

Degree	Type	Year
Archaeology	OT	4

Contact

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Teaching groups languages

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

Prerequisites

There are no special prerequisites.

Objectives and Contextualisation

1. Define the notion of "complexity" applied to societies studied by archaeology.
2. Consider the historical dynamics of illetrate societies that suppose territorial expansions, inter-regional integrations, world-systems and relations of dependency and centre-periphery, his material bases and his political-ideological configurations.
3. Consider the historical dynamics of illetrate societies that suppose crisis and collapses, paths of growth-decreasing, aggregation-desaggregation, centralisation-decentralisation, as well as conjunctures of catastrophes and epidemics.
4. Present the theoretical positions and the methodologies used in the studies from prehistoric archaeology on the subjects concerned.
5. Present and analyse some cases of prehistoric societies, object of studies from prehistoric archaeology, that illustrate the related topics, in diferent geographies and historical times.

Competences

- Contextualizing and analysing historical processes.
- Managing the main methods, techniques and analytic tools in archaeology.
- 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 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 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 proper techniques and analytical tools in case studies.
3. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
4. Critically assessing the sources and theoretical models.
5. Identifying the characteristic methods of Archaeology and its relationship with the historical analysis.
6. Identifying the context of the historical processes.
7. Interpreting material sources and the archaeological record.
8. Mastering the diachronic structure of the past.
9. Mastering the processes of change produced in Prehistory.
10. Recognising the importance of controlling the quality of the work's results and its presentation.
11. Transmitting the results of archaeological research and clearly communicating conclusions in oral and written form to both specialised and non-specialised audiences.
12. Using the specific interpretational and technical vocabulary of the discipline.

Content

1. "Complexity" in Archaeology.
2. Historical dynamics of Génesis and Finals and the Illetrate Societies.
3. Territorial expansions and Territorial Integrations: Material Bases and Political Configurations-Ideological.
4. World-systems and relations of dependency and of centre-periphery.
5. Catastrophes and Epidemics: Implications and consequences in Prehistoric Societies.
6. Paths of growth-decreasing, aggregation-desaggregation, centralisation-decentralisation, stratification-horizontality.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes	45	1.8	9, 8, 6, 5
Type: Supervised			
Practical classroom activities	15	0.6	2, 1, 4, 3, 6, 5, 7, 11

1. Lectures on the contents of the syllabus. Frequent discussion of topics in the classroom.

2. Exposition of course works on concrete cases, and debate and comments in the classroom.

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
Individual essay	25	10	0.4	1, 4, 3, 10, 11, 12
Public exhibition and debate	25	20	0.8	4, 11
Written thematic course work	50	60	2.4	2, 1, 4, 3, 9, 8, 6, 5, 7, 10, 11, 12

1. A written course work, individually or in a group, about a case. Possibility of recovery.
2. An exhibition in class of the contents of the course work.
3. Brief individual intervention on questions referred to some of the subjects developed in class.

At the moment of completion/delivery of each assessment activity, will inform (Virtual Campus) of the procedure and date of revision of qualifications.

Will be classified as Non-evaluable when has not delivered more than 30% of the evaluation activities.

In the event of committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the person 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.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Single assessment

All students may have access to the possibility of a single assessment, which will be carried out in the faculty database. The single assessment will

consist of the following tests, with the weights indicated in brackets:

- Examination on the contents of the syllabus (40%)
- Commentary on a text-1 (30%)
- Commentary on a text-2 (30%)

Possibility of recovery, with same tests.

Bibliography

Basic bibliography

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TAINTER, Joseph (2003), *The Collapse of Complex Societies*, Cambridge University Press, Cambridge.

Software

Word, Power Point, PDF reader, internet browser

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	Spanish	second semester	morning-mixed
(PCAM) Field practices	1	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed