

Degree	Type	Year
Archaeology	OB	3

Contact

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Teachers

Laura Mameli Iriarte

Teaching groups languages

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

Prerequisites

No

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 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 Indian social 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.

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.

Content

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

The 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 neolithization 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			
Lectures	100	4	CM10, CM10

Homework, activities and class participation can also be carried out through forums, wikis and/or discussion on Videoconference, Moodle, Teams, etc. whenever it would be necessary. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

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.

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Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignments and essay	100	50	2	CM10

The subject will be evaluated by applying the following procedures:

1. Two partial written and individual tests: each 40% of the final grade. Students should pass favourably (minimum result: 5) both exams to be elected for arithmetic mean of both.
2. Carrying out additional documentary work on the texts and problems dealt with in class: 20% of the final grade.

In the event that the tests (oral or written) cannot be taken in person, their format will be adapted (maintaining their weighting) to the possibilities offered by the UAB's virtual tools. The teacher will ensure that the student can access it or offer alternative means, which are within their reach.

At the time of carrying out / delivering each assessable activity, the teacher will inform (Moodle, SIA) of the procedure and date of review of the grades. The evaluation process includes recovery systems, after tutoring (face-to-face or online) with the teachers responsible for the subject. To participate in the recovery, students must have been previously assessed in a set of activities whose weight is equivalent to a minimum of 2/3 of the total grade.

A student will be considered "not presented" if he / she has delivered less than 40% of the evaluable evidence for the subject.

In the event that the student commits any irregularity that may lead to a significant variation in the grade of an assessment act, this assessment act will be graded with 0, regardless of the disciplinary process that may be instructed. In the event of several irregularities in the evaluation acts of the same subject, the final grade for this subject will be 0.

Particular cases will be considered that will receive, as it could not be otherwise, a particular treatment.

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TEMA 2:

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TEMA 6:

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

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Software

No specific software needed.

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