

Degree	Type	Year
Ancient Studies	OB	2

## Contact

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## Teachers

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## Teaching groups languages

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

## Prerequisites

None

## Objectives and Contextualisation

The subject of Classical Archeology aims to expose the basic knowledge of historical-archaeological research applied to the field of the classical period, understood as the historical period that covers the ancient Greek and Roman worlds. The contributions of instrumental methodologies and analytical techniques to the historiographical debates that the discipline has addressed will be considered within the syllabus of the subject. We will also study some of the main discoveries and the points that have raised the most controversy from the research of the different historical periods. The contents include the contributions from the other areas of the provenance of the information and the empirical tests from which the hypotheses are drawn up.

Specifically, the training objectives of the subject are:

- 1) Analyze the field of knowledge of classical archaeology, from its origins to the present
- 2) To provide the student with a global vision of the subjects and fields that are part of what today is called Classical Archeology
- 3) Reflect on the traditional link between classical archaeology and other disciplines (art history, architecture, archaeometry...)

4) Provide students with knowledge about the civilizations currently identified with Classical Archaeology, especially Greece and Rome.

## 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 typological characteristics of town centres in Greco-Roman antiquity.
3. Explain the contexts of historical processes in classical antiquity.
4. Identify basic types of Greek, Roman and Iberian coins and relate them to their political and cultural context.
5. Identify different types of Greco-Roman pottery and relate them to their political and cultural context.
6. Identifying the specific methods of archaeology and their relationship with the historical analysis.
7. Interpreting material and documentary sources.
8. Submitting works in accordance with both individual and small group demands and personal styles.
9. Using the specific interpretational and technical vocabulary of the discipline.

## Content

BLOCK 1. The field of study of Classical Archeology from the beginning to the present

1.1. The concept of classical archaeology: the Greco-Roman world

1.2. Geographical and temporal framework. The sources for the study of the classical world: material remains and written sources

1.3. Current perspectives and the future of Classical Archaeology. The importance of cities in the classical period.

BLOCK 2. Urban problems in the Greek world

3.1 The functions of the Greek polis and the basic elements of its material structure - the emergence of cities

3.2 Water supply in the old city

3.3 Waste management in the old city

3.4 Poliorcetics

3.5 Greek cities in the archaic period.

3.6 Hippodamus of Miletus and the development of functional urban planning.

3.7 The evolution of the city in the Hellenistic period. Monumental urbanism and the expansion of the Hippodamian city model.

### BLOCK 3. Evolution of the city in the Roman period

3.8 The Roman city: formation process, functionality and basic elements

3.9 Pomerium and the necropolises

3.9 Colonies and Roman roads

3.10 Mediterranean ports

### BLOCK 4. The organization of urban public space and its buildings.

4.1 The agora and the forum as spaces for civil, administrative and religious life

4.2. Religious buildings and sanctuaries in the Greco-Roman world

4.3 Buildings and recreational spaces: the Theater in the Greco-Roman world

4.3.1. The Greek Hippodrome versus the Roman Circus

4.3.2. The specificity of the Roman amphitheatre

### BLOCK 5. Territorial organization in the Greco-Roman world

5.1. The organization of the territory in the Greek world.

5.1.1 The case of colonial foundations in the West: Sicily, Magna Graecia and the Gulf of Leon

5.1.2 Colonial foundations in the Black Sea

5.2. The organization of the territory in the Roman world. The evolution of territorial planning models:

The Italian Peninsula and the beginning of cadastral operations and territorial planning

The planning of the territory in the western provinces, the organization of the ager and the rural space

5.3. The formation and organization of a provincial capital in the West.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Activitats a l'aula	32	1.28	
Visita a un conjunt arqueològic: la ciutat clàssica	5	0.2	
Type: Supervised			
Supervisió del treball individual	5	0.2	
Type: Autonomous			
Estudi textos i materials de classe	40	1.6	
Exercici de treball individual	35	1.4	

#### 1. Directed training in the classroom

Theoretical exhibitions will be offered to introduce and analyze the most relevant aspects of Greek and Roman archaeology. These contents will be complemented with PowerPoint sessions, images, explanatory tables, documentaries and interactive websites. Exercises will also be proposed (readings, comments, analysis of examples, etc.) and some debates will be proposed. Some sessions will end with oral presentations of the cases prepared by the students, which will be accompanied by questions and evaluations with the participation of the students.

#### 2. Archaeological visit

The teaching staff of the subject will illustrate the content presented in the classroom during the visit to a classical archaeological site of Catalonia and they will highlight its specificities in accordance with the geographical and historical-archaeological context to which it belongs.

### 3. Individual training

Following the guidelines presented in the classroom, the student will prepare the periodic exercises and prepare a small case study on a topic of their choice. You will have to consult databases and bibliographic catalogues. It will formulate the results in a document that will be delivered accompanied by maps, images and bibliography. The preparation criteria will be indicated in the classroom.

Obviously, the student will have to deepen and expand the subject taught using the basic or recommended bibliography to clarify and expand the contents of the program. Doubts or queries can be addressed to the teaching staff during office hours or through the virtual space.

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
Theory Test A	35%	3.25	0.13	2, 3, 5, 6, 4, 7, 9
Theory Test B	35%	3.25	0.13	2, 3, 5, 6, 4, 7
Treball individual	30%	26.5	1.06	1, 2, 3, 6, 7, 8, 9

This subject/module does not incorporate single assessment.

#### 1. Theory test A (35%) - (Esther Rodrigo and Pau de Soto)

Evaluation system:

The concepts taught in class will be evaluated based on a topic-type question - of analysis and synthesis and, optionally, also of critical reflection - to choose from two options.

There will be a third question of short definitions of the concepts worked on in class and on the mandatory readings that students will have to work on independently

There will be a test on the geography and chronology of the ancient world

#### 2. Theory test B (35%) - (Esther Rodrigo and Pau de Soto)

Evaluation system:

The concepts taught in class will be evaluated based on a topic-type question - of analysis and synthesis and, optionally, also of critical reflection - to choose from two options.

There will be a third question of short definitions of the concepts worked on in class and on the mandatory readings that students will have to work on independently

There will be a test on the geography and chronology of the ancient world

#### 3. Bibliographic research work (30%): individual work on a city

The form, structure and composition of the work will be explained and defined in class. Without the presentation of the research work within the agreed time limits, the subject cannot be approved.

This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

Evaluation conditions:

- There will be a single call.
- Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 30% of the assessment items.
- If the grade for one or more of the assessment activities is lower than 5 out of 10, the different activities will not be averaged and the subject will not be approved.
- The late delivery of assessment activities without prior agreement with the teaching staff will deduct 10% of the grade for each day of delay.
- 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.
- To participate in remediation, students must have previously been evaluated in a set of activities whose weight is equivalent to a minimum of 2/3 of the total grade (CONTINUED ASSESSMENT) or submit all the tests planned (SINGLE ASSESSMENT).

\*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.

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## Software

No

## 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	first semester	morning-mixed
(PCAM) Field practices	1	Catalan	first semester	morning-mixed
(PCAM) Field practices	2	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed