

Degree programme	Type	Course
Archaeology	OB	2

Contact lecturer

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Teaching staff

Marcello Peres Castellani

Group languages

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

Prerequisites

The course "Prehistoric Archaeology" (100740) devoted to Neolithic societies and the origin of the State, or its equivalent in other universities, should have been passed.

Objectives

Understanding of the main social, economic and political changes of Later Prehistory in the Near East and the Mediterranean.

Key aspects to be considered are the economic and social impact of metallurgy, the "secondary products revolution" (mainly the introduction of wheel, plough and horse riding), the "step migration" of the 3rd millennium BCE (sometimes also called "Yamnaya migration"), the "4.2 k event", the first known spread of plague, the beginning of organised warfare, and the importance and disappearance of "cooperative affluent societies" in history. All these changes and events took place in the Mediterranean and Pontic regions between c. 4000-2000 BCE.

This course is conceived as the continuation and extension of the first year course Prehistòria II: de les Primeres Societats Camperoles a les Estatals (106845).

Learning outcomes

- CM10 (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.) 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.

- CM11 (Analyse the prehistory of America, Europe and the Mediterranean from an inclusive perspective, with the ability to incorporate a gender perspective into the main economic, social and political processes.) Analyse the prehistory of America, Europe and the Mediterranean from an inclusive perspective, with the ability to incorporate a gender perspective into the main economic, social and political processes.
- KM16 (Analyse prehistoric American, European and Mediterranean societies and their processes of change, identifying the main contributions of archaeology and understanding the different explanatory proposals.) Analyse prehistoric American, European and Mediterranean societies and their processes of change, identifying the main contributions of archaeology and understanding the different explanatory proposals.
- KM17 (Associate different types of materials and archaeological structures to periods, geographical areas and specific processes of the prehistory of America, Europe and the Mediterranean and assess their relevance to history and heritage.) Associate different types of materials and archaeological structures to periods, geographical areas and specific processes of the prehistory of America, Europe and the Mediterranean and assess their relevance to history and heritage.
- KM18 (Analyse sources of information (reports on archaeological projects, archaeological maps, reports on the analysis of archaeological materials, planimetry and graphic representations of archaeological sites and materials, case studies, summary publications, specialised articles) on the different archaeological problems of American, European and Mediterranean prehistory, its limitations and its potential to solve study questions.) Analyse sources of information (reports on archaeological projects, archaeological maps, reports on the analysis of archaeological materials, planimetry and graphic representations of archaeological sites and materials, case studies, summary publications, specialised articles) on the different archaeological problems of American, European and Mediterranean prehistory, its limitations and its potential to solve study questions.
- SM18 (Recognise the different social and cultural processes throughout American, European and Mediterranean prehistory, identifying the circumstances in which they took place, in order to be able to combine a global perspective with the identification of the different particular historical contexts.) Recognise the different social and cultural processes throughout American, European and Mediterranean prehistory, identifying the circumstances in which they took place, in order to be able to combine a global perspective with the identification of the different particular historical contexts.
- SM19 (Analyse the main problems of the prehistory of America, Europe and the Mediterranean, from the Palaeolithic to the end of recent prehistory, based on archaeological information.) Analyse the main problems of the prehistory of America, Europe and the Mediterranean, from the Palaeolithic to the end of recent prehistory, based on archaeological information.

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TOPIC 14: The peripheries of El Argar II: The Ibero-Levantine Early Bronze Age (2200-1550 BCE).

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Completion of a research joint project on a topic of the syllabus.	40	1.6	
Theory and methods.	32	1.28	
Analysis of published and archaeological sources.	28	1.12	

- Lectures on teoretical issues, assited by TIC and debates.
- Seminars devoted to the discussion on epistemology in archaeology, historical notions and interpretative models.
- Study and discussion of archaeological information and publications.
- Acomplishment of specific exercises.

Assignments c and d consist of different exercises, both group-based and individual:

Exercise 1: Design of an archaeological record sheet to collect geographical, architectural, and economic information from excavated (and published) settlements.

Answering the historical questions posed requires archaeological information from various settlements (or occupation sites) that is comparable in terms of quality. In order to have criteria for selecting information and to understand its heuristic value ($\approx$ the degree to which evidence can serve as a clue or indication in a reasoning process, even if it does not guarantee an absolute conclusion), it is necessary to be familiar with certain prior publications (mandatory).

Exercise 2: In-class discussion of methods for searching and systematizing archaeological and geographical evidence from Chalcolithic and Bronze Age sites.

Exercise 3: Collection of geographical, architectural, and economic information from excavated (and published) settlements.

Each working group will be responsible for extracting information from the excavations of their chosen region and period.

Exercise 4: Introduction to the socio-economic analysis of archaeological data

In class, the possibilities and procedures for comparing geographical, architectural, and economic data across the studied settlements, regions, and periods will be discussed.

Exercise 5: In-class presentation of group results based on the study of excavated sites from each region and period

Each group will give a presentation in class on the Copper or Bronze Age settlements studied in a specific region (see below). Presentations will be 10 minutes long, and the PowerPoint will be shared with the entire class.

Exercise 6: Data analysis and socio-economic interpretation

The goal of the final individual assignment is to answer the initial question using all the information collected in class (not only from the region and period studied by each group). The text must not exceed 2,000 words (excluding bibliography), but the number of graphs is flexible as long as they are discussed in the text. This exercise will be assessed as part of the final exam.

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.

Use of AI in the course:

This subject allows the use of AI technologies as an integral part of the submitted work, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection. The student must clearly (i) identify which parts have been generated using AI technology; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the process and final outcome of the activity.

Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may be lowered, or the work may even be awarded a zero. In cases of greater infringement, more serious action may be taken.

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	Weight	Hours	ECTS	Learning outcomes
Presentations and active participation in class	15%	10	0.4	CM10, CM11, SM18, SM19
Practical excercises	15 %	25	1	KM17, KM18, SM18, SM19
Analysis of published and archaeological sources.	25 %	12	0.48	CM10, KM16, KM17, KM18
Exams	45 %	3	0.12	CM10, CM11, KM16, SM18, SM19

The subject will be assessed based on the following exercises:

- Active participation in the theoretical classes and seminars (15%). Includes (optional) completion of a chronological diagram (max. DIN-A3) in which a summary of the substantial contents of the subject is reflected.
- Completion of an essay on a specific topic emerging in class (25%).
- Completion of a research project on a topic of the syllabus (15%).
- Final written or spoken test (45%). It is indispensable to pass the exam in order to pass the subject.

The reassessment implies the submission or revision of all scheduled assignments (points b. and c.), as well as the completion of an additional test. 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 in class and through the "Campus Virtual". Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

At the time of completion/delivery of each assessment activity, the teacher will inform (Moodle, SIA) of the procedure and date of revision of the grades.

SINGLE ASSESSMENT: This course offers the possibility of a single assessment which will consist of taking a written exam and handing in all the course work on the same day and time of the final written test. The same assessment method as continuous assessment will be used. Students will obtain a not assessed/not submitted course grade unless they have submitted more than 30% of the assessment items.

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

Note 2: Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may be lowered, or the work may even be awarded a zero. In cases of greater infringement, more serious action may be taken.

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Software

ON LINE RESOURCES

- Campus Virtual
- Prehistoria Activa

[http://seneca.uab.es/prehistoria/PREHISTORIA ACTIVA 3](http://seneca.uab.es/prehistoria/PREHISTORIA_ACTIVA_3)

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	1	Spanish	second semester	morning-mixed