

Degree programme	Type	Course
Archaeology	OP	4
History	OP	4
Ancient Studies	OP	3
Ancient Studies	OP	4

Contact lecturer

Name : Jordi Vidal Palomino

Email : jordi.vidal.palomino@uab.cat

Teaching staff

Carlos Heredia Chimeno

Group languages

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

Prerequisites

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

Objectives

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.

Learning outcomes

1. Effectively expressing themselves and applying the argumentative and textual processes of formal and scientific texts.

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

Contents

War and Imperialism in Antiquity: Theoretical and Methodological Framework.

Conflict and Expansion in the Ancient Near East.

Military Strategies and Pharaonic Power in Ancient Egypt.

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

Violence, Conquest, and Control in the Roman World.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Classroom practices	13	0.52	1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 19, 20, 21, 22, 25, 26, 27, 31, 32, 33, 34, 35, 36, 38, 39, 40, 42, 46, 47, 50, 51
Theoretical classes and seminars	41	1.64	3, 4, 5, 6, 8, 16, 17, 19, 20, 21, 22, 25, 26, 29, 32, 33, 35, 45, 46, 47, 50, 51, 52
Study of course materials and bibliography reading	69	2.76	1, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19, 20, 21, 22, 25, 26, 27, 30, 31, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 49, 50, 51, 52
Tutorials	10	0.4	1, 6, 7, 8, 9, 10, 12, 13, 15, 19, 21, 32, 35, 40, 42, 50, 51

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	Weight	Hours	ECTS	Learning outcomes
Continuous Assessment	50%	14	0.56	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52
Exam	50%	3	0.12	1, 3, 4, 5, 6, 8, 9, 10, 11, 13, 15, 16, 19, 20, 21, 22, 25, 26, 27, 29, 32, 33, 35, 38, 40, 41, 42, 46, 47, 49, 50, 51, 52

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.

Erasmus and exchange students who request to advance an exam must present a document from their home university justifying their request.

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

ABRAHAMI, Philippe / BATTINI, Laura (eds.), 2008: *Les armées du Proche-Orient ancien (IIIe-1er mil. Av. J.C.)*. Oxford.

ARRAYÁS, Isaías 2024: *Estudios sobre la integración de los territorios anatólicos en el Imperio romano: violencia, diplomacia y control social en tiempos tardohelenísticos*. Zaragoza.

BEARD, Mary, 2012: *El triunfo romano*. Madrid.

CADIOU, François, 2018: *L'armée imaginaire*. Paris.

CLARK, Jessica H., 2014: *Triumph in Defeat: Military Loss and the Roman Republic*. Oxford.

DE SOUZA, Philip (ed.), 2009: *La guerra en el mundo antiguo*. Madrid.

EVERSON, Tim, 2004: *Warfare in Ancient Greece*. Trupp.

FULLER, John Frederick Charles 2012: *Las batallas decisivas del mundo antiguo*. Barcelona.

GOLDSWORTHY, Adrian, 2012: *En el nombre de Roma*. Madrid.

GREENE, Elizabeth / BRICE, Lee, 2024: *Women and the Army in the Roman Empire*, Cambridge.

HANSON, Victor Davis, 2004: *Matanza y cultura. Batallas decisivas en el auge de la civilización occidental*. México.

HANSON, Victor Davis, (ed.), 2012: *El Arte de la Guerra en el Mundo Antiguo. De las guerras persas a la caída de Roma*. Barcelona.

HECKEL, Waldemar, 2010: *Las conquistas de Alejandro Magno*. Barcelona.

KAGAN, Donald / VIGGIANO, Gregory Francis (eds.), 2017: *Hombres de Bronce. Hoplitas en la Antigua Grecia*. Madrid.

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

MAYOR, Adrienne, 2018: *Fuego griego, flechas envenenadas y escorpiones: Guerra química y bacteriológica en la Antigüedad*, Madrid.

NADALI, Davide / VIDAL, Jordi 2014: *The Other Face of the Battle. The impact of war on civilians in the Ancient Near East*. Münster.

PARKER, Geoffrey (ed.), 2010: *Historia de la guerra*. Madrid.

QUESADA, Fernando, 2014: *Armas de Grecia y Roma*. Madrid.

SABIN, Philip / VAN WEES, Hans / WHITBY, Michael (eds), 2007. *The Cambridge History of Greek and Roman Warfare (2 vols.)*. Cambridge.

STEINBY, Christa, 2014: *Roma versus Carthage: The War at Sea*. Londres.

VAN WEES, Hans, 2005: *Greek Warfare: Myths and Realities*. Londres.

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

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.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	1	Catalan	second semester	morning-mixed