

**Archaeology of Conquest in Antiquity and the Middle Ages**

Code: 44061  
ECTS Credits: 6

Degree	Type	Year	Semester
4313137 Prehistory, Antiquity and the Middle Ages	OT	0	1

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: catalan (cat)

### Teachers

Ramón Martí Castelló  
César Carreras  
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### Prerequisites

No specific prerequisites for this subject.

### Objectives and Contextualisation

The main objective of the module is to introduce the student into the archaeological methodology of ancient and medieval landscape studies, focusing especially on practical cases of analysis of conquest and territorial domination, and presenting the archaeological research strategies more suitable

In a second level, the module will also focus on the following objectives:

- Know the research that the Department's teams are developing in this field.
- Identify new specific cases where conquest and territorial domination can be contrasted with archaeological research.
- Open specific research possibilities for the students in the module.

### Competences

- Analyse a particular historical and/or archaeological problem area in prehistory, antiquity or the Middle Ages.
- Analyse and summarise information from a critical perspective.
- Critically analyse the theoretical and methodological standpoints that have guided research in prehistory, ancient history and medieval history.
- Discuss and compare scientific opinions and issues in open academic debate.

- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Use the typical categories and vocabulary used in research and dissemination of prehistory, antiquity, and the Middle Ages.
- Work in interdisciplinary teams.
- Work independently: solving problems and taking decisions.

## Learning Outcomes

1. Analyse and summarise information from a critical perspective.
2. Analyse the different approaches and understand the differences in their standpoints.
3. Assess the various different methodologies, the tradition and current scientific.
4. Critically analyse the relation between historico-archaeological sources and their interpretation.
5. Critically evaluate the value of the different tools needed for research in archaeology and ancient history.
6. Critically evaluate the value of the different tools needed for research in archaeology and medieval history.
7. Design or plan research actions and manage and summarise the appropriate information.
8. Identify and use the basic concepts of the different theoretical approaches.
9. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
10. Relate theoretical approaches to their historical context and to research methods.
11. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
12. Systematise data from texts, archaeological data and data from scientific tradition.
13. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
14. Use correctly the categories and concepts that belong to the field of study.
15. Use the specific technical vocabulary for interpretation in the field of archaeology and ancient and medieval history.
16. Work in interdisciplinary teams.
17. Work independently: solving problems and taking decisions.

## Content

The study of the conflict and the processes of conquest throughout Antiquity and the Middle Ages can not be carried out only from historical and literary data, but that all the new information that the archaeological works are being contributed to take into account in recent years. That is why the module is organized around the research carried out by the members of the teaching team, in specialized sessions where the following aspects will be addressed:

The ancient world.

1. The Roman expansion by Italy: the genesis of the tools of conquest and of the new territorial models.
2. The Roman expansion by Hispania. Territorial transformations.
3. The Roman conquest of the Pyrenean area. A case of privileged study.
4. The Republican Conquest in Hispania - battlefields and military camps. Case study by Puig Castellar.
5. Borders of the Empire. The conquests of Augusto in the NO and the policy of the Limes in the High Empire.
6. The army to slow-aging. Fortifications of cities, the Limes and the Limitans.

The medieval world

7. The monasticism and the Christian conquest of the non-urban world of the Eastern Mediterranean (3rd and 7th centuries AD).
8. The insular monacato and the Christian conquest of the non-urban world of the Western Mediterranean (4th-7th centuries AD).

9. They are Peretó as an example of the Christianization of the rural world of the V-VII centuries in the western Mediterranean.

10. The territorial and local defense during the end of the ancient world.

11. Poliorcetic innovations in al-Andalus.

12. encastilage and feudalism.

Final Session (presentation of Works/assessments): First / Second week of February.

## Methodology

- The module is organized from specific seminars where the teaching staff will present a state of affairs and the most significant archaeological documents regarding each of the research topics presented. From this presentation, a critical and active debate will be generated, with the participation of the students, around both the methodology and the results obtained.

- Students must participate actively in these seminars (10%).

- A critical review of a reading proposed by the person in charge of the module (10%) will be required.

- Each student, individually, will have to do a work on a problem (state of affairs) or a search (own) that he / she will have chosen according to the teaching team (50%). To carry out this work, the student will have a tutor member of the teaching team. This work will be publicly exposed in a final session of the module (30%).

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Active participation during the course	6	0.24	4, 2, 1, 6, 9, 10, 13, 16, 3
Presentation of the Final assesment	1.5	0.06	1, 5, 6, 14, 15, 9, 11, 12
Type: Supervised			
Comentary of texts during the course	5	0.2	4, 7, 10
Type: Autonomous			
Final assesment	22	0.88	4, 1, 7, 14, 15, 8, 9, 11, 10, 12, 13, 17, 3
Review of a proposed paper	3	0.12	4, 1, 15, 8, 10, 17

## Assessment

- The module is organized from specific seminars where teachers will present a state of the matter and the most significant archaeological documents regarding each of the research topics presented. From this presentation a critical and active debate will be generated, with the participation of the students, around both the methodology and the results obtained.

- Students must participate actively in these seminars (10%).

- A critical review on a reading proposed by the module manager (10%) will have to be made.

- Each of the students, individually, must carry out a work on a problem (state of the matter) or a search (own) that you choose according to the teaching team (50%). To perform this work, the student will have a tutor member of the teaching team. This work will be exposed publicly in a final session of the module (30%).

In the event that the Tests cannot be taken in person, their format will be adapted (maintaining their average) to the possibilities offered by the UAB virtual tools. Homework, activities and class participation will be conducted through forums, wikis and / or Exercise discussions through "Teams", ensuring that all students can access to these tools.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active participation during the course	10 %	36	1.44	4, 2, 1, 6, 14, 9, 10, 13, 16, 3
Final assesment	50 %	70	2.8	4, 1, 5, 6, 7, 15, 8, 9, 11, 10, 12, 13, 17, 3
Presentation of the Final assesment	30 %	1.5	0.06	1, 14, 15, 9, 11, 12
Review of a proposed paper	10 %	5	0.2	4, 1, 15, 8, 10, 17

## Bibliography

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