UAB
Universitat Autònoma de Barcelona

Archaeology of Women

Code: 100379
ECTS Credits: 6

2024/2025

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

No specific requirements are needed to apply for this course.

Objectives and Contextualisation

The main goals of the course are:

(1) to analyze androcentric biases in archaeological theory & practice

(2) getting acquainted with the main alternatives posed by feminist social theory & activism

(3) to delve in the diversity of human experience from a gender standpoint

(4) to show the interdisciplinary nature of gender studies in archaeology through a wide array of case studies

(5) focusing on new methodologies and analytical procedures which are nowadays available for a gender-sensitive archaeology

Competences

Archaeology
- Contextualizing and analysing historical processes.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Providing a context for the concepts of archaeological theory and its origin and distinguishing the main epistemological and methodological debates in social sciences.
- 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 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.
- 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 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. Applying both knowledge and analytical skills to the resolution of problems related to their area of study.
2. Applying both knowledge and capacity for analysis to the resolution of problems related to the field of study.
3. Critically assessing the sources and theoretical models.
4. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
5. Effectively expressing themselves and applying the argumentative and textual processes of formal and scientific texts.
6. Identifying the characteristic methods of Archaeology and its relationship with the historical analysis.
7. Identifying the context of the historical processes.
8. Identifying the specific methods of archaeology and their relationship with the historical analysis.
9. Identifying the specific methods of history and their relationship with the analysis of particular facts.
10. Knowing the main archaeological debates on Prehistory.
11. Mastering the relevant languages to the necessary degree in the professional practice.
12. Recognising the importance of controlling the quality of the work results and their presentation.
13. Recognising the importance of controlling the quality of the work's results and its presentation.
14. Submitting works in accordance with both individual and small group demands and personal styles.
15. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.
16. Using the specific interpretational and technical vocabulary of the discipline.
17. Using the specific technical and interpretational vocabulary of the discipline.

Content

The contents of the course are organised in the three major blocks.

The first one is an introductory one and deals with the conception of women in Western society as well as the path and plurality of feminism and its impact in History, Humanities and Social Sciences.

The second is devoted to key concepts in feminist critique applied to archaeological practice and representations of the past: sexism, androcentrism, gender, patriarchy, family, sexuality, ethics of care and work/labour.

The third block delves into the wide array of topics that have been studied with a gender perspective starting with the first alternatives to androcentric explanations on the origins of humanity and sexual division of labour. This section includes many case studies from all over the world and different time periods that have to do with funerary practices, settlement & territory analysis, social and economic interpretation of material remains, symbolism and biomolecular archaeology (paloediet, kinship and biological relatedness).

The syllabus will cover the following topics:

1. Feminist activism and social theory in historical perspective and its impact in the research with a gender perspective.

2. Androcentrism.

3. Sex and Gender.

4. Women archaeology, gender archaeology, feminist archaeology and queer archaeology

5. Critique and methodological alternatives to androcentrism and gender stereotypes in archaeology

6. Patriarchy, matriarchy and matricentric/ginecentric societies.

7. Body, kinship and ancestry: palaeogenetics and mobility stories.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theory	40	1.6	3, 10, 6, 13
Type: Supervised			
Tuition, essays, reviews and discussions	20	0.8	3, 10, 11, 5, 7, 9, 13, 15
Type: Autonomous			
Homework and studying for tests	30	1.2	1, 5, 9, 14, 12, 16

Class-room activities

- Lectures with ICT support

- Debate and work in groups. Collective evaluation of texts and video documentaries. Single/collective presentations and round evaluations.

Monitored activities

- Scheduled meetings for the discussion of specific doubts and topic contents.

- Guidance and counselling on specific doubts and topics.

Autonomous activities

- Individual study, text-reading, bibliography and documentary search.

- Written essays & oral presentations

Notice: 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 through questionnaires.

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
Active involvement in discussions and workshops	15%	10	0.4	3, 10, 5, 9, 14, 15, 16
Tests	85%	50	2	1, 2, 3, 10, 11, 5, 4, 7, 6, 8, 9, 14, 13, 12, 15, 16, 17

Screening tests typology

- Written tests

- Essays

- Oral presentations

- Involvement in discussions

Evaluation blocks

There will be a continuous assessment of the course through three different block, each one of them having a specific weight in the final grade:

1. Class-room activities will be evaluated by written tests & essays

2. Monitored activities will be evaluated through oral presentations and involvement in discussions

3. Autonomous activities will be evaluated through essays

Evaluation timetable

The student will be informed about the specific contents and deadlines of the different evaluation blocks right at the beginning of the course and also via moodle.

Requirements to pass the course

- Meeting all deadlines

- The final score should be 5 in a 0-10 scale.

- Not meeting one or more deadlines will deserve an "unassessable" final grade.

- Any irregularity committed in a particular evaluation block (copy, plagiarism) will deserve a 0 score in that specific block.

Re-evaluation

Re-evaluation will be granted to anybody delivering in time all evaluation blocks.

It will be a written test on the full content of the course. Date and place will be determined by the faculty. The maximum score will be 5,0.

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[reading recommended in bold type]

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Software

Word, Excel, Power Point, Teams, PDF reader

Language list

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