

## 28112 - Ancient History: 7th - 2nd Century B.C.

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 28112 - Ancient History: 7th - 2nd Century B.C.

**Faculty / School:** 103 - Facultad de Filosofía y Letras

**Degree:** 418 - Degree in History

**ECTS:** 6.0

**Year:** 2

**Semester:** First semester

**Subject type:** Compulsory

**Module:**

### 1. General information

Definition of the subject.

The subject aims to enable students to understand the transformation of the Greek and Roman political models between the 7th and 2nd centuries B.C., to assimilate complex political and sociological concepts, and to apply them to historical analysis from the perspective of the current state of research.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the 2030 Agenda of the United Nations (2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>)).

Goal 4: Quality Education.

Goal 5: Gender Equality.

Goal 10: Reduction of Inequalities

Goal 16: Peace, Justice and Strong Institutions

Goal 17: Alliances to Achieve Objectives.

### 2. Learning results

*In order to pass this subject, students must demonstrate the following learning results:*

Relates the political, institutional, cultural and economic levels of Greek societies (archaic and classical). Explains and critically reasons the information obtained both from the teacher and the bibliography consulted. Learns to compare and highlight significant differences.

Critically reads and analyses the historical sources (literary, iconographic and archaeological) that are specific to the Epochs it studies.

### 3. Syllabus

I. Geography and economic resources of ancient Greece.

II. Sources of ancient Greek history.

III. Politicization.

IV. The archaic Greek colonisations.

V. The stasis.

VI. Sparta.

VII. Athens.

VIII. The Persian Wars

IX. The Pentecontecia.

X. The Peloponnesian Wars.

XI. Greece in the 4th century B.C.

XII. Macedonian intervention in Greek politics.

- XIII. The sources of the history of archaic Rome.
- XIV. The origins of Rome and the monarchy.
- XV. The conflict between patricians and plebeians.
- XVI. Roman Republican institutions.
- XVII. The Roman conquest of Italy.
- XVIII. Roman "imperialism".

#### 4. Academic activities

The basic purposes of the subject are to know and understand the most relevant historical phenomena of the period from the preserved sources and to sensitize the student to respect all the documents that allow the construction of the historical discourse.

Once these objectives have been set, about two thirds of the teaching time will be devoted to theoretical classes, in which fundamental concepts will be explained, documentation will be analysed and the questions that raise the most doubts or debate will be resolved.

About one third of the teaching time will be used for practical activities.

#### 5. Assessment system

I. First call.

a) Continuous assessment system

1. Practical test (30% of the grade): Consisting of personal work.
2. Chronologies and historical maps (20% of the grade): The students will compose a historical map.
3. Theoretical test (50% of the grade), with two parts: 1.™) the development of one of the topics of the program; 2.™) the answer to five questions.

b) Global assessment test

It will consist of a single written test (100% of the evaluation), the parts of which will be:

1. One topic out of two proposed (up to 3 points),
2. 5-question questionnaire (up to 3 points),
3. Historical text commentary (up to 2 points) and
4. Drawing and commentary of a historical map (up to 2 points).

II. Second Call.

Global assessment test.

It will consist of a single written test (100% of the evaluation), whose parts will be: 1. Elaboration of a topic from two proposed (up to 3 points), 2. 5-question questionnaire (up to 3 points), 3. Historical text commentary (up to 2 points) and 4. Drawing and commentary of a historical map (up to 2 points).

In all the tests, students' knowledge and understanding of the contents of the subject will be assessed, as well as their ability to identify and organize complex historical concepts.