ARCL3053
Livestock and Pastoralism in Archaeology

Llama singing with the emperor

Co-ordinator: Dr Andrew Reid
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Room 111: Tel. 020 7679 1531

Lecture room 612: Wednesdays 11-1pm

Year 2/3 Option, 0.5 unit

Turnitin Class ID: 3545404
Turnitin Password IoA1718

Deadlines for coursework for this course: Monday 20th November and Friday 12th January
1. OVERVIEW

Domesticated animals have been identified in many societies across the world, but rarely have archaeologists considered how the different components which make up livestock management are manifest in archaeology. Examples and case studies will be drawn from archaeology, but also from anthropology and history. Particular attention will be paid to pastoralism and the course will include a consideration of contemporary issues regarding pastoralist societies.

Course Summary

4th October 2017 1. Introduction: exploring the history and culture of livestock husbandry

11th October 2017 2. Fulfilling the basic needs: water, fodder, mobility + health

18th October 2017 3. The architecture of livestock

25th October 2017 4. Generating livestock produce

1st November 2017 5. Riding, traction and porterage

Reading week:

15th November 2017 6. Roads, markets, meeting places and language

22nd November 2017 7. Creating livestock histories

29th November 2017 8a. Case study 1: In search of Roman Cavalry

8b. Case study 2: Black Beauty and 19th Century working animals

6th December 2017 9. Class presentations

13th December 2017 10. Future directions in the study of livestock

COURSE INFORMATION

This handbook contains the basic information about the content and administration of the course. Additional subject-specific reading lists and individual session handouts will be given out at appropriate points in the course. If students have queries about the objectives, structure, content, assessment or organisation of the course, they should consult the Course Co-ordinator.

METHODS OF ASSESSMENT

This course is assessed by means of two pieces of coursework. The first piece of coursework will be a standard written essay, 1900-2100 words in length, taken from a range of options offered below. The second piece of work will be a 1425-1575 word review of an archaeological situation of their choice in which livestock were being maintained. Using the insights provided in this course the student will be expected to critique the manner in which archaeologists have previously interpreted the use and exploitation of livestock.
Each of the two pieces of work will contribute 50% to the final grade for the course. If students are unclear about the nature of an assignment, they should discuss this with the Course Co-ordinator. 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.

TEACHING METHODS
The course is taught through lectures. Discussion sessions will be encouraged within these lectures. Lectures will be held in Room 612 on Wednesdays between 11:00 and 1:00.

WORKLOAD
There will be 18 hours of lectures for this course and 2 hours of class presentations. Students will be expected to undertake around 50 hours of reading for the course, plus 80 hours preparing for and producing the assessed work. This adds up to a total workload of some 150 hours for the course.

PREREQUISITES
There are no formal prerequisites for this course.

2 AIMS, OBJECTIVES AND ASSESSMENT

AIMS
Livestock are maintained by human societies throughout the world, yet the demands which livestock make on society, in terms of their upkeep, remain largely unexplored in archaeology. Furthermore, contrary to the perception we are provided by modern farming patterns, appropriate animal husbandry practice is culturally loaded and therefore varies within different societies. For example, some societies view animal dung and urine as an inconvenience, either regarded as waste or only suitable for fertilizer, whilst in other societies they are valued for their physical cleansing and protecting qualities and dung even has ritual properties. This course aims to provide students with a detailed treatment of livestock management issues and their relevance for interpreting the archaeological record. The course will also focus on the image of pastoralist societies and the many misconceptions which abound concerning pastoralism.

OBJECTIVES
On successful completion of this course a student should have acquired a comprehensive overview of human exploitation of livestock and the demands which livestock make on their human hosts. Students should be in a position to recognize the wide range of factors which livestock management demands of human populations. Equally, students should be aware of the range of culturally mediated practice which instills livestock management with so much of its diversity. In particular, students will be expected to develop a contemporary awareness and critique of the issues of pastoralism, learning where huge assumptions have been made in the past regarding societies which specialize in livestock management. It is intended that students would subsequently be able to critically review the archaeological record making use of the insights they have gained on animal husbandry and pastoralist societies.

LEARNING OUTCOMES
Through exploring the issues of the course, students will enhance their observational skills and their ability to critically reflect on a wide and diverse range of source material. Students will have been required to explore new areas of learning and to reconsider those they regarded as familiar. They will also have to apply newly gained knowledge in the preparation of their assessments. Finally students will develop their oral presentation skills at the end of the course.
COURSEWORK ASSESSMENT TASKS

Essay

For the first assignment, write 1900-2100 words on one of the following essay topics. Deadline Monday 20th November.

