

**1. General information****Course:** PREHISTORY**Type:** CORE COURSE**Degree:** 381 - UNDERGRADUATE DEGREE PROGRAMME IN HUMANITIES:
CULTURAL HISTORY**Center:** 11 - FACULTY OF EDUCATIONAL SCIENCES AND HUMANITIES OF
CUENCA**Year:** 1**Main language:** Spanish**Use of additional
languages:****Web site:****Code:** 44743**ECTS credits:** 6**Academic year:** 2023-24**Group(s):** 30**Duration:** C2**Second language:** English**English Friendly:** Y**Bilingual:** N**Lecturer:** JUAN FRANCISCO RUIZ LOPEZ - Group(s): 30

Building/Office	Department	Phone number	Email	Office hours
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2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

The course introduces the student to the study and understanding of the most prehistoric human societies. During the enormous period of time, more than 6 million years, in which Prehistory develops, human beings and their direct ancestors evolved physically, culturally and technologically, giving rise to the appearance of ideology and belief systems, that is to say, the symbolic framework.

This knowledge is fundamental to achieve a better understanding of the evolution and Cultural History of Humanity, for the scientific analysis and valuation of archaeological heritage as the only evidence of the ways of life of our most remote ancestors, thus allowing us to connect this knowledge with that acquired in other disciplines.

What does this course provide?

This course provides students with knowledge regarding the definition of archaeological cultures with a multiconceptual interpretation of prehistoric societies and their ways of life, their artistic languages and symbolic manifestations, with an approach to social structures, technologies, economies, daily life and belief systems from the archaeological record (material culture) and archaeological anthropology (immaterial culture). The aim is to bring the student closer to the understanding of complex societies in their structure, of which numerous archaeological remains have been preserved, constituting the oldest "memory" of Humanity.

Four fundamental contributions of Prehistoric Archaeology can be identified:

- Archaeologists can recognize, on a temporal and spatial scale from the micro to the macro, from the individual to the cultural... Integrating these scales of united technical and social activity, any period and geographical area are objects of study to analyze the past of human life as much as the cultures in which it is framed.
- Social life is conceived both as a network of relationships and as a set of formal structures and institutions that need to be described. Archaeological theory turns its attention to questions of change and continuity within that complex evidence. It works on the immense archive that constitutes preserved material culture and from its analysis provides interpretations and a set of possibilities for understanding variation through comparison.
- As a result, archaeologists aim to place the finds within a broad context. When the scale is regional or global, it is desired to establish meaning within broad referents beyond the discipline itself. Prehistoric archaeology is, per se, an interdisciplinary and multidisciplinary element of research.
- Theory in Prehistory is imbued with self-reflection: considering that material culture is its basis, the nature of the objects, the relationships they have with the people who make and use them, and their interpretation of cultural and social networks, lead to conceiving the past as something alive that cannot be trivialized.

How does it relate to other subjects in the Program of Studies?

It is clear that it will provide you with a knowledge and skills base to later understand the world of the Arabian societies, generated from the social, economic and cultural evolution of prehistoric communities in certain regions of the world. Therefore, it is essential to understand the origins of historical cultures and their cultural manifestations that you will have to analyze throughout the subject in which this subject is integrated.

Relationship with the professional field:

This subject will help you to appreciate the fragile and non-renewable nature of the archaeological record and the need to conserve it within a sustainable use as cultural heritage.

- Make oral presentations for different types of audiences.
- Prepare written communications for different types of readers.
- Evaluate the variety of approaches that can be taken to understanding, constructing and interpreting the past
- Apply and understand the most relevant archaeological concepts and methods in non-archaeological situations
- Integrate materials and information from a variety of different sources
 - Perform a systematic and coherent analysis of factual information from all historical periods.
 - Make a critical analysis of arguments relating to a given topic.

If at any time you have considered pursuing a professional career in the field of university or non-university teaching, this course will enable you to gain knowledge and skills in the cultural evolution of early human societies, in direct relation to the compulsory or elective subjects you will take later.

If you are interested in developing a professional career in the field of Dissemination and Interpretation of Cultural Heritage, the subject provides you with knowledge, but above all skills to analyze and interpret the entire cultural past of Humanity, what has happened in the field of human activity in its broadest sense, overcoming the usual disconnected references between the events that have taken place. It will also provide you with the basic training necessary to face a future professional development linked to the field of Prehistory and Archaeology.

