

Degree	Type	Year
Ancient Studies	FB	1

## Contact

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## Teaching groups languages

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

## Prerequisites

Insofar this is an introductory course aimed at beginner students with different levels, one will start from the knowledge and skills which the student has acquired throughout his/her pre-university education. It is very important for the students to get used to read in the most common languages in European scholarly tradition: English, French, Italian, etc. Similarly, it would be very convenient to start studying the German language.

## Objectives and Contextualisation

The knowledge and mastery of specific methods and techniques are necessary for every research in the field of Sciences of Antiquity. The subject *Instruments and digital tools for the study of Antiquity* wants to provide students, on the one hand, with a general orientation on the disciplines whose objective is the study of Antiquity (what they consist of and how they arose), and, on the other, with a practical knowledge of a methodological nature for each of them, with special attention to digital resources and with an essentially practical approach. In the field of Philology, students will deal with the critical study of texts and the evolution of Classical Studies from the Middle Ages to the present. Likewise, one will have the opportunity to get in contact with the main reference resources, both bibliographic and digital, for the study of Greek and Latin texts, lexicon, grammar and literature. In the same way, with regard to historical-archaeological studies, the objective will be to present the history of the discipline and the main currents of interpretation, reference works, journals and bibliographic repertoires of each period, with special attention to digital resources, as well as introducing the student into the methods of historical-archaeological analysis (heuristics, criticism and synthesis).

## Competences

- Acquire skills which facilitate team work.
- Apply the main methods, techniques and instruments of historical analysis.
- Carry out projects on aspects of the ancient world using a holistic approach.
- Dominate the use of specific instruments, with special attention to digital tools, for analysing the ancient world.
- 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.
- Use techniques of compilation, organisation and use of information and documentation related to Antiquity with precision.

## Learning Outcomes

1. Analyse the different historiographic perspectives.
2. Cite the sources consulted when conducting research work.
3. Critically evaluate and solve typical historiographic problems in Ancient Studies.
4. Obtain information on historical, social or cultural matters by using documentary and digital sources.
5. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
6. Summarise the main stages of the evolution of classical studies from antiquity to the present day.
7. Use different computer applications for processing texts in Greek and Latin.
8. Use digital resources like databases, text repositories or dictionaries to handle and interpret ancient texts.
9. Use the basic digital tools needed in professional practice related to studies in classical antiquity.

## Content

The subject is divided into two parts, the first one devoted to the study of instruments and tools for the study of antiquity from a philological perspective and the second one dealing with this issue from a historical or historiographical perspective .

0. Introduction - The Sciences of Antiquity: Philology, History and Archaeology.

### I. INSTRUMENTS AND TOOLS FOR THE PHILOLOGICAL STUDY OF ANTIQUITY

1. Philology and Classical Philology (Greek Philology, Latin Philology and Indo-European Linguistics).

2. Relations of Philology with other sciences: formal Philology (Paleography, Epigraphy, Codicology, Papirology, Linguistics) vs. Real Philology (Geography, History, Religion, Mythology, Philosophy, Rhetoric, Architecture, Art, Cuisine, etc.).

3. Textual transmission (I): the texts in ancient Greece; the texts in Rome; the Byzantine period; the medieval Latin West.

4. Textual transmission (II): Humanism and Renaissance (printed editions); the birth of the critical method (from the Renaissance to our days).

5. Digital instruments and tools:

5.1. Dictionaries.

5.2. Text collections.

5.3. Encyclopedic works and corpora.

5.4. Classical Philology Journals.

5.5. Bibliographical repertoires.

5.6. *Thesauri*

6. Philological work: textual criticism; the reading of the critical apparatus.

7. The analysis of the text: the translation and the linguistic and *realia* commentary.

## II. INSTRUMENTS AND TOOLS FOR THE HISTORICAL STUDY OF ANTIQUITY

History and Ancient History.

2. Historiographical techniques and disciplines.

3. Historiography (I): from Greece to the Middle Ages.

4. Historiography (II): Humanism and the Renaissance; the birth of the critical historical method (from the Enlightenment to the present day).

5. Archaeology (I): History, scope and limits of the discipline.

6. Archaeology (II): Methods and techniques.

7. Instruments and digital tools in Ancient History:

7.1. Bibliography. Journals, articles and works.

7.2. Citation systems.

7.3. Digital repositories of classical sources.

7.4. Style and writing standards.

8. Gender in historical studies

9. Geography and the ancient world

10. Museization

11. Popular images of Antiquity

12. AI, social networks and Antiquity

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Preparation of a written work (Philology)	35	1.4	2, 6, 7, 9, 8

Type: Supervised

Preparation of a written work (History)	35	1.4	4, 1, 3, 5
Type: Autonomous			
Study & preparation for two partial exams	70	2.8	4, 1, 3, 2, 6, 7, 9, 8

The teaching methodology of this subject will consist of alternating theoretical explanations of each one of the topics included in the syllabus with carrying out exercises and practical activities designed to help the student know the main working and research tools belonging to the Sciences of Antiquity. The first part of the course will focus on a philological perspective, while the second one will deal with a historical approach; both of them will combine a theoretical and an eminently practical content in order to familiarize the students with their object of study.

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
Class attendance and participation	10%	0	0	4, 1, 3, 2, 5, 6, 7, 9, 8
Exam (Historical section)	25%	2	0.08	4, 1, 3
Exam (Philological section)	25%	2	0.08	4, 3, 6
Written work I: dossier of sources (Philology)	20%	3	0.12	2, 7, 9, 8
Written work II: dictionary entry (History)	20%	3	0.12	4, 1, 3, 5

Each of the two parts (philological and historical) will be closed with a (theoretical and/or practical) exam on the contents seen in class (25% + 25%) and will include a second activity; in the case of the philological part, a work consisting in the preparation of a dossier of sources (editions, translations, encyclopedic references, articles and especially online resources, etc.) about a character of Plutarch's *Parallel Lives* (20%); in the case of the historical part, the writing of a dictionary entry about the same character of Plutarch's *Parallel Lives* (20%).

The delivery of the works, as well as the performance of the exams, are two essential requirements in order to be able to opt for the re-evaluation.

The re-evaluation will consist of performing a test equivalent to the one performed and not passed. Students who take the resit exam will not be eligible for the Honorable Mention.

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.

Erasmus students who request to advance an exam must submit to the teacher a written document from their home university that justifies their application.

### ***This subject/module does not incorporate unique 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.

### **NOT ASSESSED**

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

### **AI**

This subject allows the use of AI technologies exclusively for support tasks such as explicitly required exercises by the teachers.

The student must clearly (i) identify which parts have been generated using AI technology; (ii) specify the tools used; and (iii) 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.

## **Bibliography**

### **Philological Section**

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- Cavallo, Guglielmo-Chartier, Roger (eds.) (1998). *Historia de la lectura en el mundo occidental* [*Storia della lettura*, Roma & Bari, 1995], Madrid.
- Curtius, Ernst R. (1989<sup>5</sup>). *Literatura europea y Edad Media Latina* [*Europäische Literatur und lateinisches Mittelalter*, Berna 1948], 2 vols., México-Madrid-Buenos Aires.
- Del Hoyo, Javier (2000). "Filología clásica, ¿disciplina en crisis?", *EClás* 42 (2000), p. 117-140.
- Della Corte, Francesco (dir.) (1972-75). *Introduzione allo studio della cultura clàssica*, 3 vols. Milano.
- Dickey, Eleanor (2007). *Ancient Greek Scholarship. A Guide to Finding, Reading, and Understanding Scholia, Commentaries, Lexica and Grammatical Treatises, from their Beginnings to the Byzantine Period*. An American Philological Association Book, London & New York.
- Guzmán Guerra, Antonio-Tejada Caller, Paloma (2000). *¿Cómo estudiar filología?*, Madrid.
- Pfeiffer, Rudolf (1981). *Historia de la filología clásica* [*History of Classical Scholarship*, Oxford 1968-1976], 2 vols., Madrid.
- Quetglas, Pere (1985). *Elementos básicos de filología y lingüística latinas*, Barcelona 1985.
- Reynolds, Leighton D.-Wilson, Nigel G. (1995). *Copistas y filólogos* [*Scribes and Scholars*, Oxford 1968, 1974<sup>2</sup>], Madrid.

- Scialuga, Marina (2003). *Introduzione allo studio della cultura classica*, Alessandria.
- Timpanaro, Sebastiano (2004 [1963]). *La genesi del metodo del Lachmann*, Torino.

#### Historical Section

- Aurell, Jaume & al, (2013). *Comprender el pasado. Una historia de la escritura y el pensamiento histórico*. Madrid.
- Balcells. Albert (coord.) (2004). *Història de la historiografia catalana*. Barcelona.
- Burrow, John (2009). *Historia de las Historias de Heródoto al siglo XX*. Barcelona.
- Fontana, Josep (1982). *Historia. Análisis del pasado y proyecto social*. Barcelona.
- Hernández Sandoica, Elena (2004). *Tendencias historiográficas actuales. Escribir historia hoy*. Akal, Madrid.
- Moradiellos, Enrique (2001). *Las caras de Clío. Una introducción a la Historia*, Siglo XXI, Madrid.
- Sánchez Marcos, Fernando (2012). *Las huellas del futuro. Historiografía y cultura histórica en el siglo XX*. Edicions i Publicacions de la Universitat de Barcelona. Barcelona.
- Peiró, Ignacio (2013). *Historiadores en España*. Prensas Universitarias de Zaragoza, Zaragoza.
- Simón, Antoni (dir.) (2011). *Tendències de la historiografia catalana*. PUV, València.

#### Digital Tools (basic selection)

##### 1. Dictionaries

- Liddell & Scott (grec-anglès) <http://philolog.us/>
- Bally (grec-francès) [https://www.lexilogos.com/grec\\_ancien\\_dictionnaire.htm](https://www.lexilogos.com/grec_ancien_dictionnaire.htm)
- Lewis & Short (llatí-anglès)  
<ahref="http://www.perseus.tufts.edu/hopper/resolveform?redirect=true&lang=Latin">http://www.perseus.tufts.edu
- Gaffiot (llatí-francès) <http://www.lexilogos.com/latin/gaffiot.php>

##### 2. Textual repertoires and encyclopedic works

- Perseus <http://www.perseus.tufts.edu/hopper/>
- The Latin Library <http://www.thelatinlibrary.com/>
- Greek and Roman authors on Lacus Curtius <http://penelope.uchicago.edu/Thayer/E/Roman/Texts/home.html>
- The Internet Classics Archiv <http://classics.mit.edu/index.html>
- Daremberg-Saglio <https://dagr.univ-tlse2.fr/>
- Classics resources  
[http://clasicas.usal.es/portal\\_recursos/index.php?option=com\\_content&view=category&id=14:coltextos&Itemid=1](http://clasicas.usal.es/portal_recursos/index.php?option=com_content&view=category&id=14:coltextos&Itemid=1)

##### 3. Fonts

- Euclides <http://stel.ub.edu/filologiagrega/electra/euclides/index.htm>

#### Software

## 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
(TE) Theory	1	Catalan	first semester	morning-mixed