

Degree	Type	Year
Archaeology	OT	4
History	OT	4
Ancient Studies	OT	4

Contact

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Teachers

Jordi Morera Camprubi

Teaching groups languages

You can view this information at the [end](#) of this document.

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.

Main aims:

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

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

- 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.

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. Analysing the key issues that allow us to address the study of historical phenomena from a gender perspective.
5. Applying both knowledge and analytical skills to the resolution of problems related to their area of study.
6. Assessing and critically solving the characteristic historiographical problems of gender history.
7. Assessing and critically solving the historiographical problems of war studies.
8. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
9. Carrying out oral presentations using appropriate academic vocabulary and style.
10. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
11. Critically analysing informational speeches, especially in relation to ideology and ethnocentric and sexist bias.
12. Critically assessing the various current approaches to the study of the history of Catalonia.
13. Effectively expressing themselves and applying the argumentative and textual processes of formal and scientific texts.
14. Engaging in debates about historical facts respecting the other participants' opinions.
15. Identifying main and supporting ideas and expressing them with linguistic correctness.
16. Identifying the characteristic methods of Archaeology and its relationship with the historical analysis.
17. Identifying the context of the historical processes.
18. Identifying the main and secondary ideas and expressing them with linguistic correctness.
19. Identifying the specific methods of History and its relationship with the analysis of particular facts.
20. Identifying the specific methods of history and their relationship with the analysis of particular facts.
21. Integrate the study of ancient Catalonia into general historical discourse and point out its singularities.
22. Interpreting and analysing documentary sources.
23. Interpreting historical texts in relation to archaeological contexts.
24. Interpreting material sources and the archaeological record.
25. Mastering the diachronic structure of the past.
26. Mastering the relevant languages to the necessary degree in the professional practice.
27. Organising and planning the search of historical information.
28. Organising and summarising different explanations about the causes of social change in the different historical stages of the Catalan society.
29. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
30. Reading historical texts written in several formats.
31. Recognising the importance of controlling the quality of the work's results and its presentation.
32. Relate the historical texts to their archaeological contexts.
33. Relating elements and factors involved in the development of historical processes.
34. Show expertise in the reading of historical texts written on various media.
35. Solving problems autonomously.
36. Submitting works in accordance with both individual and small group demands and personal styles.
37. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.
38. Using computing resources of the area of study of history.
39. Using research sources characteristic of the study of Catalonia's History.
40. Using suitable terminology when drawing up an academic text.
41. Using the characteristic computing resources of the field of History.
42. Using the characteristic investigation sources of the history of Catalonia.
43. Using the specific interpretational and technical vocabulary of the discipline.

Content

- 1.- The precedents of the Iberian world. The Final Bronze in Catalonia
- 2.- The colonizing peoples: Phoenicians, Etruscans and Greeks
- 3.- The cases of Rhode and Emporion

- 4.- The iberization. The ancient Iberian world
- 5.- Ancient Iberian communities
- 6.- The conflicts of the 3rd century BC: Second Punic War
- 7.- The Roman conquest of Catalonia
- 8.- The romanization of Catalonia: II-I centuries BC
- 9.- The Civil Wars in the peninsular NE: from Sertorius to Augustus
- 10.- The reforms of Augustus
- 11.- The boom of Roman Catalunya. 1st century AD
- 12.- The Antonines and the management of the Empire
- 13.- The crisis of the third century AD
- 14.- The Tetrarchy period
- 15.- The Catalonia of Late Antiquity

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
seminaries	3	0.12	12, 10, 28, 41, 42
theoretical classes	38	1.52	12, 27, 28, 14, 42
visit an archeological site	4	0.16	12, 28
Type: Supervised			
tutorials	15	0.6	12, 10, 18, 27
Type: Autonomous			
study of bibliography of the subject	40	1.6	35, 12, 27, 28, 42
text comment	35	1.4	35, 12, 10, 18, 27, 28, 36, 41, 42

- 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.

