G218: British and European Prehistory: Neolithic to Iron Age

2016-17 (term 1)  
MA Option Course: 15 credits (0.5 unit)

Turnitin Class ID: 3226901  
Turnitin Password IoA1617

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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.

La Panetteria Early Neolithic enclosure, Puglia, Southern Italy 21/11/2013
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1. Overview

**Short description**

This course covers British and continental European Prehistory from the Neolithic to the Late Iron Age. It aims at an even geographic coverage, but will concentrate on subjects that have figured prominently in recent discussion. This will be a seminar-based course combined with period-specific introductory lectures. It is absolutely essential that students peruse the core reading for the course and also get a good grip on some of the ancillary reading to be able to participate in the discussions.

Obviously, it is impossible to cover the whole breadth of the subject in a half-unit course. The subjects have been chosen to introduce students to some recent controversial discussions and also give them some idea of the research traditions in different parts of Europe. If students wish to consider different/additional subjects, we can discuss this in the first session of the course.

**This handbook**

This handbook contains the basic information about the content and administration of the course. Some lecturers may provide additional subject-specific reading lists and individual session handouts during the course. Do also regularly check the course Moodle.

If you have queries about the objectives, structure, content, assessment or organisation of the course, please consult the Course Co-ordinator.
**Week-by-week summary**
Mondays, 2-4pm, Room 412 (Term 1)

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<td>3/10</td>
<td>Lecture: Introduction to the course (Mike Parker Pearson) What is Europe? Differing Research Traditions (Ulrike Sommer)</td>
<td>10/10</td>
<td>Seminar: Models for the introduction and uptake of farming in Europe (MVL, MPP)</td>
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<td>Lecture: Big questions needs big data: the neolithisation of Europe (MPP)</td>
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<td>Lecture: Genes and Neolithic demography (MVL)</td>
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<td>READING WEEK</td>
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<td>14/11</td>
<td>Seminar: Metalwork, hoards and structured deposition (MVL, MPP)</td>
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<td>Seminar: Bronze Age power structures– the emergence of stratification? (MVL, US, MPP)</td>
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<td>Lecture: Priests and Warriors of the Bronze Age? (US)</td>
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<td>28/11</td>
<td>Seminar: Heroes of the Bronze Age? (MPP, MVL, US)</td>
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<td>Lecture: The Early Iron Age in Europe (MPP)</td>
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<td>05/12</td>
<td>Seminar: Iron Age Urbanism North of the Alps? (MPP, MVL)</td>
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<td>Lecture: The Late Iron Age in Europe (MPP)</td>
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<td>12/12</td>
<td>Seminar: The formation of European peoples (MPP, MVL, US)</td>
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<td>Final discussion (MPP, MVL, US)</td>
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Communication
If any changes need to be made to the course arrangements, these will normally be communicated by email. It is therefore essential that you consult your UCL e-mail account and the course Moodle regularly.

Basic texts

General


Web-resources

British Isles
http://www.biab.ac.uk/
British and Irish archaeological bibliography
Archaeological Site Index to Radiocarbon Dates from Great Britain and Ireland
The majority of unpublished fieldwork reports in the UK are available through the Archaeological Data Service (http://archaeologydataservice.ac.uk/archives/view/greylit/index.cfm?CFID=4202259&CFTOKEN=32908391) Access is free
http://finds.org.uk/
Portable Antiquities scheme, England and Wales
Excavations Ireland: Irish excavation reports
http://www.excavations.ie/Pages/HomePage.php
Scottish Archaeological Research Framework

Europe
http://www.persee.fr/web/guest/home
excellent source for many French publications, including BSPF
http://alephdai.ub.hu-
berlin.de/F/7L64G50HQQVS1R769A1YJGCK2NP4LSC58T6JE3ECTBRCL1LIA-55016?func=option-update-lnq&lng=eng
Library of the German Archaeological Institute - excellent source for the whole of Central Europe! English search menu.
ArchWEB: archaeology in Polandhttp://www.archaeolog.ru/?id=22
many RussianРоссийскаяJournals(Academy of Sciences), esp.
археология

Neolithic
Influential and controversial approach, emphasising the ideological element of the Neolithic

weblinks:
http://www.scottishheritagehub.com/content/neolithic-bibliography
Bibliography for Neolithic Scotland
http://www.jungsteinsite.de/
Information platform on the archaeology of the Neolithic period by the University of Kiel. Some articles in English, English summaries and figure captions available for most German articles.

Bronze Age
Handbook
Kristiansen, K. 2005. The rise of Bronze Age society: travels, transmissions
and transformations. Cambridge, Cambridge University Press. **INST ARCH DA 150 KRI**


*Useful for the Chronology*


**Weblinks**

BM Bronze Age Review
http://www.britishmuseum.org/research/publications/online_journals/bronze_age_review/bar_volume_1.aspx
www.rgzm.de/tomba1/home/frames.htm
*Database of Bronze Age burials from Western Europe. Click on the information tree to access - some useful stuff, but very uneven coverage*

**Iron Age**


Methods of assessment

This course is assessed by two pieces of written coursework, (one essay, one research paper), each of 1,900-2,100 words, which will each contribute 50% to the final grade for the course.

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 topics and deadlines for each assessment are specified below (p. 11). If students are unclear about the nature of an assignment, they should contact the course Co-ordinator, or the lecturer responsible for the specific assessment (indicated in brackets for each essay). If you wish to discuss essay topics or prepare a brief (single-page maximum) outline of how you intend to approach the essay/presentation prior to writing it, the lecturer in question will be happy to discuss this with you.

