UCL INSTITUTE OF ARCHAEOLOGY
ARCLG187 Resources and Subsistence 2017-2018 Course Handbook
[Term 1]
15 credit Core course element in the MSc Environmental Archaeology

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2017-2018 Turnitin Class ID: 3543808
Turnitin Password: IoA1718 (the middle 'o' is lower case)

Meeting Time and Place: TUES 9-11am, Room: 412

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COURSE OVERVIEW
This course is intended to provide the theoretical grounding for practical projects in examining past subsistence systems through archaeozoology, archaeobotany, and geoarchaeological approaches.

Summary of the course contents
The seminars, readings and assignments cover the most important theoretical debates and methodological issues in the archaeological study of human subsistence, changes in subsistence practices and related human modifications of environments.

Summary of the method of delivery
The course consists of 10 x 2-hour sessions, by a mixture of lectures by the instructor(s) and seminar discussions, and presentations by students. Note: student presentations are required but do not affect the final mark.

Timetable:

- 3 Oct.: WEEK 1 - Course introduction *(MW, DF)
- 10 Oct.: WEEK 2 - The Evolution of the Human Diet: the Rise and fall of Dietary Diversity, and why it matters. *(MW)
- 17 Oct.: WEEK 3: The Social Dimensions of Subsistence and Consumption, focusing on Gender and identity in food procurement, food production, diet and eating *(MW)
- 24 Oct.: WEEK 4 - Hunter-Gatherer(-Fishers), Introduction & Overview *(MW)
- 31 October: WEEK 5: Origins of Agriculture & Domestications [including genetics background, & survey of main issues & plant domestication] *(DF)

**READING WEEK [6-10 Nov.] NO CLASSES**
- 14 November: WEEK 6 Student PowerPoint presentations (Assignment 1, part 1)
- 21 November: WEEK 7 - Animal domestication *(LM)
- 28 November: WEEK 8 - Secondary Products revolution & variables of pastoral production *(LM)
- 5 December: WEEK 9 - Resource Intensification/the Intensification of Production *(MAK)
- 12 Dec: WEEK 10 - Complex societies: producers, consumers & the scale of surplus *(CM)

*Instructor: DF = Dorian Fuller, LM= Louise Martin, MW= Michele Wollstonecroft, MAK = Manuel Arroyo-Kalin, CM= Charlene Murphy

Aims, Objectives & Intended Learning Outcomes of the Course

Aims:
This course is intended to provide the theoretical grounding for practical projects on past subsistence systems, subsistence change and related human modifications of environments using archaeozoology, archaeobotany, and/or geoarchaeological approaches. Altogether, the lectures, readings, class discussions, and assignments are designed to facilitate an improved understanding of the many forms and degrees of human-environment interactions, particularly human interactions with and influences on other organisms within their environments.
Objectives of the module:

On successful completion of this course a student should:

- understand current debates about hunter-gatherer’s subsistence, agricultural origins, intensification and social and cultural aspects of food procurement and production systems, as well as issues in human dietary selection, food preparation and consumption; and,

- be familiar with a wide range of case studies and data sets, their problems and possible interpretations, in order to

- be able to contribute constructively to knowledge-based debates on a range of current issues in past human resource use and major transitions in subsistence mode; and able to

- recognise and situate archaeological plant and/or animal assemblages within the spectrum of human subsistence system.

Intended learning outcomes

Enhanced skills in:

- Critical analysis of theoretical models and arguments;

- Understanding of technical archaeozoology and archaeobotany publications;

- Comprehension of technical jargon relevant to subsistence, domestication and intensification, including arguments about how these issues are interpreted from archaeological datasets;

- Written analysis and presentation of ideas;

- Formal and informal oral presentation of ideas.

Student Workload Distribution ~ 150 hrs

<table>
<thead>
<tr>
<th>Nature Of The Work</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>10</td>
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<tr>
<td>Private reading</td>
<td>60-70</td>
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<tr>
<td>Seminars/ problem classes / tutorials</td>
<td>10</td>
</tr>
<tr>
<td>Required written work (e.g. essays/reports)</td>
<td>60-70</td>
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Coursework Information:

Coursework includes weekly readings and written summaries (i.e. an abstract) of one or two assigned reading, which are to be submitted to Moodle in advance of the class; the abstracts are required but not assessed for a mark. The final mark for the course is based two written assignments, which will be discussed in class in advance of the submission deadline. If students are unclear about the nature of an assignment, they should discuss this with the Course Co-ordinator.

A practice essay will be assigned during the first weeks of class, for the purpose of identifying any problems that students may have with written coursework. It does not count towards the course assessment.
Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, students are encouraged, in advance of the deadline for a given assignment, submit for comment a brief outline of the assignment or consult directly with the course co-ordinator during office hours or via Moodle or email.

FOR ALL MARKED COURSEWORK students should put their Candidate Number on the blue cover sheet as well as on each page of the written work.

STUDENT ASSESSMENT

In this course, students are marked on two written assignments. Note: that course co-ordinators will return your coursework after first marking within 4 weeks of submission.

Assignment 1 (35% Of Course Mark):

This assignment is a comparison of the subsistence practices of two small-scale societies from comparable environments.

Assignment 1 is in two parts, the first being a 10-15 min PowerPoint presentation, to be presented in class on Week 6 (Tues 14 November), and the second part is a two-page written summary of the powerpoint presentation, due on Friday 24 November (end of week 7).

Only the second part (the written summary) of Assignment 1 is assessed for a mark. First marking will be done before the end of Term 1 so that papers can be returned to students before the Christmas break.

Research Aims of Assignment 1:

Each student is to examine the similarities and differences in the annual, seasonal, and regular food procurement routines of the two small-scale societies from comparable but separate environments, to identify each groups' resource selection preferences, land-use and ecological interactions with their environments. Archaeological and/or ethnographic or ethnohistoric sources can be used. Students are to focus on what is common to both groups and what is unique to each, and consider potential explanations for these similarities and differences.

ASSIGNMENT 1 TOPICS: Students should choose from the list below and email their choice to the course instructor:

1. Comparison of subsistence systems of hunter-gatherers-fishers from temperate southeast Australia (e.g. the Mara) with a Neolithic group (or groups) of your choosing from Atlantic Europe: (examining similarities and differences in their terrestrial as well as aquatic resource exploitation practices.)

2. Comparison of the plant exploitation systems of the Baka forest Hunter-gatherers of Southern Cameroon, particularly their uses of yams, with the Enset-farming complex in southwest Ethiopia.

3. Comparison of Sami Reindeer-herding systems in Arctic and hunting-based system of the Inuit of the West-Central Canadian Arctic, focusing on animal resources.

4. Comparison of Sami Reindeer-herding systems with Canadian Plateau Hunter-gatherer Fisher systems focusing on plant uses, particularly trees.

5. Comparison of Mississippi Valley hunter-gatherer subsistence system with that of early Lower Yangtze wet rice farming systems. Consider how the river, and flooding, affected these subsistence systems.

6. A comparison of late Jomon hunter-gatherer-fisher economies with Northwest Coast subsistence practices. Consider how fishing, plant selection, resource management (e.g. tending, protection) and storage practices influenced mobility/sedentism.
ASSIGNMENT 1, PART 1: GUIDELINES FOR POWERPOINT PRESENTATION

to be delivered in class Week 6 - Tuesday, November 14, 2017. (Note: if the class has eight or more participants, students may be asked to work in pairs for the presentation.):

1. Use 10-15 PowerPoint slides \textit{maximum}, not including references cited. (A separate slide for references cited should be shown at the end.)

2. Keep to the 10-15 minute time frame.

3. The Introduction should explain the geographic locations of the two groups under study and the relevance for the comparison in terms of the environments in which they live, and a general explanation of their socio-economic structures.

4. The body of the presentation should present and examine the major resources exploited by each of the groups in your study, including how they obtain those resources, species choice, resource focus (e.g. as staple, supplementary or occasional foods), and harvesting, collecting, hunting, and/or herding and culling practices. Students are encouraged to consider factors such as dietary diversity, forms of human-plant interactions, associated skills and knowledge, environmental management practices, labour organization, windows of resource availability, seasonal scheduling.

5. Students are encouraged to use charts and tables, preferably of their own making, to summarise the information, and to draw on a range of sources, which should be listed at the end of the PowerPoint. Tables and figures that are taken from other sources are also acceptable, bearing in mind that they should be appropriately referenced on the slide and in the list of References Cited.

6. \textbf{Citations and References Cited:} At least 12 sources, at least 50% from the student’s own research and up to 50% can be drawn from reading lists provided in the course handbook. Please carefully follow the guidelines for Harvard Referencing Style.

7. While it is only the written (second) part of this assignment that is assessed for a mark, students should aim for a high quality PowerPoint presentation so that the organization and content of the presentation can contribute to shaping the written work, and tables and figures from these may also be used in the final paper.

