

Degree	Type	Year
Archaeology	OT	4

Contact

Name: Maria de la Paloma González Marcén

Email: paloma.gonzalez@uab.cat

Teachers

Laura Mameli Iriarte

Teaching groups languages

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

Prerequisites

Those that are considered in general procedure for the Grade in Archaeology

Objectives and Contextualisation

This course intends to provide knowledge of human history in the American continent, from the arrival of the first populations, millennia ago, to the emergence of state societies. It will emphasize the diversity that has characterized societies, as well as the processes of change, analyzing their causes and presenting the observable effects in the archaeological record, from which we know the dynamics of societies and their transformations. For this purpose, the course will be based on the presentation and discussion of archaeological evidence on the different hunting and gathering societies that inhabited extremely dissimilar environments with different economic and social strategies. Likewise, the economic, technological and social transformations that led to the sedentary lifestyle of some human groups will be discussed, documenting the origins of farming and herding. From the appearance of sedentary and life, new forms of social organization were established, becoming more complex until the appearance of ceremonial centers, kingdoms, States, and Empires, which co-existed in time with hunter-gatherer societies. In some cases, empires, complex societies, and hunter-gatherer societies coincided in time and space. A majority of sessions will be devoted to the study of complex societies of two areas: Mesoamerica and Central Andes, where highly complex societies developed until their end with the arrival of Europeans to the New World. In the chronological tour of the pre-Columbian history of America, we will emphasize the most significant causes, processes and social effects that gave rise to new forms of life over millennia.

The goal is to offer a panorama about the heterogeneity of those American societies from their very beginnings but also to the diverse approaches to archaeological research. Fundamental concepts and notions are

expected to be learned, offering to students suitable methodological criteria and a critical and analytical capacity both. The objective is to know the American Indiansocial history and its social diversity, characterizing by means of concrete examples the different periods in its development throughout the continent and emphasizing the diversity of the historical processes.

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 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. Critically assessing the sources and theoretical models.
4. Identifying the characteristic methods of Archaeology and its relationship with the historical analysis.
5. Identifying the context of the historical processes.
6. Interpreting material sources and the archaeological record.
7. Knowing the main archaeological debates on Prehistory.
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

Block 1 : The first human presence on the American continent: Population, the Paleo-Indian period.

he history of America is more than 500 years old. General panorama of the American pre-Hispanic societies. Topics regarding America and the study of its history.

Archaeological context. Heterogeneity of the American archaeological record.

Geographical background and ecological diversity of the American continent. End of Wisconsin glaciation, advances and retreats of ice. Pleistocene-Holocene transition, paleoenvironments, oscillations and environmental change. Who populated America and when? Accepted theories. Diversity of research approaches; high and low antiquity, intermediate proposals. Hypotheses of accessing the new continent and expansion of groups. Archaeological evidence. Archaeological evidence for the first hunter-gatherers. The Paleo-Indian Period, representative sites throughout the American continent. Subsistence of first human populations; big game hunting of Pleistocene animals. Technology Clovis, Folsom, Fish tail. Paleo-American. Archaeological analysis of Pleistocene archaeological record in North, Central and South America. The extinction of the American megafauna; theories about the role of human groups in massive animal extinctions.

Block 2 : Transformation of resource management by evolved human populations: the Archaic period

The Archaic Period in America: Colonization of new habitats and use of new foods. Exploitation of marine and coastal resources, small game hunting, collection of coastal fauna, use of plant species. Technological innovation and diversification in subsistence systems.

The Chinchorro culture at the Atacama Desert.

Hunter-gatherers and hunter-fishermen-gatherers. Archaeological examples in North America. Ethnographic and archaeological examples in South America. The case of the Yámana society.

Block 3. Sedentary life. The Formative or neolitization process.

Towards food production. Colonization of new habitats and use of new foods. Plant and animal domestication centers. Problems, theories of the causes that led to agriculture and archaeological evidence in various regions. Cases from Mesoamerica, Central Andes and Amazon Lowlands.

The plant foods that America gave to the world.

The emergence of sedentary life.

Block 4: Ethnic Interrelations, Towards Greater Social Complexity

The expansion of agriculture in America. The first forms of urbanism.

The origin of ceramics and other technologies, textiles and agriculture. The case of Valdivia-Real Alto in the Northern Andes.

Social complexity in the two nuclear areas: Central Andes and Mesoamerica.

Block 5. Complex societies: chiefdoms, chiefdoms and states.

