

**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>	2021 - 2022

**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

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1005 - Degree in History

- 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.



## **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

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

**Evaluation** will be continuous and consist of:

**Theory:** A continuous evaluation from different exercises (75% of the final mark), as long as each of them exceed 4 out of 10.

**Practical exercises:** 15% of the final mark, as long as each of them exceed 4 out of 10.

**Complementary exercises:** 10% of the final mark, as long as each of them exceed 4 out of 10.

Students must deliver these works within the scheduled deadline; those who do not deliver the obligatory works will not add this percentage to the final mark. Attendance will be considered through the practical exercises delivered in the Aula Virtual.

The extraordinary exam will allow to recover theory (75% of the final mark) and a practices (15% of the final mark).

The **final mark** will be calculated by the proportional marks of the items above, but **students must obtain a minimum of 5 out of 10 to pass the course**.

The following skills will be mostly valued: the mastery of the general outline of the evolution of prehistoric societies, synthesis and concept relationship capacities, conceptual precision and clarity as well as analytical skills. The lecturer will periodically supervise preparation of the practical activities.

Plagiarism will be punish with a 0 mark.

"Distinction with Honours" may be awarded to students who have obtained a grade of 9.0 or higher. It can be awarded to one out of every twenty students per group.

## 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.
- RIPELL, 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 Chalcolitique. 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
- \* World 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/)

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **SEMI-PRESENTIAL TEACHING**

#### **1. Contents**

The contents initially included in the teaching guide are maintained.

#### **2. Workload and time schedule**

The activities and their hours of dedication in ECTS credits marked in the original course guide will be kept. In order to guarantee distance and safety measures, theoretical and practical classes will have an attendance of 50%, with the rotation by alternate weeks of the students divided into two subgroups alphabetically. Supplementary activities (weekly hour O: total 15 h.) won't have class attendance and will be preferentially online. Teaching planning will be specified at the beginning of the term.

#### **3. Teaching Methodology**

Theory classes with attendance of 50% with the rotation by alternate weeks of the students divided into two subgroups which, according to the teacher's planning and technical availability, may be followed on the other 50% by synchronous videoconference through the Blackboard Collaborate platform or may be complemented with different types of materials and activities through the Virtual classroom.



Tutorials will be done online (through the UV corporate mail) or face-to-face by prior appointment with the teacher.

If the sanitary situation changes and no access to the University facilities is possible, teaching and tutorials will be carried out completely online. In this case, the adaptations will be communicated to the students through the Virtual classroom.

#### **4. Evaluation**

The evaluation criteria established in the Course Guide are kept. The annex to the Teaching Guide for each group will detail the activities that make up the evaluation.

If the University facilities were closed on the dates set in the official calendar for the final exam, the face-to-face exam will be replaced by an online test.

#### **5. Bibliographic references**

The recommended bibliography in the Course Guide is kept. If the sanitary situation changes and the access to the recommended bibliography is not possible, it will be replaced by materials accessible online.