

Degree	Type	Year
Archaeology	FB	1

## Contact

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## Teaching groups languages

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

## Prerequisites

No prerequisites are required to enroll

## Objectives and Contextualisation

The objectives of the first year (with 60 compulsory basic education credits) are to provide the student with basic training in archeology, history and other social disciplines, and familiarize themselves with historical-archaeological matters that will be developed in later courses. Thus, half of the credits correspond to the subject History, which is composed of the subject Introduction to Archeology, and a subject for each one of the great historical periods (Prehistory, Ancient History, Medieval History, and Modern History i Contemporària). The remaining 30 credits correspond to subjects of a social nature that must complement the archeology's literary education such as art, philosophy, anthropology and language. Therefore, while from the subject History begins to the student in the two big blocks of knowledge that compose the degree - those of historical type and those of methodological type -, it is exclusively Introduction to the Archeology that has the responsibility Provide solid foundations on which methodological knowledge must be built throughout the degree. With this objective and with which to provide a panoramic view of the discipline, it is composed of brushstrokes of very diverse subjects and contains excavation practices.

Specifically, the training objectives of the subject are:

1) To provide students with a panoramic view of archeology and the process that involves an archaeological research project.

In this sense, mainly, it is intended that the student:

- Become familiar with the concept of scientific archeology and with the information that can contribute to the analysis and interpretation of the archaeological remains
- reflect on the social importance of archaeological heritage.
- acquire notions about the main methods of archaeological research

2) That the student knows and applies the essential methodology to develop a bibliographic research work (eg bibliographic research, structure, formal aspects, etc.).

3) That the student acquires essential practical knowledge of excavation.

4) That the student acquires first knowledge about different deposits of Catalonia.

## Learning Outcomes

1. CM05 (Competence) Innovatively apply the theoretical and methodological procedures of archaeology to society's demands.
2. CM06 (Competence) Recognise the ethical and social implications of the different approaches and theoretical proposals of archaeology to adapt the analysis to the demands of democratic values and practices without ideological manipulation.
3. CM07 (Competence) Propose a theoretical and methodological conceptualisation of archaeology that is consistent with inclusive and non-sexist perspectives of the past.
4. KM07 (Knowledge) Recognise the structure of archaeology as a science both on a theoretical (epistemological and ontological) and methodological level based on its theoretical diversity and the main current debates.
5. KM08 (Knowledge) Identify the contributions of disciplines such as anthropology, sociology, economic theory, geography, epistemology and the philosophy of science to archaeological theory.
6. KM09 (Knowledge) Recognise the main androcentric biases in archaeological accounts and, specifically, in the ontological categories of social studies to develop inclusive analysis that incorporates relevant issues in relation to women.
7. SM07 (Skill) Apply the logical structure of archaeology as a science to identify the processes that support its main reasoning in order to be able to analyse the processes of inference and generation of archaeological information and offer one's own views.
8. SM08 (Skill) Synthetically explain the main explanatory proposals of the past from the different theoretical schools of archaeology, assessing both strengths and weaknesses.

## Content

Programming of the subject - Introduction to archeology

Presentation of the subject

1. The Concept of archeology and its evolution throughout history

The current concept of archeology

Evolution of the current concept of archeology

New schools of archaeological thinking

2. The detection of an archaeological site: documentation and prospection

Occasional finds

Bibliographic documentation

Aerial recognition and remote sensing

Superficial prospection of a territory

Geophysical survey and other prospecting methods

3. Prospection project - student work

Preparation of the work and preparation of the presentation

Presentations

4. The archaeological excavation

The archaeological excavation as a method to reconstruct the history of the deposits

Methods of archaeological excavation

Basic principles of archaeological stratigraphy

Individualization and excavation of stratigraphic units

The documentation of the excavation: recording of the site and databases

The reconstruction and dating of the stratigraphic sequence

i. The concept of relative and absolute chronology

ii. The stratigraphic relationships and the Harris method

iii. Ceramics and other dating elements as a fossil director of stratigraphy

5. Scientific methods of absolute dating

Types of materials

Methods based on annual cycles: dendrochronology, varves

Radioactive systems:

i. The Carbon 14

ii. The Thermoluminescence

Relative calibrated methods: archeomagnetism or rehydroxylation

6. Material culture

Type of material - preservation conditions  
 Samples of soils, paleofaunes and paleobotany  
 7. The Interpretation of Archaeological Evidence  
 The diet Alimentaria  
 Exchange-Trade  
 The religious sphere, ritual, ideology ...  
 8. Teaching and dissemination of heritage  
 9. Archeology in Catalonia today: legislation and the world of work  
 Legislation and the world of work  
 10. Underwater archeology  
 Historical introduction  
 Types of underwater deposits  
 Information that subaquatic archeology can provide  
 Documentation and prospecting  
 Underwater excavation tasks  
 Conservation of materials  
 11. The conservation of archaeological sites and the social importance of archeology  
 Public archeology

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom activities	34.5	1.38	
Visit to an archaeological site	5	0.2	
Visits	20.5	0.82	
Type: Supervised			
Identification and differentiation of an archaeological stratigraphy	5	0.2	
Type: Autonomous			
Exercises and bibliographical research work	38	1.52	
Study and reading about the theory taught in class.	22	0.88	

### Addressed to

#### Classroom activities:

- lectures
- practical exercises: introduction and/or review of the teaching units and application of theoretical concepts to practice.
- reading of press articles with subsequent discussion
- videos
- 2 group assignments on case studies and oral presentations of these assignments.

#### Outputs:

Theoretical concepts and practical application of these concepts :

-Introduction to the site

- Archaeological topography

- Excavation documentation

- Treatment and classification of archaeological materials

Supervised

Visit to the Torre Llauder archaeological site

Autonomous

Exercises and bibliographical research work

Archaeological fieldwork: outing to Torre Llauder for section analysis.

To learn how the archaeological study process works.

Study and reading of the theory taught in class.

Consolidate knowledge

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
Case studies and related oral presentations	20%	1	0.04	CM05, CM06, CM07, KM07, KM08, KM09, SM07, SM08
Exercises and bibliographical research work	30%	20	0.8	CM05, CM06, CM07, KM07, KM08, KM09, SM07, SM08
Theoretical examination	50%	4	0.16	CM05, CM06, CM07, KM07, KM08, KM09, SM07, SM08

Evaluation indicators:

1. Theoretical test (50%).

There will be two partial examinations to evaluate the theory

Evaluation system:

The concepts taught in class will be evaluated based on a topic-based question - of analysis and synthesis and, optionally, also of critical reflection - to choose between two options.

Competencies to demonstrate to obtain optimal evaluation results:

Knowledges:

A correct assimilation of the knowledge taught in class and its deepening, as a minimum, from one of the bibliographical citations of the basic bibliography for each teaching unit. In case you have not used bibliography to deepen the concepts you will have the option to approve but not to the qualifications of remarkable or excellent.

Abilities:

- Analyze and synthesize information, distinguishing the importance of high school.
- Develop a critical thinking and reasoning.
- Be able to communicate appropriately the acquired knowledge. Write with grammar correction and use appropriate vocabulary and academic style, as well as a specific technical vocabulary and interpretation.
- Master the necessary languages to be able to deepen the class contents with the appropriate bibliography.
- Have developed autonomous learning abilities to deepen the classroom content with the appropriate bibliography.

2. Exercises and bibliographical research work (30%).

Competencies to demonstrate to obtain optimal evaluation results:

Knowledges:

- Be able to develop a formally correct research work both in terms of structure and references and bibliographical citations.
- Demonstrate a correct assimilation of the exposed contents.

Abilities:

- Analyze and synthesize information, distinguishing the importance of high school.
- Develop a critical thinking and reasoning.
- Write with grammar correction and use appropriate vocabulary and academic style, as well as a specific technical vocabulary and interpretation.
- Search, select and manage information independently, both in structural sources (databases, bibliographies, specialized journals) and in information distributed on the network.
- Use basic computer tools (such as word processors or databases).
- Skills for team work: commitment with the team, collaboration habit and ability to incorporate in the resolution of problems.
- Have developed autonomous learning abilities.

3. Case studies and corresponding oral presentations (20%).

Competencies to be demonstrated for the obtaining of optimal evaluation results:

Knowledges:

- Respond to all questions raised in the reference scripts of the activities.
- Demonstrate a correct assimilation of the exposed contents.

Abilities:

- Ability to connect theoretical contents with archaeological practice.
- Make clear oral presentations, structured, didactic, and use appropriate vocabulary and academic style.
- Analyze and synthesize information, distinguishing the importance of high school.
- Develop a critical thinking and reasoning.
- Search, select and manage information independently, both in structural sources (databases, bibliographies, specialized journals) and in information distributed on the network.
- Use basic computer tools (such as the Power Point).
- Skills for team work: commitment with the team, collaboration habit and ability to incorporate in the resolution of problems.
- Ability to debate based on specialized knowledge acquired.
- Master the necessary languages to be able to carry out the relevant readings.
- Have developed autonomous learning abilities.

Competencies to demonstrate to obtain optimal evaluation results:

Knowledges:

- Demonstrate that they have been gaining knowledge of archaeological stratigraphy, excavation documentation, and treatment and classification of materials.

Abilities:

- Skills for team work: commitment with the team, collaboration habit and ability to incorporate in the resolution of problems.

Attitudes:

- Dynamism.
- Responsibility.
- Constancy.

Single evaluation. Degree of Antique Science:

This subject/module does foresee the single evaluation system

Single evaluation. Degree of Archaeology:

1. Theoretical test (50%).
2. Bibliographic research and exercises (30%).
3. Study cases and corresponding exhibitions/presentations (20%).

Evaluation conditions:

- There will be a single call.
- Not performing 10% or more of the evaluation activities will involve a non-presented.
- If the mark of 50% or more of the assessment activities is less than 4 out of 10, there will be no average between the different activities and the subject will not be approved.
- The delayed delivery of the assessment activities without having previously agreed with the teaching staff will be reduced by 10% of the mark for each day of delay.

