataloguing information from the Middle Ages.

30. Reading and interpreting historiographical texts or original documents and transcribing, summarizing and cataloguing information produced in the Middle Ages.

31. Recognising the importance of controlling the quality of the work's results and its presentation.

32. Relating elements and factors involved in the development of historical processes.

33. Solve the methodological problems posed by the use of medieval historiographical sources.

34. Submitting works in accordance with both individual and small group demands and personal styles.

35. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.

36. Use the specific technical vocabulary of interpretation and commentary of ancient texts.

37. Using computing resources of the area of study of history.

38. Using suitable terminology when drawing up an academic text.

39. Using the characteristic computing resources of the field of History.

40. Using the specific interpretational and technical vocabulary of the discipline.

41. Working in teams respecting the other's points of view.

Content

1. The expansion of Latin Christiandom (segles XII-XIII). The crusades.

2. The new dimension of trade in Europe. Routes and technical aspects.

3. The "crisis" of the 14th century.

4. The late medieval towns.

5. The late medieval european states. Fiscality, war and dynastic conflicts.

6. The Church and the State. The secularization of political theories and religion. The Humanism.
7. The new dimension of the World. The end of Byzantium and al-Andalus.

Methodology

1. Directed activities.
- Read and interpret historiographical texts or original documents and transcribe, summarise and catalogue information generated during the Late Middle Ages.
- Describe the social and political structures of the late Middle Ages.
- Solve the methodological problems posed by the handling of medieval sources.
- Develop analytical and synthesis skills.

2. Supervised activities (tutorials).
- Manage information and coordinate interdisciplinary work with other teams.
- Guidance in the preparation of the work.

3. Autonomous activities.
- Read and interpret historiographical texts or original documents and transcribe, summarise and catalogue information generated during the Late Middle Ages.

- Describe the social and political structures of the Late Middle Ages.

- Solve the methodological problems posed by the handling of medieval sources.

- Develop analytical and synthesis skills.

- Communicate orally and in writing the results of the activities.

At the beginning of the course, the lecturer will inform students of the schedule of face-to-face tutorials that will take place during the quadrimester, with the aim of guiding students in the completion of their work and in the general preparation of the practical and theoretical content of the subject.

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	40.5	1.62	9, 13, 14, 22, 23, 25, 35, 36, 40
Type: Supervised			
Tutorial seasons on written and oral works	20	0.8	1, 6, 9, 14, 16, 17, 18, 23, 25, 27, 28, 30, 31, 32, 34, 35, 36, 40, 41
Type: Autonomous			
Work by students: assisting to the lectures; reading, research and analysis of information, assignments.	74.5	2.98	1, 4, 7, 9, 10, 11, 14, 15, 16, 20, 21, 22, 26, 27, 28, 29, 30, 31, 32, 33, 37, 38, 39, 41

Assessment

Continuous assesment
The continuous assessment system will be governed by the completion of three activities. The type of test and the percentage that each one represents in the overall assessment is shown below:

1. Synthesis test 1: 30%.
2. Synthesis test 2: 30%.
3. Essay: 40%.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

To pass the subject, an average mark of 5 or higher must be obtained in all the evaluation activities. In addition, to obtain an average, one of the two synthesis tests must be passed with a minimum mark of 5. A minimum mark of 3.5 must also be obtained in the other evaluation tasks. In the case of a mark lower than 3.5 in any of the evaluation activities, the student will only be able to pass the course if he/she takes and passes the resit exam.
The student who has failed the two synthesis tests will have to sit the resit exam, whatever the final weighted average.
Any evaluation task not completed or not handed in will be graded as 0 when calculating the average.
Students will be able to access the resit exam provided that the evaluation activities have been handed in or completed within the deadlines established by the subject's lecturers. It will not be possible to submit an exercise for the first time during the resit period.
To participate in the resit process, the student must have been assessed in 2/3 of the evaluable tests.
The resist of the synthesis tests will consist of a written exam on the entire syllabus of the course and will take place on the date established by the Faculty.

There will be the possibility of recovering the essay. The recovery of the failed essay will consist of the delivery of another exercise of the same characteristics, following the indications provided by the teaching staff of the subject.

The maximum mark for the resit exam will be a 5.

Under no circumstances will the resit exam be considered as an alternative to raise a mark.

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 2/3 of the assessment items.

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 irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Those evaluation acts in which there are irregularities (copying, unauthorised use of AI, etc.) will not be recoverable.

In all exercises, spelling, clarity of exposition and correctness of writing will be assessed. Serious faults in these aspects may result in the failure of the subject.

Single assessment

The single assessment system will be governed by the completion of three activities. The type of test and the percentage that each one represents in the overall assessment is shown below:

1. Synthesis test 1: 30%.
2. Synthesis test 2: 30%.
3. Essay: 40%.

Lecturers will announce in the first week of class, both in the classroom and through the Virtual Campus, the single date for the completion and delivery of the assessment tests.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

To pass the subject, an average mark of 5 or higher must be obtained in all the evaluation activities. In addition, to obtain an average, one of the two synthesis tests must be passed with a minimum mark of 5. A minimum mark of 3.5 must also be obtained in the other evaluation tasks. In the case of a mark lower than 3.5 in any of the evaluation activities, the student will only be able to pass the course if he/she takes and passes the resit exam.

The student who has failed the two synthesis tests will have to sit the resit exam, whatever the final weighted average.