8. A print-out or email copy of the PowerPoint should be submitted to the course instructor on or before the day class in Week 6.

ASSIGNMENT 1, PART 2: - GUIDELINES FOR WRITTEN PAPER, due Fri. 24 Nov, 2017:

1. 2 pages of text (i.e. two sides of an A4) with 1.5 spacing.

2. Summarise the the differences between the two small scale societies that you have studied and consider possible explanations for these differences.

3. Figures and Tables and References Cited should be included but on a separate page (are not counted as part of the two page word limit).

4. Again, carefully follow the Harvard Referencing Style as consistent, appropriate referencing is assessed in all written work for this course.

5. This part of the assignment is to be produced by each student individually, even if the presentation was presented in pairs of students.

6. \textit{First marking of Assignment 1, Part 2 will be done before the end of Term 1 so that the papers can be returned to students before the Christmas break.}
Expected Learning Outcome Of Assignment 1:

- A Deeper and More Nuanced Understanding of The Diversity in Resource Exploitation Practices, Land Uses, and Ecological and Technological Expertise and Knowledge of Societies that are (Broadly) Classified Under Broad Titles such as “Hunter-Gatherer”, “Farmer” and “Pastoralist;
- Reasoned and Critical Assessment of Multiple Sources;
- Independent Research Use of Library/ Archival facilities;
- Experience in the Production of Presentation Graphics at a Professional level;
- Experience in the Oral Presentation of Original Research Results;
- Time Limited Assessment, permitting use of sources, testing the employment of information learned in class, as well as appropriate choice of sources, and independent research skills.

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

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Assignment 2 Essay (65% of mark). 3400 words (3230 – 3517 words). Due: Friday 12 January, 2018

This essay is of comparable length to that of a research paper that one might encounter in a journal. Students should therefore regard it as an opportunity to present a high caliber review with an original synthesis and/or ideas. Students should aim to draw on ca. 30 cited sources or more, moving beyond what is provided in the course reading lists to explore the topic with library and journal resources available at UCL. Readings in this hand-out and discussed in seminars provide only a starting point.

Assignment 2 Essay Topics. Please select a topic from the list below and email your choice to your instructor before the end of Term I:

1. Discuss the role of cultural niche construction in the changing human strategies for animal and plant exploitation evident at the terminal Pleistocene and/or early Holocene, in a region of your choice. Provide up to 3 case studies.
2. “A Calorie is Not Necessarily a Calorie” Consider the dietary, ecological, economic and social implications of advances in food processing, food preservation and storage for prehistoric human societies, providing archaeological examples.
3. What contributions can the study of plant remains, animal bones and geoarchaeology make to understanding the rise of complex societies? Provide at least 3 case studies.
4. Evaluate the evidence for the initial spread of crops and livestock into a region of your choice.
5. Compare and contrast approaches to investigating agricultural “intensification” highlighting the contribution of evidence from animals, plants and/or sediments. Outline avenues for further research.
6. Consider how social class or gender divisions of labour and/or food consumption can be inferred from archaeobotanical and/or zooarchaeological evidence from hunter-gatherer or early faming sites. Provide at least 3 case studies.
7. Consider the traditional ecological, biological and technological skills and expertise that are necessary for the accumulation, preservation and storage of food for future use;
examine in detail how these activities are linked to resource selection, labour organisation, land-use, seasonality and seasonal scheduling. Discuss at least three case studies, which should include at least one hunter-gatherer and one farmer society.

8. A topic of your own choosing, which must be approved by the course co-ordinator

**IMPORTANT UCL RULES FOR COURSEWORK LENGTH AND SUBMISSION**

**Word counts**

Students are given a range that word counts must not exceed. 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.

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.

**The 2017-2018 session penalties for overlength work are as follows:**

- For work that exceeds the specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
- For work that exceeds the specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.

**Coursework submission procedures**

- All coursework must normally be submitted both as hard copy and electronically. (The only exceptions are bulky portfolios and lab books which are normally submitted as hard copy only.)
- You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk (or room 411a in the case of Year 1 undergraduate work)
- All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload all parts of your work as this is sometimes the version that will be marked.
- Instructions are given below.

Note that Turnitin uses the term ‘class’ for what we normally call a ‘course’.

1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document, and that you have the Class ID for the course (available from the course handbook) and enrolment password (this is IoA1718 for all courses this session - note that this is capital letter I, lower case letter o, upper case A, followed by the current academic year)
2. Click on 
http://www.turnitinuk.com/en_gb/login
http://www.submit.ac.uk/static_jisc/ac_uk_index.html
3. Click on ‘Create account’
4. Select your category as ‘Student’
5. Create an account using your UCL email address. Note that you will be asked to specify a new password for your account - do not use your UCL password or the enrolment password, but invent one of your own (Turnitin will permanently associate this with your account, so you will not have to change it every 6 months, unlike your
UCL password). In addition, you will be asked for a “Class ID” and a “Class enrolment password” (see point 1 above).

6. Once you have created an account you can just log in at http://www.turnitinuk.com/en_gb/login and enrol for your other classes without going through the new user process again. Simply click on ‘Enrol in a class’. Make sure you have all the relevant “class IDs” at hand.

7. Click on the course to which you wish to submit your work.

8. Click on the correct assignment (e.g. Essay 1).

9. Double-check that you are in the correct course and assignment and then click ‘Submit’

10. Attach document as a “Single file upload”

11. Enter your name (the examiner will not be able to see this)

12. Fill in the “Submission title” field with the right details: It is essential that the first word in the title is your examination candidate number (e.g. YGBR8 In what sense can culture be said to evolve?)

13. Click “Upload”. When the upload is finished, you will be able to see a text-only version of your submission.

14 Click on “Submit”.

If you have problems, please email the IoA Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact course and assignment involved.

One of the Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term. Please be sure to email the Turnitin Advisers if technical problems prevent you from uploading work in time to meet a submission deadline - even if you do not obtain an immediate response from one of the Advisers they will be able to notify the relevant Course Coordinator that you had attempted to submit the work before the deadline.

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**COURSE SCHEDULE TOPIC OUTLINE & READING LISTS**

**WEEK 1. INTRODUCTION TO COURSE & SELECTED CASE READINGS FOR DISCUSSION:**

The readings this introductory week include several seminal publications on Darwinian evolutionary theory applied to human exploitation of plants, animals and human-environment relationships (Harris 1989, Ford 1985, Rindos 1984, 1989 and see also Speth 2010) and important recent papers on niche construction theory (Boivin et al. 2016; Rowley-Conway and Layton 2011; Smith 2011; Wollstonecroft 2011) and resilience theory (Rosen and Rivera-Collazo 2012; Stiner and Kuhn 2006) as well as Anthropocene research (Ellis 2015; Ellis et al. 2013; Ruddiman et al. 2016), approaches that are currently receiving a great deal of attention.

What these papers have in common is that they examine how human subsistence decisions are limited or promoted by environments and environmental change and/or the characteristics of the resources themselves (as opportunities, challenges or constraints, see Fuller et al. 2014; Hillman 1989; Rindos 1984, 1989; Speth 2010) and/or discuss the ecological effects of human activities, i.e. how human subsistence practices and resource selection decisions have set in motion (sometimes irreversible) changes to a resource and/or to the environment. The contributions of environmental archaeology to understanding these types of issues is discussed by Wilkinson and Stevens (2003), which is on your reading list.

Students are encouraged to familiarize themselves with the publications listed below as many of them will show up again on the reading lists as the term progresses.
Consider: What types of information about past human societies can be obtained through the resources & subsistence line of inquiry? Is this line of inquiry of relevance for addressing present day global concerns? Which of theoretical positions discussed in the papers below do you find the most compelling, and why?

WEEK 1 READINGS:


**WEEK 2: THE EVOLUTION OF THE HUMAN DIET**

“Diet is a direct link between an organism and its environment” (Ungar, Grine and Teaford 2006:210)

*Dietary diversity (dietary breadth) is a hallmark of our species (Hillman 2004)**

“Humans are well adapted for lean meat, fish, insects and highly diverse plant foods without being dependent on any particular proportions of plants versus meat” (Lindeberg 2009, p. 43)

In this session we examine theories about how our species came to have the dietary patterns that we see around us today, including. We scholarly arguments about hominin diet based on evidence from palaeoanthropology, primatology, archaeology, biochemistry, and nutrition, including staple-isotope and zooarchaeological research.

Consider: What features of the human diet that can be traced to our hominoid ancestors? What features of our diet do we share with the great apes? What features of the diet are unique to *Homo*? What features of the diet are unique to *Homo sapiens*? What is the role of culture, particularly tools but also ecological knowledge and its dissemination across and between generations, in the evolution of the human diet?

**WEEK 2 READINGS:**


The following three papers should be read together and in sequence:


Speth, J.D. 2010. *The Paleoanthropology and Archaeology of Big Game Hunting*. Protein, Fat or Politics? Springer, The Netherlands. See Chapter 12: Big-Game Hunting: Protein, Fat or Politics?


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**WEEK 3: 17 Oct.: THE SOCIAL DIMENSIONS OF SUBSISTENCE & CONSUMPTION, focusing on gender & identity in food procurement, food production, diet & eating *(MW)*

In all human societies, food procurement, production and consumption are known to be culturally mediated. Increasingly, archaeologists have come to recognise that the social dimensions of subsistence and consumption have had a significant bearing on the archaeological record. The division of labour and differential access to resources, be it by gender, age, social status/rank, that have shaped human societies in the past, will likewise have shaped the form and content of archaeological sites and the distribution of sites over the landscape.

The social dimensions of food procurement/food production, especially in relation to gender and identity, influence “who does what”, and “where and when” members of a society will situate themselves within an environment at any time of the year. Furthermore, as is well documented ethnographically, in small-scale societies traditional skills and knowledge are unevenly distributed among the members. Gender, age, rank/status and ability are among the more important variables that influence the organisation of labour in hunter-gatherer and small-scale farming and pastoral societies, and traditional knowledge follows the same pattern.

Likewise, the social dimensions of eating, such as food taboos and feasting, regulate “who eats what”, and “how much” and “how often” they eat a particular food; in turn, uneven access to resources among group members have implications for longstanding differences in health, nutritional stats, disease avoidance and longevity, among other consequences. Beliefs about certain
plants and animals can also directly influence resource selection, modes of predation, preparation, and consumption, and, consequently, can result in highly specific or confusingly complex archaeological distributions of plant and faunal remains across the landscape, or provide significant variations in isotope values within a single cultural group.

**READINGS WEEK 3:**

**Gender and hunter-gatherer subsistence practices**

Bodenhorn, B. 1990. "I'm not the great hunter, my wife is": Inupiat and anthropological models of gender. *Études/Inuit/Studies* 1, 45-74.


**Gender and food production:**


**Gender in terms of diet and food preparation:**


**Gender, status, subsistence space and diet**


**Food Traditions: socially and culturally-mediated food preferences and avoidances**


**Biologically-mediated food avoidances and human adaptation**


**Ecological models of food selection/food avoidance**


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**WEEK 4: HUNTER-GATHERER-FISHERS**

In this session we examine the contributions of environmental archaeology to studies of hunter-gatherers. We discuss several models that classify hunter-gatherer groups by their subsistence practices

**Key topics to consider:**

- How mobility influences site-location and settlement patterns
- How seasonality of resources influence site-location
- Degree of specialisation on resources
- Degree of specialisation of types of sites
- Degrees of interaction/interdependence between communities

**Questions to ask of site data include:**

- Is the site permanently or temporarily (possibly seasonally?) occupied?
- Is it a single occupation, or was it repeatedly occupied?
- Is there evidence for exploitation at the site of only locally available resources, or a wider range of resources?
- What part of a temporal cycle does a site represent?
- What part of the economic system does the site represent?
Also consider different emphases of models, such as:

- Central-place foraging models (Winterhalder 2001; Bird & Bird 1997)
- gender-based differences (Hawkes 1996)
- role of juvenile foragers (Bird & Bird 2000; Hawkes et al. 1995; Bock 2007; Tucker and Young 2007)
- diet-breadth models (Kelly 1995; Stiner & Munro 2002)
- patch-choice models (Kelly 1995; Winterhalder 2001)
- Evolutionary aspects of hunter-gatherer behavioural ecology (Hawkes et al. 1997)
- Niche construction (Rowly-Conwy and Layton 2011, Smith 2011)
- Resilience theory (Rosen and Rivera-Collazo 2012. see week 1 readings)

**READINGS WEEK 4:**


*Note: If you are not familiar with traditional anthropological evolutionism (bands-tribes-chiefdoms-states, which Cohen uses as a general framework then you should also read Chap. 3]*


and


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Wollstonecroft M. 2002."The Fruit of their labour: plants and plant processing at EeRb 140 (860 ± 60 uncal to 160± 50 uncal B.P.) a late prehistoric hunter-gatherer-fisher site on the southern Interior Plateau, British Columbia, Canada". *Vegetation History and Archaeobotany* 11, 61-70.


**WEEK 5. ORIGINS of PLANT DOMESTICATION and AGRICULTURE** [including genetics background, survey of main issues, with a focus on the Near East]

In this session we examine general principles involved in the study of agricultural origins, including defining domestication of plants and animals, cultivation and pastoralism, and review some of the kinds of archaeological and other evidence that can be used to investigate them. A range of additional readings, and some beginnings readings for different world regions are provided below.

