UNIVERSIDAD DE CASTILLA - LA MANCHA
GUÍA DOCENTE

1. General information

Course: HISTORY OF THE MEDIEVAL WORLD	**Code:** 44747
Type: CORE COURSE	**ECTS credits:** 6
Degree: 381 - UNDERGRADUATE DEGREE PROGRAMME IN HUMANITIES: CULTURAL HISTORY	**Academic year:** 2021-22
Center: 11 - FACULTY OF EDUCATIONAL SCIENCES AND HUMANITIES OF CUENCA	**Group(s):** 30
Year: 2	**Duration:** C2
Main language: Spanish	**Second language:** English
Use of additional languages: English. French. Italian. Latin	**English Friendly:** Y
Web site:	**Bilingual:** N

Lecturer: JOSE ANTONIO JARA FUENTE - Group(s): **30**

Building/Office	Department	Phone number	Email	Office hours
Gil de Albornoz 5.13	HISTORIA	4367	joseantonio.jara@uclm.es	It will be announced at the beginning of the semester.

2. Pre-Requisites

In accordance with the Degree on Humanities: A Cultural History, there are not previous requirements.

3. Justification in the curriculum, relation to other subjects and to the profession

The subject *History of the Medieval World* forms part of Module III. Cultural and Historical Background and Subject Group 2. The Medieval World, and has a mandatory academic nature.

Notwithstanding the diachronic and transdisciplinary approach sought in the Degree, students need to acquire a basic knowledge of each of its subjects. Thus, this subject find its logic in the need to provide students with the necessary knowledge about the cultural and historical processes that contributed to the formation of European societies during the Middle Ages and their transition to Modernity. In this way, this subject is organized on two important axes: a) the transition from Antiquity to Feudalism; and b) the formation of Feudalism and seigniorial societies. These axes provide the thread for a long-duration diachronic history linked with the subject *Medieval Societies and their Transition to Modernity*. This last subject provides the third important axe with which to build a complete vision of the Middle Ages, that is, their transition into Modernity. Besides, both subjects connect with the subjects *History of the Ancient World* and *History of the Modern World*; and with the optional subject (fourth year) *History of the Iberian Peninsula. Ancient and Medieval Times*.

On the other hand and considering the professional opportunities opened by this degree, this subject is central to those activities linked to cultural and historical approaches, especially in the case of teaching activities both in the Secondary and University fields, and to scientific research.

4. Degree competences achieved in this course

Course competences

Code	Description
E01	Knowing and analysing theories related to the concept of Culture and theories about human and social diversity
E03	Analysing and interpret data from research, reports and works inherent to the different disciplines of the field of study (Anthropology, Art, History, Geography, Philosophy, Language, Literature and Cultural Heritage)
E04	Understanding and using different sources of information: oral, source documents (bibliographies, records, etc.) and references from the Internet.
E05	Understanding and analysing the diachronic structure of the past and its cultural manifestations
E06	Combining the temporal and spatial dimensions of the explanation of socio-territorial processes.
E08	Establishing links between the historical framework and the cultural manifestations of each stage and comparing the results
E09	Drafting different types of texts in his/her own language (both specialised and informative)
E11	Analysing and describing different types of data related to tangible and intangible culture and objectifying a record including its features and assessing the meanings thereof.
E12	Discovering, identifying and interpreting the symbolic meaning of tangible culture and landscapes.
E13	Knowing, understanding and building the structure and evolution of the different kingdoms and stated in Europe and abroad in different periods of history.
E14	Understanding, analysing and interpreting the major artistic movements, their visual manifestations and the languages used
E15	Establishing conceptual and aesthetical links between literature and society in different chronological and cultural contexts.
E16	Knowing and understanding the major schools of philosophical and political thinking as part of human culture.
E17	Identifying the cultural transfers and borrowings between societies, both in the past and in today's world.
E18	Approaching the ways of life and religious concepts in the past and nowadays.
E22	Valuing the importance of the heritage resources maintained as an evidence of safeguarded memories.
G02	Knowledge of Information and Communication Technologies (ICTs)
G03	Expressing correctly in oral and written forms in his/her own language
G04	Ethical commitment and professional ethics
G05	Analysis and synthesis capacity
G06	Making assumptions to solve issued in his/her field of study
G07	Applying critical, analytical and creative thinking and proving innovative capacities
G08	Ability to work independently within a framework of individual responsibility

