UCL INSTITUTE OF ARCHAEOLOGY

ARCL1010: INTRODUCTION TO EUROPEAN PREHISTORY

2016-17

Year 1 Option, 0.5 unit

Turnitin Class ID: 3228625
Turnitin Password: IoA1617

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Room 407 Telephone number: 020-7679-4739

Room 410, Term II, Mondays 11:00 – 13:00
1  OVERVIEW

Short description

Europe is the smallest of the five continents, only a peninsula of Eurasia in geographical terms. It is not a clearly defined area and open to influences from all directions. There are several different macro-regions, but their boundaries shift with changing climates and modes of production. An unequal distribution of mineral resources, diverse and flexible ecologies, major topographic barriers, and distinct topographic axes of communication add to the diversity and unique aspects of past and present Europe, which is the area with the longest tradition of prehistoric research and the densest network of known sites.

This course assesses prehistoric Europe from the first peopling of the continent about 1.2 million years ago until the first century AD when the expanding empire of Rome absorbed parts of the continent into its boundaries.

Major topics of the course will be:
- the earliest occupation of Europe;
- European Neanderthals;
- the arrival of modern humans in Europe;
- late Pleistocene and early Holocene hunter-gatherers of Europe;
- the origins of farming and its spread across Europe;
- the emergence and development of social hierarchies and long-distance connections;
- the growth of states and urban centres in the Mediterranean and Europe north of the Alps;
- the impact of Rome on European societies.
### Week-by-week summary

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<td>Stephen Shennan (SJS)</td>
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**Basic texts**


Core reading for the second half of the course.


**Methods of assessment**

This course is assessed by means of:
- two pieces of coursework, which each contribute 50% to the final grade for the course.
Teaching methods
This handbook contains the basic information about the content and administration of the course. Additional subject-specific reading lists and individual session handouts may be given out at appropriate points in the course. The Course Moodle is the best source of up-to-date information and should be consulted if in doubt. If students have queries about the objectives, structure, content, assessment or organisation of the course, they should consult the Course Co-ordinator (Stephen Shennan). This course will be taught by lectures, seminars and two practicals (material handling sessions). The lectures will introduce the main issues and themes of the course, and will be concluded with brief discussions. The material handling sessions will provide students with the opportunity of studying typical artefacts from each of the main periods covered by the course. These artefacts will come from a broad range of European contexts and allow students to develop skills of comparative analysis of stylistic types, various technologies, and different raw materials.

Workload
There will be 18 hours of lectures and 2 hours of practical sessions for this course. Students will be expected to undertake around 48 hours of reading for the course, plus 120 hours preparing for and producing the assessed work. This adds up to a total workload of some 188 hours for the course.

2 AIMS, OBJECTIVES AND ASSESSMENT

Aims
This course aims at introducing students to the main chronological divisions of prehistoric Europe, and related questions. Particular attention will be paid to the changing nature of the evidence, and how this shapes our interpretations of the past.

Objectives
On successful completion of this course a student should:
- Be familiar with the main chronological divisions of European prehistory, and corresponding social and economic developments.
- Recognise main artefact types, settlement and funerary practices relating to each major periods and regions studied
- Have a basic understanding of the major interpretative themes relating to prehistoric Europe

Learning Outcomes
On successful completion of the course, students should be able to demonstrate/have developed:
- application of acquired knowledge, and critical assessment of existing methods and interpretations
- writing skills, including structuring and articulating arguments based on archaeological evidence

Coursework
Assessment tasks
All students must submit
two standard essays (2,375 – 2,625 words each), one for section 1, one for section 2

- section 1 (submission deadline: Tuesday 21 February 2017)

- section 2 (submission deadline: Thursday 27 April 2017)
SECTION 1

Essay 1
Evaluate the evidence for big-game hunting (as opposed to scavenging) in the Lower and Middle Palaeolithic of Europe.

Suggested reading
(The book that started the discussion)
Scott, K. 1980. Two hunting episodes of Middle Palaeolithic age at La Cotte de Saint Brelade, Jersey (Channel Islands). World Archaeology 12, 137-52. NET

see also

excellent illustrations and up-to date information

Essay 2
Outline the process of colonization of Europe by the anatomically modern humans and the extinction of Neanderthals.

Suggested reading


**Essay 3**
Outline the arguments for the existence of social complexity during the European Mesolithic

**Suggested reading**


**SECTION 2**

**Essay 4**
Outline the arguments for or against the role of local foragers in the introduction of farming practices in Europe. Pick one or more specific areas, like south-eastern, central, Mediterranean or north-western Europe.

See reading lists for lectures 8 and 9

**Essay 5**
Evaluate the evidence for hierarchies and social inequality in Neolithic and Bronze Age Europe. Are there any long-term trends?

See reading list for lecture 11

**Essay 6**
How convincing is the evidence for prehistoric urbanism in Iron Age Europe?

See reading list for lectures 15 and 16

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, the Course Co-ordinator is willing to discuss an outline of the student's approach to the assignment, provided this is planned suitably in advance of the submission date.*
Word limits
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.

Word-counts for each essay will be between 2,375-2,625 words

Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

3 SCHEDULE AND SYLLABUS

Teaching schedule

Lectures will be held 11:00-13:00 on Mondays, in room 410. Practical sessions will be held 11:00-13:00 on Mondays, in room 410.

Syllabus

I. INTRODUCING EUROPE
1. Stephen Shennan: Introducing prehistoric Europe
What is Europe, how has it been defined, and why? There are numerous different definitions of the boundaries of Europe, and even the concept of ‘Europe’ itself is relatively recent. The lecture will begin by highlighting some of these different views by looking at the climatic and geographic variation which exists within ‘Europe’, followed by a short appraisal of the cultural, linguistic and political evolution of the concept. Implications for the study of prehistoric Europe will be considered.

Reading:
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. ONLINE

Additional reading:
II. HUNTERS AND GATHERERS

2. Mark Roberts: The peopling of Europe: the early evidence

The first areas of Europe to be colonised were in the Mediterranean belt of southern Europe, with sites such as Orce in southern Spain dating back to over 1myr. The earliest widespread settlement in the more temperate latitudes of central and western Europe dates to post 0.6 Million years. The rare hominin fossils from Lower Palaeolithic sites have been attributed to Homo erectus, H. antecessor and H. heidelbergensis. Who were these people? How did they survive? We will consider the evidence, which may provide answers to these questions.

Essential reading


Additional reading


Balter, M. 2014. The killing ground. Science 344 (6188), 1080-1083. DOI:10.1126/science.344.6188.1080


INST ARCH BC 120 PET


See also


3. **Mark Roberts: The European Neanderthals**

Neanderthals were a species restricted to Europe and the Near East. They evolved from more archaic European populations, and were anatomically adapted to the cold conditions of the European Pleistocene from ca. 300,000 to 30,000 years ago. The specific anatomical backgrounds of Neanderthals and their varied cultural features will be revised in this lecture.

**Essential reading**

Hayden, B. 1993. The cultural capacities of Neanderthals: a review and re-evaluation. *Journal of Human Evolution* 24, 113-146. ONLINE

Stringer, C. Gamble, C. 1993. *In Search of Neanderthals, solving the puzzle of human origins.* London, Thames and Hudson. Especially chapters 4, 7. INST ARCH BB1 STR (ISSUE DESK)

**Additional reading**


### 4. Mark Roberts: The arrival of modern humans

The Upper Palaeolithic from 40,000-12,000 years ago spans the last great Ice Age. At the beginning of this period Neanderthal populations were replaced by modern humans in Europe. This biological change is accompanied by significant changes in human behaviour affecting the social, economic, ritual and artistic activities of these groups who explored all but the most northerly areas of Europe.

**Essential reading**


**Additional reading**


### 5. Mark Roberts: Late Pleistocene hunters and post-glacial developments

During the Upper Palaeolithic period several cultures were appearing, usually associated with symbolic representations considered as the earliest obvious artistic manifestations. This lecture will explore the relationships between the Upper Palaeolithic art and Late Pleistocene human adaptations and, finally, the cultural answers to the beginning of the current warm inter-glacial (the Holocene) and the appearance of the Mesolithic.

**Essential reading**


**Additional reading**


Bar-Yosef, O. and Bordes, J-G., 2010. Who were the makers of the Châtelperronian culture? *Journal of Human Evolution* 59, 586-593.


6. **Mark Roberts, Stephen Shennan: practical, handling session**
You will be divided into small groups in order to study and handle a range of artefacts from the Collection of the Institute of Archaeology relating to the Stone Ages.
You may want to revise the basic types of stone tools and the types of tools typical for each period of the Palaeolithic and Mesolithic. Bring your notes and handouts!

7. **Marc Vander Linden: Mesolithic hunters, gatherers and fishers**
The Mesolithic covers the period between the end of the Pleistocene, and before the introduction of agriculture. In this sense, it is best defined as the period corresponding to Holocene hunters, gathers and...
fishers. The period is characterised by a much reduced home-range compared to the Palaeolithic and an increased reliance on small game hunting and gathering. In North-Western Europe, there is a marked preference for using rich coastal ecosystems, whilst the nature of the evidence across much of continental Europe varies considerably.

Essential reading

Additional reading
(Chapters on individual countries and areas)

See also:
Finlay, N. et al. (eds) 2009. From Bann Flakes to Bushmills: papers in honour of Professor Peter Woodman. Oxford, Oxbow. INST ARCH DA Qto FIN
Online journal Mesolithic miscellany https://sites.google.com/site/mesolithicmiscellany/
(Provides reports and up-to-date assessments of regional evidence and thematic issues)

III: EARLY FARMING COMMUNITIES
8. Stephen Shennan: The origins of farming and the initial spread of agriculture across Europe
Archaeologists have paid extensive attention to the transition from an economy based on foraging to one based on farming, what Gordon Childe labelled the ‘Neolithic Revolution’. The diffusion of farming practices across Europe, from southeast to northwest, took some three thousand years from c. 7000 to c. 4000 BC. The lecture will consider the nature and characteristics of the earliest farming societies in Mediterranean, Southeast, and Central Europe.

Essential reading

Additional reading


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 (individual chapters on various countries/areas)

Colledge, S., J. Conolly, K. Dobney, K. Manning and S. Shennan (eds.) 2013. The Origins and Spread of Domestic Animals in Southwest Asia and Europe. Walnut Creek, CA: Left Coast Press. (individual chapters on various countries/areas)


Robb, J. 2007. The early Mediterranean village: agency, material culture, and social change in Neolithic Italy. Cambridge, Cambridge University Press. INST ARCH DAF 100 ROB


9. Stephen Shennan: The Neolithisation of North-Western Europe

Whilst farming practices were introduced in south-eastern, Mediterranean and central Europe during the 7th and 6th mill. cal. BC, it was to be another millennium until the new economy reached the plains of northern Europe and the British Isles, with their different soils and environmental conditions. This lecture is going to look at this ‘secondary’ episode of neolithisation, across the North European Plain (Funnel-Necked Beakers culture), Britain and Ireland. Particular attention will also been paid to the simultaneous changes in the Neolithic ‘core areas’ of central Europe and how these provided the foundations for the re-
expansion of farming across North-Western Europe. For instance, the long-standing villages which characterise the first Neolithic of central Europe give way to smaller, more ephemeral house forms. Various categories of monumental architecture also appear, including megalithic tombs.

**Essential reading**


**Additional reading**


10. **Stephen Shennan: Early metals and rising inequality**

Recent evidence demonstrates that copper metallurgy was practised in south-eastern Europe (e.g. Serbia) from the late 6th mill. cal. BC onwards. Throughout the succeeding 5th millennium cal. BC, numerous finds of copper tools, as well as old ornaments, attest to a massive demand for the new material in this region. Changes in settlement structures (the end of tell settlements) and burial customs (appearance of large extramural graveyards) indicate shifts in social organisation. In western Europe megalithic tombs also indicate new social patterns. This is accompanied by evidence for widespread exchange networks for precious goods. We will look critically at the evidence for increased social complexity and the factors cited to explain this development.

**Essential reading**


11. Stephen Shennan: The creation of supra-regional networks: Corded Ware, Bell Beakers (and Indo-Europeans?)

Towards the end of the Neolithic, we observe extremely widespread distributions of sets of drinking equipment, the Globular Amphorae complex of Eastern Europe, slightly later the Corded Ware Beakers of eastern and central Europe and the Bell Beakers to the west. The very distinctive beakers were accompanied by a few dress accessories and weapon-parts, otherwise the local ceramic traditions continued more or less unchanged. Burial tended to be in single graves, often under barrows, with a gender-specific ritual. While the spread of these ‘complexes’ was formerly interpreted in the context of the creation of supra-regional networks, characterised by shared material culture, new social values and norms, recent genetic studies have reintroduced the possibility of migrations.

