UCL INSTITUTE OF ARCHAEOLOGY

ARCL1014 Introduction to Archaeology 2017-18
Year 1 Core Course 0.5 unit
Turnitin Class ID: 3545199
Turnitin Password: IoA1718
Moodle Enrolment: IoA1718

Co-ordinator: Dr. Mark Altaweel
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Room 103

Date: Tuesdays 11-1
Place: Student Central, Student Central Room 3E
Seminars: Thursdays (see schedule)

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

OVERVIEW

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

Week-by-week summary
Tuesday 3rd October 11am-1pm
1. Archaeology as social science: an introductory overview Mark Altaweel
2. From Biblical time to deep time: a scientific framework for the past David Wengrow

Thursday 5th October (see seminar allocation for your allotted time slot)
SEMINAR 1: Interpretation Mark Altaweel

Tuesday 10th October 11am-1pm
3. Emerging concepts of time and human history: the past in the past and the establishment of antiquity and antiquarianism Gabriel Moshenska
4. The emergence of a discipline: the development of fieldwork and excavation Mark Altaweel

Tuesday 17th October 11am-1pm
5. The archaeology of the living Sue Hamilton
6. The archaeology of the dead Mike Parker Pearson

Thursday 19th October
SEMINAR 2: Alternative and Interpreting Archaeology Mark Altaweel

Tuesday 24th October 11am-1pm
7. From nano-archaeology to world systems: issues of scale Mark Altaweel
8. Explaining archaeology: why did it happen Mark Altaweel

Tuesday 31st October 11am-1pm
9. Archaeology of urbanism Tim Williams
10. Interdisciplinary engagements I: anthropology, history and geography Mark Altaweel

Thursday 2nd November
SEMINAR 3: Archaeology and best practice Mark Altaweel

READING WEEK 7th-11th November (NO TEACHING)

Tuesday 14th November 11am-1pm
11. Archaeology in UK today Dominic Perring
12. Who owns the past? Alice Stevenson

Tuesday 21st November 11am-1pm
13. Presenting the past: archaeology, museums and heritage Sefryn Penrose
14. Interdisciplinary engagements II: The archaeology of religious practice and belief Ikram Ghabriel

Thursday 23rd November
SEMINAR 4: Ownership and repatriation Mark Altaweel

Tuesday 28th November 11am-1pm
15. Interdisciplinary engagements III: the study of ancient glass Ana Franjic
16. Interdisciplinary engagements IV: genetics Mark Altaweel

Tuesday 5th December 11am-1pm
17. The social and political uses and misuses of the past Tim Schadla-Hall
18. The economic value of archaeology Tim Schadla-Hall

Thursday 7th December
SEMINAR 5: Archaeology and politics Mark Altaweel

Tuesday 12th December 11am-1pm
19. Course review Mark Altaweel
20. Revision class Mark Altaweel

Basic texts
Carver, M. O. H. 2009 *Archaeological investigation*. London: Routledge (a comprehensive guide to how archaeologists conduct excavation and fieldwork)[ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]
Greene, K. 2002 *Archaeology: An Introduction*. London: Routledge (a useful basic introduction to the subject)[INST ARCH AL GRE]
Renfrew, C. and Bahn, P. 2016 (7th edition) *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (the primary source of reference for students new to archaeology)[ISSUE DESK IOA REN 2; INST ARCH AH REN]
Methods of assessment
This course is assessed by means of:
(a) one piece of coursework of 1900-2100 words, which contributes 50% to the final grade for the course. This is due at midnight on December 5, 2017.
(b) a two-hour written examination in May 2018 (50%); students are expected to answer two out of eight questions.

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

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

AIMS, OBJECTIVES AND ASSESSMENT

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

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

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

COURSEWORK

Assessment tasks
Students are required to write one essay of between 1900 and 2100 words. Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected. Your choice of essay topic must be drawn from the list of three questions below. Initial reading should be sought from the basic readings, while case studies should be drawn with reference to published excavations and other studies which can be found in the many online and printed archaeological journals in the Institute’s library. Use primary data as much as possible and not general reference works. The expected learning out comes are that students will acquire a detailed critical knowledge of a core aspect of the discipline of archaeology. They will familiarize themselves with archaeological literature and its dissemination and be able to assemble a structured argument based upon evidence and with logically drawn conclusions.
If students are unclear about the nature of an assignment, they should discuss this with the Course Co-ordinator.  

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

**Word counts**

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

1. Describe the major innovations in the discovery of archaeological sites over the last fifty years?

**Essential reading**

Carver, M. O. H. 2009 *Archaeological Investigation*. London: Routledge (Chapter 4)[ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]  
Greene, K. 2002 *Archaeology: An Introduction*. London: Routledge (a useful basic introduction to the subject)[INST ARCH AL GRE]  
Renfrew, C. and Bahn, P. 2008 (5th edition) *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (Chapter 3)[ISSUE DESK IOA REN 2; INST ARCH AH REN]  
Riley, D.N. and Bewley, R. 1996 *Aerial Archaeology in Britain*. Princes Risborough: Shire [INST ARCH AL 21 RIL]

**Further reading**

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

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


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

2. Describe how archaeologists address issues of dating uncertainty in the application of absolute dates. For instance, in receiving radiocarbon results, how do archaeologists account for uncertainty or range in which the possible date falls within?

