

Degree	Type	Year
2500241 Archaeology	OB	3

## Contact

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## Teachers

Oriol Olesti Vila

Ermengol Gassiot Ballbe

## Teaching groups languages

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

## Prerequisites

There are no special prerequisites, beyond having attended the first and second degree courses of the Archeology Degree, which are essential to understand the territorial and social projection of this knowledge.

## Objectives and Contextualisation

This subject will analyze the projection on the territory of the various cultural events and historical processes developed in the Mediterranean area during prehistory and antiquity. The landscape, understood as the result of the historical process of transformation of the territory and its resources by the various human communities, will be the main object of study, especially its aspect of social landscape, that is, its more historical side.

### Targets

At the end of the course the student must demonstrate

Have obtained the contents expressed in the syllabus and identify any of its points in the context that corresponds to it.

Be familiar with the main techniques of space analysis in archeology, both cartographic and palaeontological.

Be able to analyze, process and interpret any type of additional material (texts, maps, aerial photos, tables, graphics) in accordance with the content of the syllabus and place it in the corresponding framework.

Demonstrate having made minimum readings required (books and / or specially indicated chapters and / or recommended articles).

Know how to identify and distinguish the various forms of occupation and exploitation of the territory developed

by the various prehistoric and historical societies worked on the agenda. To have achieved a comprehensive and global knowledge of the subject through the articulation and the relationship between the different points in which the syllabus is divided.

## Competences

- 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.

## 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 proper techniques and analytical tools in case studies.
4. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
5. Combining technical resources from similar disciplines.
6. Develop and use cartographic representations of real phenomena.
7. Drawing up conventional graphic documents: planimetry, topography, cartography, explanatory drawing.
8. Establishing investigation protocols for original research projects.
9. Interpreting the archaeological fieldwork results by placing them into their historical context.
10. Mastering specific techniques and instrumental resources of archaeological laboratory analysis.
11. Mastering the specific techniques and instrumental resources of the archaeological excavations and surveys.
12. 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.
13. Produce and organise cartographic data to resolve cartographic needs in archaeology.
14. Produce conventional graphic documents: planimetric, topographic, cartographic, illustrative drawing.
15. Produce maps from digital cartographic data, by using technical knowledge compilation, symbolization and cartographic design.
16. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
17. Recognising the importance of controlling the quality of the work's results and its presentation.
18. Reflecting on their own work and the immediate environment's in order to continuously improve it.
19. Submitting works in accordance with both individual and small group demands and personal styles.
20. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.
21. Use software of geographical information system to produce and transform digital cartographic data and creating maps.
22. Using computing tools, both basics (word processor or databases, for example) and specialised software needed in the professional practice.

## Content

BLOCK I. INTRODUCTION TO SOME THEORETICAL NOTIONS. (Shared teaching Ermengol Gassiot and Oriol Olesti)

1. The notion of space in the social sciences
2. Categories and proposals for the analysis of space in archaeology
3. Ancient landscapes. Geography and ancient rationalities.

BLOCK II. LANDSCAPE AND TERRITORY FROM PREHISTORIC ARCHAEOLOGY. (Teaching by Ermengol Gassiot)

A. Instrumental resources

1. Instrumental elements for the reconstruction of space in the past:
  - The paleoclimate
  - The paleovegetation
2. Geographic Information Systems (GIS) in archaeology: principles of operation
  - Semantic and spatial databases
  - Downloading and preparing maps

B. Archaeology of prehistoric landscapes and territories

1. Mobility, settlements and hunter-gatherer territories
  - Exploitation of resources and territory
  - Mobility and settlement systems
2. The first agricultural and livestock territories
  - Agriculture: land type and agricultural potential in the ancient Neolithic
  - Livestock farming: grazing areas, optimal roads and transhumance
3. Megalithic and monumental landscapes
  - Visibility analysis and dolmens
  - Megalithic territories

BLOCK III. ANCIENT LANDSCAPES. (Teaching by Oriol Olesti)

1. The landscapes of the Iron Age. The Iberian world.
2. The landscapes of Ancient Greece. Literary and epigraphic documentation.
3. Ancient Greek landscapes. Examples.
4. Ancient Rome. Documentation. Surveyors. Epigraphy. "Delimiting the territory."
5. Ancient Rome. The genesis of a model. Type of Ager. "Inventorying the territory".
6. Rome. Centuriation. The ideal model.
7. Rome. Exploiting resources: Agriculture. Villae and rural landscape.
8. Rome. Exploiting resources: irrigation and water management.
9. Rome. Exploiting resources: mining.
10. Rome. The strategic control of the territory. Roads and fortifications.
11. The landscape at the end of the ancient world. Territorial control.
12. The landscape at the end of the ancient world. Exploiting resources.

## FIELD PRACTICE

A practical course has been programmed in the Forest of Virós and National Park of Aigüestortes and Estany de Sant Maurici, during the month of October (date to be specified). An alternative practical course to the Cerdanya Region has been envisaged.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom practices and seminars	5	0.2	
Field practices	5	0.2	
Theoretical classes	30	1.2	
Type: Supervised			
Tutorials	20	0.8	
Type: Autonomous			
Perform continuous assessment activities	13.5	0.54	
Study of the course materials	60	2.4	

- Attendance at theoretical classes led by the teacher.
- Attendance to seminars / practices sessions led by the teacher.
- Participation in practical classes outside the classroom and the activities derived from them.
- Comprehensive reading of texts and interpretation of cartographies, graphs, tables and archaeological documents.
- Analytical, individual and group reviews, work and comments.
- Personal study

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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Participation in classroom	10	0	0	3, 10, 11, 9, 18
Practical work directed	30	10	0.4	1, 2, 4, 9, 19, 7, 16, 17, 18
Test	30	5	0.2	3, 2, 4, 5, 6, 10, 14, 15, 8, 12, 13, 7, 16, 17, 18, 21, 22
Text comments and graphic documents	30	1.5	0.06	3, 2, 4, 5, 9, 17, 18, 20

40% Exam. This exam will be done with the help of all the materials that the student wants to take to the classroom (notes, articles, etc.).  
40% Directed practical work.  
10% Practical work on the field trip  
10% Participation in class.

