

**Social and Economic Ancient History**

Code: 100339  
ECTS Credits: 6

Degree	Type	Year	Semester
2500241 Archaeology	OT	3	1
2500241 Archaeology	OT	4	1
2500501 History	OB	2	1
2503702 Ancient Studies	OB	3	1

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Ignacio Borja Antela Bernardez

Joan Oller Guzman

## Prerequisites

There are no specific prerequisites, although it is recommended that interested students have a basic understanding of Ancient History.

## Objectives and Contextualisation

The course will focus on the analysis of social processes and economic systems generated in the Near Eastern and Greco-Roman worlds. In addition to addressing the social and economic elements of the Near Eastern states, as well as Greek and Roman, plural and constantly evolving, will analyze the impact that had the commercial and military expansion led by them in their respective geographical areas of action, dealing with specific case studies.

At the end of the course, the student must acquire a basic knowledge of the main social and economic structures of both the Near Eastern and Greco-Roman worlds, as well as be able to analyze, process, and interpret any additional material, both primary and secondary sources (bibliography), demonstrating a first assimilation of the basic principles of historical research methodology.

## Competences

### Archaeology

- Contextualizing and analysing historical processes.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Managing the main methods, techniques and analytic tools in archaeology.
- 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.
- 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 ethic 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 to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### History

- 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 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.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

### Ancient Studies

- Apply the main methods, techniques and instruments of historical analysis.
- Be able to express oneself orally and in writing in the specific language of history, archaeology and philology, both in one's own languages and a third language.
- Recognise the impact of some important aspects of the ancient world in contemporary culture and society.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Understand and interpret the evolution of ancient societies in the Mediterranean from Egyptian civilisation to the disbanding of Western imperial Rome through analysis of the political, historical, social, economic and linguistic factors.

## Learning Outcomes

1. Analyse processes of acculturation among the peoples of classical antiquity.
2. Analyse the historical processes that lead to armed conflict.
3. Analyse the key issues that help to approach the study of historical phenomena from a gender perspective.
4. Applying both knowledge and analytical skills to the resolution of problems related to their area of study.

5. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
6. Carrying out oral presentations using appropriate academic vocabulary and style.
7. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
8. Coordinating work of interdisciplinary nature with other teams.
9. Critically analysing informational speeches, especially in relation to ideology and ethnocentric and sexist bias.
10. Critically assessing the models explaining the ancient times.
11. Describe the economic, social and political structures of the classical societies.
12. Describing the economic, social and political structures of classical societies.
13. Describing the economic, social and political structures of the Middle Ages.
14. Developing the ability of historical analysis and synthesis.
15. Effectively expressing themselves and applying the argumentative and textual processes of formal and scientific texts.
16. Engaging in debates about historical facts respecting the other participants' opinions.
17. Explain the main historical events in Ancient Egypt and the Greco-Roman world.
18. Explain the main historiographic debates on antiquity.
19. Identifying main and supporting ideas and expressing them with linguistic correctness.
20. Identifying the characteristic methods of Archaeology and its relationship with the historical analysis.
21. Identifying the context of the historical processes.
22. Identifying the main and secondary ideas and expressing them with linguistic correctness.
23. Identifying the specific methods of History and its relationship with the analysis of particular facts.
24. Identifying the specific methods of history and their relationship with the analysis of particular facts.
25. Integrate the study of ancient Catalonia into general historical discourse and point out its singularities.
26. Interpreting and analysing documentary sources.
27. Interpreting historical texts in relation to archaeological contexts.
28. Interpreting material sources and the archaeological record.
29. Knowing the main historiographical debates concerning the Middle Ages.
30. Mastering the Universal Ancient History.
31. Mastering the diachronic structure of the past.
32. Mastering the relevant languages to the necessary degree in the professional practice.
33. Organising and planning the search of historical information.
34. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
35. Reading historical texts written in several formats.
36. Recognising the importance of controlling the quality of the work's results and its presentation.
37. Relate the historical texts to their archaeological contexts.
38. Relating elements and factors involved in the development of historical processes.
39. Show expertise in the reading of historical texts written on various media.
40. Solving problems autonomously.
41. Submitting works in accordance with both individual and small group demands and personal styles.
42. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.
43. Using computing resources of the area of study of history.
44. Using suitable terminology when drawing up an academic text.
45. Using the characteristic computing resources of the field of History.
46. Using the specific interpretational and technical vocabulary of the discipline.

## Content

- 1.- History of the discipline.
- 2.- Economic concepts. Karl Polanyi.
- 3.- Economy and society in the Ancient Near East. The merchant.

4.- Economy and society in the Ancient Egypt.

5.- Socio-economic structures of the Greco-Roman world. The *pólis* and the *ciuitas*.

6.- Forms of dependence.

7.- *Territorium*.

8.- *Negotium*.

9.- *Otium*.

## Methodology

- Attendance to theoretical sessions led by the teacher.

- Comprehensive reading of texts and interpretation of maps, graphics, archaeological documents.

- Carrying out reviews, works and analytical comments.

- Personal study.

The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.

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			
Comprehensive study of texts and documents of antiquity	5.5	0.22	9, 4, 39, 26, 28, 37, 35
Theoretical classes	35	1.4	4, 10, 29, 13, 12, 11, 31, 30, 18, 21, 24, 26, 35, 46
Type: Supervised			
Tutorial	15	0.6	7, 29, 18, 33, 35
Type: Autonomous			
Personal study. Comprehensive reading of texts and interpretation of documents	45	1.8	9, 10, 5, 14, 39, 26, 33, 35
Writing reviews, papers and analysis	15	0.6	4, 5, 7, 8, 14, 32, 34, 15, 6, 44, 19, 33, 16, 41, 42, 46, 45

## Assessment

The evaluation of the subject will be based on the following specific exercises:

1.- PRACTICAL ACTIVITIES (60%). There will be two compulsory practical activities from which a written work will have to be delivered. The practical activities will consist of:

- a) Bibliographic and research design activity (30%).
- b) Primary sources activity and reading comprehension (30%).

2.- EXAM (40%). There will be a final exam, which will consist, on the one hand, of two questions to be developed to choose one (25%) and, on the other hand, a text commentary (from a primary or secondary source) (15%). The test will be done during the time of a class (90 min.).

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 40% of the assessment items.

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.

The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.

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.

#### SINGLE EVALUATION

- In the single evaluation modality, together with the WRITTEN TEST (40% of the final grade) we will have to complete two face-to-face exercises, one relating to bibliographic activities and research design (30% of the final grade) , and another on primary sources and reading comprehension (30% of the mark).

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Bibliographic Activity	30%	17	0.68	40, 5, 8, 32, 44, 33, 16, 41, 38, 35, 45
Examen	40%	1.5	0.06	9, 1, 4, 10, 7, 29, 13, 12, 11, 14, 31, 30, 34, 18, 17, 15, 21, 24, 19, 26, 27, 38, 35, 46
Sources and Reading Comprehension Activity	30%	16	0.64	9, 2, 3, 5, 8, 14, 39, 34, 6, 21, 20, 24, 23, 22, 25, 26, 28, 27, 33, 16, 41, 36, 37, 35, 42, 43, 45

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## **Software**

None.