Teaching methods

The course is taught over Spring Term through weekly two-hour classes. Half of the classes are seminars, organised around a series of essential readings. One hour each week is devoted to a lecture, designed to provide necessary background for the seminars that follow. Seminars have weekly recommended readings, which students are expected to have read and thought about prior to the class.

Workload

There will be 10 hours of lectures and 10 hours of seminars for this course. Students will be expected to undertake around 100 hours of reading for the course, plus 60 hours preparing for and producing the assessed work, and an additional 8 hours on museum visits/fieldwork – either organised or as part of their research. This adds up to a total workload of some 200 hours for the course.

The reading week in 2 should be used to catch-up with any reading associated with lectures and to research and prepare assessed work. The lectures in this course can only introduce you to some main themes in the discussion of European prehistory, in order to make most of this course, and to acquaint yourself to alternative interpretations, it is absolutely essential to read the material outlined in the reading lists and to find additional material discussing the problems outlined.

Prerequisites

This course does not have a prerequisite; however, if students have no previous background in European prehistory, it would be advisable for them to attend (but not be assessed for) the undergraduate courses ARCL1010 (Introduction to the Prehistory of Britain), ARCL2032 (Neolithic and early Bronze Age of Europe), ARCL2005 (Structure and Change in Later European Prehistory), and/or ARCL3068 (The archaeology of Neolithic and Early Bronze Age Britain) and ARCL3033 Bronze and Iron Age Britain) to ensure that they have the background to get the most out of the Masters level seminars in this course.
2. Aims, objectives and assessment

Aims
The course aims to provide a focus for study of British and continental European later prehistory, organised around thematic topics relevant to large parts of the continent; particular emphasis is placed on comparison between different research traditions and areas which are usually studied in separation. Students will be introduced both to major problems and issues and to the various approaches and methods that have been adopted by British and continental European prehistorians to address these subjects.

Objectives
The course will:

- Put the interpretation of British and continental European prehistory in the context of wider theoretical debate within the discipline
- Provide an understanding of the main theoretical approaches adopted by Prehistorians of Britain and continental Europe
- Critically assess interpretations of British and continental European archaeology and put them in a wider context
- Promote an understanding of the main lines of British and continental European prehistory from the Neolithic to the Iron Age
- Facilitate a basic knowledge of the relevant material culture and important sites of British and continental European prehistory from the Neolithic to the Iron Age.
- Elucidate the European context of British prehistory

Learning Outcomes
On successful completion of the course students should be able to:

- Analyse archaeological discourse and be able to identify its ideological and theoretical background in its specific research framework
- To participate in general discussion of British and continental European prehistory

and have developed the generic skills of:

- Observation and critical reflection
- Application of acquired knowledge
- Oral presentation skills
- Coursework

Assessment
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 can, in advance of the deadline for a given assignment, 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.
Alternative essay-questions are welcome, but need to be agreed upon by the course-coordinator.

**Essay (assessment 1)**
Standard Essay (1,900-2,100 words) – Choose one essay question to answer from the range of essay questions given below for individual seminars. Work on this essay should involve reasoned and critical assessment of multiple sources and independent research use of library/archival facilities.

**Research Paper (assessment 2)**
(1,900-2,100 words) – isolate and write-up a piece of text- or museum-based research related to one of the seminar topics (chose a different subject and period to that covered in your other piece of G218 course work (standard essay). Your chosen piece of research must be approved by the course co-ordinator and must be related to a topic that can be effectively written up in 1,900-2,100 words. This work should involve reasoned and critical assessment of multiple sources, independent research use of library/museum facilities, and give you experience in the production of graphic presentation and possibly, where relevant, independent problem-solving based on real data sets. Museum and fieldwork could form part of this research.

**UCL-wide Penalties for Over-length Coursework**
For submitted coursework, where a maximum length has been specified, the following procedure will apply:
i) The length of coursework will normally be specified in terms of a word count
ii) Assessed work should not exceed the prescribed length.
iii) For work that exceeds the specified maximum length by less than 10% 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.
iv) For work that exceeds the specified maximum length by 10% or more, a mark of zero will be recorded.

The following should not be included in the word-count: bibliography, appendices, and tables, graphs and illustrations and their captions.

**Submission deadlines:**
You may choose which piece of these two required pieces of work to submit first and which to submit second.

**The submission deadline for the FIRST piece of work is 5/12/2016**

**The submission deadline for the SECOND piece of work is 20/02/2017**

**Submission procedures**
Students are required to submit hard copy of all coursework to the course co-ordinators pigeon-hole via the Red Essay Box at Reception by the appropriate deadline. The coursework must be stapled to a completed coversheet
(available from the web, from outside Room 411A or from the library). Please note that the hardcopies are not date-stamped!

New, stringent penalties for late submission have been introduced UCL-wide. Late submission will be penalized in accordance with these regulations unless permission has been granted and an Extension Request Form (ERF) completed (including the candidate number!).

Students should put their Candidate Number, not their name (and not their student number), on all coursework. They should also put the Candidate Number and course code on each page of their work (as a header).

**UCL-wide Penalties for late Submission of Coursework**

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.

vii) Where there are extenuating circumstances that have been recognised by the Board of Examiners or its representative, these penalties will not apply until the agreed extension period has been exceeded.

**Timescale for return of marked coursework to students.**

You can expect to receive your marked work within four calendar weeks from the official submission deadline. If you do not receive your work within this period or a written explanation from the marker, you should notify the IoA’s Academic Administrator, Judy Medrington.

