

Digital Tools for the Study of Antiquity

Code: 104192
ECTS Credits: 6

Degree	Type	Year	Semester
2503702 Ancient Studies	FB	1	1

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

Teachers

Joan Oller Guzman

Prerequisites

Insofar this is an introductory course aimed at beginner students with different levels, one will start from the knowledge and skills which the student has acquired throughout his Pre-university education. It is very important for the students to get used to read in the most common languages in European scholarly tradition: English, French, Italian, etc. Similarly, it would be very convenient to start studying the German language.

Objectives and Contextualisation

The knowledge and mastery of specific methods and techniques are necessary for every research in the field of Sciences of Antiquity. The subject *Instruments and digital tools for the study of Antiquity* wants to provide students, on the one hand, with a general orientation on the disciplines whose objective is the study of Antiquity (what they consist of and how they arose), and, on the other, with a practical knowledge of a methodological nature for each of them, with special attention to digital resources and with an essentially practical approach. In the field of Philology, students will deal with the critical study of texts and the evolution of Classical Studies from the Middle Ages to the present. Likewise, one will have the opportunity to get in contact with the main reference resources, both bibliographic and digital, for the study of Greek and Latin texts, lexicon, grammar and literature. In the same way, with regard to historical-archaeological studies, the objective will be to present the history of the discipline and the main currents of interpretation, reference works, journals and bibliographic repertoires of each period, with special attention to digital resources, as well as introducing the student into the methods of historical-archaeological analysis (heuristics, criticism and synthesis).

Competences

- Acquire skills which facilitate team work.
- Apply the main methods, techniques and instruments of historical analysis.
- Carry out projects on aspects of the ancient world using a holistic approach.
- Dominate the use of specific instruments, with special attention to digital tools, for analysing the ancient world.

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Use techniques of compilation, organisation and use of information and documentation related to Antiquity with precision.

Learning Outcomes

1. Analyse the different historiographic perspectives.
2. Cite the sources consulted when conducting research work.
3. Critically evaluate and solve typical historiographic problems in Ancient Studies.
4. Obtain information on historical, social or cultural matters by using documentary and digital sources.
5. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
6. Summarise the main stages of the evolution of classical studies from antiquity to the present day.
7. Use different computer applications for processing texts in Greek and Latin.
8. Use digital resources like databases, text repositories or dictionaries to handle and interpret ancient texts.
9. Use the basic digital tools needed in professional practice related to studies in classical antiquity.

Content

The subject is divided into two parts, the first one devoted to the study of instruments and tools for the study of antiquity from a philological perspective and the second one dealing with this issue from a historical or historiographical perspective .

0. Introduction - The Sciences of Antiquity: Philology, History and Archaeology.

I. INSTRUMENTS AND TOOLS FOR THE PHILOLOGICAL STUDY OF ANTIQUITY

1. Philology and Classical Philology (Greek Philology, Latin Philology and Indo-European Linguistics).

2. Relations of Philology with other sciences: formal Philology (Paleography, Epigraphy, Codicology, Papirology, Linguistics) vs. Real Philology (Geography, History, Religion, Mythology, Philosophy, Rhetoric, Architecture, Art, Cuisine, etc.).

3. Textual transmission (I): the texts in ancient Greece; the texts in Rome; the Byzantine period; the medieval Latin West.

4. Textual transmission (II): Humanism and Renaissance (printed editions); the birth of the critical method (from the Renaissance to our days).

5. Philological work: textual criticism; the reading of the critical apparatus.

6. The analysis of the text: the translation and the linguistic and *realia* commentary.

7. Digital instruments and tools:

7.1. Dictionaries.

7.2. Text collections.

7.3. Encyclopedic works and corpora.

7.4. Classical Philology Journals.

7.5. Bibliographical repertoires.

7.6. *Thesauri*

II. INSTRUMENTS AND TOOLS FOR THE HISTORICAL STUDY OF ANTIQUITY

1. History and Ancient History (History of Greece, History of Rome).
2. Relationships of Historiography with other sciences: Archaeology, Epigraphy, Numismatics, etc.
3. Historiographic transmission (I): Historiography in ancient Greece; Historiography in Rome; the Byzantine period; the medieval Latin West.
4. Historiographic transmission (II): Humanism and the Renaissance; the birth of the critical historical method (from the Enlightenment to our days).
5. Historical work: historical criticism; the reading of the critical apparatus.
6. Historical analysis.
7. Digital instruments and tools in Ancient History:
 - 7.1. Bibliography. Journals, articles and works.
 - 7.2. Quotation systems.
 - 7.3. Digital bibliometric tools and resources.
 - 7.4. The impact index.

Methodology

The teaching methodology of this subject will consist of alternating theoretical explanations of each one of the topics included in the syllabus with carrying out exercises and practical activities designed to help the student know the main working and research tools belonging to the Sciences of Antiquity. The first part of the course will focus on a philological perspective, while the second one will deal with a historical approach; both of them will combine a theoretical and an eminently practical content in order to familiarize the students with their object of study.

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			
Preparation of a written work (Philology)	35	1.4	2, 6, 7, 9, 8
Type: Supervised			
Preparation of a written work (History)	35	1.4	4, 1, 3, 5
Type: Autonomous			
Study & preparation for two partial exams	70	2.8	4, 1, 3, 2, 6, 7, 9, 8

Assessment

Each of the two parts (philological and historical) will be closed with a (theoretical and/or practical) exam on the contents seen in class (25% + 25%) and will include a second activity; in the case of the philological part, a

work consisting in the preparation of a dossier of sources (editions, translations, encyclopedic references, articles and especially online resources, etc.) about a character of Plutarch's *Parallel Lives* (20%); in the case of the historical part, the writing of a dictionary entry about the same character of Plutarch's *Parallel Lives* (20%).

