



DEGREE CURRICULUM

PRERROMAN PEOPLES AND ROMANIZATION

Coordination: PRATS FERRANDO, GEORGINA

Academic year 2023-24

PRERROMAN PEOPLES AND ROMANIZATION 2023-24

Subject's general information

Subject name	PRERROMAN PEOPLES AND ROMANIZATION		
Code	100090		
Semester	1st Q(SEMESTER) CONTINUED EVALUATION		
Typology	Degree	Course	Character
	Bachelor's Degree in History	3	OPTIONAL
			Modality
			Attendance-based
Course number of credits (ECTS)	6		
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA
	Number of credits	3	3
	Number of groups	1	1
Coordination	PRATS FERRANDO, GEORGINA		
Department	GEOGRAPHY, HISTORY AND HISTORY OF ART		
Teaching load distribution between lectures and independent student work	60 hours of masterly lessons (including field work) 90 hours of student independent work		
Important information on data processing	Consult this link for more information.		
Language	Catalan		
Distribution of credits	6 credits (3 theoretical cr. and 3 practical cr.)		

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Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
PRATS FERRANDO, GEORGINA	georgina.prats@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*, *Iluro*, *Barcino* and *Baetulo*.

Competences

Competences on the matter

- CB2. Know how to apply knowledge to work or vocation in a professional way and have the skills that are usually proved through argumentation building and defence and problems solving within the area of study.
- 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.
- CT1. Acquire an adequate understanding in speech and writing of Catalan and Spanish languages.

Specific competences

- 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

- Topic 1. Historical sources referring to the Iberian Peninsula.
- Topic 2. The final bronze and the first iron age in the Peninsula.
- Topic 3. The Phoenician and Greek presence in the West.
- Topic 4. Tartessos and the orientalizant.
- Topic 5. Iberian Culture: Genesis, evolution, characterization and development in different areas.
- Topic 6. The center and west of the peninsula: Northern plateau (Celtiberians). Western and southern plateau (lusos, vetons, vacceus, carpetants).
- Topic 7. The Castrenya culture (Galicians, Asturians, Cantabrians) is north of the peninsula. The Basques.
- Topic 8. Beginnings of the Roman presence in the Iberian Peninsula: The fight between Carthage and Rome for dominance of the Peninsula. Archeology of the second Punic War.
- Topic 9. The meaning of romanization. The indigenous resistance. The integration process.
- Topic 10. Provincialization during the Republic: Administrative organization of the territory. Exploitation of resources. City diffusion. Emigration, colonization and municipalization. The new

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social structure.

Visits to Ampurias, Ullastret, Masías de San Miquel, Tarragona and the Lleida Museum (Exhibition "Romans to the West. Ilerda, Ileso, Aeso").

II Conference on Archeology and Paleontology of the West in Guissona

Methodology

ACTIVITY	CODIFICATION / DESCRIPTION / TYPOLOGY TPD	O*	G*	HP*	HNP*
Masterly lesson (M)	M / View "Contents"	O1 - O9	T	38	
Seminars (S)	S1. Analysis and discussion of articles S2. Project presentation	O1 O2 O5 O6		4 3	10 6
Practices (P)	P1. Trip related to the first part of the course (el Molí de l'Espígol a Tornabous o les Masies de Sant Miquel al Penedès) P2. Trip related to the first and second part of the course (Empúries i Ullastret) P3. Trip related to the second part of the course (Tarragona romana and Museu de Lleida)	O4 O6 O7 O8 O9	P1 P2 P3	4 5 4	-
Projects (T)	T.1. Individual essay on a subject related to one of the two parts of the course	O3, O4	Ind.	-	34
Tutoring (Tut)	Follow-up of projects			2	
Others (AA)					
Evaluation (AV)	AV / See table on evaluation mechanisms				40
TOTAL				60	90

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

Development plan

- Initially, teaching will be taught in person in the classroom.
- Classes will take place in the classroom (2.27) and at times (11am-1pm) established by the academic guide of the Faculty of Letters.
- Classes will last one and a half hours, although in some cases, they may last up to two hours, depending on the practices to be carried out and the content given.
- Field trips will occur on Wednesday mornings on days previously arranged with the students.
- The course will use the Virtual Campus to communicate between the teacher and the student.
- To arrange visits/tutoring, write to georgina.prats@udl.cat.

Evaluation

Evaluation mechanisms	Codification / description-criteria / typology TPD	Observations	O*	Activity
Attendance and participation (At)	At: Attendance and participation to masterly lessons and tutoring sessions		O1 - O9	M
Evaluation (TE)	TE 1: Exam			
Report (R) / Projects (P)	P1: Individual project	Written essay	O3, O4	T1 T2 T3 T4
Others (O)	O1: public presentation of the project O2: attendance to the trips		O2, O3, O6, O7, O8, O9	S1 P1, P2, P3
TOTAL				

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

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 the study commission will assess your case, and the applicable sanctions (depending on the seriousness of the offence) 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 the beginning of the semester. For more information, send an email to 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

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