**Keeping copies**

Please note that it is an Institute requirement that you retain a copy (this can be electronic) of all coursework submitted. After your marked essay is returned to you, you should return it to the marker within two weeks. If the essay is not returned, it cannot be second-marked.

Please put on the title-page of your Turnitin-submission:

- your Candidate Number
- Name of the course/year number and title of submission
- word-count
- any relevant disabilities
Turnitin
The new link to Turnitin is http://www.turnitinuk.com/

Date-stamping will be via ‘Turnitin’, so in addition to submitting hard copy, students must also submit their work to Turnitin by the midnight on the day of the deadline. Please note that Turnitin can be very busy at certain times, so avoid submitting in the last minute, this can lead to a technically late submission.

Students who encounter technical problems submitting their work to Turnitin should email the nature of the problem to ioa-turnitin@ucl.ac.uk in advance of the deadline in order that the Turnitin Advisers can notify the Course Co-ordinator that it may be appropriate to waive the late submission penalty.

The Turnitin ‘Class ID’ is 3226901 and the ‘Class Enrolment Password’ is IoA1617 (Capital Letter “I”, small letter “o”, capital A, numbers 1617) Further information is given on the IoA website. http://www.ucl.ac.uk/archaeology/administration/students/handbook/turnitin
Turnitin advisers will be available to help you via email: ioa-turnitin@ucl.ac.uk if needed.

Timescale for return of marked coursework to students
You can expect to receive your marked work within four calendar weeks of the official submission deadline if you have submitted on time. If you do not receive your work within this period, or a written explanation from the marker, you should notify the IoA’s Academic Administrator, Judy Medrington.

Citing of sources
Coursework should be expressed in a student’s own words giving the exact source of any ideas, information, diagrams etc. that are taken from the work of others. Any direct quotations from the work of others must be indicated as such by being placed between inverted commas. Plagiarism is regarded as a very serious irregularity which can carry very heavy penalties. It is your responsibility to read and abide by the requirements for presentation, referencing and avoidance of plagiarism to be found in the IoA ‘Coursework Guidelines’ on the IoA website. Please follow the IoA referencing guidelines (http://www.ucl.ac.uk/archaeology/administration/students/handbook/referencing), inconsistent and incomplete referencing will be penalised.

Illustrations
It is good practice to illustrate essays, dissertations and presentations. The illustrations included should be relevant to your argument, not simply nice to look at or easy to find on the net. Captions and tables are not included in the
word-count. Tables and schematic illustrations can strengthen and summarise your argument without inflating the wordcount. Maps, site maps, schematic drawings, diagrams and chronological tables are excellent tools in making your explanations clearer.

Guidelines on illustrations are to be found at:
http://www.ucl.ac.uk/archaeology/intranet/students.htm.

Scanners are available in several locations. The primary location for Institute students is in the Library and in the Institute's Photography Lab (Room 405), where tuition and advice on their appropriate use is available. If you are involved in a project that requires large amounts of scanning it may be worth getting access to the scanner in the AGIS Lab (Room 322c, contact Mark Lake, Andy Bevan or Peter Schauer for details of access and training on the use of these scanners). There is another scanner (must be booked) at the ISD Helpdesk in the basement of the Lewis-Building.

Some basic knowledge of Photoshop Elements or a similar graphic program is useful. Make sure your pictures are properly cut, not skewed and of sufficient contrast. Each illustration should be labelled (fig. 1 to #) and referred to by this number in the text. All illustrations need proper captions. Each illustration must be provided with a source, either in the text (short quote) or as a list of illustrations at the end of the essay/research paper (preferred). An illustration without a proper source is plagiarism, even if Turnitin does not highlight it!

3. Schedule and syllabus

**Teaching schedule**

The seminars will be held 2.00-4.00 on Mondays in Room 410 (term 1).

**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. Readings marked with an * are considered essential to keep up with the topics covered in the course. Copies of individual articles and chapters identified as essential reading are in the Teaching Collection in the Institute Library (where permitted by copyright).

**Seminar/lecture summaries**

The following is a session 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. The recommended readings are considered essential to keep up with the topics covered in the course sessions, and it is expected that students will have read these prior to the session under which they are listed.
Session 1, 03/10/2016

Introduction
Mike Parker Pearson
We will commence with an introduction to the aims, objectives and methods of the course.

What is Europe? Differing research traditions
(Lecture)
Ulrike Sommer
Europe is not a discrete continent or a homogeneous climatic and geographic zone. Its geographic and cultural boundaries and make-up are historically variable. How then can we justify European prehistory as a discipline and what characterises European prehistory as a discipline?

Reading:

Essential reading

Copy available from U. Sommer
*Gramsch, A. 2000. 'Reflexiveness' in archaeology, nationalism, and Europeanism. Archaeological Dialogues 7/1. INST ARCH Pers and NET
*Kristiansen, K. 2008. Do we need the 'archaeology of Europe'? Archaeological Dialogues 15/1, 5–25. INST ARCH PERS, doi:10.1017/S1380203808002419 and other articles in the discussion
Pluciennik, M. 1998. Archaeology, archaeologists and 'Europe'. Antiquity 72, 816-824. INST ARCH PERS and NET
Rowlands, M. 1987. Europe in Prehistory. Culture and History 1, 63-78. Stores
see also: Calmer, J. et al. (eds.) Die Anfänge der ur- und frühgeschichtlichen Archäologie als akademisches Fach (1890 - 1930) im europäischen Vergleich. Berliner Archäologische Forschungen 2. Rahden/Westfalen, Marie Leidorf.