The emergence of complex societies in the Americas. The appearance of ceremonial centers, political, economic and social organization in Mesoamerica and the Central Andes.

Development in Mesoamerica: Olmecs, Zapotecs, Teotihuacan, urban life, writing, calendars and state cities. The Mayan States, the Aztec Empire.

Development in Central Andes: Caral, Chavín de Huantar, Paracas, Nazca, Moche, Tiahuanaco, Wari, Chimor, the Tawantinsuyu Empire. Alliances, subjugation, militarism and expansion.

The impact of the European conquest in Mesoamerica and the Central Andes.

Beyond nuclear areas. Heterogeneity in nomadic societies and the impact of the conquest.

Indigenous people from Colombia, Paraguay. Contact, destructuring, conquest, resistance and European colonization of the New World. Social consequences of the conquest.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical sessions	50	2	3, 7, 9, 8, 5, 6
Type: Supervised			

Practical work and seminars optional	6	0.24	2, 1, 6
Type: Autonomous			
Text reading and understanding	88	3.52	2, 1, 3, 7, 9, 8, 5, 6

The teacher will provide support if necessary and requested, both during office hours and by email. Activities are

TARGETED ACTIVITY

Attendance to theoretical classes explained by the teacher.

SUPERVISED ACTIVITY

Preparation of oral presentations

SELF-EMPLOYED ACTIVITY

Personal study.

Comprehensive reading of texts.

Realization of reviews, works and analytical comments.

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
Written test first thematic block	45	2	0.08	1, 3, 7, 9, 8, 5, 6, 10, 11
Written test second thematic block	35	2	0.08	2, 1, 3, 7, 9, 8, 5, 4, 6, 10, 11, 12
Written test third discussed thematic group	20	2	0.08	1, 3, 7, 9, 8, 5, 6, 10, 11

The course will be assessed using the following procedures:

1. 3 written and individual partial exams: the first worth 45% of the final g
Passing all three exams or tests-with a minimum of 5-is essential for the
Specific bibliography for each of the thematic blocks will be provided in a

If the tests (oral or written) cannot be taken in person, their format will be adapted (maintaining the weighting) to the time of completion/submission of each assessable activity, faculty A student will only be considered a "failure" if they have submitted less than If a student commits any irregularity that could lead to a significant change Specific cases will be taken into account and, as expected, will receive support

Bibliography

SPECIFIC BIBLIOGRAPHY WILL BE OFFERED FOR EACH TOPIC IN A DRIVE FOLDER, AVAILABLE FROM

TEMA 1:

DA-GLORIA, Pedro. 2021. Bioarqueología dos primeiros habitantes do Brasil Central: Saúde e estilo de vida na região de Lagoa Santa, Minas Gerais. *Cadernos do Lepaarq*, v. XVIII, n.35, p. 7-40, Jan-Jun.

Dillehay, T.D., Pino, M. and Ocampo, C., 2021. Comments on archaeological remains at the Monte Verde site complex, Chile. *PaleoAmerica*, 7(1), pp.8-13.

Goebel, T., Waters, M.R. and O'Rourke, D.H., 2008. The late Pleistocene dispersal of modern humans in the Americas. *science*, 319(5869), pp.1497-1502.

Labarca, R., Frugone-Álvarez, M., Vilches, L., Blanco, J.F., Peñaloza, Á., Godoy-Aguirre, C., Lizama-Catalán, Á., Oyarzo, C., Tornero, C., González-Guarda, E. and Delgado, A., 2024. Taguatagua 3: A new late Pleistocene settlement in a highly suitable lacustrine habitat in central Chile (34° S). *Plos one*, 19(5), p.e0302465.

Mesia-Montenegro, Christian (2022): "Social complexity and core-periphery relationships in an Andean Formative ceremonial centre: domestic occupation at Chavín de Huántar." *Antiquity* 96.388 883-902.

O'Brien, M.J., 2018. Setting the stage: The late pleistocene colonization of North America. *Quaternary*, 2(1), p.1.

Posth, C., Nakatsuka, N., Lazaridis, I., Skoglund, P., Mallick, S., Lamnidis, T.C., Rohland, N., Nägele, K., Adamski, N., Bertolini, E. and Broomandkhoshbacht, N., 2018. Reconstructing the deep population history of Central and South America. *Cell*, 175(5), pp.1185-1197.

