

I- Editorial

Mare Nostrum's current issue is a special edition. For the first time, an entire issue is dedicated to a specific subject, namely the teaching of Ancient History in Brazil. Our aim is to raise discussion regarding the place of Ancient History in contemporary Brazilian society, as well as on the present and near future work conditions of specialists in the field. This means to take into account Antiquity's presence both in our culture and in the operating logic of our social memory and historical consciousness today, be it in the academy, in schools or in the heterogeneous Brazilian society in general.

The initial impulse for the organization of this thematic edition was the heated debate occurred at the end of 2015 and the beginning of 2016 concerning the problematic place of the topics Ancient History and Medieval History in the first version of the History syllabus proposed as part of the *Base Nacional do Currículo Comum - BNCC (Basis for a National Common Syllabus)*, focused on Primary and Secondary Education. Another event that influenced this editorial decision was the Draconian reforms in Primary Education implemented by Provisional Measure by Michel Temer's government in February 2016 – a government seen as illegitimate by a considerable part of Brazilian population, which has realized polemic reforms such as this one with no debate with those directly impacted by them.

The issue *Ancient History in Brazil: Teaching and Research* is divided into two parts. The first part is composed of four articles on the role of Ancient History in Brazilian society, focusing particularly on teaching practices and Antiquity's various modalities of reception in this country. The articles in the second part discuss the profile of Brazilian academics specialized in Ancient History.

The first article “Ensino de História, Reformas do Ensino e Percepções da Antiguidade: Apontamentos a Partir da Atual Conjuntura Brasileira” (“Teaching History, High School Reform, and Perceptions of Antiquity: Considerations on the Brazilian Context Today”), by Priscilla Gontijo Leite, approaches the teaching of Ancient History, and the impacts the education reform proposed by Temer government may have on it. The author also points out the (stereotyped) uses of Antiquity by political figures who carried out elected President Dilma Rousseff's

impeachment in the Senate as well as in the House of Representatives, admonishing that only a critical and democratic knowledge of Antiquity would stop its appropriation and serve the legitimization of a conservative status quo in Brazilian society.

Gilberto da Silva Francisco's article, "O Lugar da História Antiga no Brasil" ("The Place of Ancient History in Brazil"), ponders over the role performed by Ancient History in the making of Brazilian social memory by discussing (just and unjust) criticism on the Eurocentric aspect of ideas about History and Antiquity. The author addresses recent criticisms directed at the universal and civilizing character attributed to the History of Antiquity by establishing a relationship between the contemporary international debate on the matter and the particularities of this debate at national level.

In the third article, "A BNCC e a História Antiga: Uma Possível Compreensão do Presente Pelo Passado e do Passado Pelo Presente" ("BNCC and Ancient History: Understanding the Present through the Past and the Past through the Present, Ana Lucia Santos Coelho and Ygor Klain Belchior also discuss Ancient History's appropriation by politics in Brazil, concentrating on how it relates with the discussion about the *Basis for a National Common Syllabus* and the absence of History in the initial project. Based on the concepts of anachronism and non-linear time, as proposed by Bevernage e Lorenz, the authors make ideological and rhetorical parallels between the criticism of Nero and the criticism that resulted in the ousting of President Dilma Vana Rousseff.

"Por uma didática da História Antiga no Ensino Superior" ("For a Pedagogy of Ancient History in Higher Education") by Fábio Augusto Morales questions the lack of dialogue between research in Ancient History and pedagogical discussions on the teaching of History. Morales examines five aspects influencing the presence and structure of Ancient History in the syllabus of Faculties of History (objectives, subjects, methods and background of students and lecturers), and argues that Ancient History was and is a fundamental field both to think about the scientific foundations of History and to criticize historical narratives and paradigms, old and new.

In the second part of this issue, the article "O Ensino e a Pesquisa em História Antiga no Brasil: Reflexões a Partir dos Dados da Plataforma Lattes" ("Teaching and Research on Ancient History in Brazil: Reflections About the Data

on Lattes Platform” by Dominique Santos, Grazielle Kolv and Juliano João Nazário is the basis for a series of comments regarding the state-of-the-art of Brazilian scholarship in Ancient History. Based on data provided by Lattes Platform, Santos, Kolv and Nazário examine contemporary Brazilian academy by analyzing the career path of many researchers. The authors focus on both their research interests and the topics they supervise. The objective is to outline an overview of the main subjects and methodologies of research in Ancient History in Brazil in the last years.

The first commentator, Luís Ernesto Barnabé, proposes a dialogue between the ideas advanced by Santos, Kolv e Nazário and the development of History as a field, which corresponds to the period of creation of formal education in Brazil (middle 19th to the beginning of 20th centuries). Barnabé discusses local appropriations of French works, and how it influenced Brazilian teachers and scholars during that time. Rafael da Costa Campos, on his turn, ponders over institutional difficulties and challenges in teaching and researching in Higher Education, where there is a contradiction between hyperspecialization in research and demands for general knowledge in teaching, as well as argues the need for specialists in the field to engage more in both the public debate and the debate on Primary and Secondary Education. Based on the growth of Ancient History academic production in Brazil as indicated by the article in question, Alex Degan’s contribution questions the limits and nature of the field in the country, the Eurocentric criticism with which it is normally associated, as well as the connections with what the Brazilian historical consciousness considers as academic and non-academic regions of the world. Gilberto da Silva Francisco examines Santos, Kolv and Nazário’s methodology, and criticizes not only some of the criteria employed both to define theories and approaches and to categorize subareas within the Ancient History field (Occident, Orient, Greece, Rome), but also what the data does not reveal: the complex interaction of Ancient History with other fields, such as Archaeology and Literature). Juliana Bastos Marques describes the process of elaboration of the database of the Grupo de Trabalho em História Antiga da ANPUH (“the Ancient History branch of the National Association of Historians”), which was one of the inspirations for Santos, Kolv and Nazário’s work. Marques advances important arguments about the European context concerning the cleavage between “Classical Antiquity” and “Oriental

Antiquity”. Guilherme Moerbeck discusses the article from the point of view of Sociology, particularly through the lens of authors influenced by Bourdieu’s theories. On the one hand, Moerbeck propose to think Ancient History in terms of the field concept so as to identify institutional challenges. On the other hand, he suggests other possibilities of dialogue between Ancient History and Primary and Secondary Education than the antiquated idea of “pedagogical transposition”. In the last comment, Katia Pozzer observes that the study of syllabuses is a very important contribution to understand the field Brazil, but calls attention to the fact that such data should also be considered chronologically in order to think historically the institutional development of the Ancient History field in Brazil. As a conclusion to the second part, Dominique Santos answers to the various ideas and issues raised by the article. He also points out the need for more researches such as this one, and that they may unravel regional inequalities in the field of Ancient History in Brazil.

Finally, this issue closes with two book reviews: *Palmyra: Requiem für eine Stadt* by Paul Veyne, which is reviewed by Jorge Steimback Barbosa Junior, and *A Democracia Ateniense Pelo Averso: Os Metecos e a Política nos Discursos de Lísias* by Fábio Augusto Morales, reviewed by Camila Condilo.