**READINGS WEEK 5:**

To be sure that you understand the vocabulary used in the discussion of the origins of agriculture, as well as the debates and state of knowledge, everyone should read these two volumes:


The following Basic Readings are likewise useful for understanding the processes associated with agricultural origins and the features of particular pathways:


Further readings by D. R. Harris will enhance your understanding of the issues in the archaeology of the origins of agriculture, and how our understanding has change over the past ~40 years:


or


and/or


Hillman, G. C. and Davies, M. S. 1990. Measured domestication rates in wild wheats and barley under primitive cultivation, and their archaeological implications. *J. World Prehistory* 4, 157–222. **Compare this paper with that of Tanno and Willcox 2006 (below).**


Murphy, C., Fuller, D. 2016. The transition to agricultural production in India: South Asian entanglements of domestication. In Schug, G., Walimbe, S. (Eds.), *A Companion to South Asia in the Past.* John Wiley & Sons


Zeder, M. .2006. Central questions in domestication of plants and animals. *Evolutionary Anthropology* 15, 105-117

See the following Hillman et al. papers and Colledge and Conolly's critique of Hillman's earlier reported wild plant cultivation papers.

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<th>Authors</th>
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Useful reference books on domestication


WEEK 6. STUDENT POWERPOINT PRESENTATIONS

(Assignment 1, Part 2, see pages 4 and 5 of this handbook)

WEEK 7. ANIMAL DOMESTICATION

This session will focus in more detail on the zooarchaeological evidence for animal domestication and inferences of how early herds were managed. It also touches on the issue of initial herd dispersals, such as from southwest Asia to Cyprus, and later dispersal towards Europe.

READINGS WEEK 7:

Craig, O. E. et. al. 2005. 'Did the first farmers of central and eastern Europe produce dairy foods?' *Antiquity* 79, 882–894.


**General models & evidence for agricultural spread into Europe**


WEEK 8. SECONDARY PRODUCTS REVOLUTION

It has long been recognized that domestication made possible a range of further exploitation strategies which gradually were adopted and developed by human societies. Termed “secondary products” by Sherratt, these activities have been searched for, initially with little success. However, in the case of dairying, the last decade has seen a series of initiatives which have led to the identification of milk residues in ceramics. Elsewhere, less work has been done on intensified agricultural production. This seminar will consider the progress that has been made so far and consider ways in which future lines of investigation may develop.

WEEK 8 READINGS:

Animal Secondary Products

alternatively
if pressed for time, see Sherratt’s entry ‘secondary products revolution’ in the Oxford Companion to Archaeology (Fagan, B. (Ed.) 1996. [Inst Arch AG Fag]

Milk and residues


Cash crops


McCorriston, J. 1997. The fiber revolution. Current Anthropology 38, 517-550. [with commentaries] [can be downloaded through the college network from: http://www.journals.uchicago.edu/CA/journal/contents/v38n4.html]


WEEK 9. AGRICULTURAL INTENSIFICATION AND LAND USE

Integrating environmental data with archaeological discoveries within reliable chronological frameworks and at variable scales, geoarchaeology serves as a key approach for the investigation of agricultural development and long-term land use. This session will first briefly introduce and review theories, methods and advantages/disadvantages of geoarchaeology in the study of early agriculture

**READINGS WEEK 9:**


**Further Recommended reading.**


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**WEEK 10. COMPLEX SOCIETIES: PRODUCERS AND CONSUMERS AND THE SCALE OF SURPLUS**

In this class we examine issues where food and food production are taken in new directions by hierarchical and complex societies, including the role of processing, storage, conspicuous consumption.

**Week 10 Readings**


**Food, Agriculture and Social Status**


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**APPENDIX A: POLICIES AND PROCEDURES 2017-18 (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**

**LATE SUBMISSION:** Late submission will be penalized in accordance with current UCL regulations, unless formal permission for late submission has been granted. The UCL penalties are as follows:

- The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).
- The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (40% for UG modules, 50% for PGT modules).
- Work submitted more than five working days after the published date and time, but before the second week of the third term will receive a mark of zero but will be considered complete.

**GRANTING OF EXTENSIONS:** Please note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. You are reminded that Course Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on a the appropriate 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 acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements. Please see the IoA website for further information. Additional information is given here
RETURN OF COURSEWORK AND RESUBMISSION: You should receive your marked coursework within one month 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.

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.