Course Specifications
Valid as from the academic year 2019-2020

Research Seminar: Ancient History (A004041)

Course

Lecturers in academic year 2019-2020
Verboven, Koenraad LW03 lecturer-in-charge

Course offerings and teaching methods in academic year 2019-2020
A (semester 1) Dutch, English self-reliant study activities 10.0 h
microteaching 5.0 h
seminar 20.0 h
guided self-study 10.0 h

Offered in the following programmes in 2019-2020

<table>
<thead>
<tr>
<th>Programme</th>
<th>credits</th>
<th>offering</th>
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<tbody>
<tr>
<td>Master of Science in Teaching in Arts and Humanities (main subject History)</td>
<td>5</td>
<td>A</td>
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<tr>
<td>Master of Arts in History</td>
<td>5</td>
<td>A</td>
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<tr>
<td>Exchange Programme History</td>
<td>5</td>
<td>A</td>
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Teaching languages
Dutch, English

Keywords
Historical research, Ancient World

Position of the course
This is an advanced specialisation course on the curriculum of Master in History. The purpose is to teach the student the basic principles and methods of active historical research in the field of ancient history.
ERASMUS students have the option to follow an alternative programme in English.

Contents
- introductory lecture
- workshops in which the information value and reliability of various historical sources is assessed in confrontation with modern scholarly literature that uses these sources. Every student prepares a small workshop on a subject related to the common theme (communicated via the electronic learning platform) directed towards collecting and analysing relevant sources. All participants have reading assignments to prepare them for the workshops.
- guest lectures/seminars/workshop(s)/conference(s).
- Master-colloquium: every participant prepares a research paper on which (s)he will give a presentation. For every paper/presentation two students will act as referees/discussants. They will give an evaluation, ask questions to the speaker and initiate the discussion.

NON DUTCH-SPEAKING ERASMUS STUDENTS:
the paper and presentation may be written and brought in English. If three or more students register, separate discussion sessions will be organised in English. If less than three students register, a non-Dutch speaking student may choose:
either a) to write a second research paper in English and present this in English, or b) if s/he feels not sufficiently familiar with writing a research paper: to write one 1000-word essay and two 2000-word essays, to be handed in respectively mid October, end of October, and mid November. These will then each be discussed individually to prepare the student for writing her/his research paper.

Initial competences

(Proposal)
The student has acquired the final competences as formulated in the bachelor curriculum in History of Ghent University, or (in the case of Erasmus students) the bachelor curriculum in History at their home university.

Final competences
1. Use advanced insights into historical conceptual frameworks (also in another language than Dutch) to analyse and evaluate new and complex ideas.
2. Critically use insights into the history of the ancient world to analyse complex problems and to formulate possible research questions.
3. Take a critical approach to the history of the ancient world.
4. Make original use of and deepen basic knowledge of neighbouring sciences in research and/or professional activities.
5. Employ historical scientific methodology in research or professional activities.
6. Have the ability to use sources (also in another language than Dutch) in an original and creative way.
7. Set up historical research.
8. Critically analyse and make original use of current national and international scientific debates in the field of ancient history (also in another language than Dutch).
9. Write a relevant and coherent historical scientific research project.
10. Independently select, correctly use and critically evaluate methods for qualitative and quantitative research.
11. Creatively design and implement one’s own historical research.
12. Possess the techniques required to independently collect, criticise, and process historical sources and literature (also in another language than Dutch), and to integrate these in a historical argument.
13. Give a nuanced interpretation and correct presentation of the results of one’s own research in the form of a report, thesis or article.
14. Systematically act with scientific integrity.
15. To have the ability to independently recognize the dynamics, processes and recurrences in complex historical situations.
16. Form nuanced and value conscious opinions on historical questions.
17. Have a reflective and critical attitude that demonstrates historical scientific curiosity, pluralism and a positive attitude towards lifelong learning.
18. Critically reflect upon the limits of one’s own skills, thoughts, and actions.
20. Write down the results of one’s own historical scientific research in a clearly structured, academically justified text, written in a clear and academically correct language.
21. Present the results of one’s own historical research, to both experts and peers, in a clearly structured oral presentation, in a clear and academically correct language.
22. Communicate, collaborate and act in an inspiring, advisory or authoritative manner, depending on the situation.
23. Integrate cultural sensitivity, respect for diversity, and historical consciousness into a scientific work.
24. Undertake independent historical research, and fit into a group conducting historical scientific research.
25. Adjust to specialist interdisciplinary and multidisciplinary professional situations.
26. Use tailored media for the communication of historical information to a specific audience.

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

Conditions for exam contract
Access to this course unit via an exam contract is unrestricted

Teaching methods
Guided self-study, microteaching, seminar, self-reliant study activities

Learning materials and price
Copies of sources and literature are made available through the digital learning platform.

References

Course content-related study coaching
- Teaching is very interactive; the lecturer is constantly available for questions and coaching
- Specific questions can be asked during the lecturer's consultation hours or via email.

(Proposal)
Continuous assessment

Examination during the second examination period is possible

Participation, assignment, peer assessment

- E-learning platform

- Non-periodic evaluation (100%)
  - Preparation and chairing own workshop 10%
  - Participation in 6 workshops: 5%
  - Participation in guest-lectures: 5%
  - Participation in master-colloquium 5%
  - Paper: 55%
  - Presentation paper 10%
  - Peer feedback report paper/presentation 10%

Note: students are required to obtain a PASS (10/20) for the part 'paper' in order to pass for the whole of the course.

- Participation to the workshops is mandatory for all Dutch speaking students. If discussion sessions are organised in English, participation to those is obligatory for non-Dutch speaking students. Non-participation will result in loss of grades commensurate to the workshops missed. PLEASE NOTE: loss of grade will be calculated on the total score obtained for the entire course. In case of sickness or circumstances beyond the participant's control an alternative assignment will be given.

- Participation to the guest lectures/conference(s)/workshop(s) is mandatory, but may - after deliberation with the lecturer - be replaced by (a)other academic lectures. In that case the student will have to make a report of the lecture. Non-participation or non-delivery of the report will result in loss of grades commensurate to the missed events.

- Participation in the presentation sessions (the 'master colloquium') is mandatory. In case of sickness or circumstances beyond the participant's control an alternative assignment will be given. Non-participation will result in loss of grades commensurate to the weight of the master-colloquium in the evaluation.

- Peer assessment is applied to:
  - 1° the micro-teaching of fellow-students (i.e. the workshops chaired by students and presentation of their paper): this will be done by means of a likert scale or rubrics form. The results will not be used in calculating the final grade. They are intended as an extra-feedback
  - 2° the paper and presentation: two referee-students fill in a likert scale or rubrics form and write a short report on the paper and presentation. They mark both (on 20). Their mark will used to calculate the final score (for 10%) if (and only if) the mark deviates less than two points from the mark given by the lecturer.

For the second evaluation moment peer-assessment will not be used and alternative assignments will replace 'participation' in the second evaluation moment.

Calculation of the examination mark

- Non-periodic evaluation (100%)
- Preparation and chairing own workshop 10%
- Participation in 6 workshops: 5%
- Participation in guest-lectures: 5%
- Participation in master-colloquium 5%
- Paper: 55%
- Presentation paper 10%
- Peer feedback report paper/presentation 10%

Note: students are required to obtain a PASS (10/20) for the part 'paper' in order to pass for the whole of the course.

Facilities for Working Students

Facilities:
1. Possible exemption from activities requiring student attendance. The student is given an assignment as alternative after consultation with the lecturer.
2. Feedback can be given by email, telephone or during an appointment during office hours.

Extra information:
For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and Philosophy.