

## War and Imperialism in the Ancient World

Code: 100355  
ECTS Credits: 6

**2025/2026**

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

### Contact

Name: Jordi Vidal Palomino

Email: [jordi.vidal.palomino@uab.cat](mailto:jordi.vidal.palomino@uab.cat)

### Teachers

Carlos Heredia Chimeno

### Teaching groups languages

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

### Prerequisites

There are no specific prerequisites. However, it is advisable to have completed the compulsory Ancient History courses for each degree program.

### Objectives and Contextualisation

In this course, we will explore Ancient History from a military perspective, analyzing the fundamental characteristics of war, its impact on societies, and the historiographical debates it has sparked. We will also examine how different state entities managed relationships in contexts of contact and conflict. Special focus will be given to the Ancient Near East, Egypt, Greece, and Rome, reflecting on the dynamics of imperialism and the role of warfare in shaping the ancient world.

Throughout all course topics, special attention will be paid to the so-called forgotten voices of history—such as women, children, foreigners, enslaved people, and other groups often marginalized or rendered invisible in traditional narratives of war and power. This critical approach will help broaden our understanding of warfare and imperial phenomena through diverse and complementary social perspectives.

### 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 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 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

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Identifying the main historiographical tendencies and critically analysing their development.
- 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 historical processes that led to armed conflicts.
5. Analysing the key issues that allow us to address the study of historical phenomena from a gender perspective.
6. Applying both knowledge and analytical skills to the resolution of problems related to their area of study.
7. Assessing and critically solving the characteristic historiographical problems of gender history.
8. Assessing and critically solving the historiographical problems of war studies.

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

## Content

1. War and Imperialism in Antiquity: Theoretical and Methodological Framework
2. Conflict and Expansion in the Ancient Near East
3. Military Strategies and Pharaonic Power in Ancient Egypt

4. Warfare in the Greek World: Between the **Polis** and the Empire

5. Violence, Conquest, and Control in the Roman World

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes and seminars	41	1.64	12, 1, 2, 5, 3, 6, 14, 8, 7, 15, 35, 43, 33, 19, 23, 25, 22, 28, 29, 36, 42, 41, 39, 38, 51
Type: Supervised			
Classroom practices	13	0.52	12, 1, 2, 6, 14, 13, 8, 7, 9, 11, 31, 15, 43, 33, 37, 17, 10, 49, 21, 24, 28, 30, 29, 36, 18, 45, 40, 42, 41, 39, 46, 38, 51, 50
Tutorials	10	0.4	6, 13, 9, 43, 37, 17, 49, 21, 28, 30, 36, 45, 40, 42, 41, 39, 38, 51
Type: Autonomous			
Study of course materials and bibliography reading	69	2.76	12, 2, 4, 3, 6, 44, 14, 13, 8, 7, 9, 11, 31, 16, 34, 43, 37, 20, 17, 49, 21, 28, 30, 29, 36, 18, 45, 40, 42, 41, 39, 46, 38, 51, 50

The teaching methodology will consist of the combination of lectures, presentation of reviews and papers, reading of specialized bibliography, classroom practices and resolution of exercises.

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
Continuous Assessment	50%	14	0.56	12, 1, 2, 5, 4, 3, 6, 44, 8, 13, 7, 9, 11, 31, 16, 15, 34, 32, 35, 43, 33, 37, 20, 19, 17, 10, 49, 23, 26, 25, 22, 21, 24, 27, 28, 30, 29, 36, 18, 45, 40, 42, 41, 46, 38, 51, 47, 50, 48
Exam	50%	3	0.12	12, 1, 4, 5, 2, 3, 6, 14, 8, 13, 7, 9, 11, 31, 15, 43, 33, 37, 20, 17, 49, 23, 25, 22, 21, 28, 30, 29, 42, 41, 39, 46, 38, 51

Assessment will be based on four components: two written exams, one coursework assignment, and class attendance. The final grade will result from the weighted sum of the following elements:

- Evaluable Component 1: Midterm exam covering the Ancient Near East and Egypt - 25%
- Evaluable Component 2: Final exam covering Greece and Rome - 25%

- Evaluable Component 3: Coursework with critical use of artificial intelligence and focus on forgotten voices - 40%
- Evaluable Component 4: Class attendance, verified through random checks - 10%

In order for an evaluable activity to be included in the final grade, the student must obtain a minimum score of 4 in both exams and the coursework.