Prates, L. and Perez, S.I., 2021. Late Pleistocene South American megafaunal extinctions associated with rise of Fishtail points and human population. *Nature communications*, 12(1), p.2175.

TEMA 2:

Arriaza, B. & V. Standen (2002): Muerte, momias y ritos ancestrales: la cultura Chinchorro. Serie Patrimonio Cultural, Universidad de Tarapacá. Arica, Chile.

Arriaza, B., Figueroa, L., Ogalde, J.P., Standen, V., Halcrow, S., Amarasiriwardena, D., Van Hoesen, J. and Castelleti, J., 2023. An archaeometric approach to biocontamination with manganese pigments in ancient marine hunter-gatherers of the Atacama Desert: health, ideological, and socioeconomic considerations. *Archaeological and Anthropological Sciences*, 15(12), p.188.

Silva-Pinto, V., Valenzuela, D. and Sepúlveda, M., 2013. Paleopatología osteoarticular en Chinchorro: Revisión de un caso y discusión sobre el autocuidado en la prehistoria de Arica, norte de Chile. *Revista médica de Chile*, 141(5), pp.637-643.

Standen, V.G., 1997. Temprana complejidad funeraria de la cultura Chinchorro (norte de Chile). *Latin American Antiquity*, 8(2), pp.134-156.

TEMA 3:

Aldenderfer, M.S. and Flores Blanco, L., 2011. Reflexiones para avanzar en los estudios del período Arcaico en los Andes Centro-Sur. *Chungará (Arica)*, 43(ESPECIAL), pp.531-550.

Bischof, H., 2009. Los períodos Arcaico Tardío, Arcaico Final y Formativo Temprano en el valle de Casma: evidencias e hipótesis. *Boletín de Arqueología PUCP*, (13), pp.9-54.

Casas, A., Parra, F., Aguirre-Dugua, X., Rangel-Landa, S., Blancas, J., Vallejo, M., Moreno-Calles, A., Guillén, S., Torres-García, I., Delgado-Lemus, A. and Pérez-Negrón, E., 2017. Manejo y domesticación de plantas en Mesoamérica. *Una Estrategia de Investigación y Estado del Conocimiento Sobre los Recursos Genéticos de México*, 1.

Lavallée Danièle, 2005 « Néolithisations en Amérique » Des prédateurs semi-nomades aux sociétés complexes, *Annales. Histoire, Sciences Sociales*, 2005/5 60e année, p. 1035-1067.

Lavallée, D., 2006. Secuencias y consecuencias de algunos procesos de neolitización en los Andes. *Estudios atacameños*, (32), pp.35-41.

Piperno, D.R., 2011. The origins of plant cultivation and domestication in the New World tropics: patterns, process, and new developments. *Current anthropology*, 52(S4), pp.S453-S470.

Zizumbo, D., García, M.P.C. and Colunga, P., 2008. El origen de la agricultura, la domesticación de plantas y el establecimiento de corredores biológico-culturales en Mesoamérica. *Revista de Geografía Agrícola*, 41 (0186-4394), pp.85-113.

TEMA 4:

Lavallée, D., 2006. Secuencias y consecuencias de algunos procesos de neolitización en los Andes. *Estudios atacameños*, (32), pp.35-41.

Lumbreras, L., 2006. Un formativo sin cerámica y cerámica preformativa (A formative without pottery and preformative pottery). *Estudios Atacameños. Arqueología y Antropología Surandinas (Atacamas studies. Archeology and Anthropology of Southern Andes)*, 32, pp.1-34.

Peña, G.B., 2014. La cultura Valdivia o el surgimiento de la cerámica en América. *Historia Digital*, 14(23), pp.6-22.

TEMA 5 A:

Bustamante, J., Crousillat, E. and Rick, J., 2021. Nuevos conceptos sobre la secuencia constructiva y usos de la red de canales de Chavín de Huántar (). *devenir*, 8(15), pp.75-94.

Butters, L.J.C. and Castillo, S.U., Los Mochicas de la Costa Norte del Perú.

Doucet, M., 2016. Reinas y sacerdotisas en la América precolombina. In *VIII Congreso virtual sobre Historia de las Mujeres* (pp. 193-201). Archivo Histórico Diocesano de Jaén.

Druc, I., Giersz, M., Kalaska, M., Siuda, R., Syczewski, M., Nita, R.P., Chyla, J.M. and Makowski, K., 2020. Offerings for Wari Ancestors: Strategies of ceramic production and distribution at Castillo de Huarmey, Peru. *Journal of Archaeological Science: Reports*, 30, p.102229.