Numerous articles about various European research traditions
Big questions needs big data: the neolithisation of Europe (Lecture)

Mike Parker Pearson

While the earliest occurrences of farming date back to late 7th millennium cal. BC in the Aegean Sea, the neolithisation of Europe is only completed by the early 4th millennium cal. BC, with the introduction of agriculture in Britain, Ireland, and southern Scandinavia. The question is thus how to account for a phenomenon that stretches over such a long period of time and a large geographical area. Are we dealing with a series of loosely related local events, only linked together by the introduction of new plants and animals, or are they rather deeply-rooted historical forces to be uncovered? The last decade has seen the development of new approaches which tackle these questions at an explicitly large scale, by resorting to the wealth of archaeological data now available. This lecture will review some of recent work, and discuss the methodological challenges ad theoretical questions they raise.

Reading

Overviews


Broad overview of the archaeological facts

Colledge, S., Conolly, J. (eds) 2007. The Origins and Spread of Domestic Plants in Southwest Asia and Europe. Walnut Creek, Left Coast Press. INST ARCH HA COL

Useful up-to-date overview of most European countries.


Collected account. Read Chapter 1 (‘Europe’s first farmers: an introduction’) and Chapter 11 (‘Lessons in the transition to agriculture’).

Session 2, 10/10/2016

Models for the introduction of farming into Europe (Seminar)
Marc Vander Linden, Mike Parker Pearson

Debate about the beginnings of farming in Europe has focused on the identification of the actors responsible for this process, with some scholars insist upon the role of an incoming farmer population eventually originating from the Near East, and those who alternatively stress the role of indigenous communities. Alternative narratives have also been put forward, so that a wide range of potential mechanisms and causes for the spread of farming in Europe can be found in the literature. This seminar will discuss the factual basis, methodological weaknesses and strengths of some of these models.

Reading

Essential

Demic diffusion
The original presentation of the demic-diffusion model
Most recent collected account and reassessment by Ammerman of his earlier work; read especially the first and last sections. Example of diffusionist view, proposing a model of demic diffusion.
Heavily biased toward demic expansion in the early Neolithic, connected with the spread of major language groups. Read chapter 1
Does just what it says in the title.

novel resources over Europe: neolithic colonization and Mesolithic assimilation’). DA 100 DEN

Prime exponent of the ‘indigenous’ view. Dated, but worth a look

Hodder, I. 1990. The Domestication of Europe. Cambridge, Cambridge University Press. DA140 HOD

In 1990 an entirely new view of the Neolithisation process, emphasising the importance of conceptual changes in society, over material/economic ones.
The whole book develops this view, but a summary relating to the origins of agriculture in particular can be found on pages 289-97.


Recent overview of the evidence with a strong focus on North-Western Europe

Influential model for the acculturation of Mesolithic communities
See also

Recent review of the $^{14}$C record on a European scale

The book that started the discussion on genetics
Regional overviews (list far from complete)

Discusses the $^{14}$C evidence for the Adriatic and the related diffusion models

Rather dry reading, but good collection of the basic facts and theories

also a good introduction to the whole problem of "Immigration".


**Genetics**


**Essay question**

What are the main factors thought to be responsible for the introduction of farming across Europe?

**Tells and mega-sites (Lecture)**

Ulrike Sommer

Megaliths are also found in Southeast- and Eastern Europe, but they are mainly of Bronze Age, and even Late Bronze Age date. In this area, we find a different type of monumentality: tightly organised settlements that stay in one place for a long time and thus turn into monuments within their own duration. Tells in Southeast Europe can be up to 10m high and, while not as huge as the Bronze Age townsites of the Near East, form impressive landmarks in the flat landscape of the great river valleys.

In the Steppe area around the Black Sea, the Eneolithic saw the development of the Cucuteni/Tripolye/Tripylla Megasites: tightly ordered villages that can cover up to 400ha and consist of solid houses with two rooms and sometimes two storeys, arranged in concentric circles. In contrast, evidence for burial is very rare from the whole area. Only at the very end of the Eneolithic (Varna-Karanovo-Bodrogkereszttür-Horizon) are there large cemeteries with sometimes very rich grave goods.

What were the social structures that gave rise to these types of settlement, and why did the development come to an end?

**Reading**


Chapman, J. 1999. Deliberate house-burning in the prehistory of Central and


ONLINE


Session 3, 17/10/2016

Settlement patterns in Neolithic Europe (Seminar)

Ulrike Sommer, Mike Parker Pearson

The European Neolithic produced a wide variety of settlement patterns, from long-lived tells to more mobile and transient forms of occupation. Broadly, the further north and west, the more transient and dispersed the settlement pattern. Why was this so? Why was Neolithic Atlantic Europe not full of large villages? Why didn’t dense aggregations of population form on the loess lands of central and western Europe?

Reading
See previous reading list.

**Essay question**
How can southeast European tells and open sites such as the Tripillia/Tripolye mega-sites be compared as manifestations of different patterns and trajectories of settlement?

**Megaliths in Europe (Lecture)**
Mike Parker-Pearson

The appearance of megalithic (colossal stone) architecture in the Neolithic of NW and parts of Mediterranean Europe during the Neolithic has long fascinated scholars. The relationships between monuments built of wood and those built of substantial stone is a matter of debate as are the origins of the megalithic tradition. More recent concerns have been with the social impact of monumental construction and the extent to which megaliths altered places.

**Reading**


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**Session 4, 24/10/2016**

**Megaliths, social organization and society**

Mike Parker Pearson, Marc Vander Linden

The megalithic tombs of northern and western Europe have been studied for a century or more and a vast literature exists on them. The approach we have
chosen for this seminar is to explore the relationship between monuments and the societies that produced them. Megalithic tombs are ideal for this purpose because they allow archaeologists to find out who was buried in them and with what grave goods and ceremony, and also to estimate the labour organization and socio-economic support necessary for their construction.

Reading
See previous reading list.

Essay question
To what extent did the megalithic tradition of building passage tombs in different parts of Europe have a common thread and symbolic meaning?

Genes and Neolithic demography (Lecture)
Marc Vander Linden
Over the last three decades, there has been a growing interest amongst archaeologists for genetics. While earlier studies focused on how modern genetic information could be related to potential past events, the development of ancient DNA has revolutionised the field by allowing us to access directly ancient genomes. These new categories of evidence have largely contributed to a renewed interest in demography, and the role of population structure in the making of Neolithic Europe.

Reading

**Recent paper on the importance of demography in Neolithic Europe**


Some issues of language (although the seminar will not focus on this):

Although prehistory by definition does not have access to the linguistic identities of past people, the temptation of tracing back the origins of given
modern languages has always been strong. Over the last three decades, this debate has been doubled by information about the genetic structure of modern – and now past – populations, eventually leading to claims of a big synthesis bringing together linguistics, genetics and archaeology. If the big synthesis has not quite delivered up to its expectations, these new questions of categories of evidence have largely contributed to a renewed interest in demography, and the role of population structure in the making of Neolithic Europe.

Reading for those interested in language and demographic spread
Methodologically-focused paper written by a linguist for an archaeological audience
The book that re-ignited the debate

Session 5, 31/10/2016

Genes and language in Neolithic Europe (Seminar)
Marc Vander Linden, Mike Parker Pearson
Despite having no direct access to languages, prehistoric archaeologists have often been tempted to identify past linguistic identities, and the origins of known languages. Such work led to attractive, competitive hypotheses regarding the introduction of Indo-European languages in Europe, either linked to Bronze Age horse riders violently introducing new works (Gimbutas, Anthony), or Neolithic farmers peacefully suffusing their languages as they extend their fields across European landscapes (Bellwood, Renfrew). These speculations have since witnessed the addition of genetic data. As part of this seminar, we will review some of the main works linking language and archaeology, as well as the more recent contributions of genetics to our understanding of European Later Prehistory.

Reading


Gimbutas, M., 1979. The three waves of the Kurgan people into Old Europe, 4500-2500 B.C. Archives Suisses d'Anthropologie Générale 43, 113-137.


**Essay question**

How have genetics informed archaeologists' understanding of the spread of the Corded Ware and Bell Beaker phenomena during the 3rd millennium BC?

**Early metals and social structure (Lecture)**

Marc Vander Linden

Copper metallurgy was first developed in modern-day Serbia at the turn of the 6th and 5th millennia cal. BC, but only reached the Atlantic shores during the 4th and 3rd millennium cal. BC. It is therefore hardly surprising that the cultural and social impact of this new pyrotechnology and of the newly available products remains disputed. For some, this invention was crucial and, along other technical innovations, triggered a new stage in the social evolution of prehistoric societies, marked by increased hierarchisation. Other scholars rather downplay the leading role of metallurgy, and rather insist upon its integration within existing social frameworks. This debate is best epitomised by the changing fate of the corresponding “Chalcolithic” notion, viewed by some as an integral period of European prehistory, and by others as a terminological aberration.

**Reading**

Chalcolithic? People, place and polity in the later 3rd millennium.

Collection of essays assessing the role of copper in late 3rd millennium Britain


Kienlin, T., Bischoff, E., Opielka, H., Copper and Bronze during the Eneolithic and early Bronze Age: A metallographic examination of axes from the Northalpine Region. Archaeometry 48, 453-468. NET


*Roberts, B. W. 2008a. Creating traditions and shaping technologies: understanding the earliest metal objects and metal production in Western Europe. World Archaeology 40/3, 354-372. URL: http://dx.doi.org/10.1080/00438240802261390


Institutes für Ur- und Frühgeschichte der Leopold-Franzens-Universität Innsbruck. Universitätsforschungen zur prähistorischen Archäologie 8. Bonn, Habelt, 535-542. INST ARCH DA Qto LIP


Beaker traditions


The Crémade-model of Strahm


Short overview of the changing interpretations


Regional synthesizes for the Northern distribution area


Essay question

Was the innovation and adoption of copper metallurgy in Europe derived from a once-only process of discovery or was it the result of multiple independent innovations?

Session 6, 14/11/2016

Metalwork, hoards and structured deposition (Seminar)

Marc Vander Linden, Mike Parker Pearson

The typological examination of metalwork was instrumental in the creation of modern archaeology, and since has constituted a core practice of the discipline. Grave goods excepted, metal finds were often chance finds and thus had limited archaeological context, hence limiting the range of possible interpretations. Elements of patterning in the association of certain categories of metal artefacts, or their absence in given contexts, were however recognised and led to the concept of structure deposition, i.e. that these metal artefacts were not placed haphazardly but according to some rules. These patterns vary over time and space and allow us to draw some inferences about various facets of social life. For instance, the changing favour of several
types of ornaments in graves points to modes of display and, beyond, to questions of gender and identity. With the rise of development-led archaeology and, in England and Wales, of the Portable Antiquities Scheme, the documentary situation is changing at a fast pace and it now becomes possible to replace hoards and the corresponding concept of structured deposition within a wider landscape setting.

