



Universitat de Lleida

DEGREE CURRICULUM  
**HISTORY OF GREECE AND  
ROME**

Coordination: PANOSA DOMINGO, MARIA ISABEL

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	HISTORY OF GREECE AND ROME			
<b>Code</b>	100032			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Bachelor's Degree in History	1	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	PANOSA DOMINGO, MARIA ISABEL			
<b>Department</b>	GEOGRAPHY, HISTORY AND HISTORY OF ART			
<b>Teaching load distribution between lectures and independent student work</b>	60 hours of masterly lessons and practices 90 hours of student independent work			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan (Texts in Spanish, English and French)			
<b>Distribution of credits</b>	3 theoretical credits 3 practical credits			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
PANOSA DOMINGO, MARIA ISABEL	mariaisabel.panosa@udl.cat	6	Send an e-mail to schedule an appointment

## Subject's extra information

The main objective of this course is the study of the civilisations of ancient Greece and Rome from the Aegean cultures of the Bronze Age to the fall of the Roman Empire. Subject contents focus on the historical development, but will also address the most relevant aspects of society and culture (political organization, social sectors, language, religion, etc.)

Masterly sessions will be complemented with iconographic, cartographic and audiovisual material. Written sources selected from epigraphic sources and geographical and historiographical works will also be analyzed. A selection of archaeological sources will complete the set of analytical materials, which constitute first-hand expressions of classical civilization throughout its evolution.

The analysis of these sources is methodologically projected as an introduction to the different techniques dedicated to the study of Greco-Roman Antiquity, while its essential purpose is to develop critical thinking in understanding the history of the Classical World.

## Learning objectives

O1: To learn and use the terminology and the different techniques used in the study of history. Be able to search information from diverse sources from a critical perspective.

O2: To gain basic knowledge about the main historical periods of the area of study and their principal characteristics, as well as to understand the main sources for their study.

O3: To analyse and think critically about the textual and archaeological sources as well as to interpret maps and images.

O4: To develop students' abilities for interpreting, analysing and evaluating a range of evidence, to organise and present information in a coherent and effective manner and to be able to use the technical terms and the key concepts addressed during the course adequately.

## Competences

### COMPETENCES ON THE MATTER

CB3. Ability to gather and interpret relevant data (usually within the study area) for making assessments that include a reflection on relevant issues of social, scientific or ethical nature.

CB4. To transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.

CG5. To recognize the main facts and processes of change and continuity of mankind in a diachronic perspective.

Other competences that don't belong to the subject, but to the degree.

Other competencies that don't belong to the degree.

### SPECIFIC COMPETENCES

1. To demonstrate relevant knowledge and critical understanding of the basic historical methodology and terminology.
2. To be able to consult and use the main bibliography correctly.
3. To learn and contextualise the diverse cultures of Ancient Greece and Rome (including a critical appreciation of the contexts from which people, events, ideas and/or artefacts emerged) and achieve a good comprehension of the main sources for their study.
4. To understand the contexts in which they originate and the dynamism of crucial aspects such as the emergence of urban planning, writing, the state, etc.
5. To be familiar with the primary sources and the literature most relevant to the subject: analyse and critically evaluate the sources (contributions, limitations, difficulties, and so on).
6. To be able to expose in a coherent and organised way both orally and written the acquired knowledge, as well as the correct use of the specific terminology of the discipline.

## Subject contents

### **PART I: GREECE**

Lesson 1: Introduction: Geography and Chronology, Sources, Methodology and Terminology

Lesson 2. The Aegean World in the Bronze Age

2.1. Cycladic Civilization

2.2. Minoan Civilization

2.3. Mycenaean Civilization

Lesson 3. The Dark Age

Lesson 4. The Archaic Period

Lesson 5. The Classical Period

Lesson 6. The Hellenistic Period

Lesson 7. Society

Lesson 8. Economies

Lesson 9. Religion

Lesson 10. Cultural Aspects

### **Block II: Rome**

Lesson 1. Introduction: Geography and Chronology, Sources, Methodology and Terminology

Lesson 2. The Iron age in the Italic peninsula

Lesson 3. The archaic period

Lesson 4. The Republic

Lesson 5. The Roman Empire

5.1. The Early Roman Empire

5.2. The Later Roman Empire

Lesson 6. The fall of the Roman Empire

Lesson 7. Society

Lesson 8. Economies

Lesson 9. Religion

Lesson 10. Cultural Aspects

## Methodology

Activity	CODIFICACION / description / typology TPD	O*	G*	HP*	HNP*
<b>Magistral class (M)</b>	Presentation of the themes, collective discussion about the diverse sources (texts, maps, artefacts, plans and so on)	1,2,3,4			
<b>Seminaries (S)</b>					
<b>Activities (A)</b>	Diverse activities about the contents: exercises and text commentaries during the sessions	1,2,3,4			
<b>Academic work (T)</b>	One academic essay	1,2,3,4			
<b>Tutorial (Tut)</b>					
<b>Others (AA)</b>	One oral presentation	1,2,3,4			
<b>Evaluation (AV)</b>	Two exams				
<b>TOTAL</b>				60	90

HP: face-to-face sessions. HNP: autonomous student work

## Evaluation

Mechanisms of evaluation	Codification / description-criteria / typology TPD	Observations	O*	Activity	%*
Assistance and participation (As)	Regular attendance and participation in class (debates, exercises)		1,2,3,4		15
Evaluation (TA) (Exam)	Two exams		1,2,3,4		30* 30*
Inform (In) / Academic works (T)	One academic essay**		1,2,3,4		15
Others (A)	Oral presentation of the essay		1,2,3,4		10
<b>TOTAL</b>					100

\* Both exams must be passed for the final calculation of the subject's evaluation.

