

Prehistory Catalonia

Code: 100380
ECTS Credits: 6

Degree	Type	Year	Semester
2500241 Archaeology	OT	3	0
2500241 Archaeology	OT	4	0
2500501 History	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Miguel Molist Montaña
Email: Miquel.Molist@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Anna Maria Gómez Bach

Prerequisites

It is not a prerequisite, but knowledge of the geography of Catalonia will be useful.

Objectives and Contextualisation

The study, review of the evidence of the prehistoric settlement in the current territory of Catalonia and the closest regions, in order to know the cultural, socioeconomic evolution from the first settlement to the formation of the Iberian societies.

Emphasis is placed on the theoretical contributions update, the latest developments in research, and the status of the issue and historical interpretation within the active dynamics of current research.

The global nature of the territory is reviewed, exposing the most relevant scenarios of prehistoric archaeology in the wide geographical areas of the northeast of the Iberian Peninsula. In this sense, research projects under development give the key issues of human development (social dynamics of hunter-gatherer societies, the emergence of the first farming societies, first state formation).

It will also address issues of historical-archaeological and heritage to the general public of the Catalan archaeological record. It is intended that students know which are the main questions that Catalan prehistoric archaeology has at this time, and what are the most significant discoveries and historical-archaeological findings that define each debate.

Competences

History

- Contextualizing the historical processes and analysing them from a critical perspective.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- 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 collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- 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. Applying both knowledge and capacity for analysis to the resolution of problems related to the field of study.
2. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network. Expertly making use of the possibilities of Internet.
3. Carrying out oral presentations using an appropriate academic vocabulary and style.
4. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
5. Identifying the context of the historical processes.
6. Identifying the main and secondary ideas and expressing them with linguistic correctness.
7. Identifying the specific methods of archaeology and their relationship with the historical analysis.
8. Identifying the specific methods of history and their relationship with the analysis of particular facts.
9. Interpreting material and documentary sources.
10. Knowing the main archaeological debates on Prehistory.
11. Mastering the general diachronic structure of the past.
12. Mastering the processes of change produced in Prehistory.
13. Mastering the relevant languages to the necessary degree in the professional practice.
14. Recognising the importance of controlling the quality of the work results and their presentation.
15. Submitting works in accordance with both individual and small group demands and personal styles.
16. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.
17. Using suitable terminology when drawing up an academic text.
18. Using the specific technical and interpretational vocabulary of the discipline.

Content

CONTENTS

Block 1. Introduction and general concepts

- History of research, School of Barcelona and the dynamics of the 70's.
- Administrative structure related to the practice of prehistoric archeology in Catalonia
- Approach to the current state of the research and the study of prehistoric archeology in Catalonia
- Main methodological tendencies

Block 2. Study of the first hunters - gatherers

- Hunter-gatherers societies in the the Lower Paleolithic
- Hunter-gatherers societies in the Middle Paleolithic
- Hunter-gatherers in the Epipaleolithic
- Rock Art evidences in Catalonia

Block 3. Transition to first's farmers' societies

- Transition: Hunter-gatherers "versus" farmers
- First farmers' settlements: The Ancient Neolithic
- The golden age of the Catalan Neolithic: the Middle Neolithic
- Consolidation of the new economic system
- Funerary practices of the first farmer communities
- The megalithic phenomenon in Catalonia

Block 4. Consolidation and transformation of the farmer's societies

- The first metals and Late Neolithic and Chalcolithic
- Development of the first half of II on millennium: Chalcolithic - Early Bronze
- The dark period of the Catalan prehistory: the Middle Bronze Age
- Innovation and / or continuity in the middle of the 2nd millennium
- Funerary practices at the beginning of the Second Millennium: Southern Catalonia

Block 5. I st Millennium Complex Societies

- The transformations at the end of the second millennium and the first quarter of the I Millennium: Late Bronze Age.
- New burial forms: incineration
- Late Bronze Age: Innovation and economic dynamism
- Debate about the Iron Age introduction in Catalonia
- Early Iron Age Societies and Iberization process

Methodology

Teaching-learning methodology: Comprehensive reading of texts.

Making reviews, abstracts and analytical comments through a guide. Info
Training activities in ECTS credits, teaching-learning methodology and th
DIRECTED ACTIVITY 35%

-Theoretical classes led by teachers. 25%

Teaching-learning methodology: Master classes with ICT support and a I
Skills: CE1 (CE1.1, CE1.2), CE2 (CE2.1), CE5 (CE5.3, CE5.4) CT1, CT1

-Session sessions and practices directed by teachers. 10%

Teaching-learning methodology: Introduction to the session, presentator
collective criticism. Individual and / or collective presentations and round

Skills: CE1 (CE1.1, CE1.2), CE2 (CE2.1), CE5 (CE5.3, CE5.4) CT3, CT5
SUPERVISED ACTIVITY 10%

-Tutoria. 8%

Teaching-learning methodology: Concerted sessions to resolve doubts a Specific contents of the subject, discussions and seminars.

Skills: CT7, CT8.

-Exercise training exercises. 2%

Teaching-learning methodology: Implementation and correction of learni

Skills: CE1 (CE1.1, CE1.2), CE2 (CE2.1), CE5 (CE5.3, CE5.4) CT3, CT7
AUTONOMOUS ACTIVITY 50%

-Personal study 30%

Teaching-learning methodology: Integration of acquired knowledge. Draw

Skills: CE1 (CE1.1, CE1.2), CE2 (CE2.1), CE5 (CE5.3, CE5.4) CT1, CT2

-Lecture of texts. Drafting of papers. Preparation of oral comments and s
20%

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Sessions of seminars and practices conducted by teachers.	10	0.4	1, 4, 3, 17, 16
Theoretical classes directed by the teaching staff.	25	1	5, 7, 14
Type: Supervised			
Tutoring	8	0.32	4, 17, 7

Assessment

The guided activities (theoretical classes, virtual sessions and laboratory practices) represent 70% of the mark.

They will be evaluated by written tests.

Supervised activities (field trips, attendance at conferences and tutoring) with a 20%. They will be evaluated through presentations and discussions of texts in the classroom, 20%.

The autonomous activities will represent 10%. They will be evaluated through the module of delivery of works, 20%.

Attendance: non-compulsory

At the time of completion/delivery of each assessment activity, the teacher will inform (Moodle, SIA) of the procedure and date of revision of the grades.

System of evaluation and qualification.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Criteria for passing the subject

Have obtained a mark of 5 or more in each prove. In the case of not having passed the first evaluation, the student may again perform the evaluation of the theoretical knowledge (50% in the final grade). The other 50%

of the mark (supervised and autonomous activities) the note obtained in the continuous evaluation will be maintained.

The student will be classified as Non-evaluable when he has not delivered more than 30% of the evaluation activities.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of the historical process on a temporary scale	4 ECTS	70	2.8	1, 2, 10, 12, 11, 5, 7, 8, 9, 18
Analysis work of recovered remains of the Catalonia past	1,08 ECTS	23	0.92	2, 13, 4, 3, 17, 15, 14, 16, 18
Case study: analysis of the Catalan archaeological data	0,92 ECTS	14	0.56	2, 17, 6, 9, 16

Bibliography

GENERAL BIBLIOGRAPHY:

BOSCH, J. SANTACANA, J. (2009). *Blat, metalls i cabdills Catalunya del neolític a la iberització*. Rafael Dalmau editor.

CRUELLES, W, MOLIST, M. & PONS, E. (Coord) (2003). "Miguel Tarradell, 40 anys de les Arrels de Catalunya". *Cota Zero. Revista d'Arqueologia i Ciència*, 18. Eumo Editorial (desembre, 2003).

GÓMEZ BACH, A.; MOLIST, M. coord. (2016). *La prehistòria al pla de Barcelona. Documents per a una nova síntesi*. Muhba, Documents, 11. Ajuntament de Barcelona.

MOLIST M. (1999). "Les primeres societats pageses (Neolític i Bronze Antic). in E. Giralt y J. M. Salrach, "Història agrària dels Països Catalans", Fundació Catalana per la Recerca.

AA.VV (1996). *Els temps prehistòrics i antics. Fins al segle V. in Història. Política, Societat i Cultura dels Països Catalans*. Vol.I. Enciclopèdia Catalana. Barcelona 1996.

Historical synthesis:

BOSCH-GIMPERA P.(1919): *Prehistòria Catalana*. Enciclopèdia Catalana, Vol. XVI. Barcelona 300 p.

BOSCH-GIMPERA P.(1932): *Etnologia de la Península Ibérica*. Edt. Alpha,. Barcelona,p.711

MALUQUER DE MOTES J.(1987): *Historia de Catalunya, I: Prehistoria i Edat Antiga fins al segle III*. Edt. 62, Barcelona.

SERRA - RÀFOLS, J. de C. (1930): *El poblament prehistòric de Catalunya*. Barcelona, 1930.