**Reading**


See also


Essay question

How have archaeologists explained the changing patterns of metalwork deposition from the inception of metal artefacts to the end of the Bronze Age? You may illustrate your answer with a regional case study.

Priests and Warriors of the Bronze Age? (Lecture)

Ulrike Sommer

The Bronze Age has traditionally been seen as the period when stable social hierarchies developed, and terms like chieftain and priest are used to describe social roles. This is mainly based on grave inventories and hoards, but also on the appearance of fortified hilltop-settlements. Unfortunately, the settlement evidence has often been neglected in favour of detailed chronologies of Bronze artefacts. In this lecture, I will endeavour to give an overview over the development in North West and Central Europe, as a base for next week’s seminar.

Reading


*Vandkilde, H. 2007. Culture and change in Central European prehistory: 6th to 1st millennium BC. Aarhus: Aarhus University Press. INST ARCH DA 100 VAN, ISSUE DESK IOA VAN 4

Session 7, 21/11/2016

Bronze Age power structures— the emergence of stratification? (Seminar)

Ulrike Sommer, Marc Vander Linden, Mike Parker Pearson

The Bronze Age in Europe sees the development of salient inequalities in
society, manifested archaeologically in a variety of ways in different areas: ‘rich’ burials equipped with prestige grave goods; castle-like fortified settlements; long-distance trade in rare materials and goods etc. Over the last 15 years or so this development has been a major focus of enquiry for European prehistorians. Gilman’s 1981 article is seminal, offering a Marxist analysis that provoked an on-going debate. You should read both the article and the comments by other scholars in the same volume of Current Anthropology. His 1991 article adopts essentially the same stance, but is concerned specifically with the Mediterranean area. The other articles take different standpoints. The aim of this seminar is to assess the different interpretations on offer.

We will also consider how power and elite status is represented, controlled and personified in the European Bronze Age. As part of this, we need to consider the relationships between Britain, Continental Europe and the Mediterranean in elite networks of contact and trade/exchange. In particular, trade/exchange in the European Bronze Age seems to have been very different from that documented for the Neolithic. Prestige materials and artefacts travelled long distances, in some cases linking the far corners of Europe (e.g. amber, originating in the Baltic, which is found from southern England to Mycenaean Greece). Metals - copper, tin and to a lesser extent gold and silver - were traded widely and sometimes in large quantities, from a range of ore sources in different parts of Europe. As well as raw materials, manufactured objects were also traded, particularly in the Mediterranean where Mycenaean pottery vessels (and some other goods) were traded from the Aegean to the central Mediterranean, in exchange, it is usually assumed, for raw materials, especially metal. While many studies concentrate on the trade in specific materials or objects, Sherratt has attempted to define a model for Bronze Age trade in general, based on a version of Wallerstein’s ‘World Systems’ approach and, while this can be challenged, it provides a framework for constructing a broader picture.

**Reading**

*Emergence of social stratification*


*Shennan, S. 1982a. Exchange and ranking: the role of amber in the Early...


See also


Useful collection of individual articles


**World systems**


**Elites**


See discussion of Denmark! This situates European Bronze Age studies in a Polynesian context. Other publications by Earle focus on the relationship between Chieftains and property rights: e.g. 1993 chiefdoms: *Power, Economy, and Ideology (School of American Research Advanced Seminars)*, Cambridge, CUP


**Metal exchange**


*Chapter 1 for an introduction to the issue, especially pages 8-20.*


*For lead isotope analysis*


**Amber networks**


NATURAL SCIENCES periodicals

*The article that started off these studies in Italian, but with useful maps and illustrations*


**Mycenaean pottery**


*Especially Chapter 9, ‘The Mycenaen Overseas’, 229-273*


In Italian, but with useful maps and illustrations


*Articles by French, Bietti Sestieri, Tusa and Bergonzi*
Essay question
What evidence is there for long-distance exchange during the Bronze Age of northwest Europe, and how can such exchange networks be understood?

From barrows to urnfields (Lecture)
Ulrike Sommer
The change from inhumation to cremation between 1300 and 1200 BC and the appearance of a material culture that shares certain similarities from Romania to Spain used to be explained by "urnfield-migrations", sweeping across the continent and even touching the states in the Eastern Mediterranean, with "Sea-People" threatening Egypt, destroying Ugarit and the Hittite Empire. Changing theories and better dating have put an end to these population-movements, but alternative interpretations are slow in coming. The problem is acerbated by the changing nature of the sources, cremation leaving fewer remains for archaeologists to find, but deposition in watery contexts reaches an absolute peak. There are also sacrifices on mountains and buildings that have been interpreted as specialised temples. On the other hand, Settlements of this periods are very well known thanks to a number of waterlogged settlements. In the lecture, we will mainly look at materials from South-Eastern and Central Europe.

Reading
There is no good English-language overview for this period. Consult the relevant chapters in Harding (2000) and Milisauskas (2002) for a general overview.

On Britain
see also
IE-Language and Urnfield migrations

The classic diffusionist view
Jung, R., Mehofer, M. 2005/06. A Sword of Naue II Type from Ugarit and the historical Significance of Italian-type Weaponry in the Eastern Mediterranean. Aegean Archaeology 8, 111-135.

