

Ancient History of Catalonia

Code: 100351
ECTS Credits: 6

Degree	Type	Year	Semester
2500241 Archaeology	OT	3	0
2500241 Archaeology	OT	4	0
2500501 History	OT	4	0
2503702 Ancient Studies	OT	4	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

The subject is designed for all those students of the Degree in Sciences of Antichity, History or Archeology interested in the ancient world. It is convenient that they have already completed the Ancient History subjects in each degree

Objectives and Contextualisation

This subject will analyze the history of the main social processes and cultural facts of the civilizations developed in the Catalan territory between VI aC and V dC

- To know and use the documentary sources that we have to analyze the historical processes of the this period
- To be able to contextualize the data provided by these documentary sources with historical interpretations
- Know and value the archaeological and architectural heritage of Ancient Catalonia
- Help to develop your own criteria about the interpretations established for the period worked

Competences

- History
 - Applying the main methods, techniques and instruments of the historical analysis.
 - Critically assessing the fonts and theoretical models in order to analyse the different historical periods.
 - Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
 - Mastering the basic diachronic and thematic concepts of the historical science.
 - Respecting the diversity and plurality of ideas, people and situations.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning Outcomes

1. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
2. Critically assessing the various current approaches to the study of the history of Catalonia.
3. Engaging in debates about historical facts respecting the other participants' opinions.
4. Identifying the main and secondary ideas and expressing them with linguistic correctness.
5. Organising and planning the search of historical information.
6. Organising and summarising different explanations about the causes of social change in the different historical stages of the Catalan society.
7. Solving problems autonomously.
8. Submitting works in accordance with both individual and small group demands and personal styles.
9. Using the characteristic computing resources of the field of History.
10. Using the characteristic investigation sources of the history of Catalonia.

Content

- The precedents of the Iberian world. The Final Bronze in Catalonia
- The colonizing peoples: Phoenicians, Etruscans and Greeks
- The cases of Rhode and Emporion
- The iberization. The ancient Iberian world
- Ancient Iberian communities
- The conflicts of the 3rd century BC: Second Punic War
- The Roman conquest of Catalonia
- The romanization of Catalonia: II-I centuries BC
- The civil wars in the peninsular NE: from Sertorio to Octavio Augusto
- The reforms of Augustus
- The boom of Roman Catalunya. 1st century AD
- The antoninos and the management of the empire
- The crisis of the third century AD
- The tetrarchy period
- The Catalonia of Late Antiquity

Methodology

- Assistance to theoretical classes led by the teacher

- Assistance to seminars and practical sessions led by the teacher
- Comprehensive reading of texts and interpretations of historical sources and archaeological documents
- Realization of works and analytical comments
- Personal study

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
seminaries	3	0.12	2, 1, 6, 9, 10
theoretical classes	38	1.52	2, 5, 6, 3, 10
visit an archeological site	4	0.16	2, 6
Type: Supervised			
tutorials	15	0.6	2, 1, 4, 5
Type: Autonomous			
study of bibliography of the subject	40	1.6	7, 2, 5, 6, 10
text comment	35	1.4	7, 2, 1, 4, 5, 6, 8, 9, 10

Assessment

40% Exam

40% Continuous evaluation activities

10% Seminars

10% participation, assistance and progression

The assessment activities delivered in the terms established by the professor of the subject will be reevaluated. The activities delivered during the reevaluation period will not be accepted

Participation, assssitenace and progression are not reevaluated

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Works and seminars	10	12	0.48	7, 1, 4, 5, 8, 9, 10
continuous evaluation activities	40	1.5	0.06	2, 4, 5, 6, 9, 10
exam	40	1.5	0.06	7, 2, 1, 4, 5, 3, 8, 9

Bibliography

Annotated bibliography

It is very convenient that students use the bibliography as an instrument to achieve a global knowledge of the contents and be able to raise and develop any issue or section of expansion.

As a bibliography of an introductory and complementary nature -and without the intention of being exhaustive (you may have older good works at home) -the following works must be kept in mind:

-Daura, E. Sanchez, *Introducció a l'Arqueologia de Catalunya. Prehistòria i Antiguitat* Ed. Teide. Barcelona 1993. It is a brief introductory work, but updated at the level of archaeological data and bibliography.

The Roman world chapter is more archaeological and descriptive, and is missing a historical synthesis.

-C. Garrido, *Arqueologia de Catalunya y Baleares*. Ed. Planet. Barcelona 1998. Good archaeological guide where appear most of the deposits that we will mention throughout the course. There is a brief historical synthesis in the introduction, it causes problems.

-AA.DD. *Història de Catalunya*. Salvat. Barcelona 1985. Classical work, outdated in some aspects with respect to archaeological data, but which retains the effort of its authors to produce historical syntheses.

-AA.DD. *Economia, Societat i Cultura. Història dels Països Catalans*. Gran Enciclopedia Catalana. Barcelona 1997. Vol. YI, Prehistory and ancient mon. Recent synthesis prepared by the various current specialists in each subject. Logically it is a scattered work, but of a good scientific level.

-J. Sanmartí, J. Santacana. *Els íbers del Nord*, Ed. Dalmau, Barcelona 2003. It is the best work of synthesis on the Catalan Iberian world, a work of diffusion but quite useful also for our course.

-OR. Mercadal (Ed.), *Món ibèric als Països Catalans*, XIII Col·loqui Internacional d'Arqueologia de Puigcerdà. 2 vols. Puigcerdà 2004. Work of reference to know the state of the question of the latest research concerning the Iberian world in the Catalan Countries, where most of the research teams involved are involved.

-C. Aranegui, P. Rouillard, J.P. Mohen (Coord.). *Los íberos*. La Caixa Foundation. Barcelona 1998. Catalog of the exhibition and Proceedings of the Congress.

-J. Pons, Territori i societat romana a Catalunya. Edicions 62.Barcelona 1994. It is a very suggestive and interesting work, which manages to relate the historical phenomena detected in Catalonia with the main lines of evolution of Roman history in general. A weak point, however, is the treatment of archaeological data, which has perhaps not been quite critical.

-M. Mayer (coordinator), Roma Catalunya. Barcelona 1992. Manual or work of reference of the course with respect to the second part of the syllabus. It is a collective work and, as such, dispersed.

-J. Casas, P. Castaño, J. M. Nolla, J. Tremoleda, El món rural d'època romana ena Catalunya. L'exemple del NEC.I.A.G. Girona 1995. Interesting overview of residences and rural production centers in the regions of Girona, which can complete the data on this agricultural world present the modules.

-AA.DD., "La formació d'una societat provincial", Empúries,52, 2000. A set of articles published by the magazine Empúries concerning the Romanization of the Catalan territories, with different perspectives and assessments. It is a good state of affairs.

-Patrick Le Roux, Romains d'Espagne, Armand Colin, Paris 1995. Good historical synthesis of the romanization of Hispania by a French specialist, which gives a good overview of the whole of Roman Hispania of the Republican and high-imperial period.

N, Victor Revilla, Joan Santacana. Catalunya romana. Dalmau Editors. Barcelona 2015.

-Finally, and in a co-lateral way, two works of synthesis can be useful: D. Plácido, Historia de España. La Antigüedad Nerea Madrid 1994, and also C. Renfrew, P. Bahn, Arqueología. Teorías, Métodos y práctica.Akal, Madrid 1993

Software

None specifically