Conditions for re-evaluation

- They must have been submitted to all the tests that appear in the teaching guide of the subject of the current year.

Re-evaluation in single assessment mode (archaeology degree):

The same re-evaluation system will be applied as for continuous evaluation.

Revaluation calendar

The dates of the reassessment exams are determined by the faculty. It is the responsibility of each one to know the date that corresponds to do the re-evaluation of the your subject

## Bibliography

Bibliografía general.

Álvarez Pérez, A.; Rodà, Y. eds. (1992): Ciencias, metodologías y técnicas aplicadas a la arqueología. Barcelona etc.: Fundación Caja de Pensiones etc.

Domingo, I.; Burke, H.; Smith, C. (2007): Manual de campo del arqueólogo. Barcelona: Ariel.

Fernandez, V. (1994): Teoría y método de la arqueología. 1ª ed. 1990. Madrid: Editorial Síntesis.

Greene, K. (2004): Archaeology: an introduction. 1ª ed 1983. London and New York: Routledge.

Ramos, R. (1987): Arqueología. Métodos y técnicas. 1ª ed. 1977. Barcelona: Ediciones Bellaterra.

Renfrew, C.; Bahn, P. (2007): Arqueología. Teorías, Métodos y práctica. 1ª ed. 1993. Madrid: Akal.

Tema 1. El concepto de arqueología y su evolución a lo largo de la historia.

Bahn, P. G. (1996): The Cambridge illustrated history of archaeology. Cambridge etc. Cambridge University Press.

Daniel, G. E. (1981): A Short history of archaeology. London: Thames and Hudson.

Gamble, C. (2002): Arqueología básica. Barcelona: Ariel.

Pallottino, M. (1980): Che cos'è la Archeologia. Firenze: Sansoni.

Schnapp, A. (1993): La conquête du passé: aux origines del archéologie. Paris: Carre.

Trigger, B. G. (1992): Historia del pensamiento arqueológico. Barcelona: Crítica.

Tema 2. La arqueología en Cataluña hoy: legislación arqueológica y mundo laboral y Tema 3. La conservación de los yacimientos arqueológicos y la importancia social de la arqueología.

Queral, M.A.; Martínez, B. (1996): La gestión del patrimonio arqueológico en España. Madrid: Alianza Editorial.

Tema 4. La detección de yacimientos arqueológicos: documentación y prospección.

Bowden, M. (1999): unravelling the landscape. An Inquisitive Approach to Archaeology. Stroud: Tempus.

Dabas, M. y otros. (1998): La prospection. Collection "arqueológicos". Paris: Editions errance.

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

Wiseman, J., El-Baz, F. (2007): Remote Sensing in Archaeology (Interdisciplinary contributions to archaeology). New York: Springer Science and Business Media.

Reconocimientos aéreos:

Wilson, D.R. (2000): Air Photo Interpretation for Archaeologists. 1ª ed. 1982. Stroud: Tempus.

Prospección superficial:

White, G. ; King, T. (2006): The Archaeological Survey Manual. Walnut Creek: Left Coast Press Inc.

Prospección geofísica:

Clark, A. (2004): Seeing Beneath the Soil. Prospecting methods in archaeology. 1ª ed. 1990. New York: Routledge.

Tema 5. La excavación estratigráfica.

Carandini, A. (1997): Historias en la tierra. Manual de excavación arqueológica. 1ª ed. 1981. Barcelona: Editorial Crítica. Barcelona.

Harris, E. (1991): Principios de estratigrafía arqueológica. 1ª ed. 1989. Barcelona: Editorial Crítica.

Roskam, S. (2003): Teoría y práctica de la excavación. Barcelona: Crítica.

Tema 6. Métodos científicos de datación absoluta.

Aitken, M.J. (1990): Science-based dating in archaeology. London and New York: Logman.

Aitken, M.J. Ed. (1997): Chronometric dating in archaeology. Series Advances in archaeological and museum science, 2. New York and London: Plenum Press.

Barrandon, J-N. ; Guibert, P.; Michel, V. Eds. (2001): Rencontres internationales de archéologie et d'histoire de Antibes (21º: 2000: Antibes). Dataciones: eventos desde Recontres, 19-20-21 octobre 2000. Antibes: APdC.

Langouet, L.; Giot, P.R. (1992): La dataciones du passe: la mida lleva tiempo en archéologie. Suplemento de la Revue de Archéometrie. Rennes: G.M.P.C.A., 1992

Tema 7. El trabajo de investigación bibliográfica.

Gabinete de la Lengua Catalana de la UAB (1995): Las referencias y las citas bibliográficas, las notas y los índices. Bellaterra (Barcelona): Servicio de Publicaciones de la Universidad Autónoma de Barcelona

## Software

No specific software required

## 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
(PCAM) Field practices	11	Catalan	first semester	morning-mixed
(PCAM) Field practices	12	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed