

28117 - History of the Low Middle Ages: 13th to 15th Century A.D.

Syllabus Information

Academic year: 2024/25

Subject: 28117 - History of the Low Middle Ages: 13th to 15th Century A.D.

Faculty / School: 103 - Facultad de Filosofía y Letras

Degree: 418 - Degree in History

ECTS: 6.0

Year: 2

Semester: Second semester

Subject type: Compulsory

Module:

1. General information

The subject presents, identifies and analyses the main processes, factors and historical agents of the 13th-15th centuries establishing relationships between the political, social, economic and cultural dynamics that led to the evolution of the feudal system, the consolidation of complex and diverse societies, the birth of modern European civilization and the legacy of the medieval today. The contents addressed include the handling of information sources (written, material, archaeological), knowledge of the techniques and methods of medievalism, interdisciplinarity and the presentation of the most recent advances and perspectives of research.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the 2030 Agenda of the United Nations (2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>)).

Goal 16: Peace, Justice and Strong Institutions

Goal 17: Alliances to Achieve Objectives.

2. Learning results

In order to pass this subject, students must demonstrate the following learning results:

Identifies and describes the main facts, processes and factors that characterize the Late Middle Ages.

Evaluates with rigor the most representative documentary sources of the period, using appropriate techniques and methods of study.

Organizes the historical information received in a coherent way, relating in a reasoned way characteristic aspects of the late Middle Ages.

Recognizes the legacy of late medieval societies on later times, rigorously relating the present with the past.

Shows the knowledge and analysis of the European cultural diversity in the 13th-15th centuries through oral and/or written arguments, contemplating the pluralism of historical science.

3. Syllabus

There are five thematic axes, articulated in turn on various spatio-temporal scopes, within the general framework of the subject matter:

1. Feudal plenitude: European states in the 13th century.
2. Times of change: economies and societies in crisis (13th and 14th centuries).
3. Towards the modern state: principalities, kingdoms and crowns (14th and 15th centuries).
4. Economic transformations: rural and urban world in the 15th century.
5. Religion, official culture and value systems at the threshold of the Renaissance.

4. Academic activities

The learning process designed for this subject is based on:

- Classroom lectures: master class, theoretical presentations, debates, various presentations.
- Readings and personal work: summaries, preparation of presentations and assessment tests.
- Practices: commentary on texts, maps or audio-visuales, case studies, problem solving, visits to documentary and bibliographic deposits and/or archaeological sites
- Tutorials: student follow-up, problem solving.
- Assessment individual interviews, oral presentations in class, written tests.

5. Assessment system

FIRST CALL

Continuous assessment (if applicable)

- Theoretical test (50% of the final grade): answer one or more questions related to the syllabus. Assessment criteria: coherent, rigorous and adjusted response to the questions posed.
- Practical exercises (30% of the grade): they will be oriented to direct work with historical sources and specialized bibliography. The appropriate use of materials, written ideas and hypotheses with the rigor proper to the historian's profession will be valued.
- Participation and personal work arising from the students' initiative, previously agreed with the teachers (20%). The ability to ask questions, raise hypotheses and draw conclusions on particular aspects of the late Middle Ages will be assessed.

Global assessment (date set in the academic calendar).

- A single test, of heterogeneous content: theoretical questions (50%), practical exercises (30%), reviews (20%), with which students must demonstrate an adequate level of learning results. Among the questions to be solved, there may be problems raised throughout the semester.

Assessment criteria: argued, coherent, rigorous and adjusted answers to the questions posed.

SECOND CALL

Global assessment (date set in the academic calendar).

According to the parameters detailed for the first call.

6. Sustainable Development Goals

- 4 - Quality Education
- 5 - Gender Equality
- 10 - Reduction of Inequalities