**Essential reading**

Carver, M. O. H. 2009 *Archaeological investigation*. London: Routledge (Chapter 11)[ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]  
Greene, K. 2002 *Archaeology: An Introduction*. London: Routledge (a useful basic introduction to the subject)[INST ARCH AL GRE]  
Renfrew, C. and Bahn, P. 2008 (5th edition) *Archaeology, Theories, Methods, and Practice*. 
Further reading

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


3. Give three different environments where objects preserve differently (e.g., cold regions). Describe what these conditions preserve and how archaeologists attempt to extract the most knowledge from these conditions.

Essential reading

- Greene, K. 2002 *Archaeology: An Introduction*. London: Routledge (a useful basic introduction to the subject)

Further reading

See also, *The International Journal of Nautical Archaeology and Underwater Exploration* and the *Journal of Field Archaeology* (online reading)

A series of useful case studies can be found in:

- Carver, M. O. H. 2009 *Archaeological Investigation*. London: Routledge (Chapter 7)

A detailed discussion:


SCHEDULE AND SYLLABUS

Teaching schedule

Lectures will be held 11am to 1pm on Tuesdays, in Drayton House B03 Ricardo LT. Seminar groups (led by Mark Altaweel) will meet for a period of one hour on select Thursdays (see course schedule) in Room 412. You will be allocated a seminar slot before the first class and you will stay with this group for the duration of the course. Seminars will be held in hour-long slots, 1-2pm, 2-3pm, 3-4pm, 4-5pm and 5-6pm and you will be expected to attend ONE of these each fortnight with your group. It is essential that students attend
the seminar group to which they have been assigned. If they need to attend a different group for a particular session, they should arrange to swap with another student from that group, and confirm this arrangement with the Course Co-ordinator.

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

1. **Archaeology as social science: an introductory overview – Mark Altaweel**
This session introduces the range and content of the course. Archaeology as a subject will be considered from first principles.

**Essential reading**
Renfrew, C. and Bahn, P. 2016 *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (Chapter 1).

**Further reading**

[INST ARCH AG BAH]


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

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

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

Collis, J. 2004 *Digging Up the Past: An Introduction to Archaeological Excavation*. London: Sutton [ISSUE DESK IOA COL 8; INST ARCH AL 11 COL]


[INST ARCH DED 100 DEE]

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


Routledge [INST ARCH BD GOS]


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

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


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

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

Essential reading


Further reading


Wengrow, D. 2006 ‘The idea of prehistory in the Middle East’, in R. Layton, S. Shennan, and
3. Emerging concepts of time and human history: the past in the past and the establishment of antiquity and antiquarianism - Gabriel Moshenska

This lecture covers the early history of archaeology and archaeological thought, showing how different societies have imagined or understood the deep past. The excavation of ancient sites and the collecting of artefacts goes back more than 2500 years, but the development of modern Western archaeology was held back for many years by the restrictions of biblical chronologies. In the mid-nineteenth century advances in geology and biology began to point towards much longer chronologies, leading to the development of prehistoric archaeology as we know it today.

Essential reading
Renfrew, C. and Bahn, P. 2016 Archaeology: Theories Methods and Practice. London: Thames & Hudson (Chapter 1: The Searchers: the history of archaeology) [INST ARCH AH REN]
Moshenska, G. 2013 ‘Why the history of archaeology matters’, Post-Medieval Archaeology 47(1), 248-52 (online reading)

Further reading
Daniel, G. 1978 A Hundred and Fifty Years of Archaeology. London: Duckworth [INST ARCH AG DAN]
Gamble, C. and Kruszynski, R. 2009 ‘John Evans, Joseph Prestwich and the stone that shattered the time barrier’, Antiquity 83, 461-75 (online reading)
Schnapp, A. 2002 ‘Between antiquarians and archaeologists – continuities and ruptures’, Antiquity 76, 134-40 (online reading)

4. The emergence of a discipline: the development of fieldwork and excavation - Mark Altaweel

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

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

Further reading
Bowden, M. 1991 *Pitt Rivers.* Cambridge: Cambridge University Press (Especially chapter 7)[INST ARCH AG 10 PIT]
Daniel, G. 1975 *A Hundred and Fifty Years of Archaeology.* London: Duckworth [ISSUE DESK I OA DAN 2; INST ARCH STORE AG DAN]
Drewett, P. 1999 *Field Archaeology: an introduction.* London: UCL Press (Chapter 1)[INST ARCH AL 10 DRE; ISSUE DESK IOA DRE 2]
Kenyon, K. M. 1952 *Beginning in Archaeology.* London: Phoenix House[INST ARCH AH KEN]
Schofield, J. 2011 *Great excavations: shaping the archaeological profession.* Oxford [INST ARCH AG SCH]

