

# UCL INSTITUTE OF ARCHAEOLOGY

ARCL1014 Introduction to Archaeology 2015-16  
Year 1 Core Course 0.5 unit  
Turnitin Class ID: 2970047  
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Moodle Enrollment: IoA1516

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Please see the last page of this document for important information about submission and marking procedures, or links to the relevant webpages.

## OVERVIEW

### *Short description*

This course will provide an introductory overview of the emergence of archaeology as a discipline, beginning with a history of human curiosity about the past, moving through the age of antiquarian enquiry and closing with a consideration of the development of modern archaeology. The course will place the development of archaeology in context with wider intellectual traditions and cultural movements in order to understand more fully how and why the study of the human past came about. The methods and techniques of archaeology will also be presented alongside the changing nature of interpretation of archaeological remains. The course concludes with a focus upon the importance and relevance of archaeological remains and their understanding in the contemporary world.

### *Week-by-week summary*

Tuesday 6<sup>th</sup> October 11am-1pm

1. Archaeology as social science: an introductory overview **Mark Altaweel**
2. From Biblical time to deep time: a scientific framework for the past **David Wengrow**

Thursday 8<sup>th</sup> October (see seminar allocation for your allotted time slot)

**SEMINAR 1: Interpretation Mark Altaweel and Liz Farebrother**

Tuesday 13<sup>th</sup> October 11am-1pm

3. Emerging concepts of time and human history: the past in the past and the establishment of antiquity and antiquarianism **Gabriel Moshenska**
4. The emergence of a discipline: the development of fieldwork and excavation **Kris Lockyear**

Tuesday 20<sup>th</sup> October 11am-1pm

5. The archaeology of the living **Sue Hamilton**
6. The archaeology of the dead **Mike Parker Pearson**

Thursday 22<sup>nd</sup> October

**SEMINAR 2: Religion Alternative archaeologies Mark Altaweel and Liz Farebrother**

Tuesday 27<sup>th</sup> October 11am-1pm

7. From nano-archaeology to world systems: issues of scale **Andy Bevan**

8. Explaining archaeology: why did it happen **Andrew Gardner**

Tuesday 3<sup>rd</sup> November 11am-1pm

9. Archaeology of architecture **Chiara Bonnachi**

10. Interdisciplinary engagements I: anthropology, history and geography **Andrew Reynolds**

Thursday 5<sup>th</sup> November

**SEMINAR 3:** Archaeology and best practice **Mark Altaweel and Liz Farebrother**

READING WEEK 9<sup>th</sup>-13<sup>th</sup> November (NO TEACHING)

Tuesday 17<sup>th</sup> November 11am-1pm

11. Archaeology in UK today **Dominic Perring**

12. Who owns the past? **Kathy Tubb**

Tuesday 24<sup>th</sup> November 11am-1pm

13. Presenting the past: archaeology, museums and heritage **Rodney Harrison**

14. The value of an archaeological mind in the wider world **Mark Altaweel**

Thursday 26<sup>th</sup> November

**SEMINAR 4:** Ownership and repatriation **Mark Altaweel and Liz Farebrother**

Tuesday 1<sup>st</sup> December 11am-1pm

15. The social and political uses and misuses of the past **Tim Schadla-Hall**

16. The economic value of archaeology **Tim Schadla-Hall**

Tuesday 8<sup>th</sup> December 11am-1pm

17. Interdisciplinary engagements II: environmental methods **Liz Farebrother**

18. Interdisciplinary engagements III: genetics **Mark Altaweel**

Thursday 10<sup>th</sup> December

**SEMINAR 5:** Archaeology and politics **Mark Altaweel and Liz Farebrother**

Tuesday 15<sup>th</sup> December 11am-1pm

19. Course review **Mark Altaweel**

20. Revision class **Mark Altaweel**

### ***Basic texts***

Carver, M. O. H. 2009 *Archaeological investigation*. London: Routledge (a comprehensive guide to how archaeologists conduct excavation and fieldwork)[ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]

Greene, K. 2002 *Archaeology: An Introduction*. London: Routledge (a useful basic introduction to the subject)[INST ARCH AL GRE]

Johnson, M. H. 1999 (2<sup>nd</sup> edition 2010) *Archaeological Theory: An Introduction*. Oxford: Blackwell (a clear and concise overview of archaeological theory)[ISSUE DESK IOA JOH 5; INST ARCH AH JOH]

Renfrew, C. and Bahn, P. 2008 (5<sup>th</sup> edition) *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (the primary source of reference for students new to archaeology)[ISSUE DESK IOA REN 2; INST ARCH AH REN]

Scarre, C. 2005 (3<sup>rd</sup> edition 2013) *The Human Past: World Prehistory and the Development of Human Societies*. London: Thames and Hudson (a selection of detailed overviews of the major developments in human history)[ISSUE DESK IOA SCA 4; INST ARCH BC 100 SCA]

Trigger, B. 1989 (2<sup>nd</sup> edition 2006) *A History of Archaeological Thought*. Cambridge:

### ***Methods of assessment***

This course is assessed by means of:

(a) one piece of coursework of 1900-2100 words, which contributes 50% to the final grade for the course. This is due at midnight on Tuesday 12 January 2016.

(b) a two-hour written examination in May (50%); students are expected to answer two out of eight questions.

### ***Teaching methods***

The course is taught through lectures and a small number of seminars (five), which have been incorporated into the scheduled sessions for the course.

### ***Workload***

There will be 20 hours of lectures and 5 hours of seminars for this course. Students will be expected to undertake around 70 hours of reading for the course, plus 30 hours preparing for and producing the assessed work, and an additional 60 hours on revision for the examination. This adds up to a total workload of some 185 hours for the course.

## **AIMS, OBJECTIVES AND ASSESSMENT**

### ***Aims***

The principal aim of the module is to provide an overview of the emergence of archaeology as a discipline, including the methods and techniques employed and the contemporary relevance of the study of the human past. The course is aimed at those new to archaeology and thus will be suitable to students from all backgrounds, not just those taking degrees in archaeology.

### ***Objectives***

Students taking the course will be furnished with knowledge of the development of scholarly traditions related to the understanding of humanity. They will learn how to assemble narratives about human behaviour and cultural developments using disparate source materials in ways that are widely applicable in geographical and chronological terms. Overall, students will be able to understand contemporary frameworks for the emergence of humanity in a critical way.

### ***Learning Outcomes***

Skills which will be used and developed during the course of study include observation and critical reflection, the application of acquired knowledge to complex problems and the development of oral presentation skills.

## **COURSEWORK**

### ***Assessment tasks***

Students are required to write one essay of between 1900 and 2100 words. (Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected. **Your choice of essay topic must be drawn from drawn from the list of questions below.** Initial reading should be sought from the basic readings listed above, while case studies should be drawn with reference to published excavations and other studies which can be found in the many online and printed archaeological journals in the Institute's library. The expected learning out comes are that students will acquire a detailed critical knowledge of a core aspect of the discipline of archaeology. They will familiarize themselves with archaeological literature and its dissemination and be able to assemble a structured argument based upon evidence and with logically drawn conclusions.

**If students are unclear about the nature of an assignment, they should discuss this with the Course Co-ordinator.**

Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, students may be permitted, in advance of the deadline for a given assignment, to submit for comment a brief outline of the assignment. The Course Co-ordinator is willing to discuss an outline of the student's approach to the assignment, provided this is planned suitably in advance of the submission date.

### **Word counts**

The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, lists of references, captions and contents of tables and figures, appendices.

**1. How have archaeologists discovered archaeological sites, specifically using which methods, and what might be the advantages and disadvantages of these methods?**

### **Essential reading**

Carver, M. O. H. 2009 *Archaeological Investigation*. London: Routledge (Chapter 4)[ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]

Clark, A. 1996 *Seeing beneath the Soil*. London: Routledge [INST ARCH AL 13 CLA]

Greene, K. 2002 *Archaeology: An Introduction*. London: Routledge (a useful basic introduction to the subject)[INST ARCH AL GRE]

Renfrew, C. and Bahn, P. 2008 (5<sup>th</sup> edition) *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (Chapter 3)[ISSUE DESK IOA REN 2; INST ARCH AH REN]

Riley, D.N. and Bewley, R. 1996 *Aerial Archaeology in Britain*. Princes Risborough: Shire [INST ARCH AL 21 RIL]

### **Further reading**

For methodological case studies, see the journal *Archaeological Prospection* (online reading)

For case studies of individual sites and landscapes, choose examples from online journals, including *Antiquity* and the *Journal of Field Archaeology*. Thousands of case studies can be found in the extensive regional and period specific journals held in the Institute's library.

Gafney, V. and Gater, J. 2003 *Revealing the buried past: geophysics for archaeologists*. Stroud: Tempus [ISSUE DESK IOA GAF 2]

Parcak, S. 2009. *Satellite Remote Sensing for Archaeology*. New York: Routledge. [INST ARCH AL 12 PAR]

Scollar, I., Tabbagh, A., Hesse, A. and Herzog, I. (eds) 1990 *Remote Sensing in Archaeology*. Cambridge: Cambridge University Press [INST ARCH AJ SCO]

Tabor, R. and Johnson, P. 2000 Sigwells, Somerset, England: regional application and interpretation of geophysical survey, *Antiquity* 74, 319-325 (online reading)

See also the work of the Landscape Research Centre in Yorkshire: <http://thelrc.wordpress.com/>

**2. Describe how sites have been dated and consider the reliability of the methods used for dating. What are the benefits and limitations of the methods applied?**

### **Essential reading**

Carver, M. O. H. 2009 *Archaeological investigation*. London: Routledge (Chapter 11)[ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]

Greene, K. 2002 *Archaeology: An Introduction*. London: Routledge (a useful basic introduction to the subject)[INST ARCH AL GRE]

Renfrew, C. and Bahn, P. 2008 (5<sup>th</sup> edition) *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (Chapter 4)[ISSUE DESK IOA REN 2; INST ARCH AH REN]

### Further reading

Thousands of case studies can be found in the extensive regional and period specific journals held in the Institute's library. More detailed treatments of particular dating methods can be found in:

- Aitken, M.J. 1990 *Science-based dating in archaeology*. London and New York: Longman  
[ISSUE DESK IOA AIT; INST ARCH AJ 10 AIT]
- Bowman, S. 1990 *Radiocarbon dating*. London: British Museum [INST ARCH AJ 10 BOW]
- Casey, J. and Reece, R. (eds) 1988 *Coins and the archaeologist* (2<sup>nd</sup> edition). London: Seaby  
[ISSUE DESK IOA CAS; INST ARCH KM CAS]
- Ramsey, Christopher. 2009. Bayesian analysis of radiocarbon dates. *Radiocarbon* 51(1): 337-360. [INST ARCH PERS]
- Roskams, S. 2001 *Excavation*. Cambridge: Cambridge University Press (Chapters 9 and 13)[ISSUE DESK IOA ROS 1; INST ARCH AL 11 ROS]
- Wintle, A.G 1996 'Archaeologically relevant dating techniques for the next century', *Journal of Archaeological Science* 23, 123-138 (online reading)

### 3. With reference to three examples, compare and contrast the preservation of archaeological remains in wet and dry sites.

#### Essential reading

- Greene, K. 2002 *Archaeology: An Introduction*. London: Routledge (a useful basic introduction to the subject)[INST ARCH AL GRE]
- Renfrew, C. and Bahn, P. 2008 (5<sup>th</sup> edition) *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (Chapter 2, pages 57-72)[ISSUE DESK IOA REN 2; INST ARCH AH REN]

#### Further reading

See also, *The International Journal of Nautical Archaeology and Underwater Exploration* [INST ARCH PERS] and the *Journal of Field Archaeology* (online reading)

A series of useful case studies can be found in:

- Brothwell, D. 1987 *The bog man and the archaeology of people*. New Haven: Harvard University Press [INST ARCH DAA 410 C.5 BRO]
- Carver, M. O. H. 2009 *Archaeological Investigation*. London: Routledge (Chapter 7)[ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]
- Pulak, Cemal. 1998. The Uluburun shipwreck: An Overview. *The International Journal of Nautical Archaeology* 27(3): 188-224. [INST ARCH PERS]
- Vanzetti, A., Vidale, M., Gallinaro, M., Frayer, D. W. and Bondioli, L. 2010 'The Ice Man as a burial', *Antiquity* 84, 681-92 [INST ARCH Pers; online reading]

A detailed discussion:

- Schiffer, M. 1996 *Formation Processes of the Archaeological Record*. Salt Lake City: University of Utah Press [ISSUE DESK IOA SCH 6]

## SCHEDULE AND SYLLABUS

### Teaching schedule

Lectures will be held 11am to 1pm on Tuesdays, in Birkbeck Malet St B18. Seminar groups (led by Mark Altaheel and Elizabeth Farebrother) will meet for a period of one hour on select Thursdays (see course schedule) in Room 412. You will be allocated a seminar slot before the first class and you will stay with this group for the duration of the course. Seminars will be held in hour-long slots, 1-2pm, 2-3pm, 3-4pm, 4-5pm and 5-6pm and you will be expected to attend ONE of these each fortnight with your group. It is essential that students attend the seminar group to which they have been assigned. If they need to attend a different

group for a particular session, they should arrange to swap with another student from that group, and confirm this arrangement with the Course Co-ordinator.

### **Syllabus**

The following is an outline for the course as a whole, and identifies essential and supplementary readings relevant to each session. Information is provided as to where in the UCL library system individual readings are available; their location and Teaching Collection (TC) number, and status (whether out on loan) can also be accessed on the eUCLid computer catalogue system. Copies of individual articles and chapters identified as essential reading are in the Teaching Collection in the Institute Library (where permitted by copyright) or are available online.

#### **1. Archaeology as social science: an introductory overview – Mark Altaweel**

This session introduces the range and content of the course. Archaeology as a subject will be considered from first principles.

#### **Essential reading**

Renfrew, C. and Bahn, P. 2008 *Archaeology, Theories, Methods, and Practice*.

London: Thames and Hudson (Chapter 1)[ISSUE DEK IOA REN 2; INST ARCH AH REN]

#### **Further reading**

Bahn, P. 1996 *Cambridge Illustrated History of Archaeology*. Cambridge: Cambridge University Press [INST ARCH AG BAH]

Barker, G. (ed.) 1999 *Companion Encyclopedia of Archaeology*. London: Routledge [INST ARCH AH BAR]

Bintliff, J. (ed.) 2004 *A Companion to Archaeology*. Oxford: Blackwell [INST ARCH AG BIN]

Bowden, Mark 1991 *Pitt Rivers: The Life and Archaeological Work of Lieutenant-General Augustus Henry Lane Fox Pitt Rivers*. Cambridge: Cambridge University Press [INST ARCH AG 10 PIT]

Carver, M. O. H. 2009 *Archaeological investigation*. London: Routledge [ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]

Carver, M. O. H. 2011 *Making archaeology happen: design versus dogma*. Walnut Creek, Ca: Left Coast Press [INST ARCH AH CAR]

Collis, J. 2004 *Digging Up the Past: An Introduction to Archaeological Excavation*.