G09	Ability to work collaboratively with shared responsibility regarding the group's tasks
G10	Transmitting knowledge of the way of life of societies in a contextualised way
G11	Communicating ideas, problems and solutions in public or in technical contexts efficiently
G13	Sensitiveness to multiculturalism and gender-related issues
G15	Committing to the defence of human rights
G16	Understanding cultural heritage from a critical, multicultural and universalist perspective
G17	Sensitiveness to environmental issues
G18	Acquiring perceptive skills and awareness to appreciate and enjoy human creations

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Linking the historical framework and the dissemination of European culture and its values.

Describing the historical events and the diversity of the cultural manifestations that have taken place in Europe.

Commanding oral and written communication in different registers.

Situating the different cultural periods chronologically.

Transmitting contextual knowledge about the life of medieval communities

Working in groups, participating in discussion forums, etc., respecting the opinions of others.

Identifying the structure and evolution of the concept of power in European and Mediterranean societies.

Understanding the processes of change and evolution experienced by European and Mediterranean societies.

Justifying cultural manifestations as a product of a specific age and society.

Reasoning and explaining historical and cultural processes.

Drafting correct texts that suit the objective for which they were prepared.

Drafting and defending a report or story about an event, a historical event or a specific cultural manifestation of a specific time in the framework of a specific society.

Transmitting the importance of the medieval legacy to today's societies

Using information collected from different sources, especially online resources.

Linking historical events to cultural manifestations to explain the contributions of culture to the medieval world throughout history.

Analysing, arguing and organising a presentation, combining summary and explanatory development.

Communicating, using all personal resources and those of new technologies applied to teaching.

Assessing the importance of the heritage resources from the medieval world preserved according to certain specific criteria.

Additional outcomes

Identifying the great political entities emerging and coexisting in Medieval Europe; their respective cultural, economic and political features; and the way in which power relations developed inside the multiple levels of their socio-political organization. Establishing in a chronological frame the different cultural, social and political periods building the Middle Ages. Analysing the elements constituting each historic event and integrating in an analytical vision the historical events and the cultural expressions framing them in the Middle Ages. Understanding medieval cultural-historical processes in their transitions, identifying their friction points, continuities and breakups acting in the short and medium duration. Describing and explaining main historical and cultural events and processes using cognitive and geographical cartographies.

Understanding the change and evolution processes underwent by medieval societies, and representing them through conceptual chronological tables.

Understanding the relationship between «historic frame» and «cultural frame», identifying their main manifestations in medieval societies.

6. Units / Contents

Unit 1: INTRODUCTION TO THE MIDDLE AGES.

Unit 1.1 Notion.

Unit 1.2 Periodization: a) History of a chronology; b) The transitional periods (Antiquity and Modern Times); c) The internal periodization.

Unit 2: THE ORIGINS: THE CRISIS OF THE OLD ORDER (IV to VI centuries).

Unit 2.1 Defining the concept of crisis and the chronology of the process.

Unit 2.2 Explaining keys of the crisis: a) economic aspects: town and country relationships, and trade (local, regional and Mediterranean scales); b) political aspects: the emergence and consolidation of new power structures; c) social and mentality crisis.

Unit 2.3 The political reorganization of the Mediterranean: a) German kingdoms in Western Europe; b) the Byzantine Empire; c) the emergence of Islam.

Unit 3: THE EMERGENCE OF NEW SOCIO-POLITICAL FORMS AND PROCESSES OF ORGANIZATION (VI to VIII centuries).

Unit 3.1 Human beings and their environment: a) demography: demographical cycles and features; b) an ecology of the High Middle Ages.

Unit 3.2 Structural legacies and developments: a) economic structures: the emergence of the medieval lordship; b) social structures in the medieval West; c) political structures: the Romanization of German kingdoms; transformations inside the Byzantine Empire; the Islamic political formation.

Unit 4: FEUDAL SOCIETY: AN INTRODUCTION (IX to X centuries).

Unit 4.1 Defining feudalism: historiographic schools.

Unit 4.2 Socio-economic foundations of feudalism: a) the European productive frame; b) the consolidation of the organizational frame of lordships: emergence, features and evolution, and regional particularities; c) the economic growth.

