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ANEXO I: MODELO DE GUÍA DOCENTE

01. Subject:

Ancient History II: Rome, from Republic to Empire

02. Type of course

Compulsory

03. ECTS credits

6

04. Language of teaching

English

05. Objectives:

- To recognize and understand the historical processes of Roman society from the Republic to Late Antiquity.
- To use the necessary tools for the analysis of historical sources in different formats available today.

06. Competences:

(M02 – General History):

M02CM01:

To show sufficient knowledge and understanding of the main processes of history from a diachronic perspective, in its different aspects –economic, social, political, cultural, etc.- and in its relations with present societies.

M02CM04:

To present properly orally and in written forms at least one theme or problem of historical investigation in order to show the capability to study correctly primary and secondary sources.

07. Topics (theoretical / practical):

0. Rome: *Urbs* and *civitas*


1. The Late Republic.- The Background. The post-Sullan period. *Optimates* and *populares*. Consolidation of personal power. Civil wars.

2. The transition from the Republican to the Empire.- Octavian's victory. The basis of power of the *princeps*. The *princeps* and the *res publica*. The army and the imperial organization. The expansion of the Empire. The administration of the provinces.

3. The integration process in the Empire.- Provincial integration in the Roman Empire. Local administration: local and personal status; administrative practice.

4. Society, economy and religion during the Principate.- features of Roman society: the new organization of the *ordines* according to the *census*. The rural *plebs* and the urban *plebs*. *Serui* and freedmen. Social relations. The imperial economic activity: production sectors, taxation. General principles of Roman Religion. The imperial cult. Institutions and religious ceremonies in the Empire.

5. The crisis of the Third Century a.C. and the Late Antiquity: its historical significance. The monarchy of Constantine. The problems of the Empire. Society in Late antiquity. The economy in Late antiquity.

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08. Teaching activities:

Classroom teaching: Lectures 40 ; Seminars: 20

Other teaching: Lectures: 60; Seminars: 30

09. Modalities:

- Explanation of the theoretical contents of the subject by the teacher would be accompanied by the practical exercises (comment from historical sources) with emphasis in the basics, taking into account the progressive nature of the subject.

- Special care will be dedicated to the acquisition and management of historical learning vocabulary.

- It will be required the continuous use of digital platforms offering teachers the UPV / EHU.

- Individual tutorials to guide and monitor the learning process will be provided.

- The practical part requires prior preparatory work by the student according to the materials and guidelines provided by the teacher.

10. Grading:

Competence: M02CM01

Assessment Tool: final written exam on the theoretical and practical content taught.

Evaluation criteria: simplicity, proper organization of the dissertation. The degree of assimilation of knowledge. The ability to relate concepts. Synthesis capacity. Clarity, cleanliness and correct spelling in the presentation.

Percentage of the final grade: 60%.

Competence: M02CM04

Assessment Tool: Presentation and delivery of comment from historical sources in practical classes.

Evaluation criteria: Attendance and active participation in the various exercises.

Expository clarity. Accurate use of historical concepts. Speaking skills.

Percentage of the final grade: 40%.

11. Required materials:


CLASSICAL TEXTS:

- Loeb editions (Latin/Greek with facing English translation).
- Penguin and Oxford World Classics contain only English translations, but are good for getting an overall feel for a text.

SOURCEBOOKS:

- **Levick, B. (1985)** *The government of the Roman Empire: a sourcebook.*
- **Lewis, N. and Reinhold, M. Roman civilization: selected readings (3rd ed. 1990)** Vol.1: *The Republic and the Augustan age of Augustus;* (1955) Vol. 2: *The Empire.*
- **Lomas, K. (1996)** *Roman Italy 338 BC- AD 200. A sourcebook.*
- **@Parkin, T. & Pomeroy, A. (2007)** *Roman Social History. A Sourcebook.*
- **@Sherk, R.K. (1988)** *The Roman Empire: Augustus to Hadrian.*

MAPS:

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- **Cornell, T.J. & Matthews, J. (1982)** *Atlas of the Roman world.*
- **Talbert, R.A. (2000)** *Barrington Atlas of the Greek and Roman World.*

12. Bibliography:

12.1. Main reading

- ***The Cambridge Ancient History (CAH)*** – series of volumes arranged in chronological order, containing articles on major topics and issues in Ancient History. Volumes are updated from time to time – look for the most recent editions
- **Bispham, E. et al. (2006)** *The Edinburgh companion to ancient Greece and Rome.*

12.2. Further reading

- **Alföldy, G. (1988)** *A Social History of Rome.*
- **Barchiesi, A. and Scheidel, W. (2010)** *The Oxford Handbook of Roman Studies*
- **Bispham, E. (2008)** *Roman Europe*
- **Elsner, J. (1998)** *Imperial Rome and Christian Triumph.*
- **Erskine, A. (2009)** *A Companion to Ancient History.*
- **Garnsey, P. and Saller, R. (1987)** *The Roman Empire: Economy, Society and Culture.*
- **Jones, P. & Sidwell, K. eds. (1997)** *The World of Rome.*
- **Le Glay, M. (2004, 3rd edn)** *A History of Rome.*
- **Morley, N. (1999)** *Ancient History: Key Themes and Approaches.*
- **Peachin, M. (2011)** *The Oxford Handbook of Social Relations in the Roman World.*
- **Potter, D. (2006)** *A Companion to the Roman Empire.*
- **Treggiari, S. (2002)** *Roman Social History.*
- **Woolf, G. (2003)** *The Cambridge Illustrated History of the Roman World.*

12.3. Journals

Classical Quartely, UK.

Complutum, Universidad Complutense de Madrid.

Espacio, Tiempo y Forma. Historia Antigua. U.N.E.D.

Historia. Alemania.

Journal of Roman Studies. Society for the Promotion of Roman Studies.

Journal of Roman Archeology. U.S.A.


Gerión, Universidad Complutense de Madrid.

Polis. Revista de ideas y formas políticas de la Antigüedad clásica, Universidad de Alcalá

Studia Historica. Historia Antigua. Universidad de Salamanca

REA (Revue d'études anciennes). Universidad de Burdeos III.

Veleia, Revista de Prehistoria, Hª Antigua, Arqueología y Filología Clásicas. UPV/EHU.


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12.4. Websites

<http://www.liceus.com/cgi-bin7aco/index.asp>
<http://www.rassegna.unibo.it/appr.html>
<http://155.210.60.15/HAnt/guia.html>
<http://www.cervantesvirtual.com/portal/Antigua/>
<http://www.ucm.es/info/antigua/Cartografia/roma.html>
<http://www.roman-emperors.org>
<http://clasicas.usal.es/recursos/index.html>

13. Observations:

Only references to websites created and managed by researchers attached to universities, university departments, research centers or groups are included. It is not recommended to use resources (especially written information), available on personal web sites, websites of amateur associations, mailing lists, etc., which lack appropriate scientific backing. If you find a website that you think may be of interest and was not included here, I would be very thankful if you sent me an email.

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DIRECTRICES PARA RELLENAR LOS DISTINTOS CAMPOS

- 01. Nombre de la asignatura:** *indicar el nombre oficial de la asignatura (BOE/GAUR).*
- 02. Tipo de asignatura:** *indicar si es obligatoria u optativa.*
- 03. Nº de créditos ECTS:** *indicar el creditaje en cifras.*
- 04. Idioma de impartición:** *indicar si es castellano, euskera, inglés, etc.*
- 05. Objetivos formativos:** *deben ser expresados como resultados esperables del aprendizaje; es decir, deben expresar lo que el alumno conocerá, comprenderá y/o será capaz de demostrar al finalizar la asignatura cursada.*
- 06. Competencias:** *indicar las competencias específicas del módulo en el que se incluye la asignatura (CM01, CM02, CM03...) y cuáles son las competencias de la titulación y del MEC con las que se relaciona según se especifica en la memoria de verificación del grado.*
- 07. Contenidos:** *referir los contenidos y/o temario de la signatura de manera sintética.*
- 08. Modalidades docentes:** *indicar las modalidades empleadas, ya sea: magistral / seminario / prácticas de aula / prácticas de ordenador / prácticas de laboratorio / prácticas de campo / taller. Es decir, aquellas que estén admitidas por el Vicerrectorado de Ordenación Académica para cada caso (descrito en GAUR).*
- 09. Actividades de docencia-aprendizaje:** *indicar las actividades y metodologías docentes orientadas a la consecución de las competencias asociadas a la asignatura.*
- 10. Proceso de evaluación y criterios:** *el sistema empleado debe reflejar que se evalúan competencias.*
- 11. Materiales de uso obligatorio:** *para aquellas asignaturas que lo precisen.*
- 12. Bibliografía:** *se recomienda que sea mínima, esencial y orientativa.*
- 13. Observaciones:** *indicar lo que se considere oportuno aclarar.*