

Archaeology of Complex Societies

Code: 100728
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---------------------|------|------|----------|
| 2500241 Archaeology | OT | 3 | 0 |
| 2500241 Archaeology | 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

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Use of Languages

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

Prerequisites

There are no special prerequisites.

Objectives and Contextualisation

1. Define the notion of "complexity" applied to societies studied by archaeology, and its connection with other social typologies: "High Cultures", "Civilizations", "Urban Societies", "Stratified Societies", "State Societies", "Developed Societies". Attention will be paid to the economic and political-ideological relationships involved in these societies.
2. Present the theoretical positions and the most used methodologies for the archaeological research of societies considered "Complexes", "Civilizations" or "Developed Societies".
3. Presenting and analysing some cases of prehistoric societies, object of studies from archaeology, that illustrate diverse conditions of reproduction of social life, in different geographies and historical times, to review how current knowledge has been generated.

Competences

- Archaeology
- Contextualizing and analysing historical processes.
 - 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 collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethic relevant issues.
 - 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. Applying both knowledge and analytical skills to the resolution of problems related to their area of study.
2. Applying proper techniques and analytical tools in case studies.
3. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
4. Critically assessing the sources and theoretical models.
5. Identifying the characteristic methods of Archaeology and its relationship with the historical analysis.
6. Identifying the context of the historical processes.
7. Interpreting material sources and the archaeological record.
8. Mastering the diachronic structure of the past.
9. Mastering the processes of change produced in Prehistory.
10. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.

Content

- 1- Complexity". Division of social labor, systems theory and information theory.
- 2-"High Cultures". Culural historicism and historical supremacism.
- 3-"Civilizations". Social Evolution and "Urban Revolution".
- 4-"Developed Societies". Technical Progress and Economic Growth.
- 5-"Wold Systems". Core-Periphery Relations.
6. Historical dynamics: Emergencies, Expansion, Crisis and Collapses.

Methodology

1. Lectures on the contents of the syllabus. Frequent discussion of topics in the classroom.
2. Exposition of course works on concrete cases, and debate and comments in the classroom.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|--------------------------------|-------|------|-------------------------|
| Type: Directed | | | |
| Theoretical classes | 45 | 1.8 | 9, 8, 6, 5 |
| Type: Supervised | | | |
| Practical classroom activities | 15 | 0.6 | 2, 1, 4, 3, 6, 5, 7, 10 |

Assessment

1. A written course work, individually or in a group, about a case study. Reassessable.

2. An exhibition in class of the contents of the course work on a case study.

2. Short individual essay around a question related to the topics developed in class.

At the moment of completion/delivery of each assessment activity, will inform (Virtual Campus) of the procedure and date of revision of qualifications.

Will be classified as Non-evaluable when has not delivered more than 30% of the evaluation activities.

In the event of committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the person 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.

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.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|------------------------------|-----------|-------|------|-------------------------------|
| Individual essay | 25 | 10 | 0.4 | 1, 4, 3, 10 |
| Public exhibition and debate | 25 | 20 | 0.8 | 4, 10 |
| Written thematic course work | 50 | 60 | 2.4 | 2, 1, 4, 3, 9, 8, 6, 5, 7, 10 |

Bibliography

Basic bibliography

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- TAINTER, J. (2003), *The Collapse of Complex Societies*, Cambridge University Press, Cambridge.