Any evaluation task not completed or not handed in will be graded as 0 when calculating the average.

Students will be able to access the resit exam provided that the evaluation activities have been handed in or completed within the deadlines established by the subject's lecturers. The same assessment method as continuous assessment will be used.

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 2/3 of the assessment items.

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 irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Those evaluation acts in which there are irregularities (copying, unauthorised use of AI, etc.) will not be recoverable.

In all exercises, spelling, clarity of exposition and correctness of writing will be assessed. Serious faults in these aspects may result in the failure of the subject.

Assessment activities

Title	Weighting	Hours	ECTS	Learning outcomes
Synthesis test 1	30%	1.5	0.06	E01.01, RA190, RA289, RA294, RA047, RA066, RA065, RA311, E06.06, RA006, R01.02, E08.02, RA154, E08.16, RA318 RA079, RA327, RA111, RA157
Synthesis test 2	30%	1.5	0.06	E01.01, RA190, RA289, RA294, RA047, RA066, RA065, RA311, E06.06, RA006, R01.02, E08.02, RA154, E08.16, RA318 RA079, RA327, RA111, RA157
Essay	40%	12	0.48	E01.01, RA190, RA289, RA294, RA047, RA066, RA065, RA311, E08.02, R01.02, RA318, RA154, RA111, RA157

Bibliography

Recommended basic bibliography

Astarita, Carlos: *Revolución en el burgo. Movimientos comunales en la Edad Media: España y Europa*. Madrid: Akal, 2019.

Bartlett, Robert: *La formación de Europa. Conquista, civilización y cambio cultural, 950-1350.* València: Publicacions Universitat de València, 2003.

Baschet, Jérôme: *La civilización feudal. Europa del año mil a la colonización de América*. Ciudad de México: Fondo de Cultura Económica, 2010.

Bois, Guy: *La gran depresión medieval: siglos XIV-XV. El precedente de una crisis sistémica*. València: Publicacions de la Universitat de València, 2001.

Boucheron, Patrick, Denis Menjot i Marc Boone: *Historia de la Europa Urbana. II. La ciudad medieval*. València: Publicacions de la Universitat de València, 2010.

Cohn, Norman: *En pos del milenio. Revolucionarios, milenaristas y anarquistas místicos de la Edad Media*. Logroño: Ed. Pepitas de calabaza, 2015.

Contamine, Philippe, Marc Bompaire, Stéphane Lebecq i Jean-Luc Sarrazin: *La economía medieval*. Madrid: Akal, 2000.

Hoffman, Richard C.: Frontier Foods for Late Medieval Consumers: Culture, Economy, Ecology. *Environment and History*, no. 2 (2001): 131-67.

Mitre Fernández, Emilio: *La Iglesia en la Edad Media*. Madrid: Editorial Síntesis, 2010.

Morsel, Joseph: *La aristocracia medieval: el dominio social en Occidente, siglos V-XV*. València: Publicacions de la Universitat de València, 2008.

Tyerman, Christopher: *The Crusades. A very short introduction*. Oxford University Press, 2005 (online https://csuc-uab.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991010486585106709&context=L&vid

Watts, John: *La formación de los sistemas políticos. Europa (1300-1500)*. València: Publicacions de la Universitat de València.

Complementary bibliography

Black, Antony: *El pensamiento político en Europa, 1250-1450*. Madrid: Akal, 2003.

Boucheron, Patrick, Denis Menjot i Marc Boone: *Historia de la Europa Urbana. II. La ciudad medieval.* València: Publicacions de la Universitat de València, 2010.

Calvo Gómez, José Antonio: *El clero y los religiosos en la Edad Media*. Madrid: Editorial Síntesis, 2017.

Epstein, Stephan R.: *Libertad y crecimiento. El desarrollo de los estados y de los mercados en Europa, 1300-1750*. València: Publicacions de la Universitat de València, 2009.

Epstein, Steven A.: Urban Society. En David Abulafia (ed.): *The New Cambridge Medieval History*. Cambridge: Cambridge University Press, 2016, p. 26-37.

García Espada, Antonio: *El imperio mongol*. Madrid: Editorial Síntesis, 2017.

Guijarro González, Susana: *Enseñanzas, saberes y universidades en la Europa medieval*. Madrid: Editorial Síntesis, 2018.

Hilton, Rodney: *L'alliberament dels serfs. Els moviments camperols medievals i la revolta anglesa de 1381*. València: Publicacions de la Universitat de València, 2013.

Maalouf, Amin: *Las cruzadas vistas por lo árabes*. Madrid: Alianza editorial, 1989.

Monsalvo Antón, José Maria: *Los conflictos sociales en la Edad Media*. Madrid Editorial Síntesis, 2016.

Reyerson, Kathrin L.: Commerce and Communications. En David Abulafia (ed.): *The New Cambridge Medieval History*. Cambridge:Cambridge University Press, 2016, 50-70.

Tyerman, Christopher: *Las guerras de Dios. Una nueva historia de las cruzadas.* Barcelona: Editorial Crítica, 2010.

Vinyoles Vidal, Teresa: *Història de les dones a la Catalunya medieval*. Lleida: Pagès Editors, 2005.

How to cite and preparate the bibliography: https://www.uab.cat/web/estudia-iinvestiga/com-citar-i-elaborar-la-bibliografia-1345708785665.html

Software