Essential reading


Haak, W. et al. 2015. Massive migration from the steppe was a source for Indo-European languages in Europe. Nature 522: 207–211. ONLINE


Additional reading


Vander Linden, M. 2007. For equalities are plural: reassessing the social in Europe during the third millennium bc. World Archaeology 39, 177-193.

IV: COMPLEX AGRARIAN SOCIETIES
12. Stephen Shennan: The beginnings of the Bronze Age
The archaeological record of the Bronze Age has historically been dominated by metal. Its increasing use required extensive trade networks, especially as alloying with tin became common in the later part of the early Bronze Age. As tin is found only in a few restricted areas like Cornwall and the Ore Mountains, an interregional trade developed that entailed intense contacts. The use of the new metal was related to various economic and technical changes, and metal goods also provided another means of expressing identity, alongside ceramics and stone. Bronze artefacts are thus commonly found in burials, and hoards, and more rarely in settlements. Thanks to intensive fieldwork carried out across much of Europe over the past two decades, it is now possible to contextualise the wide range of practices linked to metal production and consumption, and to paint a more nuanced picture of the societies of the beginnings of the Bronze Age.

Essential reading

Stephen Shennan: Farmers and chieftains of Bronze Age Europe
The archaeological record of the Bronze Age has traditionally been dominated by metals, and a concomitant discourse based on typology, the identification of similar stylistic features and eventually of putative large-scale networks. Thanks to new research projects and the development of commercial archaeology, a more detailed perception of the Bronze Age is now emerging. In this lecture, we will review changes in settlement pattern, funerary practices across the second and early first millennium cal. BC, as well as the rise of new practices such as hoarding.

Essential reading

Sherratt, A. 1994. The emergence of elites: Earlier Bronze Age Europe, 2500-1300 BC. In: B. Cunliffe (ed.), The Oxford illustrated prehistory of Europe. Oxford, Oxford University Press, 244-276. ISSUE DESK IOA CUN 6 or INST ARCH DA 100 CUN or TEACHING COLL. INST ARCH 398

Sherratt, A. 1994. Reform in Barbarian Europe, 1.300-600 BC. In: B. Cunliffe (ed.) The Oxford illustrated prehistory of Europe. Oxford, Oxford University Press, 304-335. ISSUE DESK IOA CUN 6 or INST ARCH DA 100 CUN or TEACHING COLL. INST ARCH 398

Vandkilde, H. 2007. Culture and change in Central European prehistory, 6th to 1st millennium BC. Aarhus: Aarhus University Press. Esp. Chapter 8 on Middle and Late Bronze Age. INST ARCH DA 100 VAN

Additional reading
14. Borja Legarra Herrero: The rise of states in the Mediterranean

The rise in the Aegean of complex palatial structures surrounded by extensive towns and territories, and accompanied by the development of a limited literacy, has normally marked the origins of the first states in Europe. Recent research in the Iberian Peninsula has challenged this view, bringing new views on the rise of complex societies in the Mediterranean during the 3rd and 2nd millennia BC. The lecture will present the fundamental information to place and understand these processes in Iberia (3000 BC in the Guadalquivir Valley, and 2000 BC in SE Spain) and the Aegean (2000 BC on the island of Crete, and ca. 1400 BC on the Greek mainland). The lecture will explain how current debates balance ‘world-systemic’ and internal developmental approaches to explain these major changes and why they occurred across the Mediterranean significantly earlier than in temperate Europe. The collapse of the last of these palace societies around 1200 BC is a precursor to the very different Iron Age city-states of the Mediterranean world.

Essential reading


Additional reading
15. Mike Parker Pearson: The Iron Age north of the Alps
The Iron Age is characterised, in continental Europe, by increased movement of goods, techniques and ideas, manifested by the development of supra-regional trends. As part of this session, we will review changes in funerary practices, which remain a privileged source of information on social structure, and especially the evidence for settlement. During the Early Iron Age, fortified settlements are linked to rich cart and chariot burials, often associated with imports from the Mediterranean world. The settlement pattern changes dramatically during the Later Iron Age, with the development of dedicated sanctuaries, a dense network of farmsteads and, during the last two centuries BC, the creation of extensive settlement, the so-called oppida (Latin for towns).

