GHENT UNIVERSITY

Course Specifications

Valid in the academic year 2022-2023

Historical Practice II: Classical Antiquity (A004027)

Course size *(nominal values; actual values may depend on programme)*

Credits 5.0	**Study time 150 h**	**Contact hrs**	45.0h

Course offerings and teaching methods in academic year 2022-2023

A (Year)	Dutch	Gent	microteaching	5.0h
			self-reliant study activities	0.0h
			guided self-study	15.0h
			seminar: coached exercises	20.0h

Lecturers in academic year 2022-2023

Oppeneer, Thierry	LW03	lecturer-in-charge
Brüsewitz, Amber	LW03	staff member
Slotman, Dineke Riët	LW03	staff member

Offered in the following programmes in 2022-2023	**crdts**	**offering**
Bachelor of Arts in History	5	A
Bachelor of Arts in Philosophy	5	A
Exchange Programme History	5	A
Linking Course Master of Arts in History	5	A
Preparatory Course Master of Arts in History	5	A

Teaching languages

Dutch

Keywords

Historical practice, exercise, Classical Antiquity

Position of the course

This course is part of the learning line 'Research skills and attitudes'. In it you will practise the necessary skills to carry out historical research in classical antiquity. It is a 'deepening' that builds on the skills acquired in the first year of BA courses 'Introduction to Historical Research' and 'Historical Practice I' (not necessarily 'Classical Antiquity') and on the insights gained in 'Introduction to Historical Criticism'.
Within the model trajectory of the second year of BA programme, it is part of the option package 'Historical Practice II' within which you have to choose two period-linked or theme-linked courses. The option package 'Historical Practice II' itself links up with the option package 'Heuristics'. For the final paper you have to write for this course, it is useful (but not required or necessary) to combine this course with the course 'Heuristics classical antiquity'.
The courses Historical Practice II further prepare for 'Historical Practice III: bachelor paper' in the third year of the BA programme.
Erasmus students can follow this course in English. They receive substitute assignments for discussion lessons.

Contents

First semester:
1° On the basis of broadly formulated research problems given by the lecturer, you write five 'mini-papers'. In these, you propose a narrower demarcation (geographical, chronological, (possibly) thematic) of the problem and formulate one or more research questions that make the proposed problem (partly) solvable. On this basis, you select sources that offer a possible answer from five reading lists

with primary sources in translation (available via UFORA). You analyse the chosen sources and present this analysis with conclusion(s) in the mini-paper. At each meeting you will discuss, with help from the lecturer or assistant, in depth one mini-paper with a small group of students and make suggestions for improvements. At the end of the class, the results of the discussion are presented to the whole group by the author of the discussed mini-paper ('spokesperson').
The subjects of the reading lists are:

- Imperialism and (civil) rights
- Gender expectations and stereotypes
- Ethnic and cultural diversity
- Slavery and freedmanship
- Religious inclusion, exclusion and (in)tolerance

2° You choose and discuss one review article and four reviews of books on a research theme of your choice on which you would like to write a final paper in the second semester. You also write and present a brief explanation of this theme.

Spread over both semesters:

You write one review of a book on a topic close to the subject of your final paper.

Second semester:

You write your final paper. This is an individual piece of work on a subject of your choice relating to classical antiquity. You formulate your own research problem with related research questions, search and analyse relevant sources and give a written account of the analysis with a conclusion. In addition to the actual paper, you compile a dossier containing all the primary sources used. Finally, you give an oral presentation of your research and results.
There are group meetings (tutorials) at regular intervals to discuss your progress.

Erasmus students receive substitute assignments (in English) for discussion lessons.

Initial competences

This course build on the competences acquiring in 'Introduction to Historical Research' en 'Historical Practice I'.
In addition you are assumed to have taken the course 'History of Classical Antiquity' or a similar course at another institution or to have acquired a general overview of the history of classical antiquity in another way. In addition you are assumed to know the basic principles of Historical Criticism.
Knowledge of Latin or Greek is **NOT** required

Final competences

1 to have insight in research methods used in historical research of classical antiquity
2 to have a basic knowledge of the diversity of sources and academic literature (also in another language than Dutch) used in historical research of classical antiquity
3 to have a basic knowledge of the specific expertise required to read and interpret sources that are important for historical research of classical antiquity
4 to initiate problem oriented historical research in classical antiquity
5 to assess and employ the results of historical research (also in another language than Dutch) and to place them in the correct national and international historiographical context.
6 to develop a simple research strategy for historical research of classical antiquity
7 to apply suitable research methods and techniques, correctly and critically for historical research in classical antiquity
8 to identify the most suitable types of sources for a specific historical questionnaire in the domain of classical antiquity
9 to justify a suitable strategy to collect information in primary sources and secondary literature in function of a specific historical questionnaire in the domain of classical antiquity
10 to interpret, report on and assess the results of other's and one's own research in the domain of classical antiquity
11 to be aware of the importance of scientific integrity and the avoidance of plagiarism, including unconsciously copying work without mentioning its source
12 to reflect critically on the role of one's own and other's culture-specific appreciations in the history of classical antiquity and their aftermath in later centuries to the present day