TARRADELL,M. (1963): *Història dels Catalans I, Prehistòria i Antiquitat* . Barcelona, 1963.

TARRADELL, M. (1962): *Les arrels de Catalunya*. Ed. Vicens-Vives. Barcelona, 1962.

AA.VV (1978): *Història de Catalunya*, Vol I. [Coordinada per l'Institut d'Arqueologia i Prehistòria Universitat de Barcelona].Edt. Salvat. Barcelona

AA.VV (1982): *Les excavacions arqueològiques a Catalunya en els darrers anys*. Barcelona 1982.

AA.VV (1982): *L'Arqueologia a Catalunya, avui*. Generalitat de Catalunya Barcelona 1982.

JOURNALS

Anuari de l'Institut d'Estudis Catalans (anys 1915-1925)

EMPURIES (Museu Arqueològic de Catalunya)(Des de anys 1940)

CYPSELA (Museu Arqueologia de Catalunya) (Des de 1975)

PYRENAE (Universitat de Barcelona) des de 1973 a 1980, segona etapa des de 1993.

FONAMENTS (Edt. Curial, Barcelona) (Des de anys 1979)

TRIBUNA D'ARQUEOLOGIA (Servei Arqueologia, Generalitat de Catalunya)(Des de 1981)

COTA ZERO (Edt. EUMO Vic) (1985-2010)

REVISTA ARQUEOLOGICA DE PONENT (Universitat de Lleida) des de 1991

RUBRICATUM (Museu de Gavà) des de 1994

QUADERNS D'ARQUEOLOGIA I HISTÒRIA DE LA CIUTAT DE BARCELONA. (Museu d'Història de Barcelona) Des de 2004.

Other journal and magazines of local or general scope that have articles of archeology and prehistoric:

ARRAHONA (Vallès), AUSA (Osona), ILERDA (Lleida), OLERDULAE (Vilafranca del Penedes); GALA (St. Feliu de Codines), ESTRAT (C.E.C.I. Igualada); ACTA ARQUEOLOGICA DE TARRAGONA (Reial Societat Arqueològica Tarraconense).

IBERIAN PENINSULA JOURNALS

TRABAJOS DE PREHISTORIA (CSIC- IEH Madrid)

COMPLUTUM (Universidad Complutense de Madrid)

SAGUNTUM

QUADERNS DE PREGISTORIA I ARQUEOLOGIA DE CASTELLO (Diputació de Castelló de la Plana)

CONGRESS AND SEMINARS

TRIBUNA D'ARQUEOLOGIA Servei d'Arqueologia. Barcelona. Edició per cursos. Novetats de la recerca a nivell de projectes d'excavacions a Catalunya.

Jornades d'Arqueologia de les Comarques de Girona, Girona, Museu d'Arqueologia de Catalunya y Universitat de Girona (convocatòria anual. Novetats de recerca de les comarques Gironines)

Jornades d'Arqueologia de la Catalunya Central, Manresa-Vic, servei d'Arqueologia, Museu de Manresa i Museu de Vic (convocatòria bianual. Novetats de recerca de les comarques de la Catalunya Central)...

Editions also from other regions in a less regular way.

INTERNATIONAL CONFERENCES: *COL·LOQUI INTERNACIONAL D'ARQUEOLOGIA DE PUIGCERDA*.

CORPUS, INVENTORIES,.....

MEGALITHIC CORPUS: CORPUS DE SEPULCROS MEGALITICOS. Institut de Prehistoria i Arqueologia de la Diputació de Barcelona.

ARCHAEOLOGICAL CHARTS: CARTES ARQUEOLOGIQUES (Inventari del Patrimoni Arqueològic de Catalunya)

(Servei d'Arqueologia /Departament de Cultura / Generalitat de Catalunya).- Consultable

ROCK ART: CORPUS DE PINTURES RUPESTRES

VOL. I LA CONCA DEL SEGRE (Generalitat de Catalunya.)

VOL. II L'Àrea Central i Meridional.(Generalitat de Catalunya.)

WEB PAGES

<http://cultura.gencat.cat/invarque/index.asp> (Inventari Arqueològic)

<http://blocs.gencat.cat/blocs/AppPHP/tribunadarqueologia/> (Tribuna Arqueologia)

<http://calaix.gencat.cat/> (Memòries arqueològiques)

<http://www20.gencat.cat/portal/site/Patrimoni/menuitem.6a2dec9a300f68a8cd0181dfb0c0e1a0/?vgnextoid=2217>
(Pintures rupestres Unesco)