\*\* The delivery of the academic essay is mandatory.

\*\*\* Discovering plagiarism or copying will have serious consequences and will always affect the grade. From the beginning, the exercises involved will receive a 0 grade. In addition, academic fraud (copying or plagiarism in papers or spontaneous copying during the exam) involves the application of the Assessment Regulations and the qualification of teaching in the UdL degrees and master's degrees, which means that the coordinator and the head of studies to open the student's file; and that your case will be assessed by the study commission, and the applicable sanctions (depending on the seriousness of the offense) may include the loss of the right to be evaluated for the subject, the loss of registration for a semester or a course or expulsion from the degree up to three years.

\*\*\*\* Students who combine their studies with a full-time or part-time job whose schedules coincide with those of the classes, or who cannot attend class due to family reconciliation needs, have the right to request an alternative evaluation within a period of 5 days from beginning of the semester. For more information, send an email to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or contact the Secretary of the Faculty of Letters. After the first five days of class without giving notice of wanting to take the alternative assessment, the only option will be the continuous

assessment already presented in the first paragraph of this section.

## Bibliography

### General

AAVV (1970-2001) *Cambridge Ancient History*. Cambridge: Cambridge University Press.

Amason, Johann P.; Raaflaub, Kurt, A., and Wagner, Peter, eds. (2013) *The Greek Polis and the Invention of Democracy. A Politico-cultural Transformation and Its Interpretations*. Wiley Online Library e-books

Beard, Mary y Henderson, John (2016) *El mundo clásico: Una breve introducción*. Madrid: Alianza editorial.

Boardman, John; Griffin, Jasper; Murray, Oswyn, eds. (1986) *The Oxford history of the classical world*. Oxford: Oxford University Press.

Crawford, Michael, ed. (1986) *Fuentes para el estudio de la historia Antigua*, traducción de César Palma. Madrid: Taurus.

Hornblower, Simon and Spawforth, Anthony (1998; online 2003) *The Oxford Companion to Classical Civilization*. Oxford: Oxford University Press.

Owens, E. J. (1991) *The City in the Greek and Roman world*. London and New York: Routledge.

Raaflaub, Kurt A., ed. (2016) *The adventure of the human intellect: self, society, and the divine in ancient world cultures*. Chichester, West Sussex, UK; Malden, MA, USA: John Wiley & Sons, Ltd.

Rawson, Beryl, ed. (2011) *A companion to families in the greek and roman worlds*. Libre-e Wiley-Balckwell.

Rutter, N. Keith and Sparkes, Brian A., eds (2000) *Word and image in ancient Greece*. Libre-e Edinburgh University Press

### Journals

*American Antiquity*

*American Journal of Archaeology(AJA)*

*Archaeological Reports*

*Britannia*

*Cambridge Archaeological Journal (CAJ)*

*Hesperia Supplements*

*Hesperia: The Journal of the American School of Classical Studies at Athens*

*Journal of Field Archaeology*

*The Journal of Hellenic Studies*

*The Journal of Roman Studies*

*Memoirs of the Society for American Archaeology*

*Studi Micenei ed Egeo-Anatolici (SMEA)*

*World Archaeology*

## Collections of Graeco-Roman texts

Fundació Bernat metge (Catalan)

Gredos (Spanish)

Budé series (Collection des Universités de France= (Paris: Les Belles Lettres) (French)

Loeb Classical Library (Harvard University Press) (English)

Oxford Classical Texts (Oxford University Press) (English)

## On line

*Lacus Curtius* (<http://penelope.uchicago.edu/Thayer/E/Roman/home.html>)

*Perseus Digital Library* ([www.perseus.tufts.edu/hopper/collections](http://www.perseus.tufts.edu/hopper/collections))

## Atlas

- Pleiades, a joint project of the Ancient World Mapping Center, the Stoa Consortium, and the Institute for the Study of the Ancient World.

<https://pleiades.stoa.org/>

- Digital Atlas of Roman and Medieval Civilization (DARMC) Harvard

[http://feedproxy.google.com/~r/Awol-TheAncientWorldOnline/~3/e\\_bT7ywRhpA/digital-atlas-of-roman-and-medieval.html](http://feedproxy.google.com/~r/Awol-TheAncientWorldOnline/~3/e_bT7ywRhpA/digital-atlas-of-roman-and-medieval.html)>:

## Greece

Arnason, Johann P.; Raaflaub, Kurt A., and Wagner, Peter, eds. (2013) *The Greek polis and the invention of democracy: a politico-cultural transformation and its interpretations*. Chichester, West Sussex, UK ; Malden, MA: Wiley-Blackwell.

