

Degree	Type	Year
2500241 Archaeology	OT	3
2500241 Archaeology	OT	4
2500501 History	OT	4

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Those that are own of the optional subjects of the studies in Archaeology and History

Objectives and Contextualisation

In the last stage of the studies of degree, this subject offers the students interested by Archaeology and the Mediaeval History or the historical study of the territory, the tools and the necessary resources to analyse and comprise the territorial structures.

Here, from archaeological and documentary analysis, the social and economic guidelines that govern the constitution and the transformations of the territorial districts during the mediaeval period are studied, all attending his systems of defence and the trends that follows the distribution of the settlement.

In its diachronic, prioritises the study of the centres of power and its organisms of representation or government, as well as the development and the management of the fortifications or the main transformations that govern the distribution of the habitat in the rural field.

Competences

Archaeology

- Contextualizing and analysing historical processes.
- 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.

History

- Contextualizing the historical processes and analysing them from a critical perspective.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- 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 ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- 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. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
2. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network. Expertly making use of the possibilities of Internet.
3. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
4. Identifying the characteristic methods of Archaeology and its relationship with the historical analysis.
5. Identifying the main and secondary ideas and expressing them with linguistic correctness.
6. Identifying the specific methods of archaeology and their relationship with the historical analysis.
7. Interpreting material and documentary sources.
8. Mastering the Universal History of the Middle Ages.
9. Mastering the diachronic structure of the past.
10. Mastering the general diachronic structure of the past.
11. Submitting works in accordance with both individual and small group demands and personal styles.
12. Use the specific technical vocabulary of interpretation and commentary of ancient texts.
13. Using suitable terminology when drawing up an academic text.
14. Using the specific interpretational and technical vocabulary of the discipline.
15. Using the specific technical and interpretational vocabulary of the discipline.

Content

1. The mediaeval districts: go in the ancient territory and the modern jurisdictions
 - 1.1. The four basic resources: the sources written; the archaeological and monumental register; the toponymic register; the cartographic resources
 - 1.2. The classical *territorium* and the *villae: civitates, agri and fundi*
2. The cities and the rural settlement during the late antiquity.
 - 2.1. The exploitations and his social and economic model
 - 2.2. The ecclesiastical foundations
 - 2.3. The fortifications of the late antiquity
 - 2.4. The initial Islamic State and his resources
 - 2.5. The State of Charlemagne and his resources
3. The formation of new societies
 - 3.1. *Villas* and other rural exploitations: the IXth century

- 3.2. The territorial principality and the processes of *incastellamento*
- 3.3. The urban innovation in al-Andalus
- 3.4. The religious conversion in the rural field

4. The feudal change and his resources

- 4.1. The *castrum*
- 4.2. The *parrochia*
- 4.3. The *mansi*
- 4.4. The genesis of the markets

5. The feudal monarchies

- 5.1. The mercantile farms
- 5.2. The new *villa* of the late middle ages
- 5.3. Crisis of a contradictory model
- 5.4. The modern homesteads

6. Presentation of works

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
theoretical and discussion lessons	40	1.6	9, 8, 4, 12, 14
Type: Supervised			
supervision	20	0.8	1
Type: Autonomous			
research, writing of assignments and presentation	90	3.6	8, 13, 4, 12, 14

- Assistance to theoretical and discussion lessons directed by the teacher.
- Personal study and compilation of data in the development of an assignment (individual or collective).
- Writing of the assignment and oral presentation.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation of results	20%	0	0	10, 3, 5, 11, 14
Participation, assistance and progression	10%	0	0	9, 8, 4, 14

The evaluation is verified by the preparation of an assignment. Only the assignments delivered before the deadline established will have option to recover. Not accepted the works presented later of the date of recovery. At the start of the course, three terms of follow-up and delivery of evidences on the preparation of the assignment with the teacher will be fixed: first with a personal interview, where objectives are determined; next with the script of the work and the bibliography; and finally with the delivery of the final assignment. The participation, assistance and progression is not recoverable. The copy of written sources (internet, books, works, etc.) supposes a zero in the qualification of the assignment and losing the announcement of the total of the course. Students will have right to review the results. The teacher will establish the mechanisms to do it.

This subject does not incorporate single assessment.

Bibliography

THULIN, C.: Corpus agrimensorum romanorum. Opuscula agrimensurum veterum, Stuttgart 1913 i 1971.
MARTÍ, R.: Territoria en transició al Pirineu medieval, Actes del 3er curs d'arqueologia d'Andorra, Andorra 1995, pag.37-83.
SABATÉ, F.: El territori de la Catalunya medieval. Percepció de l'espai i divisió territorial al llarg de l'Edat Mitjana, Barcelona 1997.
BOLÒS, J.: Els Orígens medievals del paisatge català : l'arqueologia del paisatge com a font per a conèixer la història de Catalunya. Institut d'Estudis Catalans, Barcelona 2004.
CONTAMINE, BOMPAIRE i altres: La economia medieval. Akal. Madrid, 2000.
WICKHAM, C: Una historia nueva de la alta Edad Media. Crítica, Barcelona, 2009.
ACRAM: (I, II, III i IV) Congrés d'Arqueologia Medieval i Moderna a Catalunya, Igualada, Sant Cugat, Sabadell, Tarragona i Barcelona 2000, 2003, 2007, 2011 i 2014.

Infographic resources:

<http://www.icc.cat/vissir3/>
<https://www.instamaps.cat/#/>
<https://www.ign.es/iberpix/visor/>
<http://calaix.gencat.cat/>
<https://egipci.cultura.gencat.cat/>
<http://invarque.cultura.gencat.cat/>
<http://invarquit.cultura.gencat.cat/>
<https://www.fundacionoguera.com/>
<https://oncat.iec.cat/entrada.asp>

Software

No specific programming required

Language list

Name	Group	Language	Semester	Turn
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(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(PCAM) Field practices	1	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed

PROVISIONAL