

Protohistory of the Mediterranean

Code: 100732
ECTS Credits: 6

Degree	Type	Year	Semester
2500241 Archaeology	OT	3	2
2500241 Archaeology	OT	4	2
2503702 Ancient Studies	OB	3	2

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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

Prerequisites

No one.

Objectives and Contextualisation

The objectives of the fourth year (with 60 credits of compulsory basic training) are to provide the student with a basic training in archeology, history and other social disciplines, and to become familiar with historical-archaeological subjects that will be developed in later courses. The subject's content is the exposition of the basic features of historical-archaeological research applied to the scope of the protohistoric period in the geographical context of the territories doomed to the Mediterranean Sea. The contributions of instrumental methodologies and analytical techniques to the historiographic debates that the discipline has addressed will be considered. The main discoveries and the points that have aroused the most controversy in the investigation of the different periods and territories considered will be studied. The contents include the contributions from the different areas of origin of the information and the empirical tests (basically the archaeological record) from which the hypotheses are elaborated.

This nuclear matter is conceived as a continuation and extension of the basic matter HISTORY.

Specifically, the training objectives of the subject are:

- 1) Analyze the current lines of research and thought in protohistoric archeology, from its origins to the present moment.
- 2) Provide the student with a global vision of the subjects and fields that are part of what is known today as Protohistoric Archeology.
- 3) Reflect on the link between protohistoric archeology with other disciplines (ancient history, anthropology, archaeological theory ...).

Competences

Archaeology

- 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.

Ancient Studies

- Identify and interpret ancient historical remains to relate them to social, political and economic events in the Mediterranean societies of the period of Antiquity.
- Interrelate linguistic, historical and archaeological knowledge of the ancient world with knowledge of other areas of the humanities, mainly ancient literature, philosophy and art.

Learning Outcomes

1. Analysing the creators of an artistic phenomenon in a specific cultural context.
2. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
3. Describe the main characteristics of Iberian Peninsula archaeological sites from the Pre-Classical, Greek and Roman periods.
4. Effectively expressing themselves and applying the argumentative and textual processes of formal and scientific texts.
5. Identify different types of Greco-Roman pottery and relate them to their political and cultural context.
6. Identifying the characteristic methods of Archaeology and its relationship with the historical analysis.
7. Interpreting material and documentary sources.
8. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.
9. Using the specific interpretational and technical vocabulary of the discipline.

Content

The contents of the subject are very conditioned by the need not to repeat topics and aspects already taught in other subjects of the Degree in Archeology. First of all, given that in previous courses there has been a compulsory "Classical Archeology" and, in addition, there is an optional "Greek Archeology" (certainly chosen by all those interested in the pre-Roman world) we assume that the scope of the colonizing agents (Greek and Phoenician) is already known. For this reason, with regard to the protohistoric societies of the first millennium BC, the subject focuses primarily on an archeology of local communities or 'indigenous peoples' on the shores of the central and western Mediterranean. Secondly, since a compulsory "Hispanic archeology" has been done in the second year, where there is a whole block dedicated to the protohistoric period, the treatment of the pre-Roman cultures of the Iberian Peninsula will be less in-depth, basically focusing on the training processes. For all this, the proposed program would be as follows:

- 1: - Presentation. Definition of protohistoric societies.
- 2.- The protohistoric societies of the second millennium BC: the Eastern Mediterranean.
 - 2.1.- The Minoan and Mycenaean civilizations of Continental Greece.
 - 2.2.- Other state companies of the Med. Eastern: Cycladic, Hittite, Canaanite and Cypriot Bronze Islands.
- 3.- The protohistoric societies of the first millennium BC: Central and western Mediterranean.
 - 3.1- The precedents of complex societies in the Italian Peninsula and Sicily.

- 3.1.1- The Mycenaean impact in southern Italy and Sicily.
- 3.1.2.- The Poladian culture (Ancient Bronze in the alpine regions).
- 3.1.3- The Terramare culture (Middle Bronze in the Po valley).
- 3.2.- The complex societies of the first millennium in the Med. central.
 - 3.2.1.- The proto-vilanovian horizon (Final Bronze in Tuscany and Lazio).
 - 3.2.2- The precedents: the Vilanova culture and other horizons of the final bronze / first iron.
 - 3.2.3- The Etruscan world. A state civilization of the utmost complexity.
 - 3.2.4.- Other lesser-known Italic peoples: Latins, Oscos, Messapis, Lucans, Sicilians, Sicans, etc.
- 3.3.- The complex societies of the first millennium in the Iberian Peninsula.
 - 3.3.1.- The precedents: the episodes of complexity of the Bronze Age; southeastern argaric, motillas, Valencian bronze.
 - 3.3.2.- The 'crisis' and new dynamism in the final bronze. Pre-colonial contacts.
 - 3.3.3.- The Tartessian civilization.
- 4.- A case of cultural interaction in a colonial context: Western peoples and Phocian colonization.
 - 4.1.- The Gauls of the South.
 - 4.2.- The Northern Iberians.

Methodology

1. Directed training in the classroom Theoretical exhibitions will be offered to introduce and analyze the most relevant aspects of Mediterranean protohistoric archeology. These contents will be complemented with Power Point sessions, images, explanatory pictures, documentaries and interactive websites. Exercises (readings, comments, analysis of examples, etc.) will also be proposed and some debates will be proposed.
2. Archaeological visit The aim is to complement the contents of the subject with a visit to an archaeological site in Catalonia that is significant in terms of relations and cultural influences between Western indigenous societies and colonial agents and the evolution of the interpretations on this issue.
3. Individual work It is proposed the elaboration of a compulsory individual work that will consist of a written exercise of analysis of different texts on the main thematic blocks considered, where the different problems raised in class are incorporated, the relation between the arguments and interpretive options of the texts and the main theoretical or conceptual frameworks of reference and, ultimately, also the personal contribution and critique of the articles.

Note: 15 minutes of a class will be reserved, within the calendar established by the center / degree, for the complementation by the students of the surveys of evaluation of the performance of the profesorado and of evaluation of the asignatura / module.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

theoric classes

130

5.2

Assessment

1. Theoretical test (80%) - 1 final exam. Assessment system: The concepts taught in class will be evaluated from a written exercise.
2. Individual work described in the previous section, on 'individual work' (20%).
3. Reassessment conditions. Only those who have taken the exam and have submitted all the individual works requested will be able to re-evaluate.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
task about published articles	20%	16	0.64	1, 2, 3, 4, 5, 6, 7, 8, 9
written exercise	80%	4	0.16	2, 4, 6, 7, 8, 9

Bibliography

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Software

No one.