



IDENTIFYING DATA

Universal ancient history

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|---------------------|--|-----------|------|------------|
| Subject | Universal ancient history | | | |
| Code | 002G251V01303 | | | |
| Study programme | Grado en Geografía e Historia | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 6 | Mandatory | 2nd | 1st |
| Teaching language | #EnglishFriendly Galician | | | |
| Department | | | | |
| Coordinator | Reboreda Morillo, Susana María | | | |
| Lecturers | Csepregi, Ildiko Reboreda Morillo, Susana María | | | |
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| Web | http://moovi.uvigo.gal | | | |
| General description | <p>International students may request from the teachers: a)resources and bibliographic references in English, b) tutoring sessions in English, c) exams and assessments in English.</p> <p>The subject of Ancient Universal History is taught in the 2nd year of the Degree in Geography and History and is included in the Universal History block. In this set, chronologically, it follows Universal Prehistory, taught in the 1st year and before Universal Medieval History, which is taught in this same year.</p> <p>Its main task is to bring students closer to two societies that were established as a state: Egypt and Greece, as well as to establish comparative elements between the different ways in which power was manifested in relation to territory, society and religion.</p> | | | |

Training and Learning Results

| | |
|------|---|
| Code | |
| A3 | Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature. |
| A4 | Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences. |
| B2 | To understand the processes developing in different spatial-temporal scales and in different socio-cultural contexts. |
| B5 | To assess the needs and problems of society and the practical contributions that can be made from the geographical-historical fields, bearing in mind the need for social equality, equality between the sexes, disabilities and education for peace. |
| C12 | Critical awareness of the relationship between current events and processes and those from the past. |
| C16 | In-depth knowledge of one or more specific periods of the past history of humanity. |
| C20 | Knowledge of European history in a comparative perspective. |
| C22 | Knowledge of universal history. |
| D3 | Organization and planning skills. |
| D4 | Oral and written communication skills in one's own language. |

Expected results from this subject

| Expected results from this subject | Training and Learning Results | | | |
|--|-------------------------------|----|-----|----|
| Knowledge of the diachronic structure of the History | | | C12 | |
| | | | C16 | |
| | | | C20 | |
| | | | C22 | |
| Knowledge of the main concepts of the general or universal History | | B2 | C16 | |
| | | | C20 | |
| | | | C22 | |
| Critical consciousness of the relation between the events and current processes and the past | A3 | | C12 | D3 |
| | A4 | | | D4 |

Contents

Topic

| | |
|---|--|
| Subject 1. Introductory aspects | (*)1.1 Definición e límites da Historia Antiga 1.2. Conceptos e problemática 1.3. Os territorios e os seus límites cronolóxicos |
| 1.1 Definition and limits of Ancient History | |
| 1.2 Concepts and problems | |
| 1.3 Territories and their chronological limits | |
| Subject 2. The different forms of the State in the respective territories. Evolutions and limits | (*)2.1. Exipto: O poder unipersonal e a unificación do territorio. As principais razóns das crises 2.2. Grecia: Da Idade do Bronce á do Ferro. Da monarquía ao sistema das poleis ou cidades-estado independentes |
| 2.1. Egypt: One-man power and the unification of the territory. The main reasons for the crises | |
| 2.2. Greece: From the Bronze Age to the Iron Age. From the monarchy the system of poleis or independent city-states | |
| Subject 3. Introduction: Society and Religion | (*) 3.1 Aspectos xenéricos sociedade de Exipto na Antigüidade. 3.2 Aspectos xenéricos sociedade de Grecia na Antigüidade. |
| 3.1 Generic aspects of Egyptian society in ancient times. | 3.3. Aspectos xenéricos da relixión de Exipto na Antigüidade. |
| 3.2 Generic aspects of Greek society in ancient times. | 3.4. Aspectos xenéricos da relixión de Grecia na Antigüidade. |
| 3.3.Generic aspects of the religion of Egypt in Antiquity. | |
| 3.4..Generic aspects of the religion of Greece in Antiquity | |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|---------------------------------|-------------|-----------------------------|-------------|
| Introductory activities | 2 | 2 | 4 |
| Lecturing | 21 | 23 | 44 |
| Scientific events | 2 | 0 | 2 |
| Workshops | 12 | 25 | 37 |
| Mentored work | 3 | 15 | 18 |
| Seminars | 3 | 3 | 6 |
| Presentation | 4 | 10 | 14 |
| Problem and/or exercise solving | 1 | 19 | 20 |
| Self-assessment | 1 | 1 | 2 |
| Essay questions exam | 1 | 0 | 1 |
| Self-assessment | 0 | 2 | 2 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|-------------------------|--|
| Introductory activities | Carrying out a questionnaire (uploaded to the platform) to self-assess prior knowledge about Ancient History. There will be a discussion in the classroom or on the remote campus on background knowledge on Ancient History and clarification of the basics |
| Lecturing | The teaching material used in the classroom will be uploaded in advance to the tele-teaching platform, as well as other documents with theoretical content that facilitate the understanding of the taught syllabus. The presentations will be previously recorded and uploaded to the moovie platform |
| Scientific events | Two hours are reserved for attending cross-thematic activities organized by the Department of History, Art and Geography and / or the Faculty of History. Presential attendance is recommended, but the activities will be recorded and can be made visible virtually |
| Workshops | Individual analysis of the practical material uploaded to the platform, mostly classic texts that refer to the theory taught. It is about conducting a debate on the text, analysing and interpreting that primary source. Likewise, a title and a summary of the main and secondary ideas must be submitted before the aforementioned debate. In case of not attending the debate, this reflection will be made in writing, using the material uploaded to the platform. Doubts can be consulted through the explicit channels in the personalized attention section. Maximum extension two A4 veneers. |
| Mentored work | To choose a topic related to aspects of the religion or Society of Ancient Egypt or Ancient Greece |

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|--------------|--|
| Seminars | Clarification of doubts about the subject, both those related to theory, and to the various practices (seminars, supervised work). |
| Presentation | The supervised work on religion will be selected from a previous list or proposed by the students. And it can be done, save exceptional cases, by 3 people. The work will be delivered through the usual channels in PDF or Power Point format. The work will be on display in the classroom or on the remote campus in approximately 15 minutes |

Personalized assistance

| Methodologies | Description |
|---------------|--|
| Workshops | The personalized attention will consist of the resolution of doubts and review of the materials of the activities related to the analysis of classic texts. The follow-up will be carried out through the following resources: Virtual course on the Moodle platform (moovie, UVigo) and Email. Face-to-face teaching: follow-up in the classroom |
| Seminars | Clarification of doubts on the subject, both the theoretical aspects and those related to the seminars, individual or group tutored work. The monitoring will be carried out through the following resources: Virtual course on the Moodle platform (moovie, UVigo) and e-mail Face-to-face teaching: follow-up in the moovie classroom and computer seminar |
| Mentored work | In tutored work, personalized help will be provided both at the time of the election (list uploaded to the platform or student proposal) and during its development through the following resources. The follow-up will be carried out through the following resources: Virtual course on the Moodle platform (moovie, UVigo) and email. Face-to-face teaching: follow-up in the classroom and the Faculty's computer science seminar. |
| Presentation | Prior to the presentation, if necessary, advice can be sought on the most appropriate way to carry it out. The attention will be carried out through the following resources. The monitoring will be done through the following resources: Virtual course on the Moodle platform (moovie, UVigo) and email in the classroom and the computer science seminar of the Faculty. |

Assessment

| | Description | Qualification | Training and Learning Results |
|---------------------------------|---|---------------|-------------------------------|
| Workshops | Analysis and critical comments on the sources that provide knowledge of ancient history: texts, iconography and archaeological material. It may be completed with a critical analysis of a documentary viewed in the classroom and / or uploaded to the platform. The learning outcomes evaluated are: Knowledge of the diachronic structure of History. Critical awareness of the relationship between events and processes current and past. | 20 | C12 D3 C20 D4 |
| Mentored work | Individual or group work (maximum two people), in which an aspect of the religion to be chosen between Egypt or Greece is analysed. The specific topic may be chosen from a list or proposed directly. It will preferably be presented, but, justifiably, it may be presented in writing. In any case, it will be delivered in electronic format (PDF or Power Point). The learning outcomes evaluated are: Knowledge of the main concepts of general or universal History. Critical awareness of the relationship between events and processes current and past. | 15 | B2 C12 D3 B5 C22 |
| Presentation | The presentations and exhibitions are related to the tuned work related to a significant aspect of religion or society and will be exposed in the face -to - face or remote classroom. The evaluated learning results are: Knowledge of the main concepts of general or universal History. Knowledge of the diachronic structure of History. | 5 | B2 C16 D3 D4 |
| Problem and/or exercise solving | This written test is linked to the Workshops. It will consist of solving a text as a comment, following the guidelines used throughout the course in the practical workshops. The learning outcomes evaluated are: Knowledge of the main concepts of general or universal History. | 15 | B2 C16 D4 C20 |
| Essay questions exam | This written test is linked to the Master Session. Through it, the student will show the theoretical knowledge acquired and exposed in the classroom. The learning outcomes evaluated are: Knowledge of the main concepts of general or universal History. | 35 | B2 C16 D4 C20 C22 |
| Self-assessment | Assessing the autonomous work of students by carrying out of questionnaires on the contents of the subject through Moovi. The results of learning evaluated are: Knowledge of the main concepts of general and universal history | 10 | B2 C16 D4 C20 |

Other comments on the Evaluation

The student must pass both the problem and/or exercise solving and the essay questions exam. Students who take advantage of the blended modality will be able to follow the subject through the Virtual Course on the Moovi of the University of Vigo, which will allow access to the necessary materials for the acquisition of skills and achievement of results. of learning, both its theoretical and practical contents. The teaching methodologies, the evaluation activities will be specified, together with the delivery schedule (face-to-face or remote) that will be clearly established. The activities that require attendance will be replaced by others that allow access to the same percentage of the grade. The individualized follow-up of the student's participation through ICT will be carried out using the platform's own tools (participation, access statistics, online tests or exercises, etc.). The student must meet the minimum attendance requirements necessary for continuous assessment. You must also attend the tests that the teacher/s have as essential.

Those students who choose to be evaluated through the "global evaluation" modality must notify the teaching staff responsible for the subject within 31 working days from the beginning of each semester (article 19.4 do *Regulamento sobre a avaliación, a calificación e a calidade da docencia e do proceso de aprendizaxe do estudantado* de la Universidade de Vigo) e will be evaluated on the contents of the study plan through a written test, which will account for 70% of the final grade, and a compulsory work that will represent 30% of this.

Sources of information

Basic Bibliography

Beltran, F. y Marco F., **Atlas de Historia Antigua**, Pórtico, 1996
 García Moreno, L. (dir.), **Historia del mundo clásico a través de sus textos. I. Grecia**, Alianza Editorial, 1999
 Gómez Espelosín, J., **Historia de Grecia en la Antigüedad**, Akal, 2011
 Hernández de la Fuente, D.; López Melero, R., **Civilización griega**, Alianza Editorial, 2014
 Assmann, J., **Egipto a la luz de una teoría pluralista de la cultura**, Akal, 1995
 Kemp, B.J., **El Antiguo Egipto: Anatomía de una civilización**, Crítica, 1996
 Sanmartín Ascaso, J., **Historia antigua del próximo Oriente: Mesopotamia y Egipto.**, Akal, 1998

Complementary Bibliography

Bravo, G., **Historia del mundo antiguo: una introducción crítica**, Alianza, 2008
 Domínguez Monedero A.; Pascua, J.I., **Atlas histórico del mundo griego antiguo**, Síntesis, 2006
 Fernández Neto, J. (dir.), **Historia antigua de Grecia y Roma**, Tirant lo Blanch, 2005
 Gómez Espelosín, J., **Historia de Grecia Antigua**, Akal, 2001
 Iriarte Goñi, A., **Historiografía y mundo griego**, Universidad del País Vasco, 2011
 Lara Peinado, F. (dir.), **Diccionario de instituciones de la antigüedad**, Cátedra, 2009
 Vernat, J.-P. (dir.), **El hombre griego**, Alianza Editorial, 1993
 Hornung, E., **Introducción a la Egiptología: estado, métodos, tareas**, Trotta, 2000
 Baines, J., **Egipto: dioses, templos y faraones**, Folio, 1993
 Brewer, D.J., **Historia de la Civilización egipcia**, Crítica, 2007
 Hagen, R.-M., **Egipto: hombres, dioses y faraones**, Taschen, 1999
 James, T.G.H., **El pueblo egipcio: la vida cotidiana en el imperio de los faraones.**, Crítica, 2004
 Parra Ortíz, J.M. (coord.), **El Antiguo Egipto: sociedad, economía, política**, Marcial Pons, 2009
 Schulz, R. Seidel, M., **Egipto. El mundo de los faraones.**, Könnemann, 2007
 Urruela, J.J., **Egipto: política, economía y sociedad**, Universidad de Salamanca, 2006
 David, R., **Religión y magia en el antiguo Egipto**, Crítica, 2004
 VV.AA., **Mitología y Religión del Oriente Antiguo**, Sabadell, 1993
 Wilkinson, R.H., **Todos los dioses del Antiguo Egipto**, Oberon, 2003
 March, J., **Diccionario de mitología clásica**, Crítica, 2002
 Buxton, R. G. A., **Todos los dioses de Grecia**, Oberon, 2004
 Hernández de la Fuente, D., **Mitología clásica**, Alianza Editorial, 2015
 Elvira Barba, M.A., **El río de Osiris: Cien textos imprescindibles de la literatura egipcia**, Reino de Cordel, 2021
 Serrano Delgado, J.M., **Textos para la Historia Antigua de Egipto**, Cátedra, 2021

Recommendations

Other comments

Detailed documentation on the development of the activities will be provided throughout the course. This information will be provided through the Moovi platform, so all students must be registered on the platform and have their profile data covered, including their photograph.