



DEPARTMENT OF HISTORICAL STUDIES

AE2019 Towards a new European Prehistory. The third science revolution in archaeology: the impact of ancient DNA and strontium, 15 credits

Mot en ny europeisk förhistoria. Arkeologins tredje vetenskapliga revolution: betydelsen av DNA och strontiumanalys, 15 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Department of Historical Studies on 2019-09-18 and was last revised on 2021-05-19 to be valid from 2022-01-17, spring semester of 2022.

Field of education: Arts 80% and Science 20%

Department: Department of Historical Studies

Position in the educational system

Main field of studies

Archaeology

Specialization

A1N, Second cycle, has only first-cycle course/s as entry requirements

Entry requirements

Admission to the course requires a Bachelor of Arts or the equivalent of 180 credits, of which 90 credits within the disciplines of Archaeology or Classical Studies and Ancient History.

Learning outcomes

On successful completion of the course the student will be able to:

Knowledge and understanding

in an advanced and specialized way show critical understanding of the use of science methods in archaeology on a general level, and the specific use of ancient DNA and strontium isotope analysis, in contemporary archaeology.

define and question central theoretical approaches, relevant questions and methodologies for the use of ancient DNA and strontium isotope analysis in archaeology.

in an advanced and specialized way show acquaintance with the leading scientific research concerning ancient DNA and strontium isotope analysis and its use within contemporary archaeology.

critically discuss in what manner the methods of ancient DNA and strontium isotope analyses transform our understanding of the changes within the prehistoric European society, from the beginning of farming until the end of the Bronze Age.

Competence and skills

critically discuss and analyse different standpoints concerning the use of science methods within archaeology on a general level, and the use of ancient DNA and strontium isotope analyses within contemporary archaeology on a specific level.

critically analyse in what manner the methods of ancient DNA and strontium isotope analyses change our understanding of the changes within the prehistoric European society, from the beginning of farming until the end of the Bronze Age.

identify and critically understand theories and methods in relation to data and source of information.

identify the need of further knowledge and to be responsible for the learning process.

show competences both in written and oral form.

Judgement and approach

critically analyse and relate to theories and methods of ancient DNA and strontium isotope analyses in contemporary archaeological research.

autonomously formulate research questions concerning specific aspect of the methods of ancient DNA and strontium isotope analyses and relate them to the wider fields and chronological contexts of archaeological studies about the past.

critically reflect upon the historical and social role of science methods in general, and ancient DNA and strontium isotope analyses specifically in a wider societal context.

Course content

The course is interdisciplinary and aims to provide a comprehensive knowledge and understanding of the impact of the specialized science methods of ancient DNA and strontium isotope analysis within archaeology, and for the archaeological interpretation and knowledge about the past. These methods, that can be collected under the umbrella of “the third science revolution in archaeology” change our possibilities to interpret and understand the past, for instance, concerning social complexity, mode of production, interaction and diffusion, consumption and distribution patterns, political economy and warfare. The course is concentrated on

tracing and discussing the changes within the prehistoric European society, from the beginning of farming until the end of the Bronze Age, with the help of these methods.

Form of teaching

The course is distance-based on line. It is based in teaching practices such as filmed lectures and literature reading. All assignments will require the use of digital media, it is therefore mandatory to have access to a computer and be able to use it. The course relies on students' individual studies and thorough reading of the course literature. The final assignment is going to be an individual work. The language of instruction is English.

Language of instruction: English

Assessment

The course assessment is carried out with the help of various assignments that the student completes during the course.

If a student, who has failed the same examined element on two occasions, wishes to change examiner before the next examination session, such a request is to be submitted to the department in writing and granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, though at most two years after the course has ceased/been changed. The same applies to work experience and VFU, although this is restricted to just one additional examination session.

Grades

The grading scale comprises: Excellent (A), Very good (B), Good (C), Satisfactory (D), Sufficient (E) and Fail (F).

Course evaluation

The teacher/s have the responsibility to collect the student's evaluations in written forms at the end of the course.

The results of and possible changes to the course will be shared with students who participated in the evaluation and students who are starting the course.