1. Have archaeologists underestimated the significance of livestock in examining past societies?
2. Is livestock maintenance cultural practice?
3. Using a range of examples, consider the validity of Armstrong Oma’s concept of a social contract between herders and livestock.
4. Should archaeologists be concerned to examine the architecture associated with livestock?
5. How have archaeologists attempted to identify riding, traction and porterage in the archaeological record and how successful have such studies been?
6. Is mobility the most important requirement for animal husbandry in pre-industrial societies.
7. Is it worthwhile studying dung from archaeological sites?
8. Using three examples from around the world, compare and contrast the role of livestock and herding in the emergence of states?
9. How have recent results altered our understanding of ancient dairying and what do these results tell us about early animal husbandry?
10. How can archaeologists reconstruct feeding of livestock and what can such insights reveal about broader social factors?
11. Using examples, discuss the social and political implications of droving routes and herding roads.

Livestock Review

The second assessment involves producing a review of the manner in which livestock have been examined in the archaeological record in an area of the student’s choosing. Frequently the issue of livestock management has been entirely overlooked or the manner of their management has been assumed. As this course should have demonstrated, we cannot make these simplistic assumptions and livestock management is a matter of culture rather than simply nature. The intention is to get students to apply the perspectives they have developed during this course to diverse archaeological contexts in which livestock were maintained. Students may consult with the course coordinator concerning appropriate areas of focus and readings. An unassessed presentation will be made by the student on Wednesday 6th December prior to the submission of the written assignment on Friday 12th January.

This exercise is intended to encourage you to apply the knowledge you have developed during the course to particular archaeological contexts. As the course is designed to help you develop these new perspectives in your examination of your own areas of interest, you are free to explore any archaeological context in which livestock were being maintained. The intention is that you will review
the current understanding of a particular archaeological situation with regard to the maintenance of livestock, and then using the core themes developed in the first half of the course (ie water, fodder, mobility, health; meat, milk, hides/wool; herd management strategies; architecture; dung and manure; traction, porterage and riding; breeding, butchery or burial; transhumance) consider how future research could be designed to explore the human-animal dynamics of the particular situation and the potential significance of the results.

The total word limit is a modest 1425-1575 words. You will need to begin your review with around 500 words introducing the particular situation you wish to review. This clearly does not offer a great deal of scope for description and so you should choose your situation carefully. I would suggest that you do not want to choose too large a topic. Hence, the general issue of livestock in Roman society would be too large a topic, but you could certainly choose either a geographical region or a specific aspect of livestock, such as horses, or even cavalry. Alternatively, your approach could be to examine a single site and explore in detail the approaches that have been taken. You will need to choose such a site carefully and one that has been thoroughly investigated and/or has a large ground plan available.

What the examiners are looking for is your successful consideration of a “livestock perspective” in an archaeological scenario. Hence, where you will score most marks, besides the competence of your description of the situation, is in the proposed application of livestock-related research and a critical perspective of its likely results. By referencing appropriate work you can show why you think your proposed research initiatives would be innovative.

It is also worth recognising that figures and plans will be useful in projecting the nature of your situation and conveying the substance of the work you would propose. You should therefore pay close attention, where appropriate, to providing a well-illustrated review.

This is certainly a different form of assessment from the conventional essay. You are being encouraged to think beyond defined parameters and develop your own original thought. It does need some adjustment in how you will approach the review. Ultimately if you are not sure whether you are on the right track you can always contact the course co-ordinator and discuss your ideas.

NB 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.

Please note that in order to be deemed to have completed and passed in any course, it is necessary to submit all assessments.

**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.

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.

In the 2017-18 session penalties for overlength work will be as follows:

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

COURSEWORK SUBMISSION PROCEDURES

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

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

1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document, and that you have the Class ID for the course (available from the course handbook) and enrolment password (this is IoA1718 for all courses this session - note that this is capital letter I, lower case letter o, upper case A, followed by the current academic year).
3. Click on ‘Create account’
4. Select your category as ‘Student’
5. Create an account using your UCL email address. Note that you will be asked to specify a new password for your account - do not use your UCL password or the enrolment password, but invent one of your own (Turnitin will permanently associate this with your account, so you will not have to change it every 6 months, unlike your UCL password). In addition, you will be asked for a “Class ID” and a “Class enrolment password” (see point 1 above).
6. Once you have created an account you can just log in at [http://www.turnitinuk.com/en_gb/login](http://www.turnitinuk.com/en_gb/login) and enrol for your other classes without going through the new user process again. Simply click on ‘Enrol in a class’. Make sure you have all the relevant “class IDs” at hand.
7. Click on the course to which you wish to submit your work.
8. Click on the correct assignment (e.g. Essay 1).
9. Double-check that you are in the correct course and assignment and then click ‘Submit’
10. Attach document as a “Single file upload”
11. Enter your name (the examiner will not be able to see this)
12. Fill in the “Submission title” field with the right details: **It is essential that the first word in the title is your examination candidate number** (e.g. YGBR8 In what sense can culture be said to evolve?),
13. Click “Upload”. When the upload is finished, you will be able to see a text-only version of your submission.
14. Click on “Submit”

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

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

TEACHING SCHEDULE
Lectures will be held 11:00 – 13:00 on Wednesdays in room 612.

4th October 2017

1. Introduction: exploring the history and culture of livestock husbandry

Livestock maintenance is historically and culturally generated and not a given set of actions that can be assumed to be omnipresent. This study seeks to move beyond the fixation with origins of domesticated livestock and subsequent lists of faunal remains to explore the largely uncharted territory of the culture of livestock that has produced societies ranging from those founded entirely on animals with social relationships defined through the manipulation of animal resources to societies in which livestock are exploited but have become largely invisible. These diverse manifestations must have been generated within changing historical contexts and within very different cultural environments. Besides these cultural and historical trajectories, often domesticated animals have been used to structure gender dynamics and have served to marginalise or empower the men and women who lived around them. It will be seen that there are, as a consequence, long term narratives to be identified and explored in the treatment and place of animals. This requires an approach that explores the active production of culture by society over time in relation to where, how and with whom livestock interacted. What follows is an attempt to create a basic set of tools with which to explore these changing livestock worlds.

2. **Fulfilling the basic needs: water, fodder, mobility + health**

There are certain fundamental empirical needs that need to be fulfilled to sustain livestock and which create parameters within which culturally and historically informed practice will develop. Quite simply, failure to meet these needs will lead to the decline and death of domesticated animals. Water and fodder are the most obvious prerequisites. In temperate climates, pasture and water sources may be considered abundant, but potential sources still need to be identified and explored. In the past, a significant strategy would often have been the mobility of the herds and flocks and the ability to move them to less stressful locations. This could entail the daily movement of animal populations or their seasonal or permanent relocation. Transhumance and the use of upland pasture in summer months is one obvious, if extreme example of such a strategy. In general, considering such mobility has been discouraged in archaeology because of its primary focus on individual sites and/or survey regions of limited scale. Livestock movements of 500 to 1000 km are regularly encountered in different parts of the world. In historical contexts such movements are more complicated by ownership and access to land and pasture. In cities the solution is frequently to bring fodder to the permanently penned animals and water provision can become a socially regulated activity.


18th October 2017

3. The architecture of livestock

Having fed and watered livestock, the next requirement is to stop them from straying. Pens, kraals and other enclosures also serve to protect animals from extreme weather conditions, predators and from theft. These pens can also enable the inspection of the animals and their control during procedures such as milking, shearing and selection and segregation of breeding stock. Such enclosures may be temporary, fashioned from thorn or wire fence or may be permanent, allowing potential embellishment and ornamentation. Such embellishments may also be associated with social statements being made by the owners of the animals. Furthermore, the place of livestock may also be an important means through which social status is negotiated and claimed. Livestock may be placed at the centre of communities to lend authority to the people living and deliberating there, or they may be marginalised, removed from public view to reflect the advancement of elites beyond such base concerns. Of course, the longer animals are maintained in one place and the greater number of animals that are kept, will generate significant quantities of dung and will necessitate that some form of strategy for dung management is adopted which may include relocation, labour or re-use.


Hubbard E. 2010. Livestock and people in a Middle Chalcolithic settlement: a micromorphological investigation from Tel Tsaf, Israel. *Antiquity* 84: 1123-1134.


25th October 2017

4. Generating livestock produce

Meat, milk, hides and wool are all obvious benefits of maintaining livestock and frequently they are assumed to be the main goals for animal husbandry. Much effort has been expended in generating herd management profiles from animal bone assemblages, without really considering the very limited significance of the results produced. Meat, in particular, is often highlighted as a primary objective and direct links are often drawn between animal carcasses and food production. However, in some societies the importance of living animals is such that slaughter represents a form of failure in the husbandry process, reserved for those animals which are most likely to die of other causes, such as old age. Examination of butchery processes demonstrates that there are many and varied perspectives on the appropriate means to slaughter animals which do not conform to optimal models and which are regulated by cultural context. Furthermore, animal bone on archaeological sites may not simply be objective representations of the relative significance of certain animals as sources of meat, but can also be regulated by the proscribed redistribution of body parts or the appropriate means of discarding food waste and bone remains. Milk has in recent years been shown to have been exploited from very early times, demanding that the skills of early herders be reconsidered and that a more active consideration is made of milk cultures, which may have been entirely controlled by women (generating archaic terms such as “milkmoids”) or in other cases being production from which women were entirely removed. Hides and wool have been much less well investigated in part because of their lack of survival on ancient sites. Wool became a major commodity driving social relationships in medieval Europe whilst leather working was present in most towns and must have had a significant impact on the urban atmosphere.