Escudero, A.A., 2015. Sacerdotisas, Curanderas, Parteras y Guerreras: Mujeres de élite en la costa norte del Perú Antiguo. *Americanía: Revista de Estudios Latinoamericanos*, (2), pp.4-38.

Garaycochea, C.F., 2016. La articulación económica prehispánica del Perú Sur Andino. *Diálogo andino*, (49), pp.197-207.

Goepfert, N., Dufour, E., Prieto, G. and Verano, J., 2020. Herds for the gods? Selection criteria and herd management at the mass sacrifice site of Huanchaquito-Las Llamas during the Chimú period, northern coast of Peru. *Environmental Archaeology*, 25(3), pp.296-309.

Janusek, J.W., 2005. Patios hundidos, encuentros rituales y el auge de Tiwanaku como centro religioso panregional. *Boletín de Arqueología PUCP*, (9), pp.161-184.

Jordán, R.F., 2015. El Complejo arqueológico El Brujo en la costa norte del Perú. *Quingnam*, 1, pp.35-53.

Jordán, R.F., 2015. El Complejo arqueológico El Brujo en la costa norte del Perú. *Quingnam*, 1, pp.35-53.

Mader, C., Reindel, M. and Isla, J., 2023. Economic directness in the western Andes: a new model of socioeconomic organization for the Paracas culture in the first millennium BC. *Latin American Antiquity*, 34(2), pp.385-403.

Mateu, M.T.E., Guerrero-Perales, M.D. and Castro-Martínez, P.V., 2023. Mujeres, y también arqueología. Sexuar el pasado y el presente. *Cuadernos de Prehistoria y Arqueología de la Universidad de Granada*, 33, pp.499-531.

Meddens, F.M., 2020. Wari Women as symbols of power; and a case for client states. *Estudios Latinoamericanos*, 40, pp.87-120.

Mesía Montenegro, C., 2014. FESTINES Y PODER EN CHAVÍN DE HUÁNTAR DURANTE EL PERÍODO FORMATIVO TARDÍO EN LOS ANDES CENTRALES. *Chungará (arica)*, 46(3), pp.313-343.

Prieto, G., Verano, J.W., Goepfert, N., Kennett, D., Quilter, J., LeBlanc, S., Fehren-Schmitz, L., Forst, J., Lund, M., Dement, B. and Dufour, E., 2019. A mass sacrifice of children and camelids at the Huanchaquito-Las Llamas site, Moche Valley, Peru. *PLoS One*, 14(3), p.e0211691.

Rick, J. (2014): Cambio y continuidad, diversidad y coherencia: Perspectivas sobre variabilidad en Chavín de Huántar y el Período Formativo. SENRI ETHNOLOGICAL STUDIES: 261-289. Centro Ceremonial Andino: Nuevas Perspectivas para los Períodos Arcaico y Formativo. Edited by Yuji Seki

Rostworowski, M., 1988. La mujer en la época prehispánica.

Ruiz, Ó.A., 2007. Tiempo y espacio en el Tawantinsuyu: introducción a las concepciones espacio-temporales de los incas. *Nómadas. Critical Journal of Social and Juridical Sciences*, 16(2).

Shady Solis, Ruth. "America's first city? The case of Late Archaic Caral." *Andean archaeology III*. Springer, Boston, MA, 2006. 28-66.

Shady, R. & C. Leyva, ed. (2003): La Ciudad sagrada de Caral-Supe: los orígenes de la civilización andina y la formación del estado prístino en el antiguo Perú. Instituto Nacional de Cultura, Lima.

Stanish, C., 2020. The evolution of social institutions in the Central Andes. In *The Evolution of Social Institutions: Interdisciplinary Perspectives* (pp. 555-576). Cham: Springer International Publishing.

Tantaleán, H., 2012. Hacia una teoría arqueológica del estado en los Andes prehispánicos: los primeros estados teocráticos andinos.

Tantaleán, H., 2013. Hacia una teoría arqueológica del estado en los Andes prehispánicos (II): los estados militaristas andinos.

Tantaleán, H., 2013. Un estado militarista andino llamado Wari: hacia una definición arqueológica. *Investigación*, 21(1-2), pp.327-351.

Tantaleán, H., 2015. El imperio inca: indicadores arqueológicos de un estado expansivo andino. *Inka Llaqta*, 4, pp.9-42.