To be eligible for reassessment, students must have completed the three main components: both exams and the coursework.

The teaching staff will announce the review procedure and schedule for each evaluable activity via Moodle or SIA at the time of submission or completion.

Irregularities in assessment: Any irregularity that may significantly alter the evaluation outcome will result in a score of 0 for the affected activity, regardless of any further disciplinary actions. In the case of multiple irregularities within the same course, the final grade will be 0.

Grade of "Not Assessable": This grade will be assigned if the student has completed less than 30% of the evaluable activities.

Linguistic criteria: Spelling, lexical, and syntactic errors in written assignments will be penalized. Deductions may range from 0.1 to 0.2 points per error on the final grade. Repeated errors may lead to cumulative penalties.

Adaptations for online learning: If exams cannot be held in person, their weighting will remain the same, but the format will be adapted to the virtual tools available at UAB. Activities and class participation will be conducted through forums, wikis, debates, or platforms such as Moodle and Teams. Instructors will ensure accessibility or provide viable alternatives.

Single Assessment Option: This course offers the possibility of a single final assessment. In this case, the same three activities (exams and coursework) will be required, with the following weighting: 30% + 30% + 40%. The reassessment system, the "Not Assessable" criteria, and the grade review procedure will be the same as in continuous assessment.

Use of AI: The use of Artificial Intelligence (AI) technologies is permitted in this course as part of the coursework, provided that the final output reflects the student's own significant contribution in terms of analysis and personal reflection. The student must: (i) indicate which parts were generated using AI; (ii) specify the tools employed; and (iii) include a critical reflection on how these tools influenced both the process and the final outcome. Lack of transparency in the use of AI in this assignment will be considered a violation of academic integrity and will result in a non-recoverable grade of 0, or more severe sanctions in serious cases.

## Bibliography

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Everson, T., 2004: *Warfare in Ancient Greece*. Trupp.

Fuller, J.F.C., 2012: *Las batallas decisivas del mundo antiguo*. Barcelona.

Goldsworthy, A., 2012: *En el nombre de Roma*. Madrid.

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Goldsworthy, A., *La caída de Cartago. Las guerras púnicas*. Barcelona.

Hanson, V.D., 1989: *The Western Way of War*. Nueva York.

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Heckel, W., 2010: *Las conquistas de Alejandro Magno*. Barcelona.

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Le Bohec, 2021: *Histoire des guerres romaines: Milieu du VIIIe siècle av. J.-C - 410 ap J.-C*. París.

Lendon, J.E., 2011: *Soldados y fantasmas*. Barcelona.

Nadali, D. / Vidal, J., 2014: *The Other Face of the Battle. The impact of war on civilians in the Ancient Near East*. Münster.

Parker, G. (ed.), 2010: *Historia de la guerra*. Madrid.

Quesada, F., 2014: *Armas de Grecia y Roma*. Madrid.

Sabin, P.A.G et alii (eds.), 2007. *The Cambridge History of Greek and Roman Warfare (2 vols.)*. Cambridge.

Van Wees, H., 2005: *Greek Warfare: Myths and Realities*. Londres.

Vidal, J. (ed.), 2010: *Studies on War in the Ancient Near East*. Münster.

Vidal, J. / Antela, B. (eds.), 2011: *La guerra en la Antigüedad desde el presente*. Zaragoza.

## Software

No specific software is required. Activities may be completed using common tools such as Microsoft Word. The use of artificial intelligence systems like ChatGPT, Copilot, or DeepSeek, whether in free or paid versions, is also permitted, provided it is done with critical awareness and the use of such tools is clearly indicated when relevant, as outlined in the assessment section.

## 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