

SUBJECT TEACHING GUIDE

218 - The First Rural Societies

Master's Degree in Prehistory and Archaeology

Academic year 2023-2024

1. IDENTIFYING DATA					
Degree	Master's Degree in Prehistory and Archaeology			Type and Year	Compulsory. Year 1
Faculty	Faculty of Humanities				
Discipline	Compulsory Subjects in the Specialty of Prehistory				
Course unit title and code	218 - The First Rural Societies				
Number of ECTS credits allocated	3	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. CIENCIAS HISTORICAS				
Name of lecturer	FERNANDO IGOR GUTIERREZ ZUGASTI				
E-mail	fernandoigor.gutierrez@unican.es				
Office	Edificio Interfacultativo. Planta: + 1. DESPACHO (115)				
Other lecturers					

3.1 LEARNING OUTCOMES

- Understanding the basic characteristics of the social formations of recent prehistory
- Knowledge of the fundamental elements of the archaeological record

4. OBJECTIVES

- Introduction to the debates about neolithization and the initial phases of development of social complexity
- Understanding the economic and social organization of the social formations of recent prehistory
- Understanding the symbolic and religious aspects of the life of the communities of recent prehistory
- Knowledge of the main archaeological contexts related to the social formations of recent prehistory

6. SUBJECT PROGRAM	
CONTENTS	
1	1. THE FIRST FARMING SOCIETIES 1.1. Concepts and theory 1.2. The origins of farming societies 1.3. Social organization 1.4. Study cases (including a seminar by a invited professor)
2	2. THE DEVELOPMENT OF SOCIAL COMPLEXITY 2.1. Concepts, historical and social processes involved 2.2. Study cases

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
Completion of a project on a topic related to the subject	Work	No	Yes	50,00
Participation in class activities: presentation of readings and participation in class discussions. Presentation of hypotheses and objectives on a research project related to the subject.	Others	No	Yes	50,00
TOTAL				100,00
Observations				
<p>The students must read the papers established by the teachers before the classes. The most significant aspects of each paper will be presented in class by one student and commented/discussed by all. Likewise, each student will present the hypotheses and objectives of a research project related to the subject and which, in the end, will form the final project for the subject. Before the start of classes, a calendar of interventions will be provided.</p> <p>In the case of students with special needs recognized by the SOUCAN, the application of the recommendations of this body will be valued as far as possible, in order to allow the evaluation with the same guarantees as the rest of the students.</p> <p>In the event that the health situation makes it necessary to modify the face-to-face conditions towards scenario 2 (mixed teaching) or scenario 3 (virtual teaching), the interaction between teachers and students and participation in course activities will preferably be done through the tools of the MOODLE platform and institutional platforms of the UC.</p>				
Observations for part-time students				
<p>When there are no alternative options that allow the part-time student to regularly participate in face-to-face teaching activities, the student may undergo a single evaluation process. This evaluation implies the delivery of works equivalent to the continuous training of full-time students, as well as the completion of an exam with the same characteristics as the one carried out by the rest of the students. The assessment of the evaluation will be carried out under the same criteria as that of full-time students, specified in the previous sections. Exceptionally, the obligation to attend and pass certain face-to-face activities (classroom and laboratory practices) may be established. In any case, any student in part-time modality must contact the professor at the beginning of the course to establish the characteristics of the adaptation of the subject and its evaluation to this modality.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- BELLWOOD, P. 2004 *First Farmers: The Origins of Agricultural Societies*. Wiley-Blackwell, Malden
- CRUZ BERROCAL, M., SANJUAN, L., GILMAN, A. 2012 *The Prehistory of Iberia Debating Early Social Stratification and the State*. Routledge, London
- FOKKENS, H., HARDING, A. (eds.) 2013 *The Oxford Handbook of the European Bronze Age*. Oxford University Press, Oxford
- FOWLER, C., HARDING, J., HOFMANN, D. (eds.) 2015 *The Oxford Handbook of Neolithic Europe*. Oxford University Press, Oxford
- LULL, V., MICÓ, R., 2007 *Arqueología del Estado. Las teorías*. Bellaterra, Barcelona
- ROBB, J. 2007 *The Early Mediterranean Village: Agency, Material Culture, and Social Change in Neolithic Italy*. Cambridge University Press, Cambridge