Archaeology of State Origins

Code: 100727
ECTS Credits: 6

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<th>Type</th>
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**Use of Languages**

Principal working language: **spanish (spa)**
Some groups entirely in English: **No**
Some groups entirely in Catalan: **Yes**
Some groups entirely in Spanish: **No**

**Contact**

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Email: Rafael.Mico@uab.cat

**Teachers**

Rafael Micó Pérez

**Prerequisites**

No prerequisites.

**Objectives and Contextualisation**

The most relevant proposals regarding the State as a historical phenomenon in itself and, also, as a category of social analysis will be presented and debated.

The contents of the course are structured in two parts:

1. Theories of the State in Western philosophical thought. The concept of “State” will be reviewed over time, in order to expose and critically evaluate the most influential philosophical models within the framework of the tradition of Western thought. In parallel, its respective influence on archaeological discipline will be emphasized.

2. Archaeology of the State. The key issue of State formation will be approached from the archaeological and, secondarily, anthropological research. From this perspective, the conditions and mechanisms that triggered the formation of the State in different times and regions of the world will be analyzed.

**Competences**

Archaeology
- Contextualizing and analysing historical processes.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Managing the main methods, techniques and analytic tools in archaeology.
• Providing a context for the concepts of archaeological theory and its origin and distinguishing the main epistemological and methodological debates in social sciences.
• Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
• Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
• Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Learning Outcomes

1. Ability to maintain an appropriate conversation.
2. Applying both knowledge and analytical skills to the resolution of problems related to their area of study.
3. Applying proper techniques and analytical tools in case studies.
4. Critically assessing the sources and theoretical models.
5. Critically taking part in classroom oral debates and using the discipline's specific vocabulary.
6. Identifying main and supporting ideas and expressing them with linguistic correctness.
7. Identifying the context of the historical processes.
8. Interpreting material sources and the archaeological record.
9. Knowing the main archaeological debates on Prehistory.
10. Mastering the diachronic structure of the past.
11. Mastering the processes of change produced in Prehistory.
12. Using the specific interpretational and technical vocabulary of the discipline.

Content

Part I: Theories of the State in the Western philosophical thought.
4. The modern concept of 'State': Hobbes and radical individualism; Locke and the liberal 'emergency'; Rousseau, assembly and social contract.
5. Hegel and the rational definition of the State.
8. The Anarchist critique against the State: Bakunin.
9. The State at present: ¿Towards a Global State?

Part II: Arqueology of the State
1. Archaeology and the research on Civilization and State formation.
2. V. G. Childe and the "Urban Revolution".
3. Processual archaeology and anthropological neoevolutionism: research on "complex societies".
4. Historical Materialism and the archaeology of the State.
5. Case studies issued from prehistoric archaeology: theory, method and social trajectories.
Methodology

The subject consists of theoretical and seminary classes.

- In the theoretical classes the central contents of the syllabus will be taught, linking the different theoretical proposals from political thought with the central archaeological problem around the formation and development of classist societies with state political organization. The treatment of the topics will be accompanied by the critical exposure of case studies corresponding to different times and regions of the world.

- The seminars will discuss the most relevant theoretical and methodological aspects related to the subject contents.

Activities

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<th>Title</th>
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Assessment

- A text commentary, related to the subjects included in Part II.

- Two short essays on the main ideas presented and discussed during the course.

Resit: new submission of assignments after having corrected previous failures or shortages.

Assessment Activities

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Bibliography

References (general)

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LULL, V. y MICÓ, R.

SABINE, G. H.

TOUCHARD, J.


References (specific issues)

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