

Degree	Type	Year
2504611 Archaeology	OB	2

Contact

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Teaching groups languages

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

Prerequisites

- Reading scientific texts in English
- Searching and use of scientific information and bibliographic sources

Objectives and Contextualisation

Analyse the historical and social processes that developed in Europe and the Mediterranean area during the Upper Palaeolithic. Special attention will be paid to the social transformations, subsistence and technological innovations of the period. It will analyse the various interpretative currents that have been made of phenomena such as cave art, symbolic and funerary practices. A review of the most representative sites of the period will be carried out in order to obtain a basic knowledge of the period in question.

The course is conceived as a continuation of the basic subjects seen in the first year in the subjects 106091 Prehistory I: Origins of Humanity 106092 Prehistory II: from the First Peasant Societies to the State Societies 106092 Prehistory II: from the First Peasant Societies to the State Societies 106093 Prehistory II: from the First Peasant Societies to the State Societies. Together with 106860 Prehistory of Europe and the Mediterranean to broaden students' knowledge of prehistoric societies.

Specific objectives:

- To bring students closer to the complexity of interpreting hunter-gatherer societies from an archaeological perspective.
- Reflection on the theoretical and methodological tools of Palaeolithic archaeology.
- To generate a critical view of the state of knowledge on these topics and how it has been generated.

Learning Outcomes

1. CM10 (Competence) Recognise the economic, social and environmental impact of the main processes of change in the prehistory of America, Europe and the Mediterranean, and the situations of conflict, transformation and resilience that they caused.

2. CM11 (Competence) Analyse the prehistory of America, Europe and the Mediterranean from an inclusive perspective, with the ability to incorporate a gender perspective into the main economic, social and political processes.
3. KM16 (Knowledge) Analyse prehistoric American, European and Mediterranean societies and their processes of change, identifying the main contributions of archaeology and understanding the different explanatory proposals.
4. KM17 (Knowledge) Associate different types of materials and archaeological structures to periods, geographical areas and specific processes of the prehistory of America, Europe and the Mediterranean and assess their relevance to history and heritage.
5. KM18 (Knowledge) Analyse sources of information (reports on archaeological projects, archaeological maps, reports on the analysis of archaeological materials, planimetry and graphic representations of archaeological sites and materials, case studies, summary publications, specialised articles) on the different archaeological problems of American, European and Mediterranean prehistory, its limitations and its potential to solve study questions.
6. SM18 (Skill) Recognise the different social and cultural processes throughout American, European and Mediterranean prehistory, identifying the circumstances in which they took place, in order to be able to combine a global perspective with the identification of the different particular historical contexts.
7. SM19 (Skill) Analyse the main problems of the prehistory of America, Europe and the Mediterranean, from the Palaeolithic to the end of recent prehistory, based on archaeological information.
8. SM20 (Skill) Recognise the contribution and potential of different archaeological sites for the analysis of specific problems in the various periods of prehistory in America, Europe and the Mediterranean.

Content

UNIT 1 Recap: The long road to the Upper Palaeolithic.

UNIT 2 Face to face? The arrival of the AMH in Europe and the disappearance of the Neanderthals.

Key sites: Grotte du Renne/Arcy-sur-Cure, Le Château, Grande Cave, Les Cottés.

UNIT 3 Upper Palaeolithic technologies: tools, carving techniques, bone and horn industry.

UNIT 4 The European Upper Palaeolithic from a classical evolutionary perspective. Eponymous sites and the culturalist paradigm.

Key sites: Abri Pataud, Laugerie Haut and Laugerie Basse.

UNIT 5 Ways of life of hunter-gatherer communities between 40000 and 10000 BP I.

Key sites: Kostenki and Mezhiritch.

UNIT 6 Ways of life of hunter-gatherer communities between 40000 and 10000 BP II.

Key sites: Pincevent and Etioles.

UNIT 7 Palaeolithic art: discovery, stylistic variants and interpretative trends in cave art.

Key sites: Altamira, Lascaux and Chauvet.

UNIT 8 Portable art: Venus and female representations in prehistoric times.

Key sites: Hohlenstein Stadel, Laussel, Willendorf, Dolni Verstonice, Brassempouy.

UNIT 9 Funerary practices and the symbolic world of death.

Key sites: Sungir, Arene Candide, Bad Dürrenberg, Teviec.

UNIT 10 From the Ice Age to the beginning of the Holocene: transformations and changes in the landscape.

UNIT 11 Post-glacial hunter-gatherers: Epipalaeolithic and Azilian.

UNIT 12 The Mesolithic: Resilient models of the last hunter-gatherers.