The assessment activities delivered within the deadlines established by the teacher of the subject will be reevaluated; in no case may an exercise be submitted for the first time during the reevaluation period. Participation, attendance and progression are not reevaluated.

A student will be considered as "not presented" if he has not delivered the practical work and the written proof of the subject.

At the time of completion/delivery of each assessment activity, the teacher will inform (Moodle, SIA) of the procedure and date of revision of the grades.

The student will be classified as Non-evaluable when he has not delivered more than 30% of the evaluation activities.

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 incorporate single assessment

## Bibliography

Guided bibliography:

It is very convenient that students use the bibliography as an instrument to achieve a global knowledge of the contents and be able to raise and develop any issue or section of expansion. Apart from the attached list, in the classroom they will recommend complementary readings during the course of teaching.

Ariño, E., Gurt, J.M., Palet, J.M. (2003), *El pasado presente. Arqueología de los paisajes en la Hispania Romana*, Barcelona 2003.

Baena, J.; Blasco, C.; Quesada, F. (eds.) (1997). *Los SIG y el Análisis espacial en Arqueología*. Madrid: Universidad Autónoma de Madrid.

Berger, J. F. (dir). (2005). *Temps et espaces de l'homme et société : analyses et modèles spatiaux en archéologie : actes des recontres, 21-23 octobre 2004*. Antibes : APDCA.

Binford, L. W. (1982). "The Archaeology of Place". *Journal of Anthropological Archaeology* 1, 5-31.

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Chouquer, G.-Favory, F. (1991), *Les paysages de l'antiquité. Terres et cadastres de l'Occident romain*, Paris.

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Clavel-Lévêque, M. (Ed.) (2000), *Atlas Historique des Cadastres d'Europe I*, Bruselas.

Clavel-Lévêque, M., Orejas, A., (Ed.) (2002), *Atlas Historique des Cadastres d'Europe II*, Luxemburg.

Conolly, J. i Lake, M. (2009). *Sistemas de información geográfica aplicados a la arqueología*. Barcelona: Bellaterra arqueología.

Criado, F. (1999). *Del terreno al espacio planteamientos y perspectivas para la arqueología del paisaje*. Santiago de Compostela : Grupo de Investigación en Arqueología del Paisaje. Universidade de Santiago de Compostela. On-line: <http://hdl.handle.net/10261/5698>

Davidson, I.; Bailey, G. N. (1984). "Los yacimientos, sus territorios de explotación y la topografía". *Boletín del Museo Arqueológico Nacional*, 2(1): 25-43.

Fairclough, G., Moller, P.G. ( 2008), *Landscape as Heritage. The management and protection of Landscape in Europe*, Action Cost A27. Berna.

Fernández, J. (2010). *Una aportación desde la arqueología del paisaje al conocimiento del primer poblamiento humano del Valle del Trubia. Estudio geoarqueológico y análisis SIG del territorio*. Oviedo: Ediciones de la Universidad de Oviedo.

García Luján, L. (2005). *Introducción al Reconocimiento y Análisis Arqueológico del Territorio*. Barcelona: Ariel.

Gassiot, E., Clemente, I., Mazzucco, N., Garcia, D.; Obea, L., Rodríguez Antón, D. (2016). "Surface surveying in high mountain areas, is it possible? Some methodological considerations". *Quaternary International*, 402: 35-45. <https://doi.org/10.1016/j.quaint.2015.09.103>

Gassiot, E., Garcia, D., Nunes, J., Salvador, G. (2020). "Modelización de territorios ganaderos en la alta montaña al final del Neolítico: una integración de análisis espacial e información etnográfica". *Trabajos de Prehistoria*, 77(1): 48-66. <https://doi.org/10.3989/tp.2020.12246>

Gaydarska B. (2014). "Spatial Analysis in Field Archaeology". In: Smith C. (eds) *Encyclopedia of Global Archaeology*. Springer, New York, NY. [https://doi.org/10.1007/978-1-4419-0465-2\\_219](https://doi.org/10.1007/978-1-4419-0465-2_219)

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López, P. (1994), *La economía política de los romanos. La ciudad romana ideal. El territorio*. Santiago de Compostela.

Minguez, M<sup>a</sup>. C.; Capdevila, E. (2016). *Manual de Tecnologías de la Información Geográfica aplicadas a la Arqueología*. Madrid: Museo Arqueológico Regional de Madrid

Olesti, O. (2014), *Paisajes de la Hispania Romana: la explotación de los territorios del Imperio*. Ed. DStoria (hi ha 4 exemplars a la biblioteca UAB).

Orejas, A. (1991). "Arqueología del paisaje: historia, problemas y perspectivas". *Archivo español de arqueología*, Vol. 64, Nº 163-164: 191-230.

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Soriano, J. M.; Mendizábal, E.; Pélachs, A., Pérez, R.; Gassiot, E. (2010). "Per què el paisatge és com és?". *Portarró 27*: 4- 7.

Vita-Finzi, C.; Higgs, E. S. (1970). "Prehistoric economy in the Mount Carmel area of Palestine: site catchment analysis". *Proceedings of the prehistoric Society*, 36: 1-37.

## Software

ArcGis 7.5, QGIS.3.3.2, text processor, MsExcel type spreadsheets

## Language list

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