A detailed look at European weapons and the question on the invasion of the "sea-people"
*Sørensen, M. L. S., Rebay-Salisbury, K. 2008. Landscapes of the body: burials of the Middle Bronze Age in Hungary. European Journal of Archaeology 11/1, 49-74. ONLINE

The following is a very limited selection of regional overviews, chosen because they are written in English, not necessarily because they are the most relevant or most enlightening. Most are extremely detailed and focused on specific artefacts - but that is a general feature of European Bronze Age


see also


Volcanos and climate-change


also contains contributions in English


The hyperdiffusionist-view!


Session 8, 28/11/2016

Heroes of the Bronze Age? (Seminar)

Mike Parker Pearson, Ulrike Sommer, Marc Vander Linden

Homer’s epics have been used ever since Schliemann’s search for Troy as a means of interpreting archaeological evidence from the Bronze Age. Notions of Homeric heroes such as Achilles and Hector have been used to flesh out concepts of Late Bronze Age warriors both in the Aegean and also as far afield as southern Scandinavia. But how justified are such approaches that attempt to link the two lines of evidence?

Reading


**Essay question**
Do Homeric traditions have any value for interpreting the social organization of Bronze Age societies in north-west Europe?

**The Early Iron Age in Europe (Lecture)**
Mike Parker Pearson

The Iron Age sees the first written sources about societies in the West and north of the Alps. Greek and Phoenician settlements are founded in the Western Mediterranean. Traditionally, this is seen as a process of "civilising the Barbarians", a transfer of cultural values and knowledge from East to West. Ultimately, secondary centres like Rome take over the Role of the original Greek "Colonists". All these concepts have come under heavy criticism in the context of postcolonial studies, and more emphasis has been put on "local" or "indigenous" developments.

In the Early Iron Age, Central Europe may also have seen an influx of eastern ideas, connected with iron smelting, chariots and a more hierarchical society. Cremation is replaced by inhumation under a barrow, and swords, later daggers become the indicators of a warrior-aristocracy. Fortified settlements are linked to rich chariot burials in a zone extending from Hungary and the Czech Republic to Eastern France. Later on, Grave goods, including Greek pottery and other luxury items are imported from the Greek colony of Massalia/Marseilles. Big fortified farmsteads typify the rural settlements. Special purpose settlements are connected to iron-smelting and salt-mining, as in the famous Hallstatt mines and cemetery, and there are indications of wide-spread trade.

Is this the continuation of the indigenous development from the preceding Urnfield Period or the result of influences ultimately originating in the Greek world of the Aegean? Who is buried in the so called "princely graves": local rulers or simply rich farmers?

**Reading**

*overviews*

**Collis, J. 1984. The European Iron Age. London, Batsford. DA 160 COL still a good introduction**


*Regional syntheses*


Arnold, B. 1996. “Honorary males” or women of substance? Gender, status and power in Iron Age Europe. Journal of European Archaeology 3,


**Good overview, look at chapter 11**


Bogucki, P. 1990. A glimpse of Iron-Age Poland. *Archaeology* 43, 74-77. INST ARCH PERS


**see also other contributions in this volume**


**SE-Europe**


Pare, C. 1989. From Dupljaja to Delphi: The ceremonial use of the wagon in later prehistory. *Antiquity* 63, 80-100.


Catalogues that give a good impression and general overviews, even if they are not always on the cutting edge of recent discussions:

A good synthesis of the traditional, mediterraneocentric view

see also

Mediterranean context

A number of case studies that give a greater time-depth to "culture-contact" and "culture-transfer" in the Northern Mediterranean. Useful introduction.

Session 9, 05/12/2016

*Iron Age Urbanism North of the Alps? (Seminar)*

Mike Parker Pearson, Marc Vander Linden

In the Mediterranean the development of urban life in the 1st millennium BC is traditionally discussed in terms of the Greek *polis*, and is defined politically, as it was by the ancient historians (Morris 1991). Of course, we also have a good idea of what a classical city should look like, with city walls, a central temple complex, other public buildings and an orthogonal street plan. However, there remain many problems in establishing when this city form emerges, how widely it is adopted and what variations can be identified. Indeed, the key issue to discuss is whether we can in fact conceptualize Mediterranean urbanization in terms of a model or an urban form to be adopted (cf. the introduction in Cunliffe and Osborne) or whether there are new ways of understanding this phenomenon. In broad terms, we see Greek and Phoenician urban centres around the Mediterranean littoral by the 7th century BC (cf. Aubet on Phoenician settlements in Iberia), but urbanisation occurs in Etruria too, and is a concurrent phenomenon to Greek and Phoenician urbanization (cf. Vanzetti 2002). Elsewhere, in the hinterlands of the
Greek and Phoenician settlements, indigenous communities developed quite different urban or proto-urban settlement, which are only now beginning to attract the attention they deserve (cf. Lomas 1994). The earliest ‘urban’ sites in Temperate Europe are traditionally termed oppida (oppidum = Latin for town), after Caesar’s use of the word for sites that he encountered during his campaigns in Gaul during the 50s BC. Whether the sites are ‘towns’ in the classical sense is debatable, but they do have evidence for centralised production, concentration of population, mints, and access to Mediterranean and internal trading systems. Many of the sites are enclosed by stone and wood riveted ramparts (e.g. murus gallicus ramparts) or simple dump linear embankments (the British sites). The earliest sites which might be considered urban in Temperate Europe appear by c. 200 BC (La Tène C) and occur in Central Europe, from Eastern France and Spain to the Czech Republic. Urbanism in Britain is post ca. 30 BC and restricted to south-east Britain. Oppida are conspicuously larger than any preceding sites (Manching in Bavaria has an enclosed area of 350 hectares - Roman London would fit in this area four times over!). Our remit will be to consider the various frameworks within which urbanism north of the Alps is defined and explained. Should urbanism in Temperate Europe be considered in its own terms, rather than as a ‘pale reflection of Mediterranean urbanism’?

Reading

General

Mediterranean: Essential
read Introduction and peruse other chapters

Mediterranean: Recommended
comparative study of thirty city-state cultures. An investigation conducted by the Copenhagen Polis Centre Copenhagen. Royal Danish Academy of Sciences and Letters, 209-228. IoA: BC 100 Qto HAN

Lomas, K. 1994. The city in southeast Italy. Ancient topography and the evolution of urban settlement 6000-300 BC. Accordia Research Papers 4, 63-77. ARCH PERS


Temperate Europe


and his other articles on alcohol/feasting


**Interesting in the light of recent discoveries**


**Iberian Peninsula**


**Britain**


Hill, J. D. 1995. The pre-Roman Iron Age in Britain and Ireland (ca. 800 B.C. to A.D. 100): An overview. *Journal of World Prehistory* 9, 47-98.


**Scandinavia**


**Sanctuaries**


**Essay question**

To what extent were the ‘princely’ sites of Hallstatt D north of the Alps early towns copying Mediterranean fashions of art and architecture?

**The Late Iron Age in Europe (Lecture)**

Mike Parker Pearson

The Iron Age of Europe is a proto-historic period - contemporary ‘outsiders’ provided a range of texts about Europe that name some of its Iron Age ‘peoples’. To what extent can we isolated coherent ‘peoples’ in the archaeological data and are such attempts worthwhile enterprises? How does this relate to past and present day ideas of ethnicity and to what extent has the Iron Age archaeological evidence been manipulated to justify present day and recent past claims to specific group identities and geographies?

**Reading**

*Ethnic ascription*


A good introduction to the subject

General


Celts

*Collis, J. The Celts: origins, myths and inventions. Stroud, Tempus. INST ARCH DA 161 COL

The invention of the Celts: history of research

The traditional view


Nice coffee-table book with a good coverage of eastern Central Europe


Others
Díaz-Andreu, M. 1998. Ethnicity and Iberians: The archaeological crossroads between perception and material culture. European Journal of Archaeology 1, 199–218. INST ATCH PERS and Online

Session 10, 12/12/2016

The formation of European peoples and the birth of nationalism in Europe (Seminar)
Mike Parker Pearson, Marc Vander Linden, Ulrike Sommer

In this seminar we will consider how named Iron Age peoples can be isolated in prehistory and the impact of their traditions of identification on present day concepts of the Iron Age and modern national identities.

Essay question
What archaeological evidence is there for the migrations of European tribes in the second half of the 1st millennium BC, as recorded by Classical sources?

Final discussion (Seminar)

The course will conclude with a discussion of the relevance of studies of European prehistory (Neolithic, Bronze and Iron Ages) to present-day issues in Europe and beyond and the contribution of European prehistory to archaeology as a discipline.

4. ONLINE RESOURCES

The full UCL Institute of Archaeology coursework guidelines are given here: http://www.ucl.ac.uk/archaeology/handbook/common/marking.htm.

The full text of this handbook is available here (includes clickable links to the Moodle and online reading lists if applicable) http://www.ucl.ac.uk/silva/archaeology/course-info/.
Moodle
This course uses a Moodle, see
http://moodle.ucl.ac.uk/course/view.php?id=10423
The registration key is G218

5. 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 DMS Watson Building science library (Anthropology section).

In addition to the Library of the Institute of Archaeology, other libraries in UCL with holdings of particular relevance to this degree are:
- The Science Library, especially the Anthropology section on the second floor of the DMS Watson Building.
- The Library of Senate House (http://catalogue.ulrls.lon.ac.uk/search/) also hold a very useful collection, especially of older publications (and is fun to visit).
- If you cannot locate a book, there is also the British Library (http://catalogue.bl.uk/F/?func=file&file_name=login-bl-list) at King's Cross
- the Library of the Society of Antiquaries (very impressive!) http://sal.ads.ahds.ac.uk/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First)
You may also want to consult the Library of the Institute of Classical studies (http://catalogue.ulrls.lon.ac.uk/search~S7) or of the School of African and Oriental Studies (http://lib.soas.ac.uk/).
Almost all relevant journals can now be accessed on-line, check the OPAC and the online reading-lists.

Attendance
A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email. Departments are required to report each student’s attendance to UCL Registry at frequent intervals throughout each term.

Information for intercollegiate and interdepartmental students
Students enrolled in Departments outside the Institute should collect hard copy of the Institute’s coursework guidelines from Judy Medrington's office.

Dyslexia
If you have dyslexia or any other disability that may influence your academic performance, please make your lecturers aware of this. Please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia are reminded to indicate this on each piece of coursework.

Feedback
In trying to make this course as effective as possible, we welcome feedback from students during the course of the year. All students are asked to give their views on the course in an anonymous questionnaire which will be circulated at one of the last sessions of the course. These questionnaires
are taken seriously and help the Course Co-ordinator to develop the course. The summarised responses are considered by the Institute's Staff-Student Consultative Committee, Teaching Committee, and by the Faculty Teaching Committee.

If students are concerned about any aspect of this course we hope they will feel able to talk to the Course Co-ordinator, but if they feel this is not appropriate, they should consult their Personal Tutor, the Academic Administrator (Judy Medrington), or the Chair of Teaching Committee (Dr Karen Wright).

**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**

New UCL-wide regulations with regard to the granting of extensions for coursework have been introduced with effect from the 2016-17 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.