Key sites: Lepenski Vir, Star Carr and the cshell midden phenomenon.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars / Presentations Problem-based learning (PBL)	10	0.4	CM11, KM16, KM18, SM19, SM20, CM11
Teacher-led theoretical classes	30	1.2	CM10, CM11, KM16, KM17, KM18, SM18, SM19, SM20, CM10
Type: Supervised			
Monitoring individual and group work	12	0.48	CM11, KM16, KM18, CM11
Type: Autonomous			
Self-directed learning and study	50	2	CM10, CM11, KM16, KM17, KM18, SM18, SM19, SM20, CM10
Writing of papers	20	0.8	CM10, SM18, SM20, CM10

- Theoretical lessons supported by ICT and involving the whole class.
- Discussion seminars on interpretation models based on the analysis of different cultural products related to the content of the subject.
- Implementation of guided learning exercises based on the PBL methodology. Submission of an individual writing exercise and a group writing exercise.

15 minutes will be reserved for students to complete the evaluation questionnaires on the performance of the teacher and the evaluation of the subject.

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
Problem-based learning (Individual activity)	20	7.5	0.3	CM11, KM17, KM18, SM18, SM19
Attendance and participation in courses and seminars	10	10	0.4	CM10, CM11, KM16, KM18, SM18, SM19, SM20

Problem-based learning (Group activity)	30	7.5	0.3	CM10, CM11, KM16, KM17, KM18, SM18, SM19, SM20
Written test	40	3	0.12	CM10, CM11, KM16, KM17, KM18, SM18, SM19, SM20

Continuous evaluation

Students must actively participate in class discussions and seminars (10%).

Students have to solve two case studies based on the Problem Based Learning (PBL) methodology (individual work 20% and group work 30%).

Final written examination (40%)

Evaluation calendar

Students will be informed of the deadlines for completion/submission of assignments at the beginning of the course.

Requirements for passing the course

- Presentation/submission of the assessment exercises within the set deadlines. Achieve an average mark of 5 or above on a scale of 10 on the assessment exercises.

- A student will be considered a failed student if he/she fails to pass one or more of the assessment modules within the specified time limits.

Revision of marks

At the time of completion/submission of each assessable activity, teaching staff will inform (Moodle, SEA) of the procedure and date for the revision of marks.

Single evaluation

This subject uses the SINGLE EVALUATION system.

The assessment activities of the single assessment system are the same as those of the continuous evaluation system, with the same proportion of assessment.

The recovery system is the same as for continuous assessment.

Retake system

The recovery of the single assessment is no different from the recovery of the continuous assessment and the same retake system will be applied as for the continuous assessment.

Students who have completed/submitted the supervised and autonomous activities within the set deadlines and have a minimum grade of 3.5 will be able to take the retake.

Conditions for the grade 'not assessable'.

The student will receive a grade of 'not graded' if he/she has not passed more than 30% of the assessment activities.

Timetable for retakes

The dates of the retakes classes are set by the Facultat de Lletres. These dates are published on the Faculty's website in July of the previous academic year. It is the student's responsibility to know the date on which he/she must retake the course. The last continuous assessment test will be scheduled at least one week before the retake date.

Plagiarism

If the student commits an irregularity that may lead to a significant change in the grade of an assessment, that assessment will be graded 0, regardless of any disciplinary procedures that may be initiated. In the case of multiple irregularities in the same subject, the final grade for that subject will be 0.

Bibliography

Reference bibliography:

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Daly, R. H., & Lee, R. B. (1999). *The Cambridge encyclopedia of hunters and gatherers* / edited by Richard B. Lee and Richard Daly. Cambridge University Press. DISPONIBLE EN LINEA

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Ramos Mu oz, J. (1999). *Europa prehistorica: cazadores y recolectores* Jose RamosMunoz. Ediciones S lex.
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Specific bibliography:

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Zilh o, J. (2008). Modernos y Neandertales en la transici n del Paleol tico Medio al Superior en Europa. *Espacio, Tiempo y Forma. Revista de La Facultad de Geograf a e Historia / Serie 1, Prehistoria y Arqueolog a*, 1. <https://doi.org/10.5944/etfi.1.2008.1927> DISPONIBLE EN LINEA

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TEMA 8

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Corchón Rodríguez, S. (1987). *El Arte mueble paleolítico cantábrico: contexto y análisis interno* / Soledad Corchón Rodríguez. Ministerio de Cultura. Dirección General de Bellas Artes y Archivos. Subdirección General de Arqueología y Etnografía.

TEMA 9

Guerra Doce, E., & Fernández Manzano, J. (2014). *La Muerte en la prehistoria ibérica: casos de estudio* / Elisa Guerra Doce, Julio Fernández Manzano (coordinadores). Ediciones Universidad de Valladolid.

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Software

- Office package
- Wooclap to participate in quizzes in class
- Virtual Campus

Language list

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