



Universitat de Lleida

DEGREE CURRICULUM  
**MONASTERIES, CATHEDRALS  
AND UNIVERSITIES**

Coordination: PLANAS BADENAS, JOSEFINA

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	MONASTERIES, CATHEDRALS AND UNIVERSITIES			
<b>Code</b>	12371			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Master's Degree in Medieval European Identity	1	OPTIONAL	Virtual learning
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA	TEORIA	
	<b>Number of credits</b>	4.2	1.8	
	<b>Number of groups</b>	1	1	
<b>Coordination</b>	PLANAS BADENAS, JOSEFINA			
<b>Department</b>	GEOGRAPHY, HISTORY AND HISTORY OF ART			
<b>Teaching load distribution between lectures and independent student work</b>	Study hours: 150			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Spanish			
<b>Distribution of credits</b>	Josefina Planas Badenas (3 credits) Xènia Granero Villa (3 credits)			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GRANERO VILLA, XENIA	xenia.granero@urv.cat	3	May 15th and May 22th 2024, 6 p. m. by videoconference.
PLANAS BADENAS, JOSEFINA	josefina.planas@udl.cat	3	May 29th and June 5th 2024, 6 p.m. by videoconference.

## Subject's extra information

The subject "Cathedrals, Monasteries and Universities" has as its main objective to analyse these institutions of a sacred nature, whether public or private, and to see how they influenced, at all levels, the territory in which they were established. A first general overview will be offered, enriched with working material that will put on the table the historiographical perspectives and the debates that are still ongoing. These premises will allow the student to delve into more specific topics and to know the state of the art of certain issues.

## Learning objectives

Learning objectives of the subject:

- To study the artistic and religious historical processes that accompanied the birth of cathedrals, monasteries and universities in medieval Europe.
- To acquire general knowledge in order to carry out an interpretative analysis of artistic creations and their promoters.
- Know the main centres of artistic production and/or promotion between the 11th and 15th centuries.
- Acquire critical and interpretative skills on the phenomenon of the construction of cathedrals, monasteries and universities in medieval Europe.

## Competences

### General competences:

GC1. Apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.

GC2. Develop the ability to integrate knowledge and face the complexity of formulating judgements based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.

GC3. Acquire competences in communicating their conclusions - and the knowledge and ultimate reasons that support them - to specialised and non-specialised audiences in a clear and unambiguous way.

GC4. Develop learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.

GC5 Incorporate rigour in work approaches, methods and the drawing up of conclusions from a scientific and ethical point of view.

GC6.- Possess and understand knowledge that provides a basis or opportunity for originality in the development

and/or application of ideas, often in a research context.

## Specific Competences:

CE1.- Recognise the existence of historiographical debates in research on the Middle Ages.

SC2.- To carry out analyses in the process of research on identities in the Middle Ages.

SC3.- To study in depth the concepts of identity, memory and ideology in the European Middle Ages.

SC4.- To advance in the knowledge of the contributions of the medieval period in the construction of Europe.

CE5.- To deepen the knowledge of the medieval period through the contributions of history, art history, literature and language.

SC6.- To apply interdisciplinarity as a valid and transversal instrument in the study of Medieval European Identity.

SC7.- Explore new strategies in research on the medieval period and put forward hypotheses in the field of Medieval European Identity.

SC8.- Apply methodological techniques to interpret documentary, material and iconographic sources.

SC9.- Handle, improve and apply the knowledge provided with regard to ICT resources with a view to the elaboration, presentation and communication of historical data, documents, images and reports related to the Middle Ages.

SC.10- Fostering teamwork, as well as coordinating and leading scientific initiatives related to the Middle Ages.

CE.11- Use the terminology and communication techniques accepted by historiography and the disciplines involved.

## Subject contents

1. **The monastic world and the city.** Introduction: the monastic world during the medieval centuries. Benedictines and Cistercians versus the city: examples from the Crown of Aragon. New monastic orders and royal promotion (Mendicants).

2. **Cathedral and City.** The cathedral in the development of the medieval city as a spiritual and power centre. Cathedral quarters and cathedral institutions (chapter and palaces of the dignitaries). The cathedral as the seat of the bishop and the scene of great celebrations. The spiritual and funerary functions of the cloisters.

3. **The city and the university.** The birth of the universities in the medieval urban world. The development of their architecture in the context of civil and religious architecture. Some notable examples (Italy, France, England...). The Estudi General of Lleida in the context of the Crown of Aragon. Other examples from the Hispanic kingdoms (Salamanca, Alcalá de Henares...).

4. **Art at the service of the book.** The value of the illuminated book during the Middle Ages. The function of the image in medieval manuscripts. From the monastery to the city. Lay artists and new clients. New books, new demand. English cathedral and monastic centres. The Alphonine *scriptorium* and the Castilian monasteries.

5. **The cathedral and the illuminated books.** The great prelates of the Church. Books for the liturgy and books for private devotion. The Pontifical. The formative stage: the passage through the great universities: Toulouse, Bologna, Paris. Manuscripts of canon law. The Catalan bishops of the last medieval centuries.

6. **Urban centres and the new religious sensibility: from the Psalter to the Book of Hours.** Paris. The Duke of Berry and the Limbourg brothers. The Netherlands: the Viennese master of Mary of Burgundy. Barcelona and Valencia: the northern influence on illuminated books of hours in the Crown of Aragon. The female presence in the books of hours.

## Development plan

First part of the course: Professor Xènia Granero Villa.

13th May to 28th May 2024.

Tutorials: 15th and 22th May at 6 p.m. videoconference.

Second part of the course: Professor Josefina Planas.

27th May to 9th June 2024.

Tutorials: May 29th and June 5th at 6 p.m. videoconference.

## Evaluation

By credit	Methodology	Activity	Directed working hours	Non-directed working hours	Evaluation value
1	Written paper	Review	1	4	30%
2	Readings	Complementary reading		5	0%
2	Forum	Debate on a topic proposed by the professor.	1	4	20%
1 (En total)	Written paper	Questionnaire	1	9	50%

In the case of plagiarism, the provisions of the regulations for the evaluation and grading of teaching in the UdL's bachelor's and master's degrees and master's degrees will be applied.

## Bibliography

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