Unit 4.3 Political formations: a) a Europe made of Empires: Byzantine Empire, Carolingian Empire, Holy Roman Empire; b) unified territories: the Visigothic monarchy, its fragmentation and emergence of new formations; c) fragmented territories: kingdoms and principalities in Great Britain and Italy; d) peripheral territories: Central Europe, Scandinavia, and Eastern Europe; e) the emergence of a new empire: Islam.

Unit 5: FEUDAL SOCIETY: SOCIAL CREATIONS (XI to XIII centuries).

Unit 5.1 Social structures and hierarchies: a) nobility: from the miles to high nobility in Western Europe. «Nobilities» in Islamic societies; b) peasantry: explicative keys; c) urban societies: their structuration; d) towards a «history of genre».

Unit 5.2 Feudal mentalities: a) theoretical formulations of society and intelectual renaissance; b) everyday life; c) Spirituality and religiosity: churches and beliefs.

Unit 6: FEUDAL SOCIETY: ECONOMIC GROWTH (XI to XIII centuries).

Unit 6.1 Demographic growth: rhythms and geographies.

Unit 6.2 The development of new technological resources: agriculture and navigation.

Unit 6.3 The rise of economic exchanges: a) seigniorial and noble life; b) the rise of the urban world.

Unit 6.4 The agricultural growth: features and dimensions.

ADDITIONAL COMMENTS, REMARKS

REGARDING THE ORGANIZATION OF THE SUBJECT:
Topic 1 belongs to the THEMATIC BLOCK I. INTRODUCTORY CONCEPTS.
Topics 2 and 3 belong to the THEMATIC BLOCK II. SOCIETIES IN TRANSITION: FROM THE ANCIENT WORLD TO FEUDALISM.
Topics 4, 5 and 6 belong to THEMATIC BLOCK III. THE MIDDLE AGES: FEUDALISM AND LORDSHIP.

REGARDING THE ENGLISH FRIENDLY NATURE OF THIS SUBJECT:
In accordance with the English Friendly nature of this subject, and in order to help foreign students to follow its theoretical and practical aspects, bibliographical references will be provided for each topic. Likewise, each topic will be schematized in English through a power point presentation for the benefit of English Friendly students.

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	E01 E03 E04 E05 E06 E08 E13 E17 E18	0.8	20	N	-	It comprises a synthesis of each unit, orienting the students¿ learning.
Writing of reports or projects [OFF-SITE]	Reading and Analysis of Reviews and Articles	G03 G05 G06 G07 G08 G10 G13 G16 G18	1	25	Y	Y	Writing of reports on political history. Their aim is to synthesise the main avenues in the evolution of the principal political formations in Europe and the Mediterranean. Depending on the number of students, topics will be distributed among them with a maximum assignment of two essays.
In-class Debates and forums [ON-SITE]	Case Studies	E04 E11 G02 G03 G09 G10 G11	0.56	14	Y	Y	Political history essays will be presented in class and their aim notions and conceptual connections to the unit will be debated.
Study and Exam Preparation [OFF-SITE]	Case Studies	E04 E11 G02 G03 G09 G10 G11	1.2	30	Y	Y	All units incorporate one or two dossiers of historical sources highlighting the most important issues tackled in each unit. These dossiers contribute to connect all units with each other. Students must examine these dossiers in order to participate in their collective in-class analysis in the time assigned in each unit.
In-class Debates and forums [ON-SITE]	Practical or hands-on activities	E04 E11 G02 G03 G09 G10 G11	0.56	14	Y	Y	Students must present in class their analysis of the historical sources dossiers, connecting them with their corresponding unit and their theoretical and practical issues. In-class teaching and political history dossiers must be applied to the examination, relation and debate of the issues suggested by the historical sources dossiers.
Other off-site activity [OFF-SITE]	Combination of methods	G03 G05 G06 G07 G08 G10 G11 G16	1.4	35	Y	Y	Students must submit a maximum of two off-site written reports. In order to elaborate them, students can access and consult any material at their disposal. These reports will tackle a few set of questions posed by the professor, building an essay from the issues proposed and reflecting on the problems examined in the subject. This activity pursues that students show their ability to understand historical problems, to link them to the notions examined in the subject, and, on that basis, to write an original essay.
Group tutoring sessions [ON-SITE]	Guided or supervised work	G02 G03 G04 G05 G06 G07 G08 G09 G10 G11 G13 G15 G16 G17 G18	0.48	12	Y	Y	Especially oriented to supervise and guide the subject¿s practical activities.
		Total:	**6**	**150**			
	Total credits of in-class work: 2.4					**Total class time hours: 60**	
	Total credits of out of class work: 3.6					**Total hours of out of class work: 90**	

