

**COURSE DATA****DATA SUBJECT****Code:** 34022**Name:** Recent universal prehistory**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1005 - Degree in History	Facultat de Geografia i Història	2	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1005 - Degree in History	Universal prehistory	COMPULSORY

COORDINATION

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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 1st 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.

COMPETENCES / LEARNING OUTCOMES

1005 - Degree in History

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 learn autonomously.

Be able to make abstractions, to analyse and to synthesise.

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.

Be sensitive to environmental issues.

Have decision-making capacity.

Have detailed knowledge of one or more specific periods of humanity's past.

Have problem-solving skills.

Know the general diachronic framework of the past.

Know universal or world history.

Show commitment to the principle of equal opportunities for men and women.

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

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Other activities	15,00
Classroom practices	15,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00



Individual or group project	20,00
Independent study and work	70,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

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) The first call will be divided in the following three parts:



A.1. Theory = its assessment will be based on a single final exam; it will compute as 75% of the final course mark. To pass it, this section should be marked with at least 5 out of 10 points.

A.2. Practicals = 15% of the final course mark. In order to pass it, this section should be marked with at least 5 out of 10 points.

A.3. Complementary Activities = 10% of the final course mark.

Specific guidelines on evaluation and assessment will be established by each teacher in the respective Annex to the Course document.

Students will hand-in all required exercises and materials on previously agreed scheduled dates.

The overall final course mark will be the result of the proportional calculation of the above-mentioned items. In order to pass the course one has to obtain a minimum of 5 out of 10 points in each of the course sections (theory, practicals).

B) Second call:

During the second call, each and every student who failed to pass previous course sections (Theory, Practicals) will have the chance to pass them at a new date established by the Faculty. Each section will hold the same value as during the first call: theory (75%) and practicals (15%). The same evaluation criteria used during the first call will apply. The final course mark will be calculated proportionally based on the previous items, in each of which a minimum of 5 points over 10 must be obtained.



Students will not be able to recuperate complementary activities in the second call. The mark obtained on this section will be the one obtained during the first call.

***Please Note:**

When marking, 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.

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

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 can be awarded.

REFERENCES

Basic:



- BERNABEU, J., AURA, J.E. and 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, and WHITLE, A. 1988. Prehistoria de Europa. Editorial Crítica.
- CUNLIFFE, B., GOSDEN, C. and 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. and OMS, F.X. 2020. Introducción a la Prehistoria. La evolución de la cultura humana. Editorial UOC, Barcelona.
- GARCÍA, O. and SALAZAR-GARCÍA, D.C. 2017. Times of Neolithic transition along the Western Mediterranean. Fundamental Issues in Archaeology. Springer.
- SOLAR, D. i VILLALBA, J. (coords.) 2000: Historia de la humanidad, vols. 2. Ed. Arlanza.
- MUÑOZ AMILIBIA, A.M. 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'Ethiopie. 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. and 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. and BAHN, P. 1993. Arqueología. Teorías, métodos y práctica. Akal.
- TARRÊTE, J. and 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.

Specialized Journals:



- 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

Webpages:

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