



DEGREE CURRICULUM

# PRERROMAN PEOPLES AND ROMANIZATION

Coordination: PANOSA DOMINGO, MARIA ISABEL

Academic year 2020-21

# PRERROMAN PEOPLES AND ROMANIZATION 2020-21

## Subject's general information

<b>Subject name</b>	PRERROMAN PEOPLES AND ROMANIZATION		
<b>Code</b>	100090		
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION		
<b>Typology</b>	Degree	Course	Character
	Bachelor's Degree in History	4	OPTIONAL
			Modality
			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>	HISTORY		
<b>Teaching load distribution between lectures and independent student work</b>	27,5 hours of masterly lessons on-site (22,5 hours in classroom and 5 hours in field work) 32,5 hours by virtual means 90 hours of student independent work		
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.		
<b>Distribution of credits</b>	6 theoretical credits		

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

## Subject's extra information

The purpose of the course is to know the cultural map of the second Iron Age in Catalonia and the Iberian Peninsula, and the subsequent integration of their societies into the territorial, administrative, political and economic Roman system.

On the one hand, it is a question of understanding the endogenous and exogenous factors that stimulated the configuration of these first peninsular cultures derived from the societies of the end of the Late Bronze Age and the Early Iron Age. On the other hand, it is planned to know about the process of transformation experienced by these societies, which were incorporated into History, adopted an own script and were mentioned in Greek and Roman written sources dealing with political, geographic and ethnographic themes.

Finally, it is intended to offer a general overview of the new urban, administrative, political and economic construction derived from the incorporation of this territory into the orbit of Rome, and at the same time study its footprint in Catalonia.

## Learning objectives

- O.1.- Knowing the territory where the main cultures of the second Iron Age were developed in Catalonia and the Iberian Peninsula. Analysis of substrates and external influences.
- O.2.- Understanding the context and the circumstances in which the Romanization process began.
- O.3.- Analyzing the phenomena of resistance, assimilation, reinterpretation and substitution that started during the Romanization period in the territory.
- O.4.- Examining the construction and urban forms of pre-Roman cultures and their transformation between the end of the third century BC and August, taking into account the economic, political and administrative context.
- O.5.- Understanding the Iberian geography of Catalonia and its main centers. Analysis of the Ilerget archaeology from the written sources, archaeological sites and museum collections.
- O.6.- Analyzing the evolution of the territorial structure of the area during the process of conquest and romanization.
- O.7.- Understanding, from the epigraphic evidence, the parallel process of linguistic transformation that took place in the indigenous communities by contact and assimilation of the Latin language.
- O.8.- Understanding the situation of the territory at the beginning of the Empire with regard to provincial division, conventual division, urban nuclei, road network and focusses of economic activity.
- O.9.- Studying the main Roman urban centers in Catalonia dating back to the end of the late-Roman period and the beginning of the Upper Empire: *Tarraco*, *Emporiae*, *Ilerda*, *Ilesso*, *Barcino* and *Baetulo*.

## Competences

### Basic and general competences, according to the verified Memory of the degree of History (2015)

- CB5. Making possible that students develop the learning abilities necessary to undertake further studies with a high degree of autonomy.
- CG4. Owning the capabilities, tools and resources (including ICTs) for research, analysis and synthesis of information.

### Specific competencies

- Knowing the history, culture and archeology of the area in the period especially referred to the second half of the first millennium BC.
- Becoming familiar with the diachronic and synchronic approaches to understanding the cultures analyzed and their transformations.
- Understanding and confronting historical chronologies with those derived from archaeological research in the territory taking into account their cultural, political, social and economic contextualization.
- Acquiring a knowledge basis in museographic aspects, for the conservation and diffusion of archaeological sites and collections.
- Knowing how to elaborate strategies to analyze the historical processes of change and continuity based on the study of the sources and the application of the techniques studied.
- Acquiring skills in the search, selection, contrast and analysis of information. Familiarizing yourself with concepts and terminology. Getting to know the main focuses of current research in this field.
- Knowing how to analyze the sources, extract meaningful results, interpret, synthesise and communicate with correction, consistence and critical sense.

## Subject contents

### Part I: Pre-Roman cultures

**Lesson 1.** Colonial processes and hybridization with the protohistoric indigenous communities derived from the final bronze and early iron age.

- 1.1. The Phoenician presence in the West.
- 1.2. Greek colonial establishments and trade with the Hellenic world.

