

Prehistory in the Mediterranean

Code: 100739
ECTS Credits: 6

Degree	Type	Year	Semester
2500241 Archaeology	OB	2	2

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

Teachers

Roberto Risch
Ignacio Soriano Llopis

Prerequisites

The course "Prehistoric Archaeology" (100740) devoted to Neolithic societies and the origin of the State, or its equivalent in other universities, should have been passed.

Objectives and Contextualisation

Understanding of the main social, economic and political changes of Later Prehistory in the Near East and the Mediterranean. Key aspects to be considered are the economic and social impact of metallurgy, the "secondary products revolution" (mainly the introduction of wheel, plough and horse riding), the "Jamnaja migration", the beginning of organised warfare, and the importance of "cooperative affluent societies" in history.

This course is conceived as the continuation and extension of the first year course "Prehistoric Archaeology" (100740)

Competences

- Contextualizing and analysing historical processes.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Respecting the diversity and plurality of ideas, people and situations.
- 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 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. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
3. Identifying main and supporting ideas and expressing them with linguistic correctness.
4. Identifying the characteristic methods of Archaeology and its relationship with the historical analysis.
5. Identifying the context of the historical processes.
6. Identifying the specific methods of History and its relationship with the analysis of particular facts.
7. Mastering the Universal Ancient History.
8. Mastering the diachronic structure of the past.
9. Mastering the processes of change produced in Prehistory.
10. Recognising the importance of controlling the quality of the work's results and its presentation.
11. Using specialized knowledge acquired in an interdisciplinary context when debating.

Content

SYLLABUS

TOPIC 1: Understanding pre-capitalist societies: evolutionist typologies and new alternative approaches.

TOPIC 2: Varna and the first metallurgical societies in Eastern Europe (5th millennium BCE).

TOPIC 3: The development of metallurgy: technology, origin(s) and transfer.

TOPIC 4: Economic intensification and social re-structuring during the 4th millennium BCE: the wheel, the plough and the derived products.

TOPIC 5: The emergence of individualised power and violence in the Caucasus and the Circumpontic region during the 4th millennium: Maikop and the northern peripheries of Uruk.

TOPIC 6: New forms of power and social relations at the time of the "Ice Man": the circumalpine region ca. 3300-2500 BCE.

TOPIC 7: The Copper Age of the Iberian Peninsula (ca. 3100-2200 BCE).

TOPIC 8: The Corded Ware Group and the "Bell-Beaker Phenomenon" I (ca. 2750-2200 ANE): Materials, settlements, burials rites and ancient DNA.

TOPIC 9: The "Bell-Beaker Phenomenon" II (ca. 2750-2200 ANE): Social elites, sex/gender system and interpretation.

TOPIC 10: The Northeast of the Iberian Peninsula during the 4th and 3rd millennium: Evolution, involution and social organization.

TOPIC 11: Metrology, monetization and trading systems during the Bronze Age (III-II millennium).

TOPIC 12: The society of the Cyclades during the 3rd millennium BCE: Production of wealth through exchange.

TOPIC 13: Rise and decline of the first Aegean State: the Minoan society.

TOPIC 14: Africa and the Mediterranean during Later Prehistory: Independent or sheared trajectories?

Methodology

- a. Lectures on teoretical issues, assited by TIC and debates.
- b. Seminars devoted to the discussion on epistemology in archaeology, historical notions and interpretative models.
- c. Study and discussion of archaeological information and publications.
- d. Accomplishment of specific exercises.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Debates, elaboration of a chronological table, etc.	30	1.2	1, 2, 11, 9, 8, 5, 4, 3, 10
Type: Supervised			
Supervised execises	20	0.8	1, 2, 5, 4, 10
Type: Autonomous			
Completion of a joint research project on a topic of the syllabus	65	2.6	2, 11, 9, 8, 3

Assessment

ASSESSMENT:

The subject will be assessed based on the following exercises:

- a. Active participation in the theoretical classes and seminars (5%)
- b. Completion of a chronological diagram (max. DIN-A3) in which a summary of the substantial contents of the subject is reflected (5%)
- c. Completion of an individual essay on a specific topic emerging in class (15% of the exam)
- d. Completion of a joint research project on a topic of the syllabus (40%)
- e. Final written or spoken test (50%). It is indispensable to pass the exam in order to pass the subject

The reassessment implies the submission or revision of all scheduled assignments (points c. and d.), as well as the completion of an additional test. 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.

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.

Note: 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
Diagrama cronològic	5	10	0.4	1, 11, 9, 5, 4, 6, 3, 10
Exams	50	10	0.4	1, 2, 11, 9, 8, 7, 5, 4, 6, 3, 10
Practical exercises	40	5	0.2	2, 9, 8
Presentations and active participation in class	5	10	0.4	1, 2, 11, 9, 7, 3

Bibliography

BASIC REFERENCES

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ON LINE RESOURCES

- Campus Virtual

- *Prehistoria Activa*

[http://seneca.uab.es/prehistoria/PREHISTORIA ACTIVA 3](http://seneca.uab.es/prehistoria/PREHISTORIA%20ACTIVA)