1st November 2017

5. Riding, traction and porterage

Exploitation of domesticated animals has also included harnessing their strength and power to move people, objects and goods. Up until the inception of mechanised transport and particularly the combustion engine, domesticates such as horses and oxen provided the most effective means of transportation on land. Traction also enabled the pulling of ploughs and the more effective exploitation of a wider range of soils. These roles have impacts on the animals themselves, but also on the people who owned or controlled such animals. Ploughing, riding and pulling coaches could all provide economic advantages and can also be associated with social status. Riding, traction and porterage were also widely exploited by military interests; mounting troops and hauling personnel, equipment and supplies through campaigns. Furthermore, the equipment associated with these actions all requires manufacture, storage, maintenance and repair.
Besides the basic requirements for maintaining their animals, the keepers of livestock are also likely to have peculiar requirements to enable them to look after and benefit from their animals. Trysts, fairs and markets have all been important focuses of the livestock world. For those living in market economies, points of sale, be they occasional fairs or permanent fixtures were essential in gaining a reasonable price for stock. The commerce of the stock sales also fuelled a range of other commercial activities tapping into the exchange of cash. Stock keepers may have sought to make essential purchases for the household, whilst others tempted them to spend more of their newly gained income. Urban markets, where animals were brought for slaughter, gained a particularly bad reputation, yet proved extremely resilient to attempts at regulation and even closure. To access such points of sale, drovers had to make use of designated routes through political landscapes that might offer them protection whilst requiring certain services or tolls in return or in some cases had such value that the drovers themselves held the power to dictate terms. Drovers roads extended for hundreds of miles through landscapes offering resources, such as pasture, water and smithies, along their entire route. Of course, these features in the landscape were social spaces in which herders sustained important relationships with host populations and with other herders. A key bond whether in such market economies or in societies that manipulated livestock in other ways, was of course language and the ability to communicate fully and competently about the animals in their care and the needs of animal husbandry. These lengthy conversations were fuelled by a specialist vocabulary that is
becoming lost in the modern world. The use of this specialist language in direct association also led to culturally inspired aesthetic ideals in the development of animal breeds. Albeit influenced in the broader sense by environment and subsequently function, aesthetic perspectives on the ideal animal would have ranged from the aesthetic belief in which animals were best equipped to survive, to those which could best undertake the functions required of them, and on to those which were considered most beautiful and which brought most credit to their owner. Such cultural perspectives derived from the use of language extend far beyond the constrained notions of breed normally drawn upon.


22nd November 2017

7. Creating livestock histories
The previous chapters will have explored the ways in which past livestock management can be reconstructed. The task then is to use these reconstructions as the building blocks with which to explore the changing nature of the relationship between human and domesticated animal populations. This consideration demonstrates that the role and significance of domesticated animals should never be assumed, but rather is a cultural dynamic that is constantly being negotiated and reaffirmed. In coming to this conclusion, the study also highlights that the role of livestock has regularly been overlooked, deemed unimportant to the understanding of a particular society. This may be regarded as an example of a “silence” being generated either by the society’s creators and leaders or by those seeking to investigate that society. Logic would instead indicate that the investment of so much labour and effort into a system demonstrates its significance, even if that significance is not generally recognised by the society itself. There have been very few societies that kept livestock, but for whom livestock were an irrelevance. The challenge then is to revisit well studied examples to reconsider the role of livestock and to assess the degree to which their significance has been underplayed.


29th November 2017

**8a. Case study 1: In search of Roman Cavalry**


**8b. Case study 2: Black Beauty and 19th Century working animals**

Sewell A. 1877. *Black Beauty*.

6th December 2017

**9. Class presentations**

13th December 2017

**10. Future directions in the study of livestock**

In rounding off this course it is important to evaluate what has been learned and how such understandings can advance not only knowledge of the past but also help to understand the present and to explore possibilities for the future. It is certainly clear that constraints will increase as population increases and climate changes. There are very real questions to be posed on the future of livestock.


Smith A.B. 1993. Different faces of the crystal: early European images of the Khoikhoi at the Cape, South Africa. *South African Archaeological Society, Goodwin Series* (Historical Archaeology in the Western Cape) 7: 8-20.


### 4 ONLINE RESOURCES

**Moodle**
The handbook and all course materials, together with updates will be available on moodle.

### 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 Geography and Anthropology sections of the Science Library. Furthermore students may wish to use the SOAS library to access their excellent African and Asian collections.

**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 Moodle.

**INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES**
General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources, are available on the IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/course/view.php?id=40867. 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 a the
appropriate UCL form, together with supporting documentation, via Judy Medrington's office and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements. Please see the IoA Student Administration section of Moodle for further information. Additional information is given here http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances