

**SUBJECT/MODULE SYLLABUS\***

1.	Subject/module name Social and economical organisation of hunter-gatherers and farmers
2.	Discipline archaeology
3.	Lecture language Polish
4.	The entity conducting subject Institute of Archaeology
5.	Subject/module code 22-AR-S2-WSOSGŁZR
6.	Type of subject/module ( <i>obligatory or optional</i> ) obligatory
7.	Field of study (specialization)* archaeology
8.	Level of studies ( <i>1st degree*, 2nd degree*, long-cycle master's studies*, name of the Doctoral College*</i> ) 2nd degree
9.	Year of studies ( <i>if applicable</i> ) 1st year
10.	Semester ( <i>winter or summer</i> ) winter
11.	Form of classes and number of hours (including number of hours of online classes*) lecture 30 hours
12.	Prerequisites in terms of knowledge, skills and social competences for the subject/module  Knowledge of archaeology and social sciences, general knowledge of issues related to general archaeology, Paleolithic, Mesolithic and Neolithic
13.	Learning objectives for the subject  The lecture addresses various issues related to the social and economic organization of hunter-gatherer and agricultural-breeding communities based on theoretical reflection of social sciences and the current state of archaeological research. During it, the student will become acquainted with a synthetic overview of the phenomena of social and economic transformation from the beginnings of social life to the beginning of the Bronze Age.
14.	Program content:

	<ol style="list-style-type: none"> <li>1. The beginnings of social life: creatures with small brains</li> <li>2. Half a million years with hand axes : the phenomenon of Acheulean culture in Europe</li> <li>3. The mystery of the technical breakthrough at the end of the Middle Pleistocene</li> <li>4. Neanderthal: his social life and symbolic culture</li> <li>5. Crystallization of a new society - Upper Paleolithic</li> <li>6. Egalitarianism, status, hierarchy in hunter-gatherer societies.</li> <li>7. What do the paintings hide? Paleolithic and Mesolithic art and social life.</li> <li>8. Red and black - in search of the old meanings of pigments.</li> <li>9. Sedentary lifestyle - highlights and shadows, or the beginnings of sedentism.</li> <li>10. The last hunters and gatherers - an attempt at social interpretation.</li> <li>11. Neolithic revolution: economic, social or ideological revolution?</li> <li>12. In the shadow of longhouses: the first farmers and breeders in Central Europe</li> <li>13. Not only copper and monumental graves: the early and middle Eneolithic</li> <li>14. "Wind" from the east? Late Eneolithic farming communities</li> <li>15. Melting together. Communities of the early Bronze Age</li> </ol>								
	<table> <tr> <td data-bbox="272 1350 991 1485">Assumed learning outcomes</td><td data-bbox="991 1350 1447 1485">Appropriate directional symbols  learning outcomes</td></tr> <tr> <td data-bbox="272 1485 991 1675">Has structured, in-depth knowledge of the archaeology of various eras.</td><td data-bbox="991 1485 1447 1675">K_W04</td></tr> <tr> <td data-bbox="272 1675 991 1955">Has knowledge of methods of analyzing various data and their interpretation, carried out on the basis of selected traditions, theories and research schools.</td><td data-bbox="991 1675 1447 1955">K_W07</td></tr> <tr> <td data-bbox="272 1955 991 2022"></td><td data-bbox="991 1955 1447 2022">K_U04</td></tr> </table>	Assumed learning outcomes	Appropriate directional symbols  learning outcomes	Has structured, in-depth knowledge of the archaeology of various eras.	K_W04	Has knowledge of methods of analyzing various data and their interpretation, carried out on the basis of selected traditions, theories and research schools.	K_W07		K_U04
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	<p>Has the ability to integrate knowledge from various disciplines.</p> <p>Is able to critically analyze various types of data, taking into account modern research methods.</p> <p>Understands the need for lifelong learning.</p> <p>Demonstrates competent responsibility and civil courage in presenting a picture of history consistent with the current state of archaeological knowledge.</p>	<p>K_U05</p> <p>K_K01</p> <p>K_K08</p>
15.	<p>Required and recommended literature (sources, studies, textbooks, etc.)</p> <p>Required literature</p> <ol style="list-style-type: none"> <li>1. Gamble C., Gowlett J., Dunbar R. 2017. <i>Potęga mózgu. Jak ewolucja życia społecznego kształtowała ludzki umysł</i>, Kraków: Copernicus Center Press.</li> <li>2. Kruk J., Milisauskas S. 1999. <i>Rozkwit i upadek społeczeństw rolniczych neolitu</i>, Kraków: Instytut Archeologii i Etnologii PAN.</li> <li>3. Pääbo S. 2019. <i>Neandertalczyk. W poszukiwaniu zaginionych genomów</i>, Warszawa: Prószyński Media.</li> <li>4. Przybyła M.S. 2014. <i>Teoria ewolucji w archeologicznych badaniach nad dawnymi społeczeństwami</i>, Kraków: UJ. Instytut Archeologii.</li> <li>5. Reich D. 2019. <i>Kim jesteśmy, skąd przyszliśmy...</i>, Stare Groszki: CiS.</li> <li>6. Tomasello M. 2015. <i>Dlaczego współpracujemy</i>, Kraków: Copernicus Center Press.</li> </ol> <p>Recommended literature</p> <ol style="list-style-type: none"> <li>1. Bojs K. 2018. <i>Moja europejska rodzina. Pierwsze 54 000 lat</i>, Warszawa: Insignis Media.</li> <li>2. <i>The Past Societies. Polish lands from the first evidence of human presence to the Early Middle Ages</i>, t. 1. 500 000-5 500 BC, red. J. Kabaciński, 2016, Warszawa: Institute of Archaeology and Ethnology PAN.</li> <li>3. <i>The Past Societies. Polish lands from the first evidence of human presence to the Early Middle Ages</i>, t. 2. 5 500-2 000 BC, red. P. Włodarczak, 2016, Warszawa: Institute of Archaeology and Ethnology PAN.</li> <li>4. Tabaczyński S., Marciniak A., Cyngot D., Zalewska A. (red.). 2012. <i>Przeszłość społeczna. Próba konceptualizacji</i>, Warszawa: Wydawnictwo Poznańskie.</li> </ol>	
16.	<p>Methods of verifying the assumed learning outcomes:</p> <p>oral exam</p>	
17.	<p>Conditions and form of passing individual components of the subject/module:</p> <p>oral exam</p>	

18.	Student/PhD student workload	
	the form of carrying out classes by the student*/doctoral student*	the number of hours allocated to carry out a given type of classes
	classes (according to the study plan) with the instructor: - lecture:	30
	student/doctoral student's own work (including participation in group work), e.g.:	
	- reading the indicated literature:	50
	- preparation for the final exam:	40
	Total number of hours	120
	Number of ECTS points ( <i>if required</i> )	4

(T) – implemented in a traditional way

(O) – implemented online

\* remove unnecessary