UAB
Universitat Autònoma de Barcelona

Prehistory and Ancient History

Code: 100013
ECTS Credits: 6

2025/2026

Degree	Type	Year
Humanities	OB	2

Contact

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Teachers

Oscar Auge Martinez

Teaching groups languages

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

Prerequisites

Although there are no specific prerequisites for this subject, it is recommended to review the knowledge previously acquired throughout the student's academic career.

Any other subject related directly or indirectly to the syllabus can serve the students to obtain an excellent degree of understanding and learning.

Objectives and Contextualisation

The main aim of the subject is the knowledge and understanding of the historical realities of the Prehistory and the Antiquity, analyzing their basic characteristics in social, economic and cultural terms. To achieve this goal the students must be familiar with the direct sources (archaeological and documental record) and with the methods of investigation that define the study of the prehistory and of the ancient world. These methods will relate the historical interpretations that along the time have been produced with the historical context of each moment.

The recent advances in the two disciplines show a constant evolution. Both, the interpretative theories of some historical phenomena and the application of some archaeologic technics have changed through the time. The knowledge on the Prehistory or on the Antiquity is constantly under construction. The students has to perceive that their training will provide them a set of practical knowledges that can allow they to understand the advances and the context of the new interpretations of the historical processes .

Both Prehistory and Ancient History have an outstanding corpus of interpretations that make up the explanation of the world as we know it. From these interpretations the students can know the main milestones of these disciplines when explaining their field of study.

The priority objective is to train people with a critical spirit, who have basic knowledge but, above all, who know both the methodology and the main works and theories of reference. It is expected that these theories are subject to analysis and reflection.

Competences

- Critically analysing today's culture and its historical conditions.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Respecting the diversity and plurality of ideas, people and situations.
- 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.

Learning Outcomes

1. Critically analysing the past, the nature of the historical speech and the social function of historical science.
2. Drawing up an academic text using the discipline's specific vocabulary.
3. Effectively working in teams and respecting different opinions.
4. Engaging in debates about historical facts respecting the other participants' opinions.
5. Identifying the main and secondary ideas and expressing them with linguistic correctness.
6. Interpreting the regulatory information that is located in the web pages of regulatory institutions.
7. Organising and planning the search of historical information.
8. Properly using the specific vocabulary of History.
9. Recognising the most appropriate bibliographic databases in order to obtain sources of a specific issue.
10. Using the characteristic computing resources of the field of History.
11. Using the characteristic investigation sources of the history of Catalonia.

Content

BLOCK 1.- Methods and sources for Prehistoric and Ancient world research

BLOCK 2.- The views on prehistory and the ancient world (historiography and schools of thought). How the historical processes have influenced the studies of the Prehistoric and Ancient past

BLOCK 3.- Archeology of origins: what makes us human? Technology and humanization

BLOCK 4.- The modern humanity. Symbolism and colonization

BLOCK 5.- Social complexity: the end of the hunter-gatherer world and the origin of the domestication of plants and animals

BLOCK 6.- The emergence of urban societies. Mesopotamia and Egypt

BLOCK 7.- The Aegean and Ancient Greece: periodization / urbanism and architecture / legal context / work / intellectual and cultural life

BLOCK 8.- Rome: from the origens to the Mediterranean Empire: periodization / urbanism and architecture / legal context / work / intellectual and cultural life

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	40	1.6	1
Practical sessions	5	0.2	7, 10
Seminars	5	0.2	1, 5, 3
Type: Supervised			
Tutorial	15	0.6	7
Type: Autonomous			
Readings and written report	80	3.2	2, 5, 6, 7, 9, 8, 10

The subject is mainly theoretical. The sessions will consist of the presentation of the syllabus combined with the reading and commentary of articles, chapters of monographs, virtual visits to museums and archaeological settlements and other practical activities in the classroom.

The explanations of the different sessions will be accompanied by teaching material that the student can find in the Virtual Campus.

