

## Historical Practice II: Ancient History (A005659)

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

**Credits 5.0**                      **Study time 150 h**

**Course offerings in academic year 2026-2027**

A (Year)                      Dutch                      Gent

**Lecturers in academic year 2026-2027**

Goddeeris, Anne	LW21	staff member
Verlinden, Julie	LW03	staff member
Slotman, Dineke Riët	LW03	lecturer-in-charge
De Graef, Katrien	LW21	co-lecturer

**Offered in the following programmes in 2026-2027**

	<b>crdts</b>	<b>offering</b>
<a href="#">Bachelor of Arts in History</a>	5	A
<a href="#">Exchange Programme Classics</a>	5	A
<a href="#">Linking Course Master of Arts in History</a>	5	A
<a href="#">Preparatory Course Master of Arts in History</a>	5	A

**Teaching languages**

Dutch

**Keywords**

Historical practice, exercise, Ancient History

**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 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 '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 three 'mini-papers'. In these, you propose a narrower demarcation (geographical, chronological, 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 the accompanying compendium with sources in (mostly English) translations (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').

Potential subjects of the compendia are:

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

2<sup>o</sup> 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 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**

Seminar, Independent work, Peer teaching

#### **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'.

#### **Study material**

Type: Reader

Name: Werkpakketten met bronnen en bronfragmenten in vertaling

Indicative price: Free or paid by faculty

Optional: no

Available on Ufora : Yes

Online Available : No

Available in the Library : No

Available through Student Association : No

#### **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**

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;
- spokespersonship 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: feasibility and consistency
- relevance of the chosen literature
- completeness of the dossier in terms of primary sources
- analysis 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 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.