

**COURSE DATA****Data Subject**

<b>Code</b>	34022
<b>Name</b>	Recent universal prehistory
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1005 - Degree in History	Faculty of Geography and History	2	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1005 - Degree in History	11 - Universal prehistory	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
BADAL GARCIA, ERNESTINA	360 - Prehistory, Archaeology and Ancient History
GARCIA PUCHOL, MARIA ORETO	360 - Prehistory, Archaeology and Ancient History

**SUMMARY**

This course focuses on the study of Humanity from the beginning of agriculture and livestock until the appearance of writing, i.e. Recent Prehistory. Particular attention will be given to the major processes of economic, social and cultural change in food-producing societies of Europe and Near East. In addition, the main climatic changes produced since the beginning of the Holocene will be studied, as well as how they affected human groups.

Time will be devoted to studying technological innovations of great importance in the development of complex societies such as mining, metallurgy and trade over long distances.

In this subject, the students learn to do historical interpretations based on archaeological data. The goal is to know and understand the various societies and their symbolic, religious and artistic expressions in Recent Prehistory.



This subject is linked to the subject “Ancient Universal Prehistory” of the 1<sup>st</sup> semester of the second year. It offers the previous outlook to the subject of the third year “Prehistory of the Iberian Peninsula”.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Students should know the main characteristics and processes that took place during Ancient Prehistory in Europe and Near East in order to understand correctly the changes that originated the Recent Prehistory and how they affected the previous situation.

In the same way, students have to know the basic characteristics of the archaeological methodology. It is advisable to have experience in office software (word processing, spread sheets, presentations, etc.), as well as the use of the Virtual Classroom pl

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- Be able to make abstractions, to analyse and to synthesise.
- Show commitment to the principle of equal opportunities for men and women.
- Have problem-solving skills.
- Have decision-making capacity.
- Be able to learn autonomously.
- Be sensitive to environmental issues.
- Know the general diachronic framework of the past.
- Have detailed knowledge of one or more specific periods of humanity's past.
- Be able to communicate and argue orally and in writing in one's own language using the terminology and techniques of the profession.
- Be able to read historiographic texts or original documents in another language.
- Be able to use information-gathering tools such as bibliographic catalogues, archival inventories and electronic references.
- Know universal or world history.



The learning objectives of the programme can be summarized as:

- Developing theoretical approaches that address the study of Recent Universal Prehistory.
- Analyzing paleoclimatic information (anthracological and palynological diagrams, oxygen isotope stages...)
- Interpreting archaeological data from economic, social and cultural points of view.
- Recognizing archaeological cultures: main characteristics, spatial distribution patterns and chronology.
- Analysing economic, technological, social and ideological shifts relating to prehistoric societies

## DESCRIPTION OF CONTENTS

### 1. Introduction to Recent Prehistory

We present the chrono-cultural framework encompassed by the subject together with methodological procedures and conceptual development necessary for the correct learning of the subject.

### 2. Origins and spread of farmer and herder societies

We present the different points of origin of plant and animal domestication around the world, with a special focus in the Near East. We will analyse the environmental, economic and social changes that emerge from the introduction of agriculture and livestock: the called Neolithic revolution.

### 3. The spread and consolidation of the Neolithic in Europe

We will explain the debate around the spread of food-production societies in Europe. We will describe regional differences regarding cultural, economic, symbolic and funerary aspects.

### 4. The Chalcolithic in Europe

We will study different metallurgical centres in Europe together with technological and social shifts that involve the development of metalworking. We will develop several aspects relating to the intensification of agriculture and livestock as well as the funerary practices and the emergence of social inequality.

### 5. Bronze Age in Europe

We will analyse the main Bronze age societies in Europe underlining regional peculiarities. We will describe intensification of agriculture, livestock, metalworking and trade. We will explain social complexity and hierarchical processes through archaeological remains.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Other activities	15,00	100
Classroom practices	15,00	100
Development of individual work	20,00	0
Study and independent work	70,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY****A) Lectures attendance:**

During the week, lectures are divided in two hours of theoretical lectures and one hour of practical classes.