Tantaleán, H., 2021. The Paracas society of prehispanic Peru. In *Oxford Research Encyclopedia of Latin American History*.

Tantaleán, Henry. (2024): Más allá de los horizontes y las etapas: Una propuesta de periodificación para la arqueología peruana. *ISHRA, Revista del Instituto Seminario de Historia Rural Andina*, n.º 11 - julio-diciembre, 2023, pp. 107 - 135

Zapata, H.M.H., 2010. Os Incas enfrentando o problema da interculturalidade. Uma introdução ao estudo da configuração do Tawantinsuyu em contextos de diversidade étnica e cultural. séculos XIV-XVI. *Antíteses*, pp.41-70.

TEMA 5 B:

Arnold III, P.J., 2009. Settlement and subsistence among the early formative Gulf Olmec. *Journal of Anthropological Archaeology*, 28(4), pp.397-411.

Barrois, R. and Tokovinine, A., 2004. El inframundo y el mundo celestial en el juego de pelota maya. In *XVIII Simposio de investigaciones arqueológicas en Guatemala* (pp. 27-38).

Cervera, M.A., 2011. Guerreros aztecas. *Armas, técnicas de combate e historia militar del implacable ejército que conquistó Mesoamérica*. Nowtilus.

Cobos, R., 2001. Mayapan y el periodo Postclásico en las Tierras Bajas Mayas del Norte. In *XV Simposio de Investigaciones Arqueológicas en Guatemala* (pp. 98-104).

Cossens, S., 2019. Rutas comerciales en Mesoamérica: la formación del sistema internacional prehispánico. *Revista de Relaciones Internacionales de la UNAM*, 135, pp.155-171.

Cyphers A., Murtha T. (2014): Early olmec open spaces at San Lorenzo, Veracruz

Cyphers, A. (2017): DENSIDAD POBLACIONAL EN LA CAPITAL OLMECA DE SAN LORENZO, VERACRUZ. *Ancient Mesoamerica* Vol. 28 (1) pp. 61-73.

Cyphers, A. (2018): Los Olmecas de San Lorenzo. *Arqueología Mexicana*. Vol. 25 (150) 18-25.

Cyphers, A., 2015. *Las bellas teorías y los terribles hechos. Controversias sobre los olmecas del Preclásico inferior*. Instituto de Investigaciones Antropológicas.

Ebert, C.E., Hoggarth, J.A., Awe, J.J., Culleton, B.J. and Kennett, D.J., 2019. The role of diet in resilience and vulnerability to climate change among early agricultural communities in the Maya Lowlands. *Current Anthropology*, 60(4), pp.589-601.

Hansen, L.P., 2017. *Aztec Human Sacrifice as Entertainment? The Physio-Psycho-Social Rewards of Aztec Sacrificial Celebrations* (Doctoral dissertation, University of Denver).

Manzanilla, L., 2001. Agrupamientos sociales y gobierno en Teotihuacan, Centro de México. In *Reconstruyendo la ciudad maya: el urbanismo en las sociedades antiguas* (pp. 461-482). Sociedad Española de Estudios Mayas.

Manzanilla, L., 2001. Gobierno corporativo en Teotihuacan: una revisión del concepto 'palacio' aplicado a la gran urbe prehispánica. In *Anales de antropología* (Vol. 35, pp. 157-190). Universidad Nacional Autónoma de México, Instituto de Investigaciones Antropológicas.

Marcus, J. (2014): Monte Alban. Fideicomiso Historia de las Américas. Serie Ciudades. Fondo de Cultura Económica. Ciudad de México

Mazariegos, O.C., Tiesler, V., Gómez, O. and Price, T.D., 2015. Myth, ritual and human sacrifice in Early Classic Mesoamerica: Interpreting a cremated double burial from Tikal, Guatemala. *Cambridge Archaeological Journal*, 25(1), pp.187-210.

Moragas Segura, N., 2013. Sociedades en colapso: La transición del Clásico al Epiclásico en Teotihuacan. *Diálogo andino*, (41), pp.185-197.

Morante López, R.B., 2017. El conjunto Osario-Xtoloc en Chichén Itzá como modelo cósmico-astronómico durante el Clásico Terminal. *Temas antropológicos*, 40(1), pp.47-78.

Nicholas, L.M. and Feinman, G.M., 2022. The foundation of Monte Albán, intensification, and growth: Coactive processes and joint production. *Frontiers in Political Science*, 4, p.805047.

Nichols, D.L., 2016. Teotihuacan. *Journal of Archaeological Research*, 24(1), pp.1-74.

OBREGÓN, M.A.C. and Huerta, A.B., 2017. Movimientos poblacionales durante los procesos de conquista del Imperio mexica. In *Los Efectos de la Guerra: Desplazamientos de Población a lo largo de la Historia* (pp. 133-155). Instituto Universitario General Gutiérrez Mellado-UNED Madrid.

Romero Sandoval, R., 2017. El inframundo de los antiguos mayas. *México: Universidad Nacional Autónoma de México, Instituto de Investigaciones Filológicas, Centro de Estudios Mayas*.

Smith, M.E. and Hicks, F., 2017. Inequality and social class in Aztec society. *The Oxford Handbook of the Aztecs*, pp.423-436.

Smith, M.E., Monson, A. and Scheidel, W., 2015. The Aztec Empire. *Fiscal regimes and the political economy of premodern states*, pp.71-114.

Šprajc, I., 2009. Astronomy and its role in ancient Mesoamerica. *Proceedings of the International Astronomical Union*, 5(S260), pp.87-95.

Šprajc, I., Morales-Aguilar, C. and Hansen, R.D., 2009. Early Maya Astronomy and Urban Planning at El Mirador, Peten, Guatemala. *Anthropological Notebooks*, 15(3).

Stuardo, R.L., 2015, January. Canchas de juego de pelota en la región de palenque, chiapas: representación y política. In *Anales de Antropología* (Vol. 49, No. 1, pp. 135-155). No longer published by Elsevier.

SUÁREZ, A.S., 2017. La sacralización del espacio doméstico Maya. *Revista Peruana de Antropología*, 2(3).

Verdugo, C., Zhu, K., Prout, M., Broomandkhoshbacht, N., Galloway, A., Fehren-Schmitz, L. and Brady, J.E., 2020. Implications of age and sex determinations of ancient Maya sacrificial victims at Midnight Terror Cave. *International Journal of Osteoarchaeology*, 30(4), pp.458-468.

TEMA 6:

DINAPOLI ROBERT (2020) FACTORS INFLUENCING THE CONSTRUCTION OF MONUMENTAL ARCHITECTURE: A RAPA NUI (EASTER ISLAND) CASE STUDY. University of Oregon

Lipo, C.P., Hunt, T.L. and DiNapoli, R.J., 2020. Temporal Systematics The Colonization of Rapa Nui (Easter Island) and the Conceptualization of Time. In *The Archaeology of Island Colonization*, Edited by M. Napolitano, J. Stone, and R. DiNapoli, pp. 61-86. University Press of Florida, Society and Ecology Series in Island and Coastal Archaeology, Gainesville, FL.

Rull, V., Cañellas-Boltà, N., Sáez, A., Giralt, S., Pla-Rabes, S. and Margalef, O., 2013. Paleoecology and human history of Easter Island (southern Pacific Ocean): some problems and potential solutions. *Proceedings of Palaeoenvironment and the Development of Early Societies*.

Xxx

Desjardins, S.P. and Jordan, P.D., 2019. Arctic archaeology and climate change. *Annual Review of Anthropology*, 48, pp.279-296.

Friesen, T.M., 2013. The impact of weapon technology on caribou drive system variability in the prehistoric Canadian Arctic. *Quaternary International*, 297, pp.13-23.

Griebel, B., 2013. *Recharting the Courses of History: Mapping Concepts of Community, Archaeology and Inuit Qaujimaqatugangit in the Canadian Territory of Nunavut* (Doctoral dissertation, University of Toronto).

Hovelsrud, G.K., McKenna, M. and Huntington, H.P., 2008. Marine mammal harvests and other interactions with humans. *Ecological Applications*, 18(sp2), pp.S135-S147.

Rankin, L.K., 2009. *An Archaeological view of the Thule/Inuit occupation of Labrador*. Univ..

Stewart, A.M., Keith, D. and Scottie, J., 2004. Caribou crossings and cultural meanings: placing traditional knowledge and archaeology in context in an Inuit landscape. *Journal of archaeological method and theory*, 11 (2), pp.183-211.

サベールジェイムズ M and ジョージウエンゼル, 2003. Out of Alaska: reconstructing the social structure of prehistoric Canadian Thule culture. *Senri ethnological studies*, 63, pp.103-121.

Software

Not necessary

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