UAB
Universitat Autònoma de Barcelona

# Agrarian Archaeology of the Middle Ages

Code: 100331
ECTS Credits: 6

2024/2025

| Degree | Type | Year |
|---|---|---|
| 2500241 Archaeology | OB | 3 |
| 2500501 History | OT | 4 |

## Contact

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## Teachers

Helena Kirchner Granell

Josep Maria Vila Carabasa

## Teaching groups languages

You can view this information at the end of this document.

## Prerequisites

Ability to read texts in Catalan and in Spanish. Skills in cartographic or drawing software.

## Objectives and Contextualisation

-To discuss the state-of-the-art of archaeological studies on agrarian activities and landscapes

-To put into relationship archaeological research and the main historiographical questions on the agrarian practices, and the medieval and, in general, pre-industrial. peasantries.

-To know the general characteristics of medieval agricultures, as well as the related archaeological and textual records

-To make acquiantance of the techniques to study agrarian areas, mainly of the medieval period.

## Competences

Archaeology

- Carrying out and managing archaeology fieldwork: excavation and survey.

- Generating innovative and competitive proposals in research and professional activity.
- Managing the main methods, techniques and analytic tools in archaeology.
- 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 be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

History
- Applying specific methods and techniques from other social sciences.
- Producing innovative and competitive proposals in research and professional activity.
- 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 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.

## Learning Outcomes

1. Apply spatial relations on different regional scales through the relations between nature and society and through a temporal dimension.
2. Applying both knowledge and analytical skills to the resolution of problems related to their area of study.
3. Applying both knowledge and capacity for analysis to the resolution of problems related to the field of study.
4. Applying implementing protocols of fieldwork and sample collection.
5. Applying proper techniques and analytical tools in case studies.
6. Applying the appropriate techniques and analytical tools to the case studies.
7. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
8. 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.
9. Collect data in the field by using some of the basic measurement tools (GPS, total station).
10. Combining technical resources from similar disciplines.
11. Describe the main typological characteristics of town centres in Greco-Roman antiquity
12. Develop and use cartographic representations of real phenomena.
13. Drawing up conventional graphic documents: planimetry, topography, cartography, explanatory drawing.
14. Establishing investigation protocols for original research projects.
15. Establishing research protocols for original research projects.
16. Identify appropriate technical solutions for practical needs to be resolved.
17. Identify the theoretical concepts that provide a foundation for technical operations.
18. Interpret maps and extract knowledge about spatial relations and their effect on material and cultural processes in societies.
19. Interpreting the archaeological fieldwork results by placing them into their historical context.
20. Interpreting the results coming from the archaeological fieldwork placing them into their historical context.
21. Mastering specific techniques and instrumental resources of archaeological laboratory analysis.
22. Mastering the specific techniques and instrumental resources of the archaeological excavations and surveys.

23. Mastering the techniques and instrumental resources of the analysis of the archaeological laboratory.
24. Obtain and organise adequate data for each practical need to be solved.
25. Practice the different forms of acquisition and management of georeferenced spatial information as an instrument of inventory, analysis and interpretation of the territory and of the communication of observations and spatial knowledge through maps and earth observation images.
26. Produce and organise cartographic data to resolve cartographic needs in archaeology.
27. Produce conventional graphic documents: planimetric, topographic, cartographic, illustrative drawing.
28. Produce maps from digital cartographic data, by using technical knowledge compilation, symbolization and cartographic design.
29. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
30. Recognising the importance of controlling the quality of the work results and their presentation.
31. Recognising the importance of controlling the quality of the work's results and its presentation.
32. Reflecting on their own work and the immediate environment's in order to continuously improve it.
33. Submitting works in accordance with both individual and small group demands and personal styles.
34. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.
35. Use software of geographical information system to produce and transform digital cartographic data and creating maps.
36. Using computing tools, both basics (word processor or databases, for example) and specialised software needed in the professional practice of archaeology.
37. Using computing tools, both basics (word processor or databases, for example) and specialised software needed in the professional practice.
38. Using the specific interpretational and technical vocabulary of the discipline.
39. Using the specific technical and interpretational vocabulary of the discipline.

## Content

Theory

1. Introduction: Why an agrarian archaeology?

2. Peasants and agricultural practices in the High Middle Ages and in feudal societies.

3. Peasants and agricultural spaces in al-Andalus.

4. The impact of feudal conquests.

Classroom practices

Elaboration of an archaeological research project on medieval agricultural spaces and practices

Field practices

Supervised field work and due report

## Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---|---|---|---|
| Type: Directed | | | |
| Theory: lectures. Practical exercises on case-studies | 40.5 | 1.62 | 1, 6, 4, 2, 3, 10, 11, 21, 22, 14, 15, 17, 19, 20, 31, 30, 38, 39, 37 |

| | | | |
|---|---|---|---|
| Type: Supervised | | | |
| Tutorial seasons | 25 | 1 | 5, 6, 10, 12, 21, 23, 22, 14, 15, 25, 16, 24, 9, 33, 26, 29, 31, 30, 32, 38, 39 |
| Type: Autonomous | | | |
| Work by students: assisting to the lectures; reading, research and analysis of information, assignments; reports on practical exercises | 75 | 3 | 5, 6, 2, 3, 7, 8, 12, 11, 21, 22, 27, 28, 25, 17, 16, 18, 24, 33, 26, 13, 29, 31, 30, 32, 34, 38, 39, 35, 36, 37 |

-Theory: lectures.

-Supervised: Practical exercises on case-studies; text analysis, field work

-Work by students: assisting to the lectures; reading, research and analysis of information, assignments.

Autonomous work: read and analyse archaeological studies on agricultural practices and spaces; develop the ability to analyze and synthesize; communicate orally and in writing; do theoretical and practical exercises.

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 |
|---|---|---|---|---|
| A practical exercise (PAUL) | 30% | 5 | 0.2 | 1, 5, 6, 4, 2, 3, 7, 8, 10, 21, 23, 22, 14, 15, 25, 16, 19, 20, 18, 24, 33, 29, 31, 30, 32, 34, 38, 39, 37 |
| A written test (theory) | 50% | 1.5 | 0.06 | 1, 5, 6, 2, 3, 10, 11, 21, 22, 17, 19, 20, 18, 34, 38, 39 |
| Report fiedwork | 20% | 3 | 0.12 | 1, 5, 6, 4, 7, 8, 10, 12, 21, 23, 22, 27, 28, 25, 16, 18, 9, 33, 26, 13, 32, 34, 38, 39, 35, 36, 37 |

1. Theory: A written test divided into two midterm exams --> 50% of the final mark (25% each exam)

2. PAUL: A practical exercise --> 30% of the final mark

3. PCAM: A report of field practices --> 20% of the final mark

The minimum final grade to pass the subject is 5. Only grades equal to or greater than 4 in each evaluable test or exercise will be averaged for the final grade. A lower grade will result in either attending recovery or failing the subject if a grade of 4 is not achieved in the recovery. Tests or evaluable exercises with a grade lower than 3 cannot be recovered, and the subject will be failed directly.

The student who does not complete all the scheduled evaluation exams or does not submit at least for a minimum value corresponding to 60% of the final grade will be graded with "Not assessable", and will not have the chance of the recovery assessment.

Field practices cannot repeated.

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.

This subject does not provide for the single assessment system.

## Bibliography


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-Baydal, Vicent, Esquilache, Ferran, eds. (2023), *La herencia reconstruida. Crecimiento agrario y transformaciones del paisaje tras las conquistas de al-Andalus (siglos XII-XVI)*, Universitat Jaume I, Castelló de la Plana.

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-Torró, Josep, Enric Guinot, eds (2018), *Trigo y ovejas. El impacto de las conquistas en los paisajes andalusíes (siglos XI-XVI), PUV,*València.

-Vigil, Alfonso et al (2013), *Horrea, barns and silos. Storage and incomes in Early Medieval Europe.* Bilbao. (Documentos de Arqueología Medieval, 5).


## Software

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## Language list

| Name | Group | Language | Semester | Turn |
|---|---|---|---|---|
| (PAUL) Classroom practices | 1 | Catalan | second semester | morning-mixed |
| (PCAM) Field practices | 11 | Catalan | second semester | morning-mixed |
| (PCAM) Field practices | 12 | Catalan | second semester | morning-mixed |
| (PCAM) Field practices | 13 | Catalan | second semester | morning-mixed |
| (TE) Theory | 1 | Catalan | second semester | morning-mixed |