**1) Theoretical lectures (30 hours):** in the classroom, lecturers expose the essential aspects of the subject, systematize the basic contents and provide references for the exam preparation. Classes will be organized through text discussion, image projection using PowerPoint presentations and / or videos, etc. It is crucial that, prior to each lesson, students read all the contents recommended by the lecturer (handbook, exercises, etc.).

**2) Practical classes (15 hours):** the lecturer proposes different practical exercises for each topic in the classroom. If any supplementary material is required, it will be provided to students through the Virtual Classroom. For some subjects, the students themselves will search for appropriate readings (papers or books from the bibliographical list).

**3) Attendance to seminars, workshops or complementary activities (15 hours):** students will participate in activities scheduled by the Faculty and lecturers (visits, seminars and conferences). Complementary activities can be evaluated: in that case, each teacher will indicate the evaluation method and criteria in the supplementary Teaching Guide.

**B) Tutorial classes:**

Students may attend the tutorial classes that teachers programme to resolve queries or concerns about any aspect related to the subject. The timetables are indicated in the Virtual Classroom and on the board of the Department of Prehistory, Archaeology and Ancient History.

**EVALUATION**



The course evaluation will consist of the following:

a) First call

-Theory = The evaluation of theoretical knowledge will compute as 75% of the final course mark. Assessment of it will be based, or on a continuous evaluation, or on a single final exam. Whether one or the other, and in order to pass the course, every single exercise/exam should be marked with at least 5 out of 10 points.

-Practicals = Evaluation of Practicals will amount to 15% of the final course mark. All practicals should be marked with at least 5 points out of 10 in order for them to be considered.

-Complementary activities = Evaluation of Complementary activities will sum up to 10% of the final course grade as long as 5 out of 10 points are obtained.

b) Second call

During the second call, each and every student who failed to pass all previous sections (Theoretical knowledge assessment, Practicals, Complementary activities) will have the chance to make a new final exam (75%) as well as a joint test of all Practicals (15%) and Complementary activities (15%). Same evaluation criteria used during the first call will apply.

**PLEASE NOTE** that:

-Specific guidelines on evaluation and assessment will be established by each teacher for each group, and published as an Annex to the Course guide that will be available for students online (“Aula Virtual”).

-Students will hand-in the Practicals and other required exercises and materials on previously agreed scheduled dates. Failure to do so will imply losing the respective proportional part of the final course grade.

-In order to pass the course, the overall final course mark must be at least of 5 points out of 10.

-When assessing Exams/Practicals/Exercises, the following will be especially considered: general scheme mastery of the evolution of prehistoric societies, capacity for event association and synthesis, conceptual precision, analysis and expository clarity.



-Errors in spelling, grammar use, etc. will score negatively.

-Every student with a final course grade of 9 or higher will be eligible for the Honours mention ("Matrícula de Honor"). Only one mention per every twenty students within a group is awarded.

-Plagiarism is a serious matter. When detected, it will incur in an automatic qualification of 0 for said work.

## REFERENCES

### Basic

- BERNABEU, J., AURA, J.E. y BADAL, E. 1993. Al oeste del Edén. Los orígenes del Neolítico en el Mediterráneo. Historia Universal. Prehistoria nº 4. Ed. Síntesis. Madrid.
- CHAMPION, T., GAMBLE, C., SHENNAN, S, y WHITLE, A. 1988. Prehistoria de Europa. Editorial Crítica.
- CUNLIFFE, B., GOSDEN, C., JOYCE, R.A. 2009. The Oxford handbook of archaeology. Oxford University Press.
- FERNÁNDEZ VEGA, A. (Coord.) 2011. Prehistoria II. Las sociedades metalúrgicas. Ed. Ramón Areces. UNED.
- FULLOLA PERICOT, J.M., NADAL, J., DAURA, J., OMS, F.X.. 2020. Introducción a la Prehistoria. La evolución de la cultura humana. Editorial UOC, Barcelona.
- GARCÍA, O., SALAZAR-GARCÍA, D.C. 2017. Times of Neolithic transition along the Western Mediterranean. Fundamental Issues in Archaeology. Springer.
- SOLAR, D. Y VILLALBA, J. (coords.) 2000: Historia de la humanidad, vols. 2. Ed. Arlanza.
- MUÑOZ AMILIBIA, A.Mª. et al. 2010. Prehistoria. Tomo II. UNED.
- RIPOLL, S. (Coord.) 2010. Prehistoria I: las primeras etapas de la humanidad. Ed. Universitaria Ramón Areces. UNED.
- SHENNAN, S. 2018. The first farmers of Europe: an evolutionary perspective. Cambridge University Press.
- SUREDA J. 2000. De la Prehistoria a las Civilizaciones Orientales. Editorial Planeta.