Essential reading
16. Mike Parker Pearson: *The Iron Age in the British Isles*

After a drop in the circulation and deposition of bronze artefacts at the beginning of the 1st millennium cal. BC, iron became gradually more important. This new technological preference was accompanied by changes in funerary practices and settlement patterns, with the multiplication of roundhouses, enclosed settlements, hillforts (during the period between 600 and 400 cal. BC), and, towards the end of the sequence, the construction and use of ‘oppida’ although not on the scale of Continental sites. Links with the Continent and the Roman world during the last century BC and first century AD were particularly significant in southeast England.

17. Ulrike Sommer: *Nomads of the Steppe Zone from the early Bronze Age to the Scythians*

During the early Bronze Age, true nomadism developed in the steppe zone of Eastern Europe and Asia. Horse-drawn wagons were used as mobile homes, and sumptuous burials in large barrows (urgans) marked the land. The steppe-zone provided a large contact zone throughout history, connecting China, Persia and the cultures around the Black Sea, at times extending as far west as the Carpathian Basin. We will look at the development of this nomadic way of life and the interaction with settled communities. In the Iron Age, the Scythians came into contact with Greek settlers around the Black Sea, which left a deep mark on their material culture.
Essential reading

*Very traditional, but still a good English-language overview.*

Additional reading

*Dolukhanov, P. M. 1996. The early Slavs: Eastern Europe from the initial settlement to the Kievan Rus. London, Longman. Chapters 5 and 6. INST ARCH DA 100 DOL*
Kohl, Ph. 2007. *Making of Bronze Age Eurasia*. Cambridge, Cambridge University Press. INST ARCH DBK KOH and Online

*excellent as a reference work*


See also


18. *Corinna Riva: Greeks, Phoenicians and others across the Mediterranean OK*

During the first millennium BC mobility increased throughout the Mediterranean and urban life developed. By the 6th century BC at latest Greeks, Phoenicians, Etruscans and others had established cities around the Mediterranean coast and in the hinterland. These states were very different from the Minoan-Mycenaean palace states. They developed new urban settlements and a type of political organisation that was new in Europe, if well known in the Near East, the city state. By the mid-first millennium BC, many of them developed formal legal systems, adopted alphabetical writing and coinage and engaged in state-organised military operations and construction projects. A class system emerged, with aristocrats at the top and slaves at the bottom.

Both the Greek and the Phoenician city states founded colonies and traded with the European hinterland. We are going to look how goods and ideas may have been transferred and manipulated during these contacts, and how this influenced the development in Continental Europe.
Essential reading


Additional reading

Morgan, C. 2003 Early Greek states beyond the polis. London, Routledge (Main: ANCIENT HISTORY P 55 MOR) on Greek non-polis states

Ian Morris 1987 Burial and Ancient Society: The Rise of the Greek City-State. Cambridge, CUP (ISSUE DESK IOA MOR 5)


Murray, O., and S. Price, (eds.) 1990. The Greek City From Homer to Alexander Main: ANCIENT HISTORY P 61 MUR (the article by Runciman is a provocative classic).


Tsetskhladze, G. 2006. Greek colonisation: an account of Greek colonies and other settlements overseas. Leiden, Brill. ANCIENT HISTORY P 61 TSE

19. Kris Lockyear: The impact of Rome on European societies

From the early 2nd century BC Rome, having established control over most of Italy and the Mediterranean, turned its attention to lands north of the Alps. Over the next two centuries it extended its empire over much of Europe, stopping at major frontiers along the Rhine and Danube, and in northern Britain. Within the frontiers Roman structures and institutions were established: military camps and fortifications were followed by towns of Mediterranean type; Latin became the official language; Roman law prevailed; and material culture came under a wide range of imperial influences. Beyond the frontiers too, the impact of contact with Rome was considerable, fed by Rome’s need for supplies of raw materials and labour. In return for these, the local elites obtained Mediterranean manufactured goods, some of which, especially those connected with wine consumption, became significant status symbols, used to enhance and reinforce increasing social stratification. However, these processes did not simply involve the imposition of cultural templates derived from Rome on European societies, but rather a wide range of local interactions that produced multiple different kinds of Roman identities.
Essential reading


Additional reading


20. Stephen Shennan: Practical, handling session

Arrangements: You will be divided into small groups in order to study and handle a range of artefacts relating to later European prehistory.

4 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: British Museum, British Library

Information for intercollegiate and interdepartmental students

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

IMPORTANT

INSTITUTE OF ARCHAEOLGY COURSEWORK PROCEDURES

General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources, are available on the IoA website. 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: Note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. Note that Course Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on 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 http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/