



| Teaching Guide | | | | |
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| Identifying Data | | | 2021/22 | |
| Subject (*) | Spain in the Historical and Legal Context of Europe | | Code | 612G01002 |
| Study programme | Grao en Dereito | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| First and Second Cycle | 1st four-month period | First | Basic training | 6 |
| Language | SpanishEnglish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Dereito Privado | | | |
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| Web | | | | |
| General description | <p>This course is focused on an idea: Europe had a common legal past. In the Middle Ages, the so-called "Ius Commune" was studied in all the universities and it was used by the jurists from around the old continent. This common law transcended national and legal boundaries. For this reason, the history of law in Europe has the same vocabulary, that was created by the "ius commune". This law consisted of Roman, Canon a Feudal law. As the rest, Spain has been part of this European reality. Our juridical past is determined by Europe because Spain has not been an island on the continent. But also, the different local institutions (a kingdom, a principality, a feudal lordship, a monastery) had their own law, with their particularities, the so-called "ius proprium" (particular law). The principal aim of this course will be the knowledge of the common legislation of Europe and the singularities of the "ius proprium". The addition of the "Ius Commune" to the "ius proprium" will show the "system of Ius Commune". Then, it's very important to understand that the big legal categories used in Western Europe had the same origin, the "Ius Commune". Nowadays, if we speak about "property", "obligation", "will", we use the meaning created by "Ius Commune": dominium, obligatio, testamentum.</p> | | | |
| Contingency plan | <p>1. Modifications to the contents: None</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained: Deliveries of tasks and practical activities will continue to be carried out through Moodle.</p> <p>*Teaching methodologies that are modified:The master teaching sessions will be taught through Microsoft Teams and will be recorded and made available to students in the subject space located in Microsoft Stream. A link to that space will also be enabled from Moodle. The interactive teaching sessions will take place in the same way. In any case, the schedules that were developed in the face-to-face sessions will be maintained.</p> <p>3. Mechanisms for personalized attention to students: Email, Moodle and Microsoft Teams.</p> <p>4. Modifications in the evaluation: In case of suspension of the face-to-face activity, the planned assignments will be replaced by others managed through Moodle: practical activities and tests. In the case of oral exams, they will be developed through Microsoft Teams</p> <p>*Evaluation observations:Teachers will be available to students by email and by the Microsoft Teams application to resolve all doubts and questions that may arise among students, both in terms of content or assessment system, like problems with technologies. The principles that teachers will follow will be flexibility, empathy, common sense and equal opportunities for all.</p> <p>5. Modifications to the bibliography or webgraphy: None</p> | | | |



| Study programme competences | |
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| Code | Study programme competences |
| A2 | Knowledge of the role of law as a regulatory system of social relations |
| A3 | Grasping the systematic nature of the legal system |
| A4 | Appreciating the interdisciplinary nature of legal problems |
| A6 | Understanding the different manifestations of law in its historical evolution and in its current reality. |
| A8 | Basic knowledge of legal argumentation. |
| A10 | Ability to interpret and critically assess the legal system. |
| A12 | Management of legal oratory (ability to express themselves properly in public). |
| A13 | Mastering new technologies applied to law. |
| B1 | Knowledge in an area of study that is based on general secondary education, and is usually found at a level that, although supported by advanced textbooks, includes also some aspects that involve knowledge from the forefront of his field of study. |
| B3 | Ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on social, scientific or ethical relevant issues. |
| B6 | Learning to learn. |
| B8 | Critical, logical, and creative thinking. |
| B9 | Working autonomously on own initiative with a lifelong learning approach. |
| B10 | Teamwork and collaboration. |
| B11 | Ethical and social responsibility. |
| B12 | Effective workplace communication and oral and written skills in Spanish, Galician and foreign languages. |
| B13 | Computing and ICT skills. |
| C1 | Adequate oral and written expression in the official languages. |
| C2 | Mastering oral and written expression in foreign languages. |
| C3 | Using ICT in working contexts and lifelong learning. |
| C4 | Exercising an open, educated, critical, committed, democratic and supportive citizenship for the sake of the common good. |
| C6 | Critically assess the knowledge, technology and information available to solve the problems they face. |

| Learning outcomes | | | |
|-------------------|-----|-----------------------------|----|
| Learning outcomes | | Study programme competences | |
| | A2 | B9 | C1 |
| | A3 | B1 | |
| | A4 | B3 | |
| | A6 | | |
| | A8 | | |
| | A10 | | |
| | A12 | | |
| | A13 | B6 | C2 |
| | | B8 | |
| | | B10 | |
| | | B11 | |
| | | B12 | |
| | | B13 | |
| | | | C3 |
| | | | C4 |
| | | | C6 |

| Contents | |
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| Topic | Sub-topic |



