

**COURSE DATA****Data Subject**

Code	34025
Name	The formation of Europe (5th- 11th centuries)
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. Period	year
1005 - Degree in History	Faculty of Geography and History	2	First term

Subject-matter

Degree	Subject-matter	Character
1005 - Degree in History	13 - Universal medieval history	Obligatory

Coordination

Name	Department
APARISI ROMERO, FREDERIC	361 - Medieval History, Historiography Sciences and Techniques
CRUSELLES GOMEZ, JOSE MARIA	361 - Medieval History, Historiography Sciences and Techniques

SUMMARY

This course is part of the subject “Universal Medieval History” (12 credits), incorporated in turn within the module “Universal History” (66 credits), forming the second year course of the History degree. Its content is chronologically and thematically structured with that of the course “The Expansion and Consolidation of Europe (11th-15th Centuries)”, taught in the second semester. The objective is to offer students general knowledge of the origins and the early centuries of medieval society, from the disintegration of the Western Roman Empire to the collapse of the Carolingian Empire and the establishment of the feudal powers.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1005 - Degree in History

- Show motivation for quality.
- Demonstrate organisational and planning skills.
- Have critical and self-critical capacity.
- Be able to make abstractions, to analyse and to synthesise.
- Have problem-solving skills.
- Be able to learn autonomously.
- Show critical awareness of the relationship between current events and processes and the past.
- Have critical knowledge of the different historiographic perspectives in the different periods and contexts.
- Show awareness of and respect for views deriving from other cultural or national backgrounds.
- Be aware of the ongoing nature of historical debate and research.
- Know the general diachronic framework of the past.
- Have detailed knowledge of one or more specific periods of humanity's past.
- Be able to communicate and argue orally and in writing in one's own language using the terminology and techniques of the profession.
- Be able to transcribe, summarise and catalogue information appropriately.
- Know European history.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Knowledge of a particularly significant period in the creation of modern Europe.

Critical awareness of the relationship between current events and processes and the past.

Knowledge of the different historiographical perspectives in the analysis of the historical period dealt with, and awareness of the fact that the construction of the debate and historical research are continually ongoing.



A capacity for the analysis of the bibliography and the historical sources relative to the period dealt with.

DESCRIPTION OF CONTENTS

1. From the Roman Empire of the West to the Germanic kingdoms (5th-8th centuries)

1) The political division of the Roman Empire (4th century). 2) The Germanic invasions of the 5th century. 3) The Romano-Germanic kingdoms. 4) The Byzantine Reconquest. 5) The Frankish Merovingian kingdom.

2. The Carolingian Empire (9th-10th centuries).

1) Origins, consolidation and crisis of the Carolingian Empire. 2) The Carolingian Empire: political and administrative organization. 3) The invasions of the 9th-10th centuries and the political fragmentation of the Carolingian Empire. 4) Geopolitical changes in the Mediterranean I: Byzantium. 5) Geopolitical changes in the Mediterranean II: Islam.

3. The Christianization of Europe and the Carolingian Cultural Renaissance.

1) The ecclesiastical structure in early medieval Europa. 2) Early medieval monasticism. 3) Christianization and secular religiosity. 4) The cultural renaissance in the Carolingian era.

4. Social and economic bases of the first European growth

1) Peasant society in the late-ancient world. 2) The agrarian economy in the 7th-10th centuries: the Carolingian town. 3) The episcopal city in the High Middle Ages. 4) The mercantile economy between the 5th-10th centuries.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Other activities	15,00	100
Classroom practices	15,00	100
Study and independent work	90,00	0
TOTAL	150,00	



TEACHING METHODOLOGY

A) Attendance at lectures

- 1) Theoretical lectures (30 hours): the lecturers will expound the essential aspects of the subject, and will systematise the content and provide and supply further reading in order to prepare for the examination.
- 2) Practical lectures (15 hours): analysis of texts, maps and other materials supplied by the lecturer to complement the theoretical lectures, and the preparation of individual practical assignments.
- 3) Attendance at seminars or complementary activities (15 hours) scheduled by the Faculty and/or the lecturers. The lecturer will explain the teaching programme and the appropriate assessment mechanisms in the appendix

B) Tutorials:

The students' timetable will include attention by the lecturers in charge of the course so that they may voluntarily consult the latter about the subject and the academic organisation. Tutorial times will be displayed on the Medieval History Department noticeboard and in the Virtual Classroom

C) Study and preparation of lectures, assignments and examinations:

Throughout the semester the lecturer will establish a series of compulsory activities for students, related to theoretical training and problem solving. These are to be done in the student's own time, and assessment of them will be reflected in the final course grade. This section is specifically explained, for each group, in the Appendix.

