

28145 - Economic and Social History of the Middle Ages

Syllabus Information

Academic year: 2024/25

Subject: 28145 - Economic and Social History of the Middle Ages

Faculty / School: 103 - Facultad de Filosofía y Letras

Degree: 418 - Degree in History

ECTS: 5.0

Year: 4

Semester: First semester

Subject type: Optional

Module:

1. General information

The general approach of the subject is based on a conception of history as an essentially critical science, whose purpose is the understanding of social and economic phenomena in their own historical context. Likewise, it considers that the contents and techniques of history, far from being pigeonholed by the passage of time, are in permanent renewal, in direct relation to the problems and concerns of the present.

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:

Organizes complex historical information in a coherent way and interprets it in a reasoned manner.

Knows how to express and argue historical knowledge, orally and/or in writing, in correct Spanish, using the concepts, vocabulary, terminology and techniques of historical science.

Is able to organize and develop their work autonomously.

Identifies and evaluates with rigor diverse sources and historiographic documents; develops and manages with efficacy techniques and methods of study, and is able to critically evaluate the bibliography of the subject.

3. Syllabus

1. Social and economic history in the Middle Ages: a critical introduction.
2. The survival of an ancient society and the first European growth (8th-10th centuries).
3. The take-off of Europe (11th-13th centuries): the rural world and agrarian development; the urban world and productive activities in the cities.
4. The first crisis of growth of European society (14th century): general interpretations.
5. Rural societies and economies (14th-15th centuries).
6. Urban societies and economies (14th-15th centuries).

4. Academic activities

The system of sessions that make up the subject is based on the complementarity between theoretical explanations and the development of practical activities. The distribution of the subject between both aspects will be carried out in an equitable manner and will be in accordance with the following scheme.

Theoretical sessions: presentation of fundamental concepts and models, commentary on supporting documentation, moderated

discussions and problem solving.

Practical sessions: analysis of written sources and elaboration of critical reflections on the bibliography (orally and/or in writing). The activities developed in this context will follow a heterogeneous pattern and will seek to enhance the students' capacity of argumentation, in a context of cooperative learning.

5. Assessment system

First call

- Continuous assessment:

a. Theoretical test (50% of the grade): an essay related to the content of the syllabus. Assessment criteria: correct writing, coherent argumentation, use of rigorous bibliography and adjusted to the topic.

b. Practical exercises (30% of the grade): analysis of one or more historical documents, based on a script provided by the teacher. Assessment criteria: appropriate use of materials, write ideas and hypotheses with the rigor proper to the historian's profession.

c. Active participation and autonomous work (20% of the grade): reading of one or more research works. Assessment criteria: ability to ask questions, hypothesize and draw conclusions about economic and social phenomena.

- Global assessment test:

a. Exercise 1 (50% of the grade): question related to one of the historical processes and/or phenomena explained throughout the syllabus and addressed by the recommended bibliography. Assessment criteria: correct wording, presentation of hypothesis, ability to articulate an argued, coherent, rigorous and adjusted response to the question posed.

b. Exercise 2 (30% of the grade): critical commentary on a written source. Assessment criteria: appropriate use of materials, write ideas and hypotheses with the rigor proper to the historian's profession.

c. Exercise 3 (20% of the grade): question focused on any of the concepts explained throughout the syllabus and addressed by the recommended bibliography. Assessment criteria: synthesis capacity, selection of examples and understanding of economic and social phenomena.

Second call

- Global assessment test, according to the format indicated in the first call.

6. Sustainable Development Goals

4 - Quality Education

5 - Gender Equality

10 - Reduction of Inequalities