This subject allows the use of AI technologies as an integral part of the submitted work, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection.

The student must clearly

1. identify which parts have been generated using AI technology;
2. specify the tools used; and
3. include a critical reflection on how these have influenced the process and final outcome of the activity.

Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may be lowered, or the work may even be awarded a zero. In cases of greater infringement, more serious action may be taken.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay	40	12	0.48	35, 12, 8, 10, 25, 13, 40, 17, 19, 16, 18, 21, 22, 24, 23, 27, 36, 31, 33, 30, 37, 43, 41, 39, 42
Exams	50	1.5	0.06	11, 1, 4, 2, 3, 12, 7, 6, 10, 34, 17, 20, 19, 16, 18, 27, 28, 36, 33, 32, 43, 38, 41, 42
Participation and active monitoring	10	1.5	0.06	5, 35, 12, 10, 26, 29, 13, 9, 19, 16, 15, 18, 27, 14, 36, 31, 33, 37, 41

In the case of students who take the Continuous Assessment, the assessment will be based on the following items:

40% Work on the state of the matter of a problem chosen by the student, with the teacher's approval.

25% Final test which will consist of a broad topic to be developed.

25% Final test that will consist of a text comment.

10% Participation, attendance and progression.

Assessment activities delivered within the deadlines set by the subject teacher will be reassessed; under no circumstances may an exercise be presented for the first time during the reassessment period.

Participation, attendance and progression are not reevaluated.

In the event that the student commits any irregularity that could lead to a significant variation in the grade of an assessment act, this assessment act will be graded with 0, regardless of the disciplinary process that may be instituted. In the event that several irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0.

If the tests cannot be taken in person, their format will be adapted (maintaining their weighting) to the possibilities offered by the UAB's virtual tools. Homework, activities and class participation will be done through forums, wikis and/or exercise discussions through Teams, etc. The teacher will ensure that the student can access it or will offer him or her alternative means, which are within their reach.

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 30% of the assessment items.

In the case of students taking the Single Assessment, the assessment will be based on the following items.

40% Work on the state of the matter of a problem chosen by the student, with the teacher's approval. It will be delivered on the same day as the Final Test.

25% Final Test 1 which will consist of a broad topic to be developed. It will be held on the same day as Final Test 2.

25% Final test 2 which will consist of a text comment. It will be held on the same day as the Final 1 test.

10% Participation, attendance and progression.

With regard to the reassessment and regulations for irregularities, the same will apply as established by the Continuous Assessment.

Bibliography

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:

- AA.DD., "La formació d'una societat provincial", *Empúries*, 52, 2000.
- AA.DD., *Economia, Societat i Cultura. Història dels Països Catalans. Vol. I, Prehistòria i món Antic*. Gran Enciclopèdia Catalana. Barcelona 1997.
- D. Asensio, G. del Prado, C. Rovira, *L'Enigma Iber. Catàleg de l'Exposició*. MAB. Barcelona 2021.
- J. Casas, P. Castanyer, J.M. Nolla, J. Tremoleda, *El món rural d'època romana a Catalunya. L'exemple del Nord-est*, C.I.A.G., Girona 1995.
- C. Garrido, *Arqueoguía de Cataluña y Baleares*. Ed. Planeta. Barcelona 1998.
- P. Le Roux, *Romains d'Espagne*, Armand Colin, Paris 1995.
- O. Mercadal (ed.), *Món ibèric als Països Catalans, XIII Col.loqui Internacional d'Arqueologia de Puigcerdà*. 2 vols. Puigcerdà 2004.
- O. Olesti, *Paisajes de la Hispania Romana*. DStoria. Sabadell 2014.
- J. Pons, *Territori i societat romana a Catalunya*. Edicions 62. Barcelona 1994.

- V. Revilla, Joan Santacana. *Catalunya romana*. Dalmau Editors. Barcelona 2015.

- V. Revilla (ed.), *Les vil·les romanes de la Tarraconense* (II vols.). MAB. Barcelona 2005.

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

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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