Course Specifications
Valid as from the academic year 2019-2020

Historical Practice II: Classical Antiquity (A004027)

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

<table>
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<tr>
<th>Credits</th>
<th>Study time</th>
<th>Contact hrs</th>
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<tbody>
<tr>
<td>5.0</td>
<td>150 h</td>
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Course offerings and teaching methods in academic year 2020-2021

<table>
<thead>
<tr>
<th>A (year)</th>
<th>Dutch</th>
<th>seminar: coached exercises</th>
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<th>self-reliant study activities</th>
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<th>guided self-study</th>
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Lecturers in academic year 2020-2021

Verboven, Koenraad
LW03 lecturer-in-charge

Offered in the following programmes in 2020-2021

<table>
<thead>
<tr>
<th>Bachelor of Arts in History</th>
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<tr>
<td>Bachelor of Arts in Philosophy</td>
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<td>A</td>
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<tr>
<td>Exchange Programme History</td>
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<tr>
<td>Linking Course Master of Arts in History</td>
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<td>A</td>
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<tr>
<td>Preparatory Course Master of Arts in History</td>
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<td>A</td>
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Teaching languages

Dutch

Keywords

Historical practice, exercise, Classical Antiquity

Position of the course

This is an advanced course. It teaches students through a practical exercise the necessary attitude and skills to:

1. search independently, starting from a specific question or set of questions, sources and literature;
2. choose and apply the appropriate methods and strategies in order to interpret and analyse the sources;
3. synthetise the results

First semester:

• intensive reading and analysis of primary sources for the history of Classical Antiquity;
• formulating research questions regarding the content of these sources, that aim to assess the information value and reliability of these sources;
• discussion (in small groups) on research questions selected by the lecturer;
• presentation in class of a synthesis of the discussion
• reading and discussion of a review article
• finding and discussing reviews of books on a self-chosen topic

Spread over both semesters:

• writing a review of a book on the self-chosen topic of the individual report (second semester)

Second semester:

• Individual report on a self-chosen topic concerning Classical Antiquity. This report consist of a full research dossier, with discussion. It comprises: a brief introduction to the chosen topic, the presentation of a research problem with specific research questions, a brief survey of the state of the art in scholarly literature, a portfolio with

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copies of relevant sources from scholarly editions, a critical analysis of these sources in relation to the research questions, a synthesis and conclusion. **Erasmus-students** can take this course in English.

**Initial competences**

To have successfully completed the course Historical Practise 1: general introduction to practicing history and Historical Practice 1: Excercise or to have acquired the necessary skills by other means.

Knowledge of Latin or Greek is **NOT** required

**Final competences**

1. B.1.6. To have insight into the methodology of history.
2. B.1.7. To have a basic knowledge of the diversity of sources and academic literature (also in another language than Dutch) used in historical research and the specialist skills required to read and interpret sources (also in another language than Dutch).
3. B.2.1. To have the ability to initiate problem-oriented historical research.
4. B.2.2. To have the ability 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.
5. B.2.3. To have the ability to set up a simple historical research strategy in the form of a roadmap.
6. B.2.4. To have the ability to critically apply quantitative and qualitative research methods and techniques.
7. B.2.5. To have the ability to indicate the most appropriate types of sources relative to a specific historical research question.
8. B.2.6. To have the ability to use scientific criteria to justify heuristic methods and bibliographical research in the field of history.
9. B.2.7. To be able to interpret, evaluate, and report on extant research (also in another language than Dutch) and on one’s own initial research or research plans.
10. B.2.8. To be conscious of the importance of scientific integrity.
11. B.3.1. To have the ability to critically reflect upon the role of global perspectives (for this course: the broader Greco-Roman societal perspective), the dynamics of processes, and patterns in historical situations.
12. B.3.4. To have an inquiring attitude with an aptitude for historical critique and creativity, and with a positive attitude towards lifelong learning.
13. B.4.1. To have the ability to report in writing on current scientific discussions in historiography (also in another language than Dutch) using an adequate critical apparatus in a clearly structured, academically justified text, written in a clear and academically correct language.
14. B.4.2. To have the ability to participate actively in group discussions (also in another language than Dutch) and to communicate the results of historical research to both experts and peers in a clearly structured oral presentation, in a clear and academically correct language.
15. B.6.1. To have insight into the way in which historical scientific research functions and is organized.
16. B.6.2. To have insight into how related human and social sciences function.
17. B.6.3. To have insight into how archives and heritage institutions work (for this course: to have insights in the role of museum-collections and archaeological sites).

**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**

Guided self-study, microteaching, self-reliant study activities, seminar: coached exercises

**Learning materials and price**

- Compendium with (fragments of) sources for the history of the Greco-Roman world in (mostly English) translation
- Further guidelines and background material is made available through Minerva (printout not required)

**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

Evaluation methods
continous assessment

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

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

Examination methods in case of permanent evaluation

Participation, assignment, report

Possibilities of retake in case of permanent evaluation

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. Written research questions and answers regarding the course topics must be handed in every two weeks. Non-fulfillment will lead to minus points à rato of the number of missing assignments;
• critical selection of information from the sources in order to answer question, depth and reach of the questions, correct language. Non-fulfillment will lead to minus points in proportion to the number of missing assignments;
• participation is required: in case of excusable absence (sickness, force majeure) an alternative assignment will be given. Non fulfillment of these or non-excusable absence will result in minus-points in proportion to the number of absences;
• Spokesmanship of discussion group (ability to present a synthesis and ability to answer questions). Every students must be spokesman at least once. Non fulfillment will result in minus points;
• discussion review article: critical reading, correct synthesis, linguistically and grammatically correct;
• selection an 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

**Historical dossier**
• formulating research problem and questions: feasability 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

100% continuous assessment
• 45% for the first part (first semester), of which 10% class participation, 5% spokesmanship, 30% research questions and answers, selection and discussion of book reviews, discussion of review article
• 10% book review
• 45% ‘historical dossier’ (second semester)

Students need to pass for the historical dossier assignment (second semester) to pass the course.

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.

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For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and philosophy