4. Degree competences achieved in this course

Course competences

Code	Description
E01	Knowing and analysing theories related to the concept of Culture and theories about human and social diversity
E03	Analysing and interpret data from research, reports and works inherent to the different disciplines of the field of study (Anthropology, Art, History, Geography, Philosophy, Language, Literature and Cultural Heritage)
E04	Understanding and using different sources of information: oral, source documents (bibliographies, records, etc.) and references from the Internet.
E05	Understanding and analysing the diachronic structure of the past and its cultural manifestations
E06	Combining the temporal and spatial dimensions of the explanation of socio-territorial processes.
E08	Establishing links between the historical framework and the cultural manifestations of each stage and comparing the results
E09	Drafting different types of texts in his/her own language (both specialised and informative)
E10	Preparing, linking, summarising and representing information using graphs and maps.
E11	Analysing and describing different types of data related to tangible and intangible culture and objectifying a record including its features and assessing the meanings thereof.
E12	Discovering, identifying and interpreting the symbolic meaning of tangible culture and landscapes.
E17	Identifying the cultural transfers and borrowings between societies, both in the past and in today's world.
E18	Approaching the ways of life and religious concepts in the past and nowadays.
E21	Knowing, understanding and interpreting the territory, interrelating the physical and environmental environment to the social and human sphere.
E22	Valuing the importance of the heritage resources maintained as an evidence of safeguarded memories.
G02	Knowledge of Information and Communication Technologies (ICTs)
G03	Expressing correctly in oral and written forms in his/her own language
G04	Ethical commitment and professional ethics
G05	Analysis and synthesis capacity
G06	Making assumptions to solve issued in his/her field of study
G07	Applying critical, analytical and creative thinking and proving innovative capacities
G08	Ability to work independently within a framework of individual responsibility
G09	Ability to work collaboratively with shared responsibility regarding the group's tasks
G10	Transmitting knowledge of the way of life of societies in a contextualised way
G11	Communicating ideas, problems and solutions in public or in technical contexts efficiently
G13	Sensitiveness to multiculturalism and gender-related issues
G16	Understanding cultural heritage from a critical, multicultural and universalist perspective
G17	Sensitiveness to environmental issues
G18	Acquiring perceptive skills and awareness to appreciate and enjoy human creations

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Linking economy and technology in a specific time of the periods analysed.

Transmitting knowledge concerning the ways of life of medieval communities in a contextualised way.

Analysing the chrono-cultural periods based on defined criteria.

Transmitting the importance of the roots of the western society and culture.

Assessing the importance of the heritage resources from prehistory and the end of ancient world.

Understanding and explaining the change and evolution processes experienced by prehistoric societies.

Understanding and explaining the change and evolution processes experienced by art to reflect the complexity and diversity of today's society.

Analysing cultural tranfers and borrowings between prehistoric societies and societies of the ancient world to understand their evolution.

Learning to situate the different periods of Prehistory and archeological cultures chronologically.

Learning the chronology systems of the cultures and civilisations of the ancient world.

Drafting and defending a report or story about an event, a historical event or a specific cultural manifestation of a specific time in the framework of a specific society.

Additional outcomes

6. Units / Contents

Unit 1: Introduction to Prehistory and Archaeological Methodology

- Unit 1.1 Notion of Prehistory and concept of evolution
- Unit 1.2 Periodization of Prehistory and time scale
- Unit 1.3 Prehistoric science. Origins of Prehistory
- Unit 1.4 Evolution: a) Evolutionism and Creationism; b) Natural Selection; c) Sexual Selection
- Unit 1.5 Climate change and human evolution
- Unit 1.6 Archaeological Methodology: surveying
- Unit 1.7 Archaeological Methodology: excavation

Unit 1.8 Archaeological Methodology: chronology and dating

Unit 2: Human evolution

Unit 2.1 The African origin of the human being. From Australopithecus to Homo Habilis

Unit 2.2 The process of hominization: What makes us humans?

Unit 2.3 Homo Ergaster, H. Erectus and H. Georgicus. From Africa to the world

Unit 2.4 Homo Antecessor, Erectus, Heidelbergensis and Neanderthalensis. The European case. Other hominids. Neanderthal cultures

Unit 2.5 Homo sapiens. Origin and development of our species

Unit 2.6 Ways of life of the first hominins. Climatic changes and beginnings of the symbolic world

Unit 2.7 Technology. Lithic carving (Modes 1, 2 and 3) and the mastery of fire.

