

SUBJECT TEACHING GUIDE

G212 - Prehistory of the Iberian Peninsula I

Degree in History

Academic year 2023-2024

1. IDENTIFYING DATA					
Degree	Degree in History			Type and Year	Compulsory. Year 3
Faculty	Faculty of Humanities				
Discipline	History of Spain and the Spanish World Subject Area: Prehistory of Spain				
Course unit title and code	G212 - Prehistory of the Iberian Peninsula I				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	Yes	Mode of delivery	Face-to-face

Department	DPTO. CIENCIAS HISTORICAS
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3.1 LEARNING OUTCOMES

- Knowledge

- Knowledge of the development of the historical process of hunter-gatherer societies in Iberian prehistory.
- Knowledge of the periods and general characteristics of the Paleolithic and Mesolithic.
- Recognition of the appropriate analysis techniques in each study case.

Capacities

- Mastery and innovation skills to solve complex and unpredictable problems in the field of prehistory.

Responsibility and autonomy

- Management of activities, works or complex projects, individual or in groups, assuming responsibilities in decision making.

4. OBJECTIVES

Framing the Prehistory of the Iberian Peninsula in the context of World Prehistory

Understanding the process of the first human settlement of the Iberian Peninsula as part of the processes of human colonization of Europe.

Analyzing the historical development of the primitive communities of hunter-gatherers of the Palaeolithic and Mesolithic in their transformation across the time.

Analyzing the initial processes of transformation of the mode of production of the communities of hunter-gatherers leading to the rise of the first tribal societies.

6. SUBJECT PROGRAM	
CONTENTS	
1	<p>1. The Archaic Lower Paleolithic: the first settlement of the Iberian Peninsula</p> <p>1.1 The remote origins and the first “Out of Africa” When and who?</p> <p>1.1.1 The long trip of human evolution</p> <p>1.1.2 The oldest human evidence outside of Africa</p> <p>1.2 Climate and environmental framework</p> <p>1.2.2 Climatic evolution during the Lower Pleistocene</p> <p>1.2.3 Changes in the landscape and fauna</p> <p>1.3 The first settlement of Europe and the Iberian Peninsula:</p> <p>1.3.1 The debate on chronology and routes</p> <p>1.3.2 Paleoanthropological evidence: the first Homo and their phylogenetic relationships</p> <p>1.3.3 Cultural evidence: Mode 1, the technology of the first settlers</p> <p>1.3.4 The archaeological record:</p> <p>1.3.4.1 Key sites: Orce (Barranco León and Fuente Nueva 3) and Atapuerca (Trinchera del Elefante, Trinchera Dolina)</p> <p>1.3.4.2 Other ancient sites: La Boella, Cullar-Baza 1, Santa Ana</p> <p>1.3.4.3 Sites under discussion: Cueva Victoria, Vallparadís, Cueva Negra, Solana de Zamborino</p>
2	<p>2. The Human Societies of the Classic Lower Paleolithic</p> <p>2.1 The Acheulean in the Iberian Peninsula:</p> <p>2.1.1 Origins, chronology and general characteristics</p> <p>2.1.2 The problems of traditional periodization</p> <p>2.2 Climate and environmental framework</p> <p>2.2.1 Climate evolution: From MIS 45 to MIS 9</p> <p>2.2.2 Changes in the landscape and fauna</p> <p>2.3 Main areas and sites</p> <p>2.3.1 Geographic distribution of the Acheulean</p> <p>2.3.2 Open-air sites located on fluvial terraces and their problems</p> <p>2.3.3 Main sites: Galería, Gran Dolina, Torralba and Ambrona</p> <p>2.3.4 Other sites: Arriaga II, Áridos, Puente Pino, Cabo Busto</p> <p>2.4 Technology, subsistence and ways of life</p> <p>2.4.1 Technological Mode 2</p> <p>2.4.2 Subsistence: scavengers and/or hunters?</p> <p>2.4.3 The extraordinary case of the Sima de los Huesos</p> <p>2.5 Field trip: visit to the Sierra de Atapuerca sites and the Experimental Archeology Center</p>

3	<ul style="list-style-type: none">3. The world of the Neanderthals: the Middle Paleolithic<ul style="list-style-type: none">3.1 The Middle Paleolithic in the Iberian Peninsula<ul style="list-style-type: none">3.1.1 Origins, chronology and general characteristics<ul style="list-style-type: none">3.1.1.1 From the Acheulean to the ancient Middle Paleolithic3.1.1.2 The Mousterian3.1.1.3 The problems of radiocarbon chronology3.1.1.4 The problems of traditional periodization3.2 Climate and environmental framework<ul style="list-style-type: none">3.2.1 Climate evolution: From MIS 8 to MIS 33.2.2 Changes in the landscape and fauna3.3 Main areas and sites<ul style="list-style-type: none">3.3.1 The ancient Middle Paleolithic3.3.2 The classical Middle Paleolithic3.3.3 The recent Middle Paleolithic3.4 The paleoanthropological record: Neanderthals<ul style="list-style-type: none">3.4.1 General aspects3.4.2 Sima de las Palomas3.4.3 El Sidrón3.5 Technology, subsistence and ways of life<ul style="list-style-type: none">3.5.1 A new technology: Technological Mode 33.5.2 Neanderthals: not just hunters3.5.3 Settlement patterns
4	<ul style="list-style-type: none">4. From Neanderthals to modern humans: the transition from the Middle to Upper Paleolithic.<ul style="list-style-type: none">4.1. Introduction: the origin of Homo sapiens and its expansion<ul style="list-style-type: none">4.1.1 Multiregionalism vs Out of Africa 24.1.2 The expansion of Homo sapiens around the world: genetic and archaeological evidence4.1.3 Evidence of contact and hybridization with Neanderthals4.2. Climate evolution during MIS 3<ul style="list-style-type: none">4.2.1 General characteristics of MIS 34.2.2 Changes in the landscape and fauna4.3. Theoretical models of the transition:<ul style="list-style-type: none">4.3.1 The definition of modern behavior4.3.2 Continuity models4.3.3 Rupture models4.4 The industrial complexes of the transition:<ul style="list-style-type: none">4.4.1 Late Mousterian4.4.2 Chatelperronian4.4.3 Aurignacian4.5 The hypothesis of the Ebro Border and the late survival of Neanderthals<ul style="list-style-type: none">4.5.1 The Ebro Border4.5.2 The new chronological models4.6 The debate on the origin of symbolic behavior<ul style="list-style-type: none">4.6.1 Evidence of symbolic behavior among the Neanderthals of the Iberian Peninsula4.6.2 Factors involved in the development of symbolism

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5. Beginnings and development of the Upper Paleolithic: from the end of the Aurignacian to the Solutrean.

5.1. Climate and environmental framework during the end of MIS 3 and the first part of MIS 2

5.1.1 The Last Glacial Maximum

5.1.2 Evolution of the coastline

5.1.3 Evolution of flora and fauna

5.2. The Early Upper Paleolithic: Aurignacian and Gravettian

5.2.1 The Aurignacian:

5.2.2 Origin and chronology

5.2.3 The technological development of the Aurignacian industries: Mode 4

5.2.3.1 Archaic Aurignacian

5.2.3.2 Ancient Aurignacian

5.2.3.3 Evolved Aurignacian

5.2.4 The Gravettian:

2.2.1 Origin and chronology

2.2.2 Distribution areas and main sites

2.2.3 Technological development of Gravettian industries

5.2.5 The early Upper Paleolithic: towards a model of social organization

5.2.5.1 Subsistence and ways of life

5.2.5.2 Settlement patterns

5.2.5.3 Funerary behavior and other symbolic manifestations

5.3. The Solutrean

5.3.1 Origin, chronology and distribution areas

5.3.2 The technological development of Solutrean industries

5.3.2.1 Proto-Solutrean

5.3.2.2 Lower Solutrean

5.3.2.3 Middle Solutrean

5.3.2.4 Upper Solutrean

5.3.2.5 Final Solutrean

5.3.3 Subsistence strategies and ways of life

5.3.4 Settlement patterns

5.3.5 Symbolic manifestations

5.4. The archaic cycle of Paleolithic art

5.4.1 Portable and parietal art

5.4.2 Areas of distribution: Cantabrian, Mediterranean, Interior

5.4.3 The chronology problem

6	<p>6. The peak of the Upper Paleolithic: the Magdalenian times.</p> <p>6.1 Climatic conditions during the Magdalenian</p> <p>6.1.1 The beginning of the end of glacial conditions: from the Greenland Stadium 2 to the Tardiglacial Interstadial</p> <p>6.1.2 Deglaciation: changes in the coastline</p> <p>6.1.3 Changes in the landscape and fauna</p> <p>6.2 Origin, chronology and distribution areas</p> <p>6.3 The technological development of Magdalenian industries</p> <p>6.3.1 Badegulian or Archaic Magdalenian: the debate on the origins</p> <p>6.3.2 The Lower Magdalenian</p> <p>6.3.3 Middle Magdalenian</p> <p>6.3.4 The Upper and Final Magdalenian</p> <p>6.4 Subsistence and ways of life</p> <p>6.5 Settlement patterns and mobility</p> <p>6.5.1 The expansion of social networks: interregional relations</p> <p>6.5.2 Land occupation models</p> <p>6.5.3 The organization of space</p> <p>6.6 Funerary behavior and other symbolic manifestations</p> <p>6.7 The great cycle of Magdalenian art</p> <p>6.7.1 Portable and parietal art</p> <p>6.7.2 Areas of distribution: Cantabrian, Mediterranean, Interior</p>
7	<p>7. The end of the hunter-gatherer societies: Epipaleolithic and Mesolithic</p> <p>7.1 Environmental framework at the end of glacial times</p> <p>7.1.1 From the Younger Dryas to the Holocene</p> <p>7.1.2 The evolution of the coastline</p> <p>7.1.3 Changes in flora and fauna</p> <p>7.2 Continuity and change: the Azilian and the mosaic of epipaleolithic regional cultures</p> <p>7.2.1 The Azilian</p> <p>7.2.2 The microlaminar Epipaleolithic</p> <p>7.2.3 Subsistence and ways of life</p> <p>7.2.4 Settlement patterns</p> <p>7.2.5 Funerary behavior and other symbolic manifestations</p> <p>7.2.5 Artistic manifestations</p> <p>7.3 The end of a mode of production: from the crisis of art to contact with Neolithic tribal societies</p> <p>7.3.1 The Mesolithic</p> <p>7.3.2 The geometric Epipaleolithic</p> <p>7.3.3 Subsistence and ways of life</p> <p>7.3.4 Settlement patterns</p> <p>7.3.5 Funerary behavior and other symbolic manifestations</p>
8	<p>Presentation of group work on the week 15.</p>
9	<p>Evaluation</p>

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
Questions of various types: practical problems, multiple choice test and written essay	Written exam	Yes	Yes	50,00
Group work on an archaeological site	Work	No	Yes	20,00
Tracking of supervised practical activities	Others	No	Yes	30,00
TOTAL				100,00
Observations				
<p>The date of the final exam (50% of the total course) will be established in the general calendar of the Faculty. Parts of the final exam and their weighted values: practical problems (25%); T/F test (15%) and essay (60%) Tracking of supervised practical activities: Group work (20%), Practical Activities (30%). Public presentation of group work, will be scheduled for the week 15. The grades will be published before the final exam. The evaluation of participation in theoretical classes, practical classes (including the group work and the field trip) and seminars will be continuous along the course.</p> <p>CONTINUOUS EVALUATION ACTIVITIES In the event that the health situation forces to modify the face-to-face conditions towards a scenario 2 (mixed teaching) or a scenario 3 (virtual teaching), the continuous assessment activities will be delivered and will be corrected preferably through the tools selected by the teacher (MOODLE, email ...).</p> <p>SEMINARS / COMMON POSITIONS / GROUP WORK PRESENTATIONS In the event that the health situation obliges to modify the face-to-face conditions towards a scenario 2 (mixed teaching) or a scenario 3 (virtual teaching), the activity will be carried out preferably through institutional platforms.</p> <p>TUTORED WORKS In the event that the health situation forces to modify the face-to-face conditions towards a scenario 2 (mixed teaching) or a scenario 3 (virtual teaching), the interaction between teacher and students will preferably be carried out through the tools available in the UC institutional platforms (MOODLE chats and forums, video calls ...) and oral / written presentation through institutional platforms.</p> <p>FIELD TRIPS In the event that the health situation obliges to modify the face-to-face conditions towards a scenario 2 (mixed teaching) or a scenario 3 (virtual teaching), field trips and corresponding reports will be replaced by another activity of value and characteristics similar that does not imply the displacement of the student.</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 assessment 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 that carried out by said students. 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 should contact the teacher 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

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