

SUBJECT/MODULE SYLLABUS*

1.	Subject/module name World archaeology: Palaeolithic and Mesolithic
2.	Discipline archaeology
3.	Lecture language Polish
4.	The entity conducting subject Institute of Archaeology
5.	Subject/module code 22-AR-S1-02-APPM
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>) 1st degree
9.	Year of studies (<i>if applicable</i>) 1st year
10.	Semester (<i>winter or summer</i>) summer
11.	Form of classes and number of hours (including number of hours of online classes*) Lecture 30 hours, seminar 30 hours, laboratory 10 hours
12.	Prerequisites in terms of knowledge, skills and social competences for the subject/module None
13.	Learning objectives for the subject Acquiring knowledge about the culture and development of hunter-gatherer societies around the world from the appearance of the first tools to the beginnings of agriculture
14.	Program content: Lecture: 1. Introductory information on the sources of knowledge about the Paleolithic and Mesolithic. Basic concepts and a short history of the most important discoveries. 2. The first hominins and expansion outside Africa. Anthropological and technological diversity. 3. Africa and Eurasia from 1.8 million to 0.3 million years ago

4. Mosaic of "species" and cultural patterns in the period from 300,000 up to 50 thousand years in Africa and Eurasia
5. The problem of the birth of *Homo sapiens*. Early Upper Paleolithic in Eurasia
6. Upper Paleolithic in Europe and Asia: the golden age of hunters
7. Settlement of Australia, New Guinea and Tasmania: the problem of Sunda and Sahul
8. The beginnings of the settlement of North and South America
9. Pigments, graves, art - the beginnings of symbolic culture in the world.
10. Among the symbols of Upper Paleolithic hunters.
11. The world at the end of the glacial period.
12. The beginnings of the Mesolithic - European and world perspective.
13. Younger Mesolithic – stabilization and change.
14. New trends in the symbolic culture of hunters and gatherers at the end of the Pleistocene and in the Holocene.
15. The last hunter-gatherer societies in Europe and the world.

Seminar:

1. General information about hunters and gatherers.
2. First tools. The oldest stone processing techniques.
3. Lower Paleolithic. Acheulean complex.
4. Middle Paleolithic: technology, everyday life, social world of Neanderthals.
5. At the sources of the Upper Paleolithic (early section).
6. The Gravettian world (middle section of the Upper Paleolithic).
7. The flourishing of symbolic culture in the Upper Paleolithic.
8. Europe at the end of the Paleolithic era.
9. The world of Mesolithic hunters: technology, lifestyle and art in the Middle Stone Age.
10. Twilight of hunters and gatherers?