Unit 3: Homo Sapiens. The chosen species

Unit 3.1 Origin, and diffusion throughout the world

Unit 3.2 Neanderthal and sapiens: the encounter

Unit 3.3 Archaeological cultures of Homo Sapiens in Europe. Aurignacian, Gravetian, Solutrean, Magdalenian

Unit 3.4 Ways of life. Specialized hunters and the glacial megafauna. Cave habitats. The camps of Eastern Europe

Unit 3.5 Technology. Lithic (mode 4) and bone industries

Unit 3.6 Symbolic world and forms of graphic communication. Paleolithic parietal and movable art. Styles, chronology and meaning

Unit 4: Post-glacial times. Last hunter-gatherer societies

Unit 4.1 Climate change between the Tardiglacial and the Holocene. Marine transgressions and subductions. Extinction of megafauna and forest extension. Holocene climatic periods

Unit 4.2 New subsistence strategies on a global scale. The transition between predation and reproduction. Broad-spectrum hunter-gatherers in the Old World

Unit 4.3 Last hunter-gatherers in Europe. The Mesolithic in Western Europe

Unit 4.4 Graphic productions and symbolism of postglacial societies

Unit 5: The Neolithic world

Unit 5.1 Domestication processes

Unit 5.2 Göbekli-Tepe and the dawn of agriculture

Unit 5.3 The first horticulturists. The Natufian of Palestine

Unit 5.4 The Near Eastern Neolithic. Origin, definition and expansion

Unit 5.5 Neolithic technologies and their global expansion

Unit 5.6 The Ancient and Middle Neolithic in Europe. The case of the Iberian Peninsula

Unit 5.7 Neolithic graphic productions and the architecture of memory: megalithism

Unit 5.8 Final Neolithic and the origin of the Chalcolithic

Unit 6: Recent Prehistory: Metallurgical Cultures

Unit 6.1 Chalcolithic Cultures in Europe and the Near East

Unit 6.2 The birth of complex societies. Near East, Central Europe and Western Europe. Los Millares

Unit 6.3 The revolution of secondary products and the peasant way of life

Unit 6.4 The cultures of the chordate and bell beaker ceramics in Europe

Unit 6.5 Bronze Age in the Iberian Peninsula and the hierarchical societies

Unit 6.6 The Bronze Age in Europe

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Workshops or seminars [ON-SITE]	Workshops and Seminars	E01 E03 E04 E05 G02 G03 G04 G05 G16	0.1	2.5	Y	N	Seminar on practical aspects of the course, mainly related to prehistoric technology. Recoverable
Writing of reports or projects [OFF-SITE]	Reading and Analysis of Reviews and Articles	E01 E03 E04 E05 E11 E12 E17 E22 G02 G03 G04 G05 G06 G07 G08 G10	1	25	Y	Y	Reading of a scientific article and a book. Both will be determined in the first week of the course. Recoverable
Study and Exam Preparation [OFF-SITE]	Self-study	E01 E03 E04 E05	1.8	45	Y	Y	Self-study for the preparation of the various tests of continuous evaluation of the subject
Class Attendance (theory) [ON-SITE]	Lectures	E01 E03 E04 E05	1.44	36	N	-	Master classes
Group tutoring sessions [ON-SITE]	Guided or supervised work	E01 E04 E05	0.5	12.5	N	-	Group tutorials aimed at providing guidance on the subject and clarifying doubts about the content of each of the topics
Progress test [ON-SITE]	Assessment tests	E01 E04 E05 E08 E09 G03 G05 G07 G10	0.08	2	Y	Y	Test that demonstrates that the global knowledge and the ability to interrelate the different aspects covered in the course have been acquired. Recoverable
Other off-site activity [OFF-SITE]	Creation of Mind Maps	E01 E03 E04 E05 G02 G03 G05 G08 G10 G11	0.8	20	Y	Y	Creation of timelines focused on various aspects of the prehistoric world. Recoverable
Field work [ON-SITE]	Combination of methods	E01 E06 E08 E09 E11 E12 E18 E21 E22	0.2	5	Y	Y	Field trip to visit prehistoric sites in situ and analyze what was learned in class
Final test [ON-SITE]	Assessment tests	E01 E03 E06 E08 E09 E12 E17 E18 G03	0.08	2	Y	Y	Global comprehension test
Total:			6	150			

Total credits of out of class work: 3.6	Total hours of out of class work: 90
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As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System			
Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Assessment of active participation	10.00%	0.00%	Active participation in the development of the course
Fieldwork assessment	5.00%	0.00%	Preparation of a report based on the field trip carried out during the course
Final test	30.00%	70.00%	Test of global comprehension of the subject consisting of development questions and a questionnaire with alternative answers
Assessment of problem solving and/or case studies	10.00%	10.00%	Elaboration of timelines
Progress Tests	20.00%	10.00%	Completion of questionnaires with alternative answers at the end of each topic
Theoretical papers assessment	25.00%	10.00%	Review of selected scientific articles and texts
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

All students must complete the mandatory activities, which will always be recoverable in the extraordinary call. Active participation in class will be valued. In order to pass the course, the grade of the final exam must be a 4 or higher. Below 4.00 does not make average with the rest of the grades, and will suppose its repetition in the extraordinary call.