### Additional

- BELLWOOD, P. 2005. First farmers: the origins of agricultural societies. Blackwell. Malden.
- FERNÁNDEZ MARTÍNEZ, V. M. 1996. Arqueología prehistórica de África. Editorial Síntesis.
- GUILAINE, J. (dir.) 1999. Mégalithismes de l'Atlantique à l'Éthiopie. Editions Errance.
- GUILAINE, J. (dir.) 2001. Communautés villageoises du Proche-Orient à l'Atlantique. Editions Errance.
- GUILAINE, J. (dir.) 2004. Aux marges des grands foyers du Néolithique. Périphéries débitrices ou créatrices? Editions Errance.
- HARDING, A.F. 2003. Sociedades europeas en la Edad del Bronce. Ariel Prehistoria.
- LICHARDUS, J., LICHARDUS-ITTEN, M, BAOLOUD, G. Y CAUVIN; J. 1985. La protohistoire de l'Europe. Le néolithique et le Chalcolithique. Nouvelle Clio.
- MAZURIÉ DE KEROUALIN, K. 2007. El origen del neolítico en Europa: agricultores, cazadores y



pastores. Editorial Ariel.

- REDMAN, C. L. 1990. Los orígenes de la civilización: desde los primeros agricultores hasta la sociedad urbana en el Próximo Oriente. Editorial Crítica.
- RENFREW, C. y BAHN, P. 1993. Arqueología. Teorías, métodos y práctica. Akal.
- TARRÊTE, J. y LE ROUX, CH-T. 2008. Archéologie de la France. Le Néolithique. Ed. Picard.
- TREUIL, R. et al. 1992. Las civilizaciones egeas del neolítico y de la Edad del Bronce. Editorial Labor.

REVISTES ESPECIALITZADES:

- \* Antiquity
- \* Archaeology
- \* Archéosciences
- \* Current Anthropology
- \* Journal of Archaeological Science
- \* Journal of Mediterranean Archaeology
- \* Mediterranean Archaeology and Archeometry
- \* Paléorient
- \* PNAS: Proceedings of the National Academy of Sciences
- \* Quaternary research
- \* Quaternary science reviews
- \* Word Archaeology

RECURSOS ELECTRÒNICS:

- \* Biblioteca Nacional de España  
[www.bne.es/es/Inicio/index.html](http://www.bne.es/es/Inicio/index.html)
- \* Biblioteca Servei d'Investigació Prehistòrica (València)  
[www.museuprehistoriavalencia.es/web\\_mupreva/?q=es/biblioteca#undefined](http://www.museuprehistoriavalencia.es/web_mupreva/?q=es/biblioteca#undefined)
- \* British Museum  
[www.britishmuseum.org](http://www.britishmuseum.org)
- \* Çatalhöyük Research Project  
[www.catalhoyuk.com](http://www.catalhoyuk.com)
- \* Museu de Prehistòria de València  
[www.museuprehistoriavalencia.es](http://www.museuprehistoriavalencia.es)
- \* Stonehenge  
[www.english\\*heritage.org.uk/visit/places/stonehenge/](http://www.english*heritage.org.uk/visit/places/stonehenge/)