13 to reflect critically on the dynamics of processes and patterns in the history of classical antiquity
14 to have an inquiring attitude with a sense of historical criticism and creativity and an attitude towards lifelong learning
15 to report in writing with an adequate critical apparatus on pending academic discussions in the historiography of classical antiquity
16 to respect imposed deadlines
17 to participate actively in oral discussions on the basis of academically valid arguments
18 to communicate the results of historical research orally with experts and non-experts
19 to have Insight into how historical scientific research into classical antiquity functions and is organised
20 to develop several perspectives and approaches to study a historical research problem (multiperspectivism)

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Microteaching, Guided self-study, Self-reliant study activities, Seminar: coached exercises

Extra information on the teaching methods

For an explanation of the didactic work forms see the glossary in the 'Education and Examination Code' of Ghent University (https://www.ugent.be/student/nl/studeren/regelgeving); see also above the section 'content'.

Learning materials and price

- Syllabus of five compilations of sources and source fragments for the history of classical antiquity in (mostly English) translation, available via the electronic teaching platform.
- Further guidelines and background material will be proved via the same electronic reading platform.

References

Course content-related study coaching

- Teaching is very interactive; the lecturer is constantly available for questions and coaching
- During the second semester students receive individual coaching, framed in small group session to enable students to benefit from advises given to other students and to enable group feedback. Single teacher-student feedback is possible on appointment.
- e-learning platform

Assessment moments

continuous assessment

Examination methods in case of periodic assessment during the first examination period

Examination methods in case of periodic assessment during the second examination period

Examination methods in case of permanent assessment

Report, Participation, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

Assessment will be based on:
First semester:
- directedness, complexity, reach and critical degree of the linguistically and grammatically accurately formulated research questions;
- critical selection of information from the sources in order to answer question,

depth and reach of the questions, correct language, organisation of the text;
- participation is required: in case of excusable absence (sickness, force majeure) an alternative assignment will be given;
- spokesmanship of discussion group (ability to present a synthesis and ability to answer questions);
- discussion review article: critical reading, correct synthesis, linguistically and grammatically correct;
- selection and discussion of book reviews: relevance of the selection, quality of the selected reviews, critical discussion, correct language

For the second evaluation moment 'participation' and 'spokesmanship' is replaced by supplementary research questions formulated by the teacher.

Book review:

- correct presentation of the content, correct presentation of the arguments of the author, critical analysis, correct language

Final paper

- formulating research problem and questions: feasability and consistency
- relevance of the chosen literature
- completeness of the dossier in terms of primary sources
- analsysis of the data with respect to the questions asked: is the analysis pertinent to the questions, has the right information been extracted from the sources, is the logical argument correct?
- synthesis: is the synthesis supported by the analysis?
- correct language

Calculation of the examination mark

General

- Mini-papers, discussion of review article and book reviews: 40%
- Own book review: 10%
- Final paper and presentation: 50%

Impact of participation on the score:

Participation in the discussion sessions (first semester)

In case of absence or non-submission of preparation for the discussions the score for the student's own assignment is halved.

Participation tutorials and presentations second semester

In case of absence for a tutorial or the final presentation, or non-submission of preparations, will lead to a pro rata reduction of the score obtained on the final paper, up to 50% in the case of students who never present or who never submitted preparations.

Passing for the final paper is required to pass for the course as a whole. Rates of participation are not taken into account for this assessment:
For instance: a student obtains 10/20 for her final paper, but has been absent once without justification. The score of the final paper is reduced to 9/20 to calculate the score for the whole course. Thanks to grades obtained during the first semester, the end result is 11/20. The student meets the condition 'passing for the final paper' and passed therefore also for the course.
If a student passes mathematically, but fails to pass for the final paper, the score of the course is reduced to the score of the final paper.

Facilities for Working Students

First semester: workstudents largely follow the same program but as an alternative for the discussion and presentation assignment, they write a critical evaluation of research questions of their fellow-students selected by the teacher.
Book review: same assignment.
Second semester: workstudent follow the same program. Feedback is given on an individual basis on appointment.