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous	Non-continuous	Description

	assessment	evaluation*	
Practicum and practical activities reports assessment	15.00%	10.00%	It comprises the written production and oral presentation of the «political history dossiers» assigned to each student.
Practicum and practical activities reports assessment	20.00%	30.00%	It comprises the written production and oral presentation of the «subject topic dossiers» assigned to each student.
Practicum and practical activities reports assessment	15.00%	0.00%	It comprises the written oral presentation of the «sources dossiers» assigned to each student.
Theoretical papers assessment	40.00%	60.00%	It comprises a maximum of two tests, in the form of two non-classroom and autonomous written essays, by each student.
Assessment of active participation	10.00%	0.00%	It comprises the students¿ participation in all programmed activities undertaken under the direction of the professor or other students, and not directly assigned to them.
Total:	**100.00%**	**100.00%**	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

Given the ECTS working system offered in this subject, students will not be evaluated through traditional testing but on their academic progress, assessing their performance in the activities and practices proposed in the subject. Foreign students under the English Friendly programme are offered the opportunity to make all oral and written essays either in Spanish or in English. Students failing to pass this ECTS working system, or having opted for the traditional exam system, will have to pass a final test. These students will have the opportunity to take the final and retake exams. Foreign students under the English Friendly programme are offered the opportunity to do these exams either in Spanish or in English.

Non-continuous evaluation:

Students failing to pass this ECTS working system, or having opted for the traditional exam system, will have to pass a final test. These students will have the opportunity to take the final and retake exams. Foreign students under the English Friendly programme are offered the opportunity to do these exams either in Spanish or in English.

Specifications for the resit/retake exam:

Students failing to pass the final exam will have to do the retake exam. Foreign students under the English Friendly programme are offered the opportunity to do this exam either in Spanish or in English.

Specifications for the second resit / retake exam:

Students failing to pass the retake exam will have to do a second retake exam. Foreign students under the English Friendly programme are offered the opportunity to do this exam either in Spanish or in English.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	**hours**
Other off-site activity [AUTÓNOMA][Combination of methods]	35
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	12
General comments about the planning: English Friendly Students will have tutoring sessions adapted to their necessities and programs, provided either in English or Spanish, at their election.	
Unit 1 (de 6): INTRODUCTION TO THE MIDDLE AGES.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	2.6
Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3.3
In-class Debates and forums [PRESENCIAL][Case Studies]	1
Study and Exam Preparation [AUTÓNOMA][Case Studies]	4
In-class Debates and forums [PRESENCIAL][Practical or hands-on activities]	1
Teaching period: 1st & 2nd weeks	
Group 30:	
Initial date: 31-01-2022	**End date:** 13-02-2022
Unit 2 (de 6): THE ORIGINS: THE CRISIS OF THE OLD ORDER (IV to VI centuries).	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5
In-class Debates and forums [PRESENCIAL][Case Studies]	3
Study and Exam Preparation [AUTÓNOMA][Case Studies]	6
In-class Debates and forums [PRESENCIAL][Practical or hands-on activities]	3
Teaching period: 3rd, 4th & 5th weeks	
Group 30:	
Initial date: 14-02-2022	**End date:** 06-03-2022
Unit 3 (de 6): THE EMERGENCE OF NEW SOCIO-POLITICAL FORMS AND PROCESSES OF ORGANIZATION (VI to VIII centuries).	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5
In-class Debates and forums [PRESENCIAL][Case Studies]	3
Study and Exam Preparation [AUTÓNOMA][Case Studies]	6

In-class Debates and forums [PRESENCIAL][Practical or hands-on activities]	3
Teaching period: 6th, 7th & 8th weeks	

Group 30:

Initial date: 07-03-2022	**End date:** 27-03-2022

Unit 4 (de 6): FEUDAL SOCIETY: AN INTRODUCTION (IX to X centuries).

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5
In-class Debates and forums [PRESENCIAL][Case Studies]	3
Study and Exam Preparation [AUTÓNOMA][Case Studies]	6
In-class Debates and forums [PRESENCIAL][Practical or hands-on activities]	3
Teaching period: 9th, 10th & 11th weeks	

Group 30:

Initial date: 28-03-2022	**End date:** 24-04-2022

Unit 5 (de 6): FEUDAL SOCIETY: SOCIAL CREATIONS (XI to XIII centuries).

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2.7
Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3.4
In-class Debates and forums [PRESENCIAL][Case Studies]	2
Study and Exam Preparation [AUTÓNOMA][Case Studies]	4
In-class Debates and forums [PRESENCIAL][Practical or hands-on activities]	2
Teaching period: 12th & 13th weeks	

Group 30:

Initial date: 25-04-2022	**End date:** 08-05-2022

Unit 6 (de 6): FEUDAL SOCIETY: ECONOMIC GROWTH (XI to XIII centuries).

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2.7
Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3.3
In-class Debates and forums [PRESENCIAL][Case Studies]	2
Study and Exam Preparation [AUTÓNOMA][Case Studies]	4
In-class Debates and forums [PRESENCIAL][Practical or hands-on activities]	2
Teaching period: 14th & 15th weeks	

Group 30:

Initial date: 09-05-2022	**End date:** 22-05-2022

Global activity

Activities	hours
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	12
In-class Debates and forums [PRESENCIAL][Practical or hands-on activities]	14
Class Attendance (theory) [PRESENCIAL][Lectures]	20
In-class Debates and forums [PRESENCIAL][Case Studies]	14
Other off-site activity [AUTÓNOMA][Combination of methods]	35
Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	25
Study and Exam Preparation [AUTÓNOMA][Case Studies]	30
Total horas:	150

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	City	ISBN	Year	Description
Miller, M.C. y E. Wheatley	Emotions, Communities, and Difference in Medieval Europe : Essays in Honor of Barbara H. Rosenwein	Routledge	Nueva York		2017	
Echevarría, A. et al.	Atlas histórico de la Edad Media	Acento	Madrid		2003	
Fossier, R.	Gente de la Edad Media	Taurus	Madrid		2007	
Genicot, L.	Comunidades rurales en el Occidente medieval	Crítica	Barcelona		1993	
Oliva Herrer, H.R. y P. Benito i Monclús (eds.)	Crisis de subsistencia y crisis agrarias en la Edad Media	Universidad de Sevilla	Sevilla		2007	
Dutour, T.	La ciudad medieval: orígenes y triunfo de la Europa urbana	Paidós	Madrid		2004	
Flori, J.	La guerra santa: la formación de la idea de cruzada en el Occidente cristiano	Trotta y Universidad de Granada	Madrid-Granada		2003	
Morsel, J.	La aristocracia medieval: el dominio social en Occidente (siglos V-XV)	Universidad de Valencia	Valencia		2008	
Monsalvo Antón, J.M.	Los conflictos sociales en la Edad Media	Síntesis	Madrid		2016	
García de Cortázar, J.A. y J.A. Sesma Muñoz	Historia de la Edad Media: una síntesis interpretativa	Alianza Editorial	Madrid		2006	
Black, Anthony	Guilds and Civil Society in European Political Thought	Methuen	Londres		1984	

Benham, Jenny	Peacemaking in the Middle Ages. Principles and Practice	Manchester University Press	Manchester-New York	2011
Gamberini, Andrea y Lazzarini, Isabella (eds.)	The Italian Renaissance State	Cambridge University Press	Cambridge	2012
Jehangir, Yezdi Malegam	The Sleep of Behemoth. Disputing Peace and Violence in Medieval Europe, 1000-1200	Cornell University Press	Ithaca (Nueva York)	2013
Lecupre-Desjardin, Elodie	La ville des cérémonies. Essai sur la communication politique dans les Pays-Bas bourguignons	Brepols	Turnhout	2004
Cohn, Samuel K.	Lust for Liberty. The Politics of Social Revolt in Medieval Europe, 1200-1425. Italy, France and Flanders	Harvard University Press	Cambridge (Mass.)	2006
Blickle, Peter (ed.)	Resistance, Representation and Community	Clarendon Press	Oxford	1997
Lantschner, Patrick	The Logic of Political Conflict in Medieval Cities. Italy and the Southern Low Countries, 1370-1440	Oxford University Press	Oxford	2015