Aubet, M. Eugènia (1994) *Tiro y las colonias fenicias de Occidente*. Barcelona: Ed. Crítica.

Boardman, John (1999) *Los Griegos en ultramar: comercio y expansión colonial antes de la era clásica*. Madrid: Alianza.

Brown, Ann (1994) *Arthur Evans and the Palace of Minos*. Oxford: Ashmolean Museum.

Burkert, Walter (2007) *Religión griega arcaica y clásica*. Madrid: Abada.

Dickinson, Oliver (2000) *La Edad del Bronce Egea*. Madrid: Ed. Akal.

Cartledge, Paul (2009) *Los Espartanos Una historia épica*. Barcelona: Ed. Ariel.

Finley, Moses I (1985) *El món d'Ulisses*. Barcelona: Editorial Empúries.

French, Elizabeth (2005) *Micenas Capital de Agamenón*. Barcelona: Edicions Bellaterra.

García Gual, Carlos (1992) *Introducción a la mitología griega*. Madrid: Alianza Editorial

Heròdot (2000-2012) *Història*; introducció, text revisat, traducció i notes de Manuel Balasch (v. 1-2); text grec revisat, traducció i notes de Joaquim Gestí (v. 3-9). Barcelona: Fundació Bernat Metge. (Catalan and Greek)



Heródoto (1977-1989) *Historia*, introducción de Francisco R. Adrados; traducción y notas de Carlos Schrader. Madrid: Gredos. (Spanish)

Homer (2005-2009) *Ilíada*, text grec revisat i apartat crític de Francesc J. Cuartero i Iborra; traducció de Montserrat Ros i Ribas; notes a la traducció i mapes de Joan Alberich i Mariné. Barcelona: Fundació Bernat Metge. (Catalan and Greek)

(2010) *Odíssea*; text grec revisat i apartat crític de Francesc J. Cuartero i Iborra; traducció poética de Carles Riba; notes a la traducció i mapes de Joan Alberich i Mariné. Barcelona: Fundació Bernat Metge. (Catalan and Greek)

Homero (2015) *Ilíada*, introducción, traducción y notas de E. Crespo; índice onomástico de M. Cuesta; revisión de C. García Gual. Barcelona: Gredos. (Spanish)

(2013) *Ilíada*; texto crítico, traducción y notas por Luis M. Macía Aparicio. Col·lecció Alma mater. Madrid: Consejo Superior de Investigaciones Científicas. (Spanish and Greek)

(2015) *Odisea*; traducción de J.M. Pabón; índice onomástico de Ó. Martínez; prólogo de C. García Gual. Barcelona: Gredos. (Spanish)

Kaplan; Michel dir.; Richer, Nicolas coord. (1995) *El Mundo griego*. Granada: Universidad de Granada.

Mossé, Claude (1987) *Historia de una democracia: Atenas*. Madrid: Akal.

Osborne, Robin (1998) *La formación de Grecia, 1200-479 a.C.* Barcelona: Crítica.

Peckham, Brian (2014) *Phoenicia : episodes and anecdotes from the ancient Mediterranean*. Winona Lake, Indiana : Eisenbrauns.

Pomeroy, Sarah; Burstein, Stanley; Donlan, Walter y Tolbert, Jennifer (2001) *La Antigua Grecia. Historia Política, Social y Cultural*. Barcelona: Ed. Crítica.

Ratto, Stefania (2007) *Grecia*. Barcelona: Mondadori.

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Tucidides (1953-1982) *Història de la guerra del Peloponès*, text revisat i traducció de Jaume Berenguer Amenós. Barcelona: Fundació Bernat Metge. (Catalan and Greek)

(2000) *Historia de la guerra del Peloponeso*; traducción y notas de Juan José Torres Esbarranch. Col·lecció Biblioteca básica Gredos. Madrid: Gredos. (Spanish)

Vidal-Naquet, Pierre (2002) *El món d'Homer*. Barcelona: Editorial Empúries.

Vernant, Jean-Pierre (1991) *Mito y religión en la Grecia antigua*. Barcelona: Ariel.

## Rome

Alföldy, Géza (2012) *Nueva historia social de Roma*. Sevilla: Secretariado de Publicaciones, Universidad de Sevilla.

Augusto (1987) *Res gestæ divi Augusti: autobiografía del Emperador Augusto*; edición por Guillermo Fatás, Manuel Martín-Bueno. Zaragoza: Universidad Popular: Ayuntamiento de Zaragoza.

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- Gabucci, Ada (2006) *Roma*. Barcelona: Mondari.
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- Tàcit, Corneli (1930-) *Annales*; traducció de Ferran Soldevila. Barcelona: Fundació Bernat Metge. (Catalan)

Tácito, Cornelio (1979-1980) *Anales*; introducción, traducción y notas de José L. Moralejo. Madrid: Gredos. (Spanish)

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