London: Sutton [ISSUE DESK IOA COL 8; INST ARCH AL 11 COL]

Deetz, J. 1996 *In Small Things Forgotten: The Archaeology of Early American Life*. New York: Anchor [INST ARCH DED 100 DEE]

Drewett, P. 1999 *Field Archaeology: An Introduction*. London: Routledge [ISSUE DESK IOA DRE 2; INST ARCH AL 10 DRE]

Gamble, C. 2004 *Archaeology: The Basics*. London: Routledge [INST ARCH AG GAM]

Gosden, C. 1999. *Anthropology and Archaeology: a changing relationship*. London: Routledge [INST ARCH BD GOS]

Greene, K. 2010 *Archaeology: An Introduction*. London: Routledge [INST ARCH AL GRE; ONLINE READING]

Hodder, I. and Hutson, S. 2003 *Reading the Past: Current Approaches to Interpretation in Archaeology*. Cambridge: Cambridge University Press [INST ARCH AH HOD; ANTHROPOLOGY C 9 HOD; ONLINE READING]

Johnson, M. H. 2010 *Archaeological Theory: An Introduction*. Chichester: Wiley-Blackwell [ISSUE DESK IOA JOH 5; INST ARCH AH JOH]

Klein, R. 1999 *The Human Career*. Chicago: University of Chicago Press [INST ARCH AL GRE; ONLINE READING]

Lucas, G. 2001 *Critical Approaches to Fieldwork: Contemporary and Historical Archaeological Practice*. London: Routledge [ISSUE DESK IOA LUC; INST ARCH AH LUC]

Pearce, Susan M. (ed.) 1994 *Interpreting Objects and Collections*. London: Routledge [ISSUE DESK IOA PEA 3; INST ARCH MB 3 PEA; ANTHROPOLOGY C 9 PEA; ONLINE READING]

- Petrie, W. M. F. 1904 *Methods and Aims in Archaeology*. London: Macmillan & Co. Ltd [INST ARCH AL 14 PET; STORE 99-0239]
- Renfrew, C. and Bahn, P. 2005 *Archaeology: The Key Concepts*. London: Routledge [INST ARCH AG REN; ONLINE READING]
- Scarre, C. 2005 *The Human Past: World Prehistory and the Development of Human Societies*. London: Thames and Hudson [ISSUE DESK IOA SCA 4; INST ARCH BC 100 SCA]
- Schnapp, A. 1996 *The Discovery of the Past*. London: British Museum [INST ARCH AG SCH]
- Sloan, K. and Burnett A. 2003 *Enlightenment: Discovering the World in the Eighteenth Century*. London: British Museum [ISSUE DESK IOA SLO 1; INST ARCH MA 42.1 Qto SLO]
- Smail, D. L. 2008 *On deep history and the brain*. Berkeley, London: University of California Press [HISTORY 6 a SMA]
- Stocking, G. 1985 *Objects and Others*. Madison: University of Wisconsin Press [INST ARCH MG 3 STO; ANTHROPOLOGY D 9 STO]
- Trigger, B. 1990 *A History of Archaeological Thought*. Cambridge: Cambridge University Press [ISSUE DESK IOA TRI 2; INST ARCH AG TRI]

## 2. From Biblical time to deep time: a scientific framework for the past - David Wengrow

Archaeological concepts of time, and the ways of measuring them, have their own history. That history is often presented simply as a series of scientific advances (e.g. the discovery of object seriation, dendrochronology, or radiocarbon dating as increasingly sophisticated methods for measuring time). But the measurement of time is never a purely intellectual endeavour. Indeed, the way in which a society represents the passage of time has major implications for its general understanding of how the past relates to the present and future, and hence its own place in a wider universe. So changes in the perception of time have always been controversial and sometimes deeply contested affairs. In this lecture I will discuss how the measurement of time has developed in Europe over recent centuries, including the discovery and implications of ‘deep time’ and the collapse of a biblical chronology for world history. I will also discuss how European encounters with non-European societies have shaped concepts of the ‘primitive’ and the ‘modern’, from medieval times to the present-day practice of archaeology and anthropology.

### Essential reading

- Trautmann, T. R. 1992 ‘The Revolution in Ethnological Time’, *Man* (New Series) 27(2), 379-397 [ANTHROPOLOGY Pers] <http://www.jstor.org/stable/2804059>
- Schnapp, A. 1996 ‘Introduction: archaeology and the presence of the past’, in *The Discovery of the Past: The Origins of Archaeology*, 11-37. London: British Museum [INST ARCH AG SCH] [http://ls-tlss.ucl.ac.uk/course-materials/ARCL0123\\_60899.pdf](http://ls-tlss.ucl.ac.uk/course-materials/ARCL0123_60899.pdf)

### Further reading

- Renfrew, C. 1973 *Before Civilization: The Radiocarbon Revolution and Prehistoric Europe*. London: Penguin. [INST ARCH DA 100 REN]
- Renfrew, C. and Daniel, G. 1988 *The Idea of Prehistory* (2<sup>nd</sup> ed.). Edinburgh: Edinburgh University Press [INST ARCH AG DAN]
- Rowley-Conwy, P. 2007 *From Genesis to Prehistory: The Archaeological Three Age System and its Contested Reception in Denmark, Britain, and Ireland*. Oxford: Oxford University Press [INST ARCH AG ROW]
- Wengrow, D. 2006 ‘The idea of prehistory in the Middle East’, in R. Layton, S. Shennan, and P. Stone (eds.), *A Future for Archaeology*, 187-199. London: UCL Press. [ISSUE DESK LAY, or INST ARCH AG LAY]

## 3. Emerging concepts of time and human history: the past in the past and the establishment of antiquity and antiquarianism - Gabriel Moshenska

This lecture covers the early history of archaeology and archaeological thought, showing how different societies have imagined or understood the deep past. The excavation of ancient sites and the collecting of

artefacts goes back more than 2500 years, but the development of modern Western archaeology was held back for many years by the restrictions of biblical chronologies. In the mid-nineteenth century advances in geology and biology began to point towards much longer chronologies, leading to the development of prehistoric archaeology as we know it today.

### Essential reading

- Renfrew, C. and Bahn, P. 2008 *Archaeology: Theories Methods and Practice*. London: Thames & Hudson (Chapter 1: The Searchers: the history of archaeology) [INST ARCH AH REN]  
Schnapp, A. 1996 *Discovery of the Past: The Origins of Archaeology*. London: British Museum Press (Introduction: Archaeology and the presence of the past) [INST ARCH AG SCH]  
Trigger, B. 1989 *A History of Archaeological Thought*. Cambridge: Cambridge University Press (Chapter 2: Classical archaeology and antiquarianism)[INST ARCH AG TRI, ANTHROPOLOGY C8 TRI]

### Further reading

- Daniel, G. 1962 *The Idea of Prehistory*. London: Watts [INST ARCH AG DAN]  
Daniel, G. 1978 *A Hundred and Fifty Years of Archaeology*. London: Duckworth [INST ARCH AG DAN]  
Brand, V. (ed.) 1998 *The Study of the Past in the Victorian Age*. Oxford: Oxbow [INST ARCH AG BRA]  
Gamble, C. and Kruszynski, R. 2009 'John Evans, Joseph Prestwich and the stone that shattered the time barrier', *Antiquity* 83, 461-75 (online reading)  
Levine, P. 1986 *The Amateur and the Professional: Antiquarians, Historians and Archaeologists in Victorian England*. Cambridge: Cambridge University Press. [INST ARCH AG LEV; HISTORY 6 a LEV]  
Moshenska, G. 2013 'Why the history of archaeology matters', *Post-Medieval Archaeology* 47(1), 248-52 (online reading)  
Murray, T. 2001 *Encyclopaedia of Archaeology: History and Discoveries*. Oxford: ABC Clio [INST ARCH AG MUR]  
Murray, T. and Evans, C. (eds) 2008 *Histories of Archaeology: A Reader in the History of Archaeology*. Oxford: Oxford University Press [INST ARCH AG MUR]  
Schlanger, N. and Nordbladh, J. (eds) 2008 *Archives, Ancestors, Practices: Archaeology in the Light of its History*. Oxford: Berghahn [INST ARCH AG SCH]  
Schnapp, A. 2002 'Between antiquarians and archaeologists – continuities and ruptures', *Antiquity* 76, 134-40 (online reading)

## 4. The emergence of a discipline: the development of fieldwork and excavation - Kris Lockyear

Archaeological fieldwork has varied origins from the antiquarian journeys and jottings of people like John Leland and John Aubrey and the eclectic collections of the 18<sup>th</sup> century through the development of more scientific methodologies by people such as Pitt-Rivers and Gerhard Bersu. With the increasing pressures on the archaeological resource and the subsequent development of professional field archaeology in the years following the Second World War, archaeological field techniques developed rapidly including the development of codified recording systems and greater use of technological aids. This lecture provides a brief overview of these developments highlighting some of the key people and ideas.

### Essential reading

- Greene, K. and Moore, T. 2002 *Archaeology: An Introduction*. London: Routledge (Sections 1.1 to 1.3 and 3.1)[INST ARCH AL GRE]  
Lucas, G. 2001 *Critical approaches to fieldwork: contemporary and historical archaeological practice*. London: Routledge (Chapter 1)[INST ARCH AH LUC]

### Further reading

- Andrews, G., 1991. *Management of Archaeological Projects (MAP 2)*. London: English



Heritage [INST ARCH DAA 100 ENS]

- Barker, P. A. 1993. *Techniques of Archaeological Excavation* (chapter 2). London: Batsford (3rd edition) [ISSUE DESK INST ARCH AL BAR; INST ARCH AL BAR]
- Bowden, M. 1991 *Pitt Rivers*. Cambridge: Cambridge University Press (Especially chapter 7)[INST ARCH AG 10 PIT]
- Daniel, G. 1975 *A Hundred and Fifty Years of Archaeology*. London: Duckworth [ISSUE DESK IOA DAN 2; INST ARCH STORE AG DAN]
- Drewett, P. 1999 *Field Archaeology: an introduction*. London: UCL Press (Chapter 1)[INST ARCH AL 10 DRE; ISSUE DESK IOA DRE 2]
- Fowler, P. J. 1977 *Approaches to Archaeology*. London: A & C Black [INST ARCH AH FOW]
- Hope-Taylor, B. 1977. *Yeavinger. An Anglo-British centre of early Northumbria*. London: HMSO [INST ARCH DAA 410 N.7 HOP] (An example of an early large scale area excavation.)
- Kenyon, K. M. 1952 *Beginning in Archaeology*. London: Phoenix House [INST ARCH AH KEN]
- Schofield, J. 2011 *Great excavations: shaping the archaeological profession*. Oxford [INST ARCH AG SCH]
- Woolley, Sir L. 1953 *Spadework. Adventures in Archaeology*. London: Lutterworth Press [390 AG 10 WOO]
- Wheeler, R. E. M. 1954. *Archaeology from the Earth*. Oxford University Press, Oxford. (Especially chapter 2)[INST ARCH AL WHE]

## 5. The Archaeology of the Living - Sue Hamilton

This lecture explores how the spatial and conceptual worlds of past living people can be studied archaeologically. A key concept is Bourdieu's 'inhabitation' – the idea that 'the World' is understood through dwelling in it. Characterizing past cultural landscapes and domestic spaces is therefore of importance and 'how' archaeologists do this will be discussed. The lecture outlines major conceptual themes concerning how individuals and societies understand and construct the Worlds that they live in. Archaeological examples are taken from prehistoric Britain, Continental Europe, Oceania and Australia. Themes include: architecture and 'House Societies'; life cycles of people, buildings and places; monuments and 'risk societies'; social, gendered and aged spaces and landscapes; cosmologically ordered space and ancestral landscapes.

### Essential reading

- Bender, B. Hamilton, S. and Tilley, C. 2007 *Stone Worlds. Narrative and Reflexivity in Landscape Archaeology*. Walnut Creek, CA: Left Coast Press (in particular read the Introduction) [ISSUE DESK IOA BEN; INST ARCH DAA 410 C.7 BEN]
- Parker Pearson, M. and Richards, C. 1992 *Architecture and Order: Approaches to Social Space*. London and New York: Routledge (especially Chapter 1 and 2) [INST ARCH AH PAR; ARCHITECTURE A20 PAR]
- Tilley C. 1994 *A Phenomenology of Landscape: Places, Paths and Monuments Explorations in Anthropology*. Oxford: Berg (especially the Introduction) [INST ARCH BD TIL]

### Further reading

- Bourdieu, P. 1970 [2000] 'The Berber house: the world reversed, in J. Thomas (ed.) *Interpretive Archaeology: A Reader*, 593-509. London and New York: Leicester University Press [INST ARCH AH THO]
- Brück, J. 1999 'Houses, lifecycles and deposition on Middle Bronze Age settlements in southern England', *Proceedings of the Prehistoric Society* 65, 145-166 [INST ARCH Pers]
- Campbell, M. 2006 'Memory and monumentality in the Rarotongan landscape', *Antiquity* 80, 102-117 [INST ARCH Pers]
- Hamilton, S. 2013 'Rapa Nui (Easter Island)'s Stone Worlds', *Archaeology International* X; 1-14 <http://dx.doi.org/10.5334/ai.1613>
- Ingold, T. 1993 [2000] 'The temporality of the landscape', in J. Thomas (ed.) *Interpretive Archaeology: A Reader*, 593-509. London and New York: Leicester University Press [INST ARCH

- AH THO]. Also, *World Archaeology* 25 (1993), 52-74 [INST ARCH Pers] <www.>
- Morter, J. and Robb, J. 1998 'Space, gender, and architecture in the Southern Italian Neolithic', in R. Whitehouse (ed.), *Gender and Italian archaeology: Challenging the stereotypes*, 83–94. London: Accordia Research Centre
- Richards, C. 1993 [2000] 'Monumental choreography: architecture and spatial representation in Late Neolithic Orkney', in J. Thomas (ed.), *Interpretive Archaeology: A Reader*, 541-60. London and New York: Leicester University Press [INST ARCH AH THO]

## 6. The archaeology of the dead - Mike Parker Pearson

The remains of the ancient dead provide archaeologists with some of the most important clues for investigating past societies. Study of their remains can tell us much about their lives, including patterns of diet, health and mobility. The manner of their burial can also tell us about the funerary rites and rituals in past societies as well as differences in social status and gender. This lecture provides an introduction to this fascinating subject, illustrated with case studies from prehistory.

### Essential reading

- Chamberlain A. T. and Parker Pearson, M. 2001 *Earthly Remains: the history and science of preserved human bodies* (especially chapter 2). London: British Museum Press [INST ARCH JF CHA]
- Parker Pearson, M. 1999 *The Archaeology of Death and Burial*. Stroud: Sutton. (especially chapters 2 & 3) [ISSUE DESK IOA PAR 8; INST ARCH AH PAR]
- Vanzetti, A., Vidale, M., Gallinaro, M., Frayer, D. W. and Bondioli, L. 2010 'The Ice Man as a burial', *Antiquity* 84: 681-92 [INST ARCH Pers; ONLINE READING]

### Further reading

- Bahn, P. G. (ed.) 1996 *Tombs, Graves and Mummies* (any chapters). London: Weidenfeld & Nicolson [INST ARCH AG BAH]
- Duday, H. 2009 *The Archaeology of the Dead: lectures in archaeoethanatology* (especially chapter 9). Oxford: Oxbow [INST ARCH JF DUD]
- Parker Pearson, M. 1999 *The Archaeology of Death and Burial* (any chapters). Stroud: Sutton [ISSUE DESK IOA PAR 8; INST ARCH AH PAR]

## 7. From nano-archaeology to world systems: issues of scale - Andrew Bevan

Archaeologist work at spatial scales ranging from the truly microscopic to the wholly globe-spanning, at social scales from individual people to civilisations of millions, and at time-scales from historical events to millennia-long processes. Some archaeologists are more interested in reconstructing specific human perceptions and motivations in the past whilst others focus more on generalities or the kinds of hidden or longer-term forces that past people are very unlikely to have noticed. These issues of scale do not simply involve an easy distinction between 'science' and 'humanities', but are something archaeologists grapple with whatever their background or skill-sets. In this session, we discuss what motivates the breathtaking array of scales at which archaeologists try to operate and the strengths and weaknesses offered by these different approaches.

### Essential reading

- Bailey, G. N. 1983 'Concepts of time in Quaternary prehistory', *Annual Review of Anthropology* 12, 165–192 (online reading)
- Freestone, I. 1995 'The petrographic examination of ceramics', *American Journal of Archaeology* 99.1, 111-115 (online reading)
- Sherratt, A. 1993 'What would a Bronze Age world-system look like? Relations between temperate Europe and the Mediterranean in later prehistory', *Journal of European Archaeology* 1.2, 1-57 (online reading)
- Vita-Finzi C. and Higgs, E. 1970 'Prehistoric economy in the Mount Carmel area of Palestine: site catchment analysis', *Proceedings of the Prehistoric Society* 36, 1-37 (online reading)

### Further reading

- Bevan, A. 2012 'Spatial methods for analysing large-scale artefact inventories', *Antiquity* 86, 492-506 (online reading)
- Dunnell, R. C. and Dancey, W. S. 1983 'The siteless survey: A regional scale data collection strategy', *Advances in Archaeological Method and Theory* 6, 267-287 [INST ARCH PERS]
- Lock, G. and Molyneux B. (eds), *Confronting Scale in Archaeology: Issues of Theory and Practice*, New York: Springer [INST ARCH AH LOC](online reading)
- Tite, M. S., Freestone, I. C., Meeks, N. D. and Bimson, M. 1982 'The use of scanning electron microscopy in the technological examination of ancient ceramics', in A. D. Franklin and J. Olin (eds.), *Ceramics as Archaeological Material*, 109-120. Washington: Smithsonian Institution Press [ISSUE DESK IOA OLI]

### 8. Explaining archaeology: why did it happen? - Andrew Gardner

As the study of the human past from material remains, archaeology is a challenging intellectual discipline as much as a practical one. The archaeological record can provide evidence for how and why societies change, but it is only a partial picture, and to some extent the answers we get depend on the questions we ask. There are lots of different theories about how societies work in the present, so naturally there is debate about this matter in the past too. In this lecture, we will look at the broad terms of this debate as it has developed since the 1960s, when archaeologists really started to tackle the big questions that archaeology can address. In essence, the difference is between those who believe that archaeologists should seek to explain broad processes over the long term, and those who think that in-depth study of a particular culture is the only way to understand past people. Different approaches to the archaeology of empires will be used to illustrate these different viewpoints.

### Essential reading

- Henson, D. 2012 *Doing Archaeology: a subject guide for students* (especially chapter 3, but chapters 5 & 11 also relevant). London: Routledge [INST ARCH AG HEN]
- Renfrew, C. and Bahn, P. 2012 *Archaeology: Theories, Methods and Practice (chapter 12)*. London: Thames & Hudson (6<sup>th</sup> edition) [INST ARCH AH REN; ISSUE DESK IOA REN 2]

### Further reading

#### *Archaeological Theory*

- Greene, K. and Moore, T. 2010 *Archaeology: an Introduction* (chapter 6). London: Routledge (5<sup>th</sup> edition) [INST ARCH AL GRE]
- Hodder, I. 2012 'Introduction: contemporary theoretical debate in archaeology', in I. Hodder (ed.), *Archaeological Theory Today*, 1-13. Cambridge: Polity (2<sup>nd</sup> edition) [INST ARCH AH HOD; ISSUE DESK IOA HOD 18]
- Hodder, I. and Hutson, S. 2003 *Reading the Past*. Cambridge: C.U.P. (3<sup>rd</sup> edition) [INST ARCH AH HOD; ISSUE DESK IOA HOD 6]
- Johnson, M. 2004 'Archaeology and social theory', in J. Bintliff (ed.), *A Companion to Archaeology*, 92-109. Oxford: Blackwell [INST ARCH AG BIN]
- Johnson, M. 2009 'The theoretical scene, 1960-2000', in B. Cunliffe, C. Gosden and R. Joyce (eds), *The Oxford Handbook of Archaeology*, 71-88. Oxford: Oxford University Press [INST ARCH AH CUN]
- Johnson, M. 2010 *Archaeological Theory: an Introduction*. Chichester: Wiley-Blackwell (2<sup>nd</sup> edition) [INST ARCH AH JOH; ISSUE DESK IOA JOH 5]
- Marcus, J. 2008. The archaeological evidence for social evolution. *Annual Review of Anthropology* 37, 251-266 [INST ARCH Pers]
- McGuire, R. 2008 'Marxism', in R. A. Bentley, H. D. G. Maschner and C. Chippindale (eds), *Handbook of Archaeological Theories*, 73-93. Walnut Creek: AltaMira Press [INST ARCH AG BEN]

#### *Case study: archaeology of empires*

- Alcock, S. E., D'Altroy, T. N., Morrison, K. D. and Sinopoli, C. M. (eds) 2001 *Empires: perspectives from archaeology and history*. Cambridge: C.U.P. [INST ARCH BC 100 ALC; ISSUE DESK IOA ALC 3]

- Frere, S. S. 1988 'Roman Britain since Haverfield and Richmond', *History and Archaeology Review* 3, 31-36 [TEACHING COLL INST ARCH 3607]
- Given, M. 2004 *The Archaeology of the Colonized*. London: Routledge [INST ARCH AH GIV]
- Gosden, C. 2004 *Archaeology and Colonialism*. Cambridge: Cambridge University Press [INST ARCH AH GOS]
- Mattingly, D. 2011 *Imperialism, Power, and Identity: experiencing the Roman empire*. Princeton: Princeton University Press [ANCIENT HISTORY R 61 MAT]
- Tainter, J.A. 1988 *The Collapse of Complex Societies*. Cambridge: Cambridge University Press [INST ARCH BD TAI; ISSUE DESK IOA TAI 1]

## **9. Archaeology of Architecture: Approaches to the analysis and interpretation of standing buildings - Chiara Bonnachi**

Standing buildings are a unique source of information in archaeology, particularly if their study is set in a wide territorial context. This lecture will introduce methods for recording and analysing them stratigraphically. We will start reviewing the main steps in the development of these non-invasive techniques since the 1970s, and will then move to consider their possible applications in archaeology through a range of case studies focusing on rural and urban settlements in the Mediterranean. We will consider the concepts of stratigraphic unit, archaeological sequence, dating, and chrono-typologies in relation to standing buildings and masonry ones especially. The final part of the lecture will highlight how the results of these kinds of analyses can inform practices of historic building preservation, via interdisciplinary collaborations that cut across the fields of archaeology, architecture and urban planning. We will conclude with an exploration of selected ways for sharing the interpretation of the built environment with citizens beyond immediate academic or heritage practice circles.

### **Essential reading**

1. Key steps in the development of stratigraphic approaches to the analysis and interpretation of standing buildings; applications and case studies; relevance to heritage preservation.

Agudo, M.D.L.U. 2010. Late-Antique and Early Medieval Hispanic Churches and the Archaeology of Architecture: Revisions and Reinterpretation of Constructions, Chronologies and Contexts, *Medieval Archaeology* 54(1): 1-33. [online]

Tonghini, C. 2012. *Shayzar I. The Fortification of a Citadel*. Leiden and Boston: Brill. Chapter 3, particularly pp. 93-103 [online].

2. Issues raised regarding the application of stratigraphic principles to standing structures.

Harris, E.C. 2003. The Stratigraphy of Standing Structures. *Archeologia dell'Architettura*, VII : 9-14 [a copy will be provided].

Jones, M. 2000. The Stratigraphic Examination of Standing Buildings: Problems and Solutions. In Roskams, S. (ed.) *Interpreting stratigraphy : site evaluation, recording procedures and stratigraphic analysis: papers presented to the Interpreting Stratigraphy Conferences, 1993-1997*. Oxford, BAR International Series 910, pp. 113-123 [INST ARCH AL 10 Qto ROS]

2. Photogrammetry, online citizen archaeology and the recording and interpretation of architecture.

Green, S., Bevan, A., Shapland, M. 2014. A comparative assessment of structure from motion methods for archaeological research. *Journal of Archaeological Science* 46 (2014): 173-181. [online]

Bevan, A., Pett, D., Bonacchi, C., Keinan-Schoonbaert, A., Lombrana Gonzales, D., Sparks, R., Wexler, J., Wilkin, N. 2014. Citizen Archaeologists. Online Collaborative Research About the Human Past. *Human Computation* 1(2): 183-197. [online]

### Further reading

Brogiolo, G., and Cagnana, A. 2012. *Archeologia dell'Architettura. Metodi e Interpretazioni*. Firenze: All'Insegna del Giglio. Chapters 1 and 4 (in Italian).

Vannini, G. 2007. *Archeologia dell'insediamento crociato-ayyubide in Transgiordania. Il progetto Shawbak*. Firenze: All'Insegna del Giglio. Chapter 3, Analisi stratigrafiche degli elevate: primi risultati, pp. 27-55 (in Italian).

### 10. Interdisciplinary engagements: anthropology, history and geography Andrew Reynolds

This lecture considers the interrelationships between archaeology and other major social science disciplines that study human behaviour and human history. A particular focus is placed upon the tensions between the different disciplines, and also upon the uniqueness of each.

### Essential reading

Gosden, C. 1999 *Anthropology and Archaeology: a changing relationship*. London: Routledge [INST ARCH BD GOS]

Renfrew, C. and Bahn, P. 2005 *Archaeology: The Key Concepts*. London: Routledge [INST ARCH AG REN; ONLINE READING]

Smail, D. L. 2008 *On deep history and the brain*. Berkeley, London: University of California Press [HISTORY 6 a SMA]

### 11. The contemporary relevance of the past: archaeology in the UK today - Dominic Perring

Most modern-day archaeological research in the UK is undertaken by professional contract archaeologists working on behalf of property developers who are compelled to fund such investigations by their need to secure planning consent. Current approaches build on Britain's post-war experience of Rescue Archaeology (from the Temple of Mithras to the Rose Theatre), the establishment of Cultural Resource Management as a tool of government, and the replacement of public funding with competitive tendering. This lecture, from the director of the Institute's own team of contract archaeologists (Archaeology South-East), will consider the impact of these factors on contemporary archaeological practice in the UK.

### Essential reading

Carver M. O. H. 2011 *Making archaeology happen: design versus dogma*. Walnut Creek: Left Coast Press (especially chapter 3 'On the Street: archaeology & society') [INST ARCH AH CAR]

Everill, P. 2007 'British Commercial Archaeology: Antiquarians and Labourers, Developers and Diggers', in Y. Hamilakis and P. Duke (eds.), *Archaeology and Capitalism, From Ethics to Politics*, 119-36. Walnut Creek: Left Coast Press, [INST ARCH AG HAM]

Smith, L. and Watson E. 2009 *Heritage, Communities and Archaeology*. London: Duckworth (especially chapter 1, 'Heritage, communities & archaeology: a history') [INST ARCH AG SMI]

### Further reading

Aitchison, K and Rocks-Macqueen, D, 2013 *Archaeology Labour Market Intelligence: Profiling the Profession 2012-13*, Landward Research <http://www.landward.eu/2013/10/archaeology-labour-market-intelligence-profiling-the-profession-2012-13.html>

All-Party Parliamentary Archaeology Group, 2003 *Current State of Archaeology in the United Kingdom*. London: HMSO, <http://www.appag.org.uk/report/report.html> [INST ARCH AG Qto GRE]

Barber, B., Carver, J., Hinton, P. and Nixon, T., 2008 *Archaeology and Development: A Good Practice Guide to Managing Risk and Maximizing Benefit*. London: CIRIA [ISSUE DESK IOA BAR 18]

Bradley R., 2006, 'Bridging the Two Cultures – Commercial Archaeology and the study of Prehistoric Britain', *Antiquaries Journal* 86, 1–13

Carver, M. 2009 *Archaeological Investigation*. London: Routledge (especially chapter 14) [ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]

- Cooper, M. A., Firth, A., Carman, J. and Wheatley, D. (eds.) 1995 *Managing Archaeology*. London: Routledge (especially chapter 13 (the Management of Archaeological Projects) [INST ARCH AG COO]
- Darvill, T. and Russell, B. 2002 *Archaeology after PPG 16: Archaeological Investigations in England 1990-1999*, <http://csweb.bournemouth.ac.uk/aip/ppg16/index.htm> [ISSUE DESK IOA DAR 2]
- English Heritage 2010 *PPS 5 Planning for the Historic Environment: Historic Environment Planning Practice Guide*. London; English Heritage <http://www.english-heritage.org.uk/publications/pps-practice-guide/pps5practiceguide.pdf> [STORES]
- Everill, P. 2009 *The Invisible Diggers: A Study of British Commercial Archaeology*. Oxford: Oxbow. [INST ARCH AG Qto EVE]
- Flatman, J. and Perring, D. 2013 'The National Planning Policy Framework and Archaeology: A Discussion', *Papers from the Institute of Archaeology* 22, 4-10 [ONLINE READING]
- Hunter, J. and Ralston, I. (eds.) 2nd edn, 2006 *Archaeological Resource Management in the UK: An Introduction*. London: Dover (especially chapter 16) [ISSUE DESK IOA HUN 3; INST ARCH AG HUN]
- McGill, G., 1995 *Building on the Past: a Guide to the Archaeology and Development Process*. London: Spon. [INST ARCH AL MCG]
- Schofield, J, Carmen J and Belford P, 2011, *Archaeological Practice in Great Britain: A Heritage Handbook*, Springer [INST ARCH AG SCH]
- Thomas R 2007 'Development-led Archaeology in England' in K Bozoki-Ernyey (ed) *European Preventive Archaeology*, Papers of the EPAC meeting, Vilnius 2004  
<https://www.coe.int/t/dg4/cultureheritage/heritage/Archeologie/EPreventiveArchwebversion.pdf>
- Webley, L., Vander Linden, M., Haselgrove, C. and Bradley, R., 2012 *Development-led Archaeology in Northwest Europe* (especially chapters 1, 9 & 10) [INST ARCH AG WEB]
- Willems W J H, 2012. 'Problems with preservation in situ' in C Bakels and H Kamermans (eds), *The End Of Our Fifth Decade: Analecta Praehistorica Leidensia* 43/44, 1-8  
<https://openaccess.leidenuniv.nl/handle/1887/32927>

## 12. Who owns the past? - Kathy Tubb

The contemporary relevance of the past: who owns the past?

Ownership of the past in the present is a hotly contested subject when it comes to antiquities. The arguments will be examined in the context of the trade and its impact on archaeological sites, with discussion focused on dealers, collectors, and heritage professionals. The relationship of the licit and illicit markets and the Institute of Archaeology Policy Regarding the Illicit Trade in Antiquities will also be explored.

### Essential reading

- Brodie, N., Doole, J. and Watson, P. 2000 *Stealing History: the Illicit Trade in Cultural Material*. Cambridge: McDonald Institute for Archaeological Research. Available at:  
[http://www.mcdonald.cam.ac.uk/projects/iarc/research/illicit\\_trade.pdf](http://www.mcdonald.cam.ac.uk/projects/iarc/research/illicit_trade.pdf)

### Further reading

- Brodie N. J. and Tubb, K. W. (eds) 2002 *Illicit Antiquities: the theft of culture and the extinction of archaeology*. London: Routledge [ISSUE DESK IOA BRO 12; INST ARCH AG BRO]
- Cuno, J. 2008 *Who Owns Antiquity? Museums and the Battle Over Our Ancient Heritage*. Princeton: Princeton University Trust [INST ARCH AG CUN; ANTHROPOLOGY D 9 CUN]
- Felch, J. and Frammolino, R. 2011 *Chasing Aphrodite: The Hunt for Looted Antiquities at the World's Richest Museum*. Boston: Houghton Mifflin Harcourt [ON ORDER]
- Mackenzie, S. 2005 *Going, going, gone: regulating the market in illicit antiquities*. Leicester: Institute of Art and Law [ISSUE DESK IOA MAC 1; INST ARCH AG 20 MAC]
- Renfrew, C. 2000 *Loot, Legitimacy and Ownership: the Ethical Crisis in Archaeology*. London: Duckworth. [INST ARCH AG 20 REN]
- Tubb, K. W. and Brodie, N. J. 2001 'From Museum to Mantelpiece: The Antiquities Trade in the United Kingdom', in R. L. Layton, P. G. Stone and J. Thomas (eds), *Destruction*

*and Conservation of Cultural Property*, 102-16. London: Routledge [ISSUE DESK IOA LAY 4; INST ARCH AG LAY]

Watson, P. and Todeschini, C. 2006 *The Medici Conspiracy: The Illicit Journey of Looted Antiquities, From Italy's Tomb Raiders to the World's Greatest Museums*. New York: Public Affairs [ISSUE DESK IOA WAT 3; INST ARCH AG 20 WAT]

### Useful websites

chasingaphrodite.com is a blog set up by investigative journalists who are interested in uncovering significant information that relates to the illicit trade in antiquities.

David Gill's blog 'Looting Matters' contains much interesting information. Available at: <http://www.lootingmatters.blogspot.com/>

SAFE (Saving Antiquities for Everyone)  
<http://www.savingantiquities.org/>

University of Glasgow's <http://traffickingculture.org/> website is concerned with research into the global traffic in looted cultural material and includes an encyclopaedia and news among other things.

### 13. Presenting the Past: Archaeology, museums and heritage – Sefryn Penrose

The aim of this lecture is to think about the role of archaeology 'in the wild', through a consideration of heritage, museums and other spaces in which archaeology is exhibited and connects with its broader publics. We begin with an exploration of what heritage 'is' and 'does', and the parallel histories of heritage conservation and museum collecting, before considering in detail the contemporary engagements between archaeologists and their publics through museums and heritage sites.

### Essential reading

Harrison, R. 2010 'What is Heritage?', in R. Harrison (ed.), *Understanding the politics of heritage*, 5-42. Manchester/Milton Keynes: Manchester University Press/Open University [INST ARCH AG HAR]

Harrison, R. 2013 *Heritage: Critical Approaches*. Abingdon and New York: Routledge (especially chapter 3, 'Prehistories of World Heritage') [INST ARCH AG HAR; ONLINE READING]

Macdonald, S. 2011 'Expanding Museum Studies: An Introduction', in S. Macdonald (ed.), *A Companion to Museum Studies*, 1-12. Malden, Oxford and Chichester: Wiley-Blackwell [ISSUE DESK IOA MAC 9; INST ARCH M 5 MAC; ONLINE READING]

### Further reading

Bennett, T. 1995 *The Birth of the Museum*. London and New York: Routledge [ISSUE DESK IOA BEN 2; INST ARCH M 5 BEN; ANTHROPOLOGY D 9 BEN]

Bennett, T. 2004 *Pasts Beyond Memory. Evolution, Museums, Colonialism*. London and New York: Routledge. [INST ARCH M 5 BEN; ANTHROPOLOGY D 9 BEN]

Corsane, G. (ed.) 2005 *Heritage, Museums and Galleries: An Introductory Reader*. London and New York: Routledge. [ISSUE DESK IOA COR 7; INST ARCH M 5 COR; ONLINE READING]

Fairclough, G., John, H., Jameson, Jnr., Harrison, R. and Schofield, J. (eds.) 2008 *The Heritage Reader*. London and Abingdon: Routledge [ISSUE DESK IOA FAI 5; INST ARCH AG FAI]

Harrison, R. 2013 *Heritage: Critical Approaches*. Abingdon and New York: Routledge [INST ARCH AG HAR; ONLINE READING]

Macdonald, S. (ed.) 2011 *A Companion to Museum Studies*. Malden, Oxford and Chichester: Wiley-Blackwell [ISSUE DESK IOA MAC 9; INST ARCH M 5 MAC; ONLINE READING]

Merriman, N. 2000 *Beyond the glass case: the past, the heritage and the public*. UCL Institute of Archaeology Publications/Left Coast Press [INST ARCH MB 2 MER]

Merriman, N. (ed.) 2004 *Public Archaeology*. London and New York: Routledge [ISSUE DESK IOA MER 6; INST ARCH AG MER]

Smith, L. 2006 *Uses of Heritage*. Abingdon and New York: Routledge [INST ARCH AG SMI; ANTHROPOLOGY C 9 SMI]

#### **14. The value of an archaeological mind in the wider world - Mark Altaweel**

While often archaeology is dismissed as a discipline with little relevance outside of academia or providing any real world skills and benefits, this session reviews the types of careers people have used archaeology to advance not just knowledge of the past but use learned skills in many areas. This includes working to understand many contemporary problems while also making contributions in areas as diverse as business and consulting to museums.

##### **Essential reading**

Guttmann-Bond, E. 2012. Sustainability out of the past: How archaeology can save the planet. *World Archaeology* 42(3): 355-366.

Neumann, Thomas William, and Robert M. Sanford. 2010. *Cultural Resources Archaeology: An Introduction*. 2<sup>nd</sup> ed. Walnut Creek, CA: AltaMira Press. Page 1-28. [INST ARCH DED 100 NEU].

Selvakumar, V. 2012. The use and relevance of archaeology in the post-modern world: Views from India. *World Archaeology* 42(3): 468-480.

#### **15 & 16. The contemporary relevance of the past: archaeology, politics and economics – Tim Schadla-Hall**

The product of archaeology be it objects, sites or publications do not exist in an academic vacuum - outside the rest of life - archaeology has been a handmaiden for nationalism, ethnic conflict and warfare since its appearance. Similarly - and also outside the academy -archaeology has been and still is a trigger for economic activity across the world, often linked to other themes such as nationalism. The aim of this session is to offer a brief overview with selected examples of abuses, misuses and uses of archaeology and at the same time consider the complicated and often tortuous relationships that link these areas both in the past and the present.

##### **Essential reading**

Burtenshaw, P. 2014. Mind the gap: Cultural and economic values in archaeology . *Public Archaeology* 13(1-3): 48-58.

El-Haj, N. A. 1998. Translating truths: Nationalism, the practice of archaeology, and the remaking of the past and present in contemporary Jerusalem. *American Ethnologist* 25: 166-188.

Fowler, D. D. 1987. Uses of the past: Archaeology in the service of the state. *American Antiquity* 52(2): 229-248.

Gould, P. and Burtenshaw, P. 2014. Archaeology and economic development. *Public Archaeology* 13(1-3): 3-9.

##### **Further reading**

Silverman, H. 2002. Touring ancient times: The present and presented past in contemporary Peru. *American Anthropologist* 104(3): 881-902.

#### **17. Interdisciplinary engagements II: environmental methods - Liz Farebrother**

The contribution of environmental datasets to the interpretation of archaeological sites is invaluable. Focusing upon three key areas of environmental archaeology - animal remains (zooarchaeology), plant remains



(archaeobotany) and geochemical signatures (stable isotope analysis) – interdisciplinary datasets and their potential will be explored.

### Essential reading

- Fuller, D.Q. and Lucas, L. 2014. Archaeobotany. In Smith, C. (ed.) *Encyclopedia of Archaeology*. New York: Springer Publishing. pp 305-310 [ONLINE] [http://springer.libdl.ir/referenceworkentry/10.1007/978-1-4419-0465-2\\_2273](http://springer.libdl.ir/referenceworkentry/10.1007/978-1-4419-0465-2_2273)
- O'Connor, T.P. and Evans, J.G. 2005. (2<sup>nd</sup> Ed) *Environmental Archaeology: Principles and Methods*. Stroud: Sutton Publishing. [INST ARCH BB 6 EVA]
- Reitz, E. and Wing, E. 2008 (2<sup>nd</sup> Ed.) *Zooarchaeology*. Cambridge: Cambridge University Press. [INST ARCH BB 3 REI]

### Further reading

- Bogaard, A., and Outram, A., 2013. Palaeodiet and beyond: stable isotopes in bioarchaeology. *World Archaeology* 45:333-337 [ONLINE]
- Davis, S. 1987. *The Archaeology of Animals*. London: Batsford. [INST ARCH BB 3 DAV]
- Harlow, M. and Smith, W. 2001. Between fasting and feasting: the literary and archaeobotanical evidence for monastic diet in Late Antique Egypt. *Antiquity* 75(290):758-768. [ONLINE]
- ICAZ Stable Isotopes in Zooarchaeology Working Group (SIZWG) Blog <https://sizwg.wordpress.com/blog/> [ONLINE]
- Livarda, A. and van der Veen, M. 2008. Social Access and Dispersal of Condiments in North West Europe from the Roman to the Medieval Period. *Vegetation History and Archaeobotany* 17(1):201-209. [ONLINE]
- O'Connor, T.P. 2000. The Archaeology of Animal Bones. Gloucestershire: Sutton Publishing. [INST ARCH BB 3 OCO]
- Russell, N. 2012 *Social Zooarchaeology: Humans and Animals in Prehistory*. Cambridge: Cambridge University Press. [INST ARCH BB 3 RUS]
- Sykes, N.J. 2010. Deer, Land, Knives and Halls: Social Change in Early Medieval England. *The Antiquaries Journal* 90:175-193. [ONLINE]
- Sykes, N.J. 2014. *Beastly Questions: Animal Answers to Archaeological Issues*. London and New York: Bloomsbury. [INST ARCH BB 3 SYK]

## 18. Interdisciplinary engagements III: genetics – Mark Altaweel

Most Europeans take drinking milk for granted; it is the everyday consumption of an everyday drink. But for most adult humans, indeed, for most adult mammals, milk is very far from an everyday drink. Milk is something that we have specifically evolved to be able to consume in the relatively recent past. The ability to digest the sugar in milk is called Lactase Persistence and Darwin's engine of evolutionary change, natural selection, has probably worked harder on this trait than on any other biological characteristic of Europeans in the last 10,000 years. This serves as a good example on how genetics can shed important information in understanding the past. In this lecture we will see how Archaeology, Genetics, Anthropology, Physiology, ancient DNA and computer simulations can be combined to understand where, when and how genetics are utilized to understand the past.

### Essential reading

- Gerbault, P., Liebert, A., Itan, Y., Powell, A., Currat, M., Burger, J., Swallow, D. M. and Thomas, M. G. 2011 'Evolution of lactase persistence: an example of human niche construction', *Philos Trans R Soc Lond B Biol Sci* 366:863-877 (online reading)
- Burger, J., Kirchner, M., Bramanti, B., Haak, W. and Thomas, M. G. 2007 'Absence of the lactase-persistence-associated allele in early Neolithic Europeans', *Proc Natl Acad Sci U S A* 104:3736-3741 (online reading)
- Itan, Y., Powell, A., Beaumont, M. A., Burger, J. and Thomas, M. G. 2009 'The origins of lactase persistence in Europe', *PLoS Comput Biol* 5:e1000491 (online reading)
- Itan, Y., Jones, B. L., Ingram, C. J., Swallow, D. M. and Thomas, M. G. 2010 'A worldwide correlation of lactase persistence phenotype and genotypes' *BMC Evol Biol* 10:36. (online reading)

All of the above papers are available here: <http://www.ucl.ac.uk/mace-lab/publications/peer#2013>

## **19-20. Course Review and Revision Class (as needed)**

**NB: There are no specific readings relating to sessions 19 and 20**

## **ONLINE RESOURCES**

The full UCL Institute of Archaeology coursework guidelines are given here:

<http://www.ucl.ac.uk/archaeology/administration/students/handbook>

The full text of this handbook is available here (includes clickable links to Moodle and online reading lists if applicable) <http://www.ucl.ac.uk/silva/archaeology/course-info/>

<http://www.ucl.ac.uk/archaeology/administration/staff/handbook>

### ***Moodle***

To access Moodle please use your course code (ARCL1014) and follow this link:

<https://moodle.ucl.ac.uk/course/view.php?id=23697>

## **ADDITIONAL INFORMATION**

### ***Libraries and other resources***

In addition to the Library of the Institute of Archaeology, other libraries in UCL with holdings of particular relevance to this degree are the Main Library and the Science Library. The University of London Library at Senate House also holds an extensive archaeological collection.

### ***Information for intercollegiate and interdepartmental students***

Students enrolled in Departments outside the Institute should obtain the Institute's coursework guidelines from Judy Medrington (email [j.medrington@ucl.ac.uk](mailto:j.medrington@ucl.ac.uk)), which will also be available on the IoA website.

## **APPENDIX A: POLICIES AND PROCEDURES 2015-16 (PLEASE READ CAREFULLY)**

This appendix provides a short précis of policies and procedures relating to courses. It is not a substitute for the full documentation, with which all students should become familiar. For full information on Institute policies and procedures, see the following website: <http://wiki.ucl.ac.uk/display/archadmin>  
For UCL policies and procedures, see the Academic Regulations and the UCL Academic Manual: <http://www.ucl.ac.uk/srs/academic-regulations> ; <http://www.ucl.ac.uk/academic-manual/>

### **GENERAL MATTERS**

**ATTENDANCE:** A minimum attendance of 70% is required. A register will be taken at each class. **If you are unable to attend a class, please notify the lecturer by email.**

**DYSLEXIA:** If you have dyslexia or any other disability, please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia should indicate it on each coursework cover sheet.

### **COURSEWORK**

**SUBMISSION PROCEDURES:** You must submit a hardcopy of coursework to the Co-ordinator's pigeon-hole via the **Red Essay Box at Reception** (or, in the case of first year undergraduate work, to room 411a) by stated deadlines. Coursework must be stapled to a completed coversheet (available from IoA website; the rack outside Room 411A; or the Library). You should put your **Candidate Number** (a 5 digit alphanumeric code, found on Portico. Please note that this number changes each year) and Course Code on all coursework. **It is also essential that you put your Candidate Number at the start of the title line on Turnitin, followed by the short title of the coursework** (example: YBPR6 Funerary practices).

**LATE SUBMISSION:** Late submission is penalized in accordance with UCL regulations, unless permission for late submission has been granted. The penalties are as follows: i) A penalty of 5 percentage marks should be applied to coursework submitted the calendar day after the deadline (calendar day 1); ii) A penalty of 15 percentage marks should be applied to coursework submitted on calendar day 2 after the deadline through to calendar day 7; iii) A mark of zero should be recorded for coursework submitted on calendar day 8 after the deadline through to the end of the second week of third term. Nevertheless, the assessment will be considered to be complete provided the coursework contains material than can be assessed; iv) Coursework submitted after the end of the second week of third term will not be marked and the assessment will be incomplete.

**GRANTING OF EXTENSIONS:** New UCL-wide regulations with regard to the granting of extensions for coursework have been introduced with effect from the 2015-16 session. Full details will be circulated to all students and will be made available on the IoA intranet. Note that Course Coordinators are no longer permitted to grant extensions. All requests for extensions must be submitted on a new UCL form, together with supporting documentation, via Judy Medrington's office and will then be referred on for consideration. Please be aware that the grounds that are now acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements.

**TURNITIN:** Date-stamping is via Turnitin, so in addition to submitting hard copy, **you must also submit your work to Turnitin by midnight on the deadline day.** If you have questions or problems with Turnitin, contact [ioa-turnitin@ucl.ac.uk](mailto:ioa-turnitin@ucl.ac.uk).

**RETURN OF COURSEWORK AND RESUBMISSION:** You should receive your marked coursework within four calendar weeks of the submission deadline. If you do not receive your work within this period, or a written explanation, notify the Academic Administrator. When your marked essay is returned to you, return it to the Course Co-ordinator within two weeks. You must retain a copy of all coursework submitted.

**WORD LENGTH:** Essay word-lengths are normally expressed in terms of a recommended range. Not included in the word count are the bibliography, appendices, tables, graphs, captions to figures, tables, graphs. You must indicate word length (minus exclusions) on the cover sheet. Exceeding the maximum

word-length expressed for the essay will be penalized in accordance with UCL penalties for over-length work.

**CITING OF SOURCES and AVOIDING PLAGIARISM:** Coursework must be expressed in your own words, citing the exact source (**author, date and page number**; website address if applicable) of any ideas, information, diagrams, etc., that are taken from the work of others. This applies to all media (books, articles, websites, images, figures, etc.). **Any direct quotations from the work of others must be indicated as such by being placed between quotation marks.** Plagiarism is a very serious irregularity, which can carry heavy penalties. It is your responsibility to abide by requirements for presentation, referencing and avoidance of plagiarism. Make sure you understand definitions of plagiarism and the procedures and penalties as detailed in UCL regulations: <http://www.ucl.ac.uk/current-students/guidelines/plagiarism>

### **RESOURCES**

**MOODLE:** Please ensure you are signed up to the course on Moodle. For help with Moodle, please contact Nicola Cockerton, Room 411a ([nicola.cockerton@ucl.ac.uk](mailto:nicola.cockerton@ucl.ac.uk)).

*APPENDIX TO BE INCLUDED AT THE END OF EVERY COURSE HANDBOOK, EXCEPT THOSE FOR CORE COURSES, WHICH SHOULD INCLUDE THE PAGE ABOVE INSTEAD*

#### INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES

General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources, are available in your Degree Handbook and on the following website: <http://wiki.ucl.ac.uk/display/archadmin>. It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your course co-ordinator.

#### GRANTING OF EXTENSIONS: .

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