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| <p>?SPAIN IN THE HISTORICAL AND LEGAL CONTEXT OF EUROPE?</p> <p>SPAIN AND THE POST-CLASSICAL ROMAN LAW</p> | <p>Political meaning of the period called Dominate</p> <p>Justinian</p> <p>Features of the post-classical Roman Law</p> |
| <p>THE FIRST MEDIEVAL AGE: PER PUGNAM SINE IUSTITIA: AN AGE WITHOUT JURISTS</p> | <p>The gradual disappearance of the professional jurist</p> <p>Anthologies and Epitomes in the West: Doctrine and Legislation</p> <p>The East: The great legislative compilation of Justinian</p> |
| <p>SPAIN DURING THE 7th- 11th CENTURIES</p> | <p>Oral laws: Custom; the Carolingian Capitularies</p> <p>The presence of the Church</p> <p>Per pugnam sine iustitia</p> |



A NEW AGE: 12th-15th CENTURIES

IUS COMMUNE IN EUROPE:

From the feudal World to urban civilization

The twelfth- century renaissance and the autonomy of the law.

The formation of the Corpus Iuris Civilis and the writings of Irnerius: The rise of Civil Common Law.

Gratian and the Decretum: The rise of Canon Common Law

The great ?codifications? of the Church: The Liber Extra of Gregory IX, the Liber Sextus of Boniface VIII, the Clementinae of Clement V, and the formation of the Corpus Iuris Canonici.

Civil Law and Canon Law: The utrumque ius

IUS PROPRIUM IN EUROPE.

Italy: Communal legislation.

Europe outside Italy.

The Iberian Peninsula: Fueros, Usatges, an Royal laws; The Siete Partidas.

France: Pays de droit coutumier; local laws and royal law; the great Coutumiers.

Germany: municipal laws; counts, dukes and princes; the emperor?s laws; the Sachsenspiegel.

THE SYSTEM OF THE IUS COMMUNE.

Ius commune and Ius proprium as positive law: Hierarchy in the sources.

The Ius commune without hierarchy.

Major figures: Irnerius

Gratian

The new science of law

The System of the Ius commune and the Corpus Iuris Civilis: Dialectic

The System of the Ius commune and the Corpus Iuris Civilis: The Ius proprium
Cinus of Pistoia. Bartolus of Saxoferrato

THE UNIVERSITY IN EUROPE AND THE IUS COMMUNE.



The School of Irnerius and the myth of Bologna.

Studying Jurisprudence in terra aliena

The growth of schools in European cities.

The organization of the academic world.

A Different organizational model: The University of Paris

Why were Universities so successful?

LEGAL SCIENCE

The orality of knowledge

The Lectura

The Glossae

The Punctatio librorum

The Repetitio

The Quaestio disputata



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| MODERN AGE | <p>Legal humanism</p> <p>The ?Secunda Scholastica?</p> <p>Francisco de Vitoria and the School of Salamanca</p> <p>Hugo Grotius and the doctrine of Natural Law</p> <p>NATIONAL CODIFICATIONS</p> <p>The age of codifications</p> <p>Precedents: The experience of consolidations</p> <p>The theoretical roots of the codifications</p> <p>From the French Revolution to the Napoleonic Code Civil</p> <p>Napoleonic Codes and National Codes in Europe</p> <p>Germany: Historical School of Law</p> <p>Savigny's thought</p> <p>The Pandectists</p> |
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| Planning | | | | |
|---|---|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student's personal work hours | Total hours |
| Guest lecture / keynote speech | A2 A3 A4 A6 A10 B11 C4 | 21 | 0 | 21 |
| Supervised projects | A12 A13 B6 B8 B10 B12 B13 B1 B3 C1 C3 | 6 | 6 | 12 |
| Objective test | A3 A6 A10 B1 B3 C1 C2 | 5 | 68 | 73 |
| Case study | A2 A3 A4 A6 A8 A10 B9 B1 B3 C6 | 6 | 18 | 24 |
| Document analysis | A2 A3 A6 A10 B8 B3 | 10 | 0 | 10 |
| Personalized attention | | 10 | 0 | 10 |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. | | | | |

| Methodologies | |
|--------------------------------|---|
| Methodologies | Description |
| Guest lecture / keynote speech | Development of the main points of the Syllabus. |
| Supervised projects | <p>Development of works with professor guidance, that complement the didactic activity of the lectures.</p> <p>Indication of readings.</p> <p>Selection and realization of works of bibliographic reference.</p> <p>Development of determinate tasks of basic legal history research.</p> |