The delivery of the works, as well as the performance of the exams, are two essential requirements in order to be able to opt for the re-evaluation.

The minimum passing score for works and exams in order to calculate the average will be 4.0, although the final average mark (sum of all elements to be evaluated) must be equal or superior to 5.0. Students who do not reach a final average mark of 5.0 will be allowed to opt for re-evaluation.

The re-evaluation will consist of performing a test equivalent to the one performed and not passed, although the maximum mark which can be obtained in the re-evaluation is 5.0.

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
Class attendance and participation	10%	0	0	4, 1, 3, 2, 5, 6, 7, 9, 8
Exam (Historical section)	25%	2	0.08	4, 1, 3
Exam (Philological section)	25%	2	0.08	4, 3, 6
Written work I: dossier of sources (Philology)	20%	3	0.12	2, 7, 9, 8
Written work II: dictionary entry (History)	20%	3	0.12	4, 1, 3, 5

Bibliography

Philological Section

- Aldama Roy, A.Mª. & al. (1999). *La Filología Latina hoy. Actualización y perspectivas*, Sociedad de Estudios Latinos, 2 vols., Madrid.
- Bejarano, V. (1975). "La Filología Latina: objetivos y métodos", *Durius*, 3 (1975), p. 53-144.
- Cavallo, G.-Chartier, R. (ed.) (1998). *Historia de la lectura en el mundo occidental* [*Storia della lettura*, Roma & Bari, 1995], Madrid.
- Curtius, E.R. (1989⁵). *Literatura europea y Edad Media Latina* [*Europäische Literatur und lateinisches Mittelalter*, Berna 1948], 2 vols., México-Madrid-Buenos Aires.
- Del Hoyo, J. (2000). "Filología clásica, ¿disciplina en crisis?", *EClás* 42 (2000), p. 117-140.
- Della Corte, F. (dir.) (1972-75). *Introduzione allo studio della cultura classica*, 3 vols. Milano.

- Dickey, E. (2007). *Ancient Greek Scholarship. A Guide to Finding, Reading, and Understanding Scholia, Commentaries, Lexica and Grammatical Treatises, from their Beginnings to the Byzantine Period*. An American Philological Association Book, London & New York.
- Guzmán Guerra, A.-Tejada Caller, P. (2000). *¿Cómo estudiar filología?*, Madrid.
- Pfeiffer, R. (1981). *Historia de la filología clásica* [*History of Classical Scholarship*, Oxford 1968-1976], 2 vols., Madrid.
- Quetglas, P. (1985). *Elementos básicos de filología y lingüística latinas*, Barcelona 1985.
- Reynolds, L.D.-Wilson, N.G. (1995). *Copistas y filólogos* [*Scribes and Scholars*, Oxford 1968, 1974²], Madrid.
- Scialuga, M. (2003). *Introduzione allo studio della cultura classica*, Alessandria.
- Timpanaro, S. (2004 [1963]). *La genesi del metodo del Lachmann*, Torino.

Historical Section

- Aurell, J.-Balmaceda, C.-Burke, P.-Soza, F. (2013). *Comprender el pasado. Una historia de la escritura y el pensamiento histórico*. Madrid.
- Balcells, A. (coord.) (2004). *Història de la historiografia catalana*. Barcelona.
- Burrow, J. (2009). *Historia de las Historias de Heródoto al siglo XX*. Barcelona.
- Fontana, J. (1982). *Historia. Análisis del pasado y proyecto social*. Barcelona.
- Hernández Sandoica, E. (2004). *Tendencias historiográficas actuales. Escribir historia hoy*. Akal, Madrid.
- Moradiellos, E. (2001). *Las caras de Clío. Una introducción a la Historia, Siglo XXI*, Madrid.
- Sánchez Marcos, F. (2012). *Las huellas del futuro. Historiografía y cultura histórica en el siglo XX*. Edicions i Publicacions de la Universitat de Barcelona. Barcelona.
- Peiró, I. (2013). *Historiadores en España*. Prensas Universitarias de Zaragoza, Zaragoza.
- Simón, A. (dir.) (2011). *Tendències de la historiografia catalana*. PUV, València.

Digital Tools (basic selection)

1. Dictionaries

- Liddell & Scott (grec-anglès) <http://philolog.us/>
- Bally (grec-francès) https://www.lexilogos.com/grec_ancien_dictionnaire.htm
- Lewis & Short (llatí-anglès)
<ahref="http://www.perseus.tufts.edu/hopper/resolveform?redirect=true&lang=Latin">http://www.perseus.tufts.edu
- Gaffiot (llatí-francès) <http://www.lexilogos.com/latin/gaffiot.php>

2. Textual repertoires and encyclopedic works

- Perseus <http://www.perseus.tufts.edu/hopper/>
- The Latin Library <http://www.thelatinlibrary.com/>
- Greek and Roman authors on Lacus Curtius <http://penelope.uchicago.edu/Thayer/E/Roman/Texts/home.html>

- The Internet Classics Archiv <http://classics.mit.edu/index.html>
- Daremberg-Saglio <http://dagr.univ-tlse2.fr/sdx/dagr/index.xsp>
- Classics resources
http://clasicas.usal.es/portal_recursos/index.php?option=com_content&view=category&id=14:coltextos&Itemid=1

3. Fonts

- Euclides <http://stel.ub.edu/filologiagrega/electra/euclides/index.htm>
- Titus Cyberbit Unicode <http://titus.fkidg1.unifrankfurt.de/unicode/tituut.asp>

Software

PDF, Power Point