**Lesson 2.** The Iberian peninsula from the *Orientalizzante* to the Second Punic War.

- 2.1. The economic context: Greek trade and Pheno-punic trade.
- 2.2. Geography of the main ethnic groups, languages and cultural identities: Tartessos, Lusitanians, Celts, Iberians and Balearics.
- 2.3. Written sources (*fontes* and epigraphy) for the study of pre-Roman cultures.
- 2.4. General definition of the pre-Roman folks from topography, urban planning, constructive structures and material culture.

**Lesson 3.** Iberian archaeology. Folks, landscapes, settlement patterns, types of establishments and urban planning, construction structures, spaces and elements of economic activity (production and exchange), funerary and religious aspects and elements about social and political organization.

Visit to the Museum of Lleida.

## Part II: Romanization

**Lesson 1.** Written sources for the study of Romanization in the Iberian Peninsula.

**Lesson 2.** Carthage and Rome: economic and political imperialism. From the First to the Second Punic War.

**Lesson 3.** The Second Punic War: causes, scenarios and consequences. *Saguntum*, *Carthago Nova* and *Tarraco*.

**Lesson 4.** Archaeology of the Second Punic War. Material track.

**Lesson 5.** From filioindigenism to Roman domination. The phenomena of interaction, acculturation, integration and imposition in the construction process of Roman Hispania.

5.1. Currency, writing and alliances with the elites.

5.2. The repression by Marcus Porcius Cato.

5.3. The defeat of Numancia.

5.4. Romanization in the context of Roman civil wars.

**Lesson 6.** *Castra* and Roman foundations on the peninsula until Julius Caesar presence. Road network, urban centers and *villae*.

**Lesson 7.** From the Caesar foundations to the August pacification. Administrative reorganization, territorial organization, consolidation of Latinization in the public sphere, focus of economic exploitation, road and building reforms, *limitatio* and cadastral system.

**Lesson 8.** Archaeology of the three provincial capitals of Hispania and of the main urban centers of the peninsular Northeast.

Visit to Tarragona: monumental area of *Tarraco* and the Archaeological National Museum of Tarragona.

## Methodology

ACTIVITY	CODIFICATION / DESCRIPTION / TYPOLOGY TPD	O*	G*	HP*	HNP*
<b>Masterly lesson (M)</b>	M / View "Contents"	O1 - O9	T	40	40
<b>Seminars (S)</b>	S1. Analysis and discussion of articles S2. Project presentation	O1 O2 O5 O6		6 4,5	10 8
<b>Practices (P)</b>	P1. Visit to the Museum of Lleida P2. Departure to Tarragona (Roman monuments)	O4 O6 O7 O8 O9	P1 P2	1,5 5	-
<b>Projects (T)</b>	T.1. Individual essay on a subject related to one of the two parts of the course	O3, O4	Ind.	-	32
<b>Tutoring (Tut)</b>	Follow-up of projects			3	
<b>Others (AA)</b>					
<b>Evaluation (AV)</b>	AV / See table on evaluation mechanisms				
<b>TOTAL</b>				60	90

O: Objective. T: theory group PC: field practice group. TA: classroom practices group. HP: classroom hours. HV: virtual hours. HNP: hours of independent student work.

## Development plan

The masterly lessons will take place in the classroom fridays from 1 pm to 2,30 pm. The rest of lessons will be held by virtual means.

The written exam will be done at the end of the course.

The trip to Tarragona will take place on a wednesday morning, the date being previously arranged with the students.

## Evaluation

Evaluation mechanisms	Codification / description-criteria / typology TPD	Observations	O*	Activity
<b>Attendance and participation (At)</b>	At: Attendance and participation to masterly lessons and tutoring sessions		O1 - O9	M
<b>Evaluation (TE)</b>	Exam			
<b>Report (R) / Projects (P)</b>	P1: Individual Project	Written essay	O3, O4	T1 T2 T3 T4
<b>Others (O)</b>	A1: attendance to the trip and visit to the Museum of Lleida A2: public presentation of the project A3: participation to seminars (discussion of articles and projects)		O2, O3, O6, O7, O8, O9	P1, P2 S2 S1
<b>TOTAL</b>				

O: Objective. %: percentage on the final grade.

The evaluation is continued. Students who combine their studies with a full-time job have the right to request an alternative assessment within a period of 5 days from the beginning of the semester. For more information, send an email to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or contact the Secretariat of the Faculty of Arts.

## Bibliography

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