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| Objective test | Verification of the conceptual knowledges obtained by the students. |
| Case study | Analysis and study of legal history documents, that help to comprise the theoretical lectures. |
| Document analysis | Projection of thematic films on concrete appearances of the program and debate on legal history aspects that reflect in the projections. |

| Personalized attention | |
|-----------------------------------|---|
| Methodologies | Description |
| Guest lecture / keynote speech | Professor will attend any doubt in his office |
| Supervised projects | Students will do practice activities consist on presentations about readings and work previously fixed. |

| Assessment | | | |
|-----------------------------------|---|--|---------------|
| Methodologies | Competencies | Description | Qualification |
| Guest lecture / keynote speech | A2 A3 A4 A6 A10 B11 C4 | Valoraranse as acertadas intervencións dos alumnos nas sesións teóricas de exposición do profesor | 5 |
| Supervised projects | A12 A13 B6 B8 B10 B12 B13 B1 B3 C1 C3 | Avaliarase tanto o traballo realizado polo grupo no seu conxunto como individualmente por cada alumno así como a súa exposición oral ante o resto de compañeiros | 10 |
| Objective test | A3 A6 A10 B1 B3 C1 C2 | Avaliarase a correcta aprendizaxe dos contidos básicos da materia | 70 |
| Case study | A2 A3 A4 A6 A8 A10 B9 B1 B3 C6 | Avaliaranse os comentarios de texto realizados polos alumnos | 10 |
| Document analysis | A2 A3 A6 A10 B8 B3 | Avaliaranse as intervencións e debates de e entre os alumnos e o profesor sobre a película proxectada | 5 |
| Others | | | |

| Assessment comments |
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| <p>An exam will be required at the end of the semester concerning all the contents. The value of this exam will be 50 % of the final mark.</p> <p>A continuous assessment will be followed throughout the course. In addition to traditional means of assessment such as the exam, students may be asked to:</p> <ul style="list-style-type: none">- Make a presentation either individually or as a group project.- Compose research papers or other extended written work, including annotated bibliographies. <p>These works will be valued with the other 50 % of the final mark.</p> <p>In the assessment corresponding to the second opportunity, which takes place during the month of July, students must follow the same evaluation parameters as in the first opportunity. This second opportunity may be an oral exam.</p> <p>Students who have officially recognized their part-time enrollment must pass the written exam like other students. About assignments, professors, analyzing each case, will facilitate their delivery by these students.</p> <p>If any student plagiarizes an assignment, the author will not pass the continuous assessment.</p> |

| Sources of information |
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| Basic | RecursosBibliografía básica:MONTANOS FERRÍN, E., O dereito na Historia de España, Editorial Universitas, (Madrid, 2009).Bibliografía complementaria:BELLOMO, M. (1999) A Europa do Dereito Común II Cigno Galileo Galilei, Roma ESCUDERO, J.A. (2003) Curso de Historia do Dereito. Fontes e institucións político-administrativas Madrid. 3ª edición GACTO FERNÁNDEZ, E., ALEJANDRE GARCÍA, J.A., GARCÍA MARÍN, J.M., (1997) Manual básico de historia do Dereito (Temas e antoloxía de textos) Madrid GARCÍA-GALLO, A. (1984) Manual de Historia do Dereito español, Madrid TOMÁS y VALIENTE, F. (1987) Manual de Historia do Dereito español Recursos web:Campus Virtual: https://campusvirtual.udc.es/moodle/ . Con material complementario para o estudo da materia. |
| Complementary | |

| Recommendations |
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| Subjects that it is recommended to have taken before |
| Spain in the Historical and Legal Context of Europe/612G01002 |
| Subjects that are recommended to be taken simultaneously |
| Roman Foundations of the Western Legal Tradition/612G01001 |
| Jurisprudence/612G01006 |
| Subjects that continue the syllabus |
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| Other comments |
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(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.