

Degree	Type	Year
Archaeology	OP	3

Contact

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Teaching groups languages

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

Prerequisites

No prerequisites.

Objectives and Contextualisation

This Archaeology degree course focuses on the study of the origins and consolidation of agricultural societies. It includes a historical and archaeological analysis of the domestication of plant products (agriculture) and animals (animal husbandry). Additionally, it covers the study of the associated economic and social transformations: the emergence and consolidation of settlements, demographic changes, technological transformations, funerary practices-in other words, the study of rural society. In the analysis of the empirical and historical record, special emphasis is placed on the study of societies from different geographic areas: the Near East, Europe, and the Mediterranean during the Holocene.

Learning Outcomes

1. CM18 (Competence) Identify social, economic and environmental impact in the past and present of the different processes of change that occurred in prehistory based on a critical evaluation of the archaeological evidence from different periods and geographical areas.
2. CM19 (Competence) Expose the participation of women in the prehistoric societies of Africa, Eurasia and America and the social construction of gender relations and the sexual division of labour.
3. KM28 (Knowledge) Defend the contributions and implications of the main theoretical proposals of archaeology (traditional, processual, post-processual, feminist, Marxist archaeologies) on the societies of the different periods of the prehistory of Africa, Eurasia and America.
4. KM29 (Knowledge) Chronologically arrange the appearance of different architectural types, the main complexes of lithic industry, and the most relevant ceramic, archaeozoological and archaeobotanical assemblages of European prehistory.
5. KM30 (Knowledge) Characterise the main historical processes of prehistoric societies in relation to paleoenvironmental and social effects, identifying the contributions of recent archaeological research to previous knowledge.
6. KM31 (Knowledge) Recognise androcentric biases in representations and dissemination of prehistory to develop inclusive analyses that recognise the roles of women and sexual division.

7. SM30 (Skill) Critically analyse prehistoric societies to identify inference processes, the biases of the different theoretical models and the potential and limitations of existing records.
8. SM31 (Skill) Synthesise the contribution of different factors to the processes of social change and environmental impact in the different periods of prehistory, especially European.
9. SM32 (Skill) Produce hypotheses about periods of the prehistory of Africa, Eurasia and America from the recognition, critical interpretation and synthesis of records from archaeological projects.

Content

CONTENT AND SYLLABUS

Block 1: Introduction, Concepts, Methodology

- Introduction: Definition and History of research
- Concepts, variables, and periods of change

Block 2: Theory, Transformations, and Archaeological Record

- Interpretative theories on the emergence of agriculture and animal husbandry
- Change and continuity in agricultural societies: economic and social aspects
- Territory and settlement. Habitat and domestic arrangements
- Agriculture and Animal Husbandry: debate on domestication
- Agriculture and Animal Husbandry: new economic forms
- New technologies: tools, containers, textiles, ornaments, etc.
- Exploitation and circulation of biotic and abiotic goods
- Funerary practices and symbolic change
- A global reading: Rural societies, new economy, and social approach

Block 3: Analysis of the origin of rural societies in the Near East

- First agricultural societies in the Eastern Mediterranean: precedents
- First agricultural manipulations in the Eastern Mediterranean
- Animal husbandry and settlement consolidation
- Technological transformations and socio-economic stabilization
- From settlement to city

Block 4: Analysis of the origin of rural societies in Europe and the Near East

- First agricultural societies in Europe and the Western Mediterranean: precedents
- Diffusion versus autochthonism: a closed debate?
- The world of Southeastern Europe (Greece, Balkans, etc.)
- Italy and its role in the Neolithization of the Western Mediterranean

- First agricultural societies: groups of impressed ceramics
- Consolidation of new economic forms (Chassey, pit graves, etc.)
- Megalithic societies in Western Europe

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Engagement in guided learning tasks and academic tutoring sessions	19	0.76	CM18, CM19, KM31, SM30, SM32, CM18
Theoretical classes conducted by the teaching staff.	40	1.6	CM19, KM28, SM31, SM32, CM19
Type: Autonomous			
Personal study, reading of texts. Writing of papers and preparation of commentaries.	80	3.2	CM19, KM28, KM29, KM30, KM31, SM30, SM31, CM19

METHODOLOGY

DIRECTED ACTIVITY (40 hours)

- Theoretical classes led by the teaching staff (30h)
Teaching-learning methodology: Lectures supported by ICT and large-group debate.
- Seminars and practical sessions led by the teaching staff (10h)
Teaching-learning methodology: Session introduction, text presentation, collective critical discussion and evaluation. Individual and/or group presentations and feedback rounds.

SUPERVISED ACTIVITY (20 hours)

- Tutoring
Teaching-learning methodology: Scheduled sessions to resolve doubts and discuss specific course content, problems, and seminars.
- Completion of guided learning exercises
Teaching-learning methodology: Performing and correcting guided exercises.

AUTONOMOUS ACTIVITY (90 hours)

- Personal study
Teaching-learning methodology: Integration of acquired knowledge. Preparation of outlines, concept maps, summaries.
- Reading texts, writing papers, preparing oral comments and seminars, bibliographic research
Teaching-learning methodology: Comprehensive text reading. Writing reviews, summaries, and analytical comments following a guide. Information search strategies. Material selection.

Note: 15 minutes of one class session will be reserved, within the calendar established by the faculty/program, for students to complete evaluation surveys of teaching performance and the course/module.

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
Presentations and active class participation	30%	6	0.24	CM18, KM28, KM30, SM30, SM32
submission of assignments	10%	1	0.04	CM18, CM19, KM28, KM29, KM30, KM31, SM30, SM31, SM32
Theoretical tests	60%	4	0.16	CM18, CM19, KM28, KM30, KM31, SM31, SM32

EVALUATION

In addition to continuous assessment (written tests, papers, and fieldwork), a reassessment is planned. Students wishing to take the reassessment must meet the following requirements:

- They must have attended all continuous assessment tests listed in the syllabus.
- They must have passed the papers and the fieldwork exercise.

Reassessment schedule: The reassessment exam dates are set by the Faculty of Humanities. It is the students' responsibility to know the date assigned for their course reassessment. These dates are published on the faculty's website in July of the previous academic year.

When submitting each evaluable activity, the teaching staff will inform (via Moodle, SIA) of the procedure and date for grade review.

If a student commits any irregularity that could significantly affect the grade of an evaluation act, that act will be graded 0 regardless of any disciplinary procedures initiated. If multiple irregularities occur in evaluation acts of the same subject, the final grade for that subject will be 0.

If exams cannot be held in person, their format will be adapted (maintaining weighting) to the possibilities offered by UAB's virtual tools. Homework, activities, and class participation will be done through forums, wikis, and/or discussion exercises via Moodle, Teams, etc. The teaching staff will ensure student access or provide alternative means available to them.

Note:

If a student commits any irregularity that could significantly affect the grade of an evaluation act, that act will be graded 0 regardless of any disciplinary procedures. If multiple irregularities occur in evaluation acts of the same subject, the final grade for that subject will be 0.

AI Note:

The use of Artificial Intelligence (AI) technologies is not allowed in any phase of this course. Any work containing AI-generated content will be considered academic dishonesty and will result in a grade of 0 for the activity with no possibility of recovery, or more severe sanctions in serious cases.

Bibliography

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Software

For written presentations, standard word processors (Word, OpenOffice Writer, or similar) are recommended. For oral presentations, PowerPoint, Canva, or similar tools are recommended.

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