

Degree	Type	Year
2503702 Ancient Studies	OT	4

Contact

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Teachers

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Teaching groups languages

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Prerequisites

No prerequisites.

Objectives and Contextualisation

The aim of this course is to approach the state of the art of the knowledge that historical-archaeological research has provided on Hispania, i.e. the Iberian Peninsula in ancient times. This content will cover both the protohistoric period and Roman Hispania. It is a complementary subject to another compulsory core subject: Classical Archaeology, which gives a global but very synthetic vision of the Greco-Roman world. Hispanic Archaeology, on the other hand, should allow the student to delve into a more specialised archaeological analysis and to handle a much more specialised bibliography on the archaeological and documentary sources of antiquity.

Competences

- Demonstrate the basic skills needed to participate in an archaeological excavation and be able to interpret its findings.
- Dominate the use of specific instruments, with special attention to digital tools, for analysing the ancient world.

- Identify and interpret ancient historical remains to relate them to social, political and economic events in the Mediterranean societies of the period of Antiquity.
- Interrelate linguistic, historical and archaeological knowledge of the ancient world with knowledge of other areas of the humanities, mainly ancient literature, philosophy and art.
- 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.
- Use techniques of compilation, organisation and use of information and documentation related to Antiquity with precision.

Learning Outcomes

1. Apply the techniques and instruments of archaeological analysis to study ancient material remains.
2. Describe the main characteristics of Iberian Peninsula archaeological sites from the Pre-Classical, Greek and Roman periods.
3. Describe the main typological characteristics of town centres in Greco-Roman antiquity.
4. Explain the contexts of historical processes in classical antiquity.
5. Identify basic types of Greek, Roman and Iberian coins and relate them to their political and cultural context.
6. Identify different types of Greco-Roman pottery and relate them to their political and cultural context.
7. Identifying the specific methods of archaeology and their relationship with the historical analysis.
8. Interpreting material and documentary sources.
9. Submitting works in accordance with both individual and small group demands and personal styles.
10. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.
11. Using the specific interpretational and technical vocabulary of the discipline.

Content

BLOCK 1. HISPANIC PROTOHISTORY

1. Late Bronze Age and Early Iron Age in the Iberian Peninsula (10th-6th centuries BC): the transformation of indigenous societies and the colonial impact.

1.1 Cultural change in the eastern half of the Iberian Peninsula (Ebro area; Catalan coast; Terres de Ponent, País Valencià).

1.2 Cultural change in the western half: Atlantic trade and the stelae of the southwest.

1.3 Debate and reality of the concepts of pre-colonisation and the Orientalising horizon.

1.4 Genesis and development of the Tartessian nucleus (Huelva and the Guadalquivir valley).

1.5 The Tartessian periphery (Portugal, Extremadura, Upper Andalusia and the south-east of the Iberian Peninsula).

2. The Phoenician and Punic colonial presence in the Iberian Peninsula (8th-3rd centuries BC).

2.1 General features, objectives and nature of Phoenician colonisation.

2.2 The three sectors of western Phoenician settlement.

1. Gadir.

2. Coast of Malaga and Granada.

3. Ibiza.

2.3 The changes or "crisis" of the 6th century BC and the Punic phase.

2.4 The Punic world in the south of the Iberian Peninsula and Ibiza; the Carthaginian influence.

2.5 Quart-Hadash (Carthage Nova) and barbarian expansionism.

3. The Greek colonial presence on the Iberian Peninsula (6th-3rd century BC).

3.1 General features and historical context: the Phocian colonisation of the West.

3.2 Colonial settlements:

1. i. Emporion

2. ii. Rhode.