EVALUATION

The **final course evaluation** in the first round will be made according to the following procedure:

1 A **written examination** to be done on the date set by the university administration, in which the level of students' knowledge in accordance with the course objectives will be assessed, as well as correct written expression (from the expositional and terminological points of view), and the ability to relate and construct arguments. The specific examination procedures will be established by each lecturer. It will be necessary to **obtain a mark of 4 out of 10 in the examination** in order to

be able to incorporate the remaining grades (practical work, reading controls, complementary activities).

2 Different types of **individual assignments** that affect both the process of comprehension of the historical knowledge explained in the lecture theatre and the practical analysis of historical sources. The nature of these assignments will be established by each lecturer in the APPENDIX.



3 Lecturers will notify students of the deadline and the evaluation procedures for the **complementary activity** agreed upon by the Degree Coordination Department, depending on their nature (writing of papers, attendance control, etc.).

4 The percentage represented in the final course grade by each of the evaluation examinations will be as follows:

- a) Final examination 60%
- b) Individual assignments 30%
- c) Complementary activities 10%

The **second round** will observe the following specifications:

1 An **examination** to be done on the date established by the university administration, which will **follow the evaluation criteria established in the first round examination**.

2 The grade obtained in the previously submitted individual **practical assignments** will be conserved, although they may be repeated and reassessed, always at the discretion of the lecturer.

3 **Reading controls** and **complementary activities** will only be included in the second round evaluation if they were completed before the corresponding deadlines during the course.

Mistakes with regard to spelling, syntax and/or written expression will be marked negatively in the grading of all the written examinations, and an accumulation of them may lead to students failing the course.

REFERENCES

Basic

- ÁLVAREZ PALENZUELA, V. (2002): Historia universal de la Edad Media, Barcelona, Ariel.
- BALARD, M. y otros (1989), Edad Media occidental. De los bárbaros al Renacimiento, Madrid, Akal.
- GARCÍA DE CORTÁZAR, J. A.- SESMA MUÑOZ, J. A. (1997): Historia de la Edad Media. Una síntesis interpretativa, Madrid, Alianza.
- KAPLAN, M. (Dir.) (2004): Edad Media. Siglos IV-X, Granada, Universidad.
- LADERO, M. A. (1987): Historia Universal. Edad Media, Barcelona, Vicens Vives.
- MCKITTERICK, R. (2002): La alta Edad Media, Barcelona, Crítica.
- VINCENT, C. (2001): Breve historia del Occidente medieval, Madrid, Alianza.
- WICKHAM, CH. (2009): Una Historia nueva de la alta Edad media. Europa y el mundo mediterráneo, 400-800, Barcelona: Crítica.



- HEATHER, Peter, Emperadores y bárbaros. el primer milenio de la historia de Europa, Barcelona: Crítica, 2009.
- HEATHER, Peter, La caída del Imperio Romano, Barcelona: Crítica, 2006.
- WICKHAM, Ch. (2013) El legado de Roma. Una historia de Europa de 500 a 1000, Barcelona: Pasado & Presente

Additional

- BONNASSIE, P. (1983): Vocabulario básico de la Historia medieval, Barcelona, Crítica.
- DUBY, G. (dir.), (1995): Atlas histórico mundial, Madrid, Debate.
- LOYN, H. R. (ed.) (1989): Diccionario Akal de Historia Medieval. Madrid, Akal.
- MITRE, E. (1992): Textos y documentos de la época Medieval (Análisis y comentarios). Barcelona, Ariel.