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

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

Further reading
6. The archaeology of the dead - Mike Parker Pearson

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

Essential reading


Parker Pearson, M. 1999 *The Archaeology of Death and Burial*. Stroud: Sutton. (especially chapters 2 & 3) [ISSUE DESK IOA PAR 8; INST ARCH AH PAR]


Further reading


Parker Pearson, M. 1999 *The Archaeology of Death and Burial* (any chapters). Stroud: Sutton [ISSUE DESK IOA PAR 8; INST ARCH AH PAR]

7. From nano-archaeology to world systems: issues of scale – Mark Altaweel

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

Essential reading
8. Explaining archaeology: why did it happen? – Mark Altaweel

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

Essential reading

Henson, D. 2012 Doing Archaeology: a subject guide for students (especially chapter 3, but chapters 5 & 11 also relevant). London: Routledge [INST ARCH AG HEN]


Further reading

Archaeological Theory


9. Archaeology of Urbanism – Tim Williams

Standing buildings are a unique source of information in archaeology, particularly if their study is set in a wide territorial context. This lecture will introduce methods for recording and analysing urban archaeological contexts. The lecture covers case studies spanning multiple periods, where different methods are utilised in the recording and understanding of past urban forms. The cases look at Merv and other locations where urban archaeology has contributed to uncovering complex sites, helping to put them in their context over space and time.

Essential reading


Further reading

10. Interdisciplinary engagements: anthropology, history and geography Mark Altaweel

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

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

**Essential reading**

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


**Further reading**


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


Flatman, J. and Perring, D. 2013 ‘The National Planning Policy Framework and Archaeology: A Discussion’, *Papers from the Institute of Archaeology* 22, 4-10 [ONLINE READING]


12. Who owns the past? – Alice Stevenson

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

Essential reading


Further reading


Mackenzie, S. 2005 Going, going, gone: regulating the market in illicit antiquities. Leicester: Institute of Art and Law [ISSUE DESK IOA MAC 1; INST ARCH AG 20 MAC]

Renfrew, C. 2000 Loot, Legitimacy and Ownership: the Ethical Crisis in Archaeology. London: Duckworth. [INST ARCH AG 20 REN]

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

Useful websites

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

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

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

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

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

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

**Essential reading**

Harrison, R. 2010 ‘What is Heritage?’, in R. Harrison (ed.), *Understanding the politics of heritage*, 5-42. Manchester/Milton Keynes: Manchester University Press/Open University


**Further reading**


Merriman, N. 2000 *Beyond the glass case: the past, the heritage and the public*. UCL Institute of Archaeology Publications/Left Coast Press


**14. Interdisciplinary engagements II: The archaeology of religious practice and belief** Ikram Ghabriel

This lecture covers the development of studying religion in archaeology and how archaeology deals with studying social activities. Religion as a cultural and social activity had been studied heavily in other social sciences like anthropology, sociology, psychology and history. Archaeology came later after anthropology in studying religion and tended to borrow anthropological approaches while studying religion. Archaeologists tended to focus on ritual more than belief, as it is hard to trace religious belief archaeologically, whereas religious ritual can leave materials to be studied in the cultic landscape. However, other scholars have stated that there cannot be a separation between religion and ritual, as a knowledge of one can help us interpret and understand the other without emphasizing the primacy of one over the other.

**Essential reading**


**Further reading**


**15. Interdisciplinary engagements II: The study of ancient glass - Ana Franjic**

The contribution of environmental datasets to the interpretation of archaeological sites is invaluable. Focusing upon three key areas of environmental archaeology - animal remains (zooarchaeology), plant remains (archaeobotany) and geochemical signatures (stable isotope analysis) – interdisciplinary datasets and their potential will be explored.

**Essential reading**


Further reading
ICAZ Stable Isotopes in Zooarchaeology Working Group (SIZWG) Blog https://sizwg.wordpress.com/blog/ [ONLINE]
Livarda, A. and van der Veen, M. 2008. Social Access and Dispersal of Condiments in North West Europe from the Roman to the Medieval Period. Vegetation History and Archaeobotany 17(1):201-209. [ONLINE]

16. Interdisciplinary engagements III: genetics – Mark Altaweel

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

Essential reading

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

17 & 18. The contemporary relevance of the past: archaeology, politics and economics – Tim Schadla-Hall

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

**Essential reading**


**Further reading**


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

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

**ONLINE RESOURCES**

The full UCL Institute of Archaeology coursework guidelines are given here: [http://www.ucl.ac.uk/archaeology/administration/students/handbook](http://www.ucl.ac.uk/archaeology/administration/students/handbook)

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

[Moodle](https://moodle.ucl.ac.uk/course/view.php?id=23697)

**ADDITIIONAL INFORMATION**

**Libraries and other resources**

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

**Information for intercollegiate and interdepartmental students**

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

**RESOURCES**

**MOODLE**: Please ensure you are signed up to the course on Moodle. For help with Moodle, please contact Charlotte Frearson (c.frearson@ucl.ac.uk)

**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 IoA Student Administration section of Moodle:
https://moodle.ucl.ac.uk/course/view.php?id=40867
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 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/

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