3.3 Greek trade in the Iberian Peninsula.

4. The Iberians. A Mediterranean culture (6th-2nd century BC).

4.1 Defining cultural features. Elements of unity and diversity of Iberian peoples.

4.2 Analysis of the type of settlements and patterns of occupation of the territory.

4.3 Social and economic structure from the archaeological record.

4.4 Forms of political organisation. Existence or non-existence of state formations.

5. The Celtiberians and Celtic peoples of the western half of the Iberian Peninsula (6th-2nd centuries BC).

5.1 Basic characteristics of the different peoples and territorial distribution.

5.2 Social and economic structure.

BLOCK 2. ROMAN HISPANIA

6. The entry of the Iberian Peninsula into the Roman-Republican orbit.

6.1. The background. Carthage and Rome, hegemonic powers in conflict.

6.1.1. The First Punic War and subsequent Carthaginian policy.

6.1.2. Qart Hadasht-New Carthago

6.2. The Second Punic War and its aftermath

6.2.1. The Second Punic War

6.2.2. The archaeology of a battle: the cases of Cissa and Baecula

6.2.3. The aftermath of the Second Punic War

6.3. Tarraco

7. The first phases of the Romanisation of Hispania.

7.1. From the campaign of the consul Marc Porci Cato (Cato the Elder) (195 BC) to Numantia (133 BC).

7.2. 2nd-century military settlements in the north-east of the Iberian Peninsula

7.3. Gades and Emporion and the first Roman foundations: Italica, Carteia, Corduba.

7.4. The post-Numantine period and the deepening of the Roman presence. The phenomena of urbanisation and colonisation.

8. From the late Republic to the Principality of Augustus.

8.1. Roman civil wars and their impact on the Iberian Peninsula.

8.2. The political and administrative reorganisation of the Provinciae Hispaniarum by Caesar and Augustus.

9. Hispania in the Imperial period

9.1. From Augustus to the reforms of the Flavian period: the granting of the ius latii.

9.2. Archaeology of the main cities of Roman Hispania.

9.3. From the "crisis" of the 3rd century to Late Antiquity: assessment of the concept of crisis and the transformation of the city-territory model.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom activities: lectures and one-off exercises	40	1.6	1, 7
Type: Supervised			
Field practice: visit to archaeological site	5	0.2	2, 3, 4
Group essay	25	1	3, 8, 9, 10, 11
Type: Autonomous			
Study and readings on the course subjects	52	2.08	1, 2, 4, 7, 11

1. Classroom activities: lectures (presentations supported by Power Point presentations) and, eventually, class discussions on the topics covered and the bibliography worked on.

2. Group essay: each student will participate in a team work that will focus, based on the bibliography, on the state of the art of the archaeology of one of the cities in point 9.2 of the course syllabus. With the result of this work, each team will prepare a session of about 10-15 minutes, which will be presented in an oral presentation in the classroom (Power Point or other audiovisual support media may be used).

3. Field trips: Travel to an archaeological site related to the subject of the course and writing a paper, optional, collecting the information obtained in situ and bibliographically, both in the archaeological remains analysed and in their musealisation.

4. Autonomous Activity. Work on bibliographic material. A dossier is provided with a selected compilation of significant scientific publications, which will be mentioned and will have to be known during the development of the contents of the subject.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay: visit archaeological site	OPTIONAL (+0,5 pt)	5	0.2	1, 2, 3, 7, 8
Group essay	20%	20	0.8	2, 3, 8, 9, 10
Theory test: exam 1	40%	1.5	0.06	2, 4, 8, 10, 11
Theory test: exam 2	40%	1.5	0.06	4, 6, 7, 5, 8, 10, 11

CONTINUOUS ASSESSMENT

Assessment activities

The competences of this subject will be assessed by means of 2 modules: exams and the completion and public oral presentation of the group essay, and a third, optional, individual work on the field trip.

The evaluation system will be based essentially on two written tests, one corresponding to block 1 of the programme and the other corresponding to block 2. Both exams will have to achieve a minimum mark of 5 in order to pass the course.

The grade resulting from the two theory tests will be complemented with the presentation of the remaining module: the elaboration and oral presentation of the group essay.

This grade may be complemented with an optional essay on the field trip programmed for the subject.

Assessment conditions:

The student will receive a grade of "NOT ASSESSED" whenever he/she has not turned in one or more of an assessment activity.

Late submission of assessment activities without prior agreement with the teacher will deduct 10% of the mark for each day of delay.

It is necessary to pass the theory tests (5) to average with the other grades.

Grade review procedure

At the time of each assessment activity, the teacher will inform the students (Moodle) of the procedure and the date of revision of grades.

Recovery procedure

The recovery of the theoretical assessing activities (test, essay) will take place on the day and time assigned by the Dean's Office.

It is necessary to recover all those assessing activities that have not been passed (5).

Plagiarism

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.

SINGLE ASSESSMENT

This subject does not incorporate single assessment.

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Software

There is no specific software for the course.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(PCAM) Field practices	1	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed