

**Prehistory II: from the First Peasant Societies to the First State-Based Societies**

Code: 106092  
ECTS Credits: 6

Degree	Type	Year	Semester
2500241 Archaeology	OB	1	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: Yes  
Some groups entirely in Spanish: No

## Teachers

Maria Saña Seguí

## Prerequisites

There is not any prerequisite

## Objectives and Contextualisation

The subject has as a main objective expose the social developments between the first Neolithic societies and the emergence of the classical States. Go in these developments, highlight the origins of the patriarchal relations, of the sedentary and urban life, of the first social classes, and the institutionalization of the political power and of the shapes of violence.

The territorial field centres in the Next Orient and Europe, although they will do punctual references to other regions of the planet.

The contents include empirical descriptions and relative syntheses to the concrete social dynamics and, at the same time, they expose the methodological and inferentials bases in which support the current state of the knowledges in prehistoric archaeology. In this second aspect will result fundamental the practical activities programmed.

## Competences

- 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. Identifying the specific methods of History and its relationship with the analysis of particular facts.
2. Using suitable terminology when drawing up an academic text.

## Content

### PART 1. INTRODUCTION ON THEORY AND METHODS.

THEME 1: Prehistoric Archaeology: object of study and structure of the research.

### PART 2. START AND DEVELOPMENT OF NEOLITHIC SOCIETIES

THEME 2: economic and social Implications of the agriculture and the cattle.

THEME 3: The economic and social consequences of the starts of the agriculture in the Near East.

THEME 4: The first farming communities in Europe: the Neolithic in the Aegean zone.

THEME 5: Introduction and development of the farming economies in the central and Western Europe.

THEME 6: Megalithism in Europe.

### PART 3. BETWEEN THE III<sup>rd</sup> AND THE I<sup>st</sup> MILLENNIA B. C.

THEME 7: The formation of the first States to Mesopotamia and Egypt.

THEME 8: Increasing Inequalities in Western Europe: the chalcolithic, the bell beaker question and the beginning of the bronze age

## Methodology

1. Expositive lectures about the contents billed in the programme. Frequently they will pose subjects of discussion in the classroom.
2. Two practical classroom activities:
  - 2.1. Preparation of a bibliographic index card focused to archaeological sites, and practical application in a concrete example of the Recent Prehistory from a bibliographic listing. This bibliographic index card will include an exercise on radiocarbon dating (definition of the variables for the casting of relative data to radiocarbon dating; essays of calibration; practical application in a concrete example from bibliographic material)
  - 2.2. Writing an essay around one of the notable subjects treaties along the theoretical sessions (take the social consequences of the neolithisation, the origins of the Patriarchy, the formation of the state ...)
3. A practical field activity:
  - 3.1. Visit to one or several archaeological sites of the recent Prehistory of Catalonia and realization of a practical exercise around a series of questions posed by the teaching staff.

Within this chapter of external activities to the Campus, it contemplates the possibility to realize visits to exhibitions, museums, ... that treat aspects notable related with the contents of the course

a.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes	40	1.6	2
Type: Supervised			

Classroom practices	20	0.8	1
Field practices	15	0.6	1
Type: Autonomous			
Autonomous work	42	1.68	2, 1

## Assessment

1. Two practical activities of classroom (40% of the final note; compulsory to can do the test written).
2. One practical field activiti (10% of the final note; compulsory to can do the test written).
3. Individual written test of an hour and thirty minutes of lasted maximum: 5 brief questions (50% of the final note).

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.

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.

Reevaluation: Test written or critical comment of an extensive work related with the course.

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
Classroom practices	40	15	0.6	2, 1
Field practices	10	15	0.6	2, 1
Final examination	50	3	0.12	2, 1

## Bibliography

(The list of titles will be able to expand in treating concrete aspects)

General readings (manual)

ALMAGRO, M. (ed.) (2014), *Protohistoria de la Península Ibérica: del Neolítico a la romanización*. Universidad de Burgos. Fundación Atapuerca.

BARANDIARÁN, I., MARTÍ, B., del RINCÓN, M<sup>a</sup> A. i MAYA, J. L. (1998), *Prehistoria de la península Ibérica*. Ariel, Barcelona.

BOGUICKI, P. i CRABTREE, P. J. (eds.) (2004), *Ancient Europe 8000 BC - AD 1000: Enciclopedia of the Barbarian World*. Charles Scribner's Sons, Nueva York.

CUNLIFFE, B. (ed.) (1998), *Prehistoria de Europa Oxford*. Crítica, Barcelona.

KRISTIANSEN, K. (2001), *Europa antes de la Historia*. Península, Barcelona.

RENFREW, C. i BAHN, P. (eds.) (2014), *The Cambridge World Prehistory*. Cambridge University Press, Cambridge.

TEMA 1: Prehistoric Archaeology: object of study and structure of the research.

JOHNSON, M. (2000), *Teoría arqueológica*. Ariel, Barcelona.

RENFREW, C. i BAHN, P. (1993), *Arqueología. Teorías, Métodos y Práctica*. Akal, Madrid.

TEMA 2: Economic and social Implications of the agriculture and the cattle.

BUXÓ, R. (1997), *Arqueología de las plantas*. Crítica, Barcelona.

COHEN, M. N. (1977), *La crisis alimentaria en la Prehistoria*. Alianza, Madrid.

MOLLESON, T. (1994), "La lección de los huesos de Abu Hureyra", *Investigación y Ciencia*, 217, pp. 60-65.

TEMA 3: The economic and social consequences of the starts of the agriculture in the Near East.

AURENCHE, O. i KOZLOWSKI, J. (2003), *El origen del neolítico en el Proximo Oriente*. Ariel, Barcelona.

BYRD, B. F. (1994), "Public and Private, Domestic and Corporate: the emergence of the southwest Asian village", *American Antiquity*, 59, pp. 639-666.

DIETRICH, O., HEUN, M., NOTROFF, J., SCHMIDT, K. i ZARNKOW, M. (2012), "The role of cult and feasting in the emergence of Neolithic communities. New evidence from Göbekli Tepe, south-eastern Turkey", *Antiquity*, 86, pp. 674-695.

KUIJT, I., i GORING-MORRIS, N. (2002), "Foraging, Farming, and Social Complexity in the Pre-Pottery Neolithic of the Southern Levant: A Review and Synthesis", *Journal of World Prehistory*, 16 (4), pp. 361-440.

VERHOEVEN, M. (2002), "Ritual and Ideology in the Pre-Pottery Neolithic B of the Levant and Southeast Anatolia", *Cambridge Archaeological Journal*, 12 (2), pp. 233-258.

TEMA 4: The first farming communities in Europe: the Neolithic in the Aegean zone.

AA.VV. (2012), "Les débuts du Néolithique en Europe", *Les Dossiers d'Archéologie* nº 353.

HANSEN, J. (1993), "L'agricultura del Neolític Antic a l'Egeu", *Cota Zero*, 9, pp. 17-24.

PERLÈS, C. (1993), "Reflexions sobre l'origen del Neolític a Grècia", *Cota Zero*, 9, pp. 9-16.

TEMA 5: Introduction and development of the farming economies in the central and Western Europe.

BERNABEU, J. (1996), "Indigenismo y Migracionismo. Aspectos de la neolitización en la fachada oriental de la península Ibérica", *Trabajos de Prehistoria*, 53, pp. 37-54.

BERROCAL, M<sup>a</sup> C. (2012), "The Early Neolithic in the Iberian Peninsula and the Western Mediterranean: A Review of the Evidence on Migration", *Journal of World Prehistory*, 25, pp. 123-156.

GRONENBORN, D. (1999), "A Variation on a Basic Theme: The Transition to Farming in Southern Central Europe", *Journal of World Prehistory*, 13 (2), pp. 123-210.

ROJO, M., GARRIDO, R. i GARCÍA MARTÍNEZ DE LAGRÁN, Í. (2012), *El Neolítico en la península Ibérica y su contexto europeo*. Cátedra, Madrid.

SZÉCSÉNYI-NAGY, A. *et alii* (2017), "The maternal genetic make-up of the Iberian Peninsula between the Neolithic and the Early Bronze Age", *Nature*, 15; 7(1), 15644. doi: 10.1038/s41598-017-15480-9.

TEMA 6: Megalithism in Europe.

DELIBES, G. (1990), "El megalitismo Ibérico", *Historia* 16, Madrid.

RENFREW, C. (1984), "Arqueología social de los monumentos megalíticos", *Investigación y Ciencia*, 88, pp. 70-79.

TEMA 7: The formation of the first States to Mesopotamia and Egypt.

ALGAZE, G. (2004), *El sistema-mundo de Uruk*. Ediciones Bellaterra, Barcelona.

CHILDE, V. G. (1984), *Los orígenes de la civilización*. Fondo de Cultura Económica, México (capítulos VI y VII).

REDMAN, Ch. (1990), *Los orígenes de la civilización. Desde los primeros agricultores hasta la Sociedad urbana en el Próximo Oriente*. Crítica, Barcelona.

TEMA 8: Increasing Inequalities in Western Europe: the chalcolithic, the bell beaker question and the beginning of the bronze age.

GUILAINE, J. (dir.) (2007), *Le Chalcolithique et la construction des inégalités. Tome 1: Le continent européen*. Éditions Errance, Paris.

ROJO, M., GARRIDO, R i GARCÍA MARTÍNEZ, Í. (eds.) (2005), *El campaniforme en la península Ibérica y su contexto europeo*. Universidad de Valladolid, Valladolid.