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
Outputs of practical work and seminars	30%	2	0.08	1, 2, 5, 6, 7, 4, 9, 3, 8, 10, 11
Written assignment Ancient History (exam 2)	35%	1.5	0.06	2, 5, 8
Written assignment Prehistory (exam 1)	35%	1.5	0.06	2, 5, 8

The evaluation continuous (Continuous Assessment) implies:

- A practical work of prehistory and a practical work of ancient history (30% of the final grade, 15% for each one).

- A partial exam of Prehistory (35% of the final grade).

- A partial exam of Ancient History (35% of the final grade).

At the time of each assessment activity, the teacher will inform the student (Moodle) of the procedure and date of review of grades.

The Unique evaluation (Unique assessment) implies:

- A practical work of prehistory and a practical work of ancient history (30% of the final grade, 15% for each one), to be deposed in the day of the Unique evaluation.

- A partial exam of prehistory (35% of the final grade) and a partial exam of ancient history (35% of the final grade) to be developed in a unique assessment.

For both evaluation models, yhe only recoverable activities will be partial exams. The subject cannot be passed if in one or both partial exams the mark is equal to or lower than 3.5. At the end of the ordinary assessment, students who have not passed the subject will have the option of retrieving it through an exam that covers the entire syllabus of the subject or the part that does not has been passed. The treatment of any particular cases should be discussed directly with teachers.

Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 30% of the assessment items.

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.

Use of Artificial Intelligence (AI): This subject allows the use of Artificial Intelligence (AI) exclusively in bibliographic research, text correction or translations. Other situations can be considered, always in agreement with the teacher. The student must (1) identify the parts that have been generated with AI; (2) specify the tools used; (3) include a critical reflection on how they have influenced the process and the final result of the activity. The non-transparency of the use of AI in this assessable activity is considered a lack of academic honesty and implies that the activity will be assessed with a 0 and cannot be recovered, or higher penalties in case of seriousness.

Bibliography

Agustí, Jordi; Anton, Mauricio, 2011: *La gran migración. La evolución humana más allá de África*: Crítica.

Arsuaga, José Luis; Martínez, Ignacio, 2001: *La especie elegida: La larga marcha de la evolución humana*: Destino.

Aurenche, Olivier; Kozlowski, Stefan, Karol, 2003: *El Origen del neolítico en el Próximo Oriente: el paraíso perdido:* Ariel.

Beard, Mary, 2016: *SPQR: una historia de la antigua Roma*: Crítica.

Binford, Lewis R., 1983: *En busca del pasado. Descifrando el registro arqueológico*: Crítica.

Bravo, Gonzalo, 1998: *Historia del mundo antiguo. Una introducción crítica*: Alianza.

Budin, Stephanie L. / Turfa, Jean MacIntosh, 2016: *Women in antiquity: real women across the ancient world*: Routledge.

Ehrenberg, Margaret, 1989: *Women in Prehistory:* University of Oklahoma Press.

Gómez Espelosín, Francisco Javier, 2001: *Historia de Grecia antigua*: Akal.

Kemp, Barry J., 1992: *El Antiguo Egipto*: Crítica.

Kuhrt, Amélie, 2017: *El Oriente Próximo en la Antigüedad* (2 vols.): Crítica.

Liverani, Mario, 2006: *Uruk: la primera Ciudad*: Bellaterra.

López Barja, Pedro, 2004: *Historia de Roma*: Akal.

Patou-Mathis, Marylene 2021. El hombre prehistórico es también una mujer. Una historia de la invisibilidad de las mujeres. Lumen, Barcelona.

Picazo, Marina, 2008: *Alguien se acordará de nosotras: mujeres en la ciudad griega antigua*: Bellaterra.

Reinchholf, Joseph, 2009: *La invención de la agricultura:* Crítica.

Rosas, Antonio, 2019: *Los fósiles de nuestraevolución. Un viaje por los yacimientos paleontológicos que explican nuestro pasado como especie:* Ariel.

Shaw, Ian, 2007: *Historia del antiguo Egipto*: La Esfera de los Libros.

Tattersall, Ian, 2015: *El mundo desde sus inicios hasta 4000 a.C.*: Fondo de Cultura Económica.

DIGITAL RESOURCES:

The Smithsonian's Human Origins Program | The Smithsonian Institution's Human Origins Program (si.edu)

Software

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Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

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