Students who have participated during the period of classes in evaluable activities that, as a whole, represent at least that together account for at least 50% of the total evaluation of the subject will necessarily be evaluated by the continuous evaluation modality.

If this criterion is not met, the evaluation modality may be changed during the course. Likewise, the student will be able to agree with the professor, before April, the change of evaluation modality.

The COMPILATIO software acquired by the UCLM allows detecting lawful intertextualities, plagiarism (copied without citing source) taken from the Internet and copies between students. As a general rule, from 40% of similarity will mean the failure of the subject, and from 65% of similarity will mean the failure of the subject, and from 65% a file with a proposal for a higher penalty. The penalty, however, is the responsibility of the teacher, who will consider the severity according to other didactic factors.

Unauthorized use of AI software will be considered the same as plagiarism.

Non-continuous evaluation:

Students who opt for non-continuous evaluation must prepare oral presentations/works that will account for 30% of the final grade and must also pass a final written test that will account for 70% of their final grade.

This modality is recommended for students who cannot regularly attend the classroom training activities of the course.

The COMPILATIO software acquired by the UCLM allows detecting lawful intertextualities, plagiarism (copied without citing source) taken from the Internet and copies between students. As a general rule, from 40% of similarity will mean the failure of the subject, and from 65% of similarity will mean the failure of the subject, and from 65% a file with a proposal for a higher penalty. The penalty, however, is the responsibility of the teacher, who will weigh the severity according to other didactic factors.

The unauthorized use of AI software will have the same consideration as plagiarism.

Specifications for the resit/retake exam:

Students who take the continuous evaluation and whose average grade is lower than 5.00 must submit the missing and/or failed assignments, and must take a final exam similar to that of the regular exam.

Students who waive the continuous evaluation and whose average grade is lower than 5.00 must prepare the missing and/or failed oral presentations/works, and they must also pass the final written exam, which represents 70% of their final grade.

The same criteria will be applied regarding plagiarism as in the ordinary exam.

Specifications for the second resit / retake exam:

Students who opt for this call must prepare oral presentations/works that will account for 30% of the final grade and must also pass a final written test that will account for 70% of their final grade.

The same criteria will be applied regarding plagiarism as in the ordinary exam.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Progress test [PRESENCIAL][Assessment tests]	2
Field work [PRESENCIAL][Combination of methods]	5
Final test [PRESENCIAL][Assessment tests]	2
General comments about the planning: Time planning could be modified due to unforeseen circumstances	
Unit 1 (de 6): Introduction to Prehistory and Archaeological Methodology	
Activities	Hours
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Teaching period: 1st-2nd week	
Comment: Time planning could be modified due to unforeseen circumstances	
Unit 2 (de 6): Human evolution	
Activities	Hours
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	2.5

Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Class Attendance (theory) [PRESENCIAL][Lectures]	6.5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	2.5
Other off-site activity [AUTÓNOMA][Creation of Mind Maps]	10
Teaching period: 3rd-5th week	
Comment: Time planning could be modified due to unforeseen circumstances	
Unit 3 (de 6): Homo Sapiens. The chosen species	
Activities	Hours
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Class Attendance (theory) [PRESENCIAL][Lectures]	6.5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	2.5
Other off-site activity [AUTÓNOMA][Creation of Mind Maps]	10
Teaching period: 6th-8th week	
Comment: Time planning could be modified due to unforeseen circumstances	
Unit 4 (de 6): Post-glacial times. Last hunter-gatherer societies	
Activities	Hours
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	2.5
Teaching period: 9th-11th	
Comment: Time planning could be modified due to unforeseen circumstances	
Unit 5 (de 6): The Neolithic world	
Activities	Hours
Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	2.5
Unit 6 (de 6): Recent Prehistory: Metallurgical Cultures	
Activities	Hours
Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	2.5
Teaching period: 12nd-13th	
Comment: Time planning could be modified due to unforeseen circumstances	
Global activity	
Activities	hours
Field work [PRESENCIAL][Combination of methods]	5
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	2.5
Writing of reports or projects [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	25
Study and Exam Preparation [AUTÓNOMA][Self-study]	45
Class Attendance (theory) [PRESENCIAL][Lectures]	36
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	12.5
Progress test [PRESENCIAL][Assessment tests]	2
Other off-site activity [AUTÓNOMA][Creation of Mind Maps]	20
Final test [PRESENCIAL][Assessment tests]	2
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
GUILAINE, J.	De la vague à la tombe : la conquête néolithique de la Méditerranée : (8000-2000 avant J. C.)	Editions du Seuil	Paris		2003	
AURENCHE, O., KOZLOWSKI, S.K.	El origen del neolítico en el próximo oriente : el paraíso perdido	Ariel	Barcelona		2003	
BAILEY,G., SPIKINS, P., Eds	Mesolithic Europe	Cambridge University Press	Cambridge		2010	
BARANDIARÁN et al.	Prehistoria de la Península Ibérica	Ariel	Barcelona		2007	
BRADLEY, R.	Ritual and domestic life in prehistoric Europe	Routledge	London New York		2005	
BRADLEY, R.	The past in prehistoric societies	Routledge	London New York		2002	
BRADLEY, R.	The significance of monuments : on the shaping of human experience in Neolithic and Bronze Age Europe	Routledge	London		2003	
CALVO TRÍAS, M.	Útiles líticos prehistóricos: forma,	Ariel	Barcelona		2002	

CARBONELL, E.(Coord.)	función y uso Hominidos : las primeras ocupaciones de los continentes	Ariel	Prehistoria Barcelona	2005
CAUWE, N.	Le Néolithique en Europe	Armand Colin	Paris	2007
CHAMPION, T. y GAMBLE, C.	Prehistoria de Europa	Crítica	Barcelona	1988
DOMINGO, I.; BURKE, H. y SMITH, C.,	Manual de campo del arqueólogo	Ariel	Barcelona	2007
EARLE, T., KRISTIANSEN, K.	Organizing bronze age societies : the Mediterranean, Central Europe, and Scandinavia compared	Cambridge University Press	Cambridge	2010
EIROA, J.J.	Nociones de Prehistoria	Ariel	Barcelona	2000
EIROA, J.J.	Prehistoria del mundo	Sello Editorial	Barcelona	2010
GAMBLE, C.	Arqueología básica	Ariel	Barcelona	2002
GAMBLE, C.	Origins and revolutions : human identity in earliest prehistory	Cambridge University Press	Cambridge	2007
GAMBLE, C.	Timewalkers: the prehistory of global colonization	Sutton	Gloucestershire	2003
GUILAINE, J. Dir.	Arts et symboles du Néolithique à la protohistoire	Errance	Paris	2003
GUILAINE, J. Dir.	Sépultures et sociétés : du Néolithique à l'Histoire	Errance	Paris	2009
HARDING, A.F.	Sociedades europeas en la Edad del Bronce	Ariel	Barcelona	2003
HODDER, I.	Religion in the emergence of civilization : Çatalhöyük as a case	Cambridge University Press	Cambridge	2010
MITHEN, S.	Arqueología de la Mente. Orígenes del arte, de la religión y de la ciencia	Crítica	Barcelona	1998
MITHEN, S.	Los neandertales cantaban rap : los orígenes de la música y el lenguaje	Crítica	Barcelona	2007
MOHEN, J.-P.	Metalurgia prehistórica : introducción a la paleometalurgia	Masson	Barcelona	1992
PATOU-MATHIS, M.	Neandertal : une autre humanité	Perrin	Paris	2006
PETTIT, P.	The palaeolithic origins of human burial	Routledge	London New York	2011
RENFREW, C., MORLEY, I., Eds.	Becoming human : innovation in prehistoric material and spiritual culture	Cambridge University Press	Cambridge	2009
RICHARD, H., MAGNY, M., MORDANT, C., Dirs.	Environnements et cultures à l'âge du bronze en Europe occidentale	Éditions du Comité des travaux historiques et scientifiques (CTHS)	Paris	2007
SCARRE, C.	Monuments and landscape in Atlantic Europe : perception and society during the Neolithic and Early Bronze Age	Routledge	London New York	2002
WHITTLE, A.	The archaeology of people : dimensions of Neolithic life	Routledge	London New York	2003