	Laboratory: 1. Raw materials in the Paleolithic and Mesolithic. 2. Technique, method, technology – different approaches to processing raw materials. Concepts of flint craftsmanship. 3. Flint craftsmanship - techniques of forming tools and cores in the Paleolithic and Mesolithic. 4. Bone and antler artifacts in hunter-gatherer cultures - technological approach. 5. Wooden tools and the use of other organic raw materials in the Paleolithic and Mesolithic.												
	<table> <tr> <td data-bbox="193 835 954 981">Assumed learning outcomes</td><td data-bbox="954 835 1428 981">Appropriate directional symbols</td></tr> <tr> <td data-bbox="193 981 954 1294">Knows the basic concepts and terminology used in archaeology and other humanities, especially history, cultural anthropology, selected natural sciences and earth sciences with which archaeology cooperates</td><td data-bbox="954 981 1428 1294">learning outcomes</td></tr> <tr> <td data-bbox="193 1294 954 1585">Has structured methodological knowledge and knowledge of theories used in archaeology and in various directions of archaeological, archaeological-natural and natural research</td><td data-bbox="954 1294 1428 1585">K_W02</td></tr> <tr> <td data-bbox="193 1585 954 1731">Has structured knowledge of prehistoric, historical and ancient archaeology</td><td data-bbox="954 1585 1428 1731">K_W03</td></tr> <tr> <td data-bbox="193 1731 954 1989">Has basic skills in:</td><td data-bbox="954 1731 1428 1989">K_W04</td></tr> <tr> <td data-bbox="193 1989 954 2038"> - formulating scientific problems and analyzing them by selecting appropriate research methods and tools, - development and presentation of research results, </td><td data-bbox="954 1989 1428 2038">K_U02</td></tr> </table>	Assumed learning outcomes	Appropriate directional symbols	Knows the basic concepts and terminology used in archaeology and other humanities, especially history, cultural anthropology, selected natural sciences and earth sciences with which archaeology cooperates	learning outcomes	Has structured methodological knowledge and knowledge of theories used in archaeology and in various directions of archaeological, archaeological-natural and natural research	K_W02	Has structured knowledge of prehistoric, historical and ancient archaeology	K_W03	Has basic skills in:	K_W04	- formulating scientific problems and analyzing them by selecting appropriate research methods and tools, - development and presentation of research results,	K_U02
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	- solving problems in scientific fields and disciplines relevant to the field of study Is able to use basic theoretical approaches, research paradigms and concepts appropriate to the studied discipline and those disciplines from other areas (natural sciences, art sciences, earth sciences) that are an integral part of archaeology or cooperate with it Is able to recognize various types of cultural products specific to the studied discipline and conduct their critical analysis and interpretation using typical research methods in order to determine their content and meanings, including chronological and cultural affiliation and function Has the ability to substantively argue using the views of other authors and formulate conclusions Understands the need for lifelong learning Is able to appropriately determine priorities for the implementation of tasks specified by himself or others	K_U04 K_U05 K_U06 K_K01 K_K03
15.	Required and recommended literature (sources, studies, textbooks, etc.) All readings are available in the library of the Institute of Archaeology and/or in PDF format (open access) Bahn P. 2019. Historia archeologii. Podstawowy przewodnik po przeszłości człowieka. Warszawa: wyd. Arkady (fragments). Dunbar R., Gowlett J., Gamble C. 2017. Potęga mózgu. Jak ewolucja życia społecznego kształtowała umysł człowieka. Warszawa: Copernicus Center Press. Inizan M.-L., Reduron-Ballinger M., Roche H., Tixier J. 1999. Technology and terminology	

	of knapped stone, Nanterre: CREP. Kabaciński J. (ed.), The Past Societies, 1, 500,000 – 5,500 BC, Polish lands from the first evidence of human presence to the early Middle Ages, Warszawa: Institute of Archaeology and Ethnology, Polish Academy of Sciences. Kozłowski J.K. 2004. Świat przed „rewolucją” neolityczną, Wielka historia świata, t. I, Kraków: Fogra, Świat Książki. Mojski J.E. 1993. Europa w plejstocenie. Ewolucja środowiska przyrodniczego. Warszawa: wyd. PAE (selected issues) Reich D. 2019. Kim jesteśmy, skąd przyszliśmy... Kopalny DNA i nowa nauka o przeszłości człowieka. Warszawa: wyd. CIS. Stone L., Lurquin P. 2009. Geny, kultura i ewolucja człowieka. Synteza. Warszawa: Wydawnictwo Uniwersytetu Warszawskiego (selected issues). Sulgostowska Z. 2019. Kultura duchowa społeczności zamieszkujących ziemie polskie w późnym paleolicie i mezolicie. Warszawa: Wydawnictwo Instytutu Archeologii i Etnologii PAN (fragments about graves and funeral rites).	
16.	Methods of verifying the assumed learning outcomes: - lecture: written exam - seminar: written tests, individual teaching tasks - laboratory: multiple choice test, open-ended questions	
17.	Conditions and form of passing individual components of the subject/module: - lecture: attendance at classes, written exam - seminar: attendance and activity during classes, final test, - laboratory: attendance and activity during classes, final test	
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: - seminar: - laboratory:	30 30 10
	student/doctoral student's own work (including	

	participation in group work), e.g.:	85
	- reading the indicated literature:	30
	- preparation for the exam	25
	- preparation of a final paper	
	Total number of hours	310
	Number of ECTS points (<i>if required</i>)	7

(T) – implemented in a traditional way

(O) – implemented online

* remove unnecessary