ARCL3098: The Age of Stonehenge

2015/2016

Year 2/3 Option, 0.5 unit
Turnitin Class ID: 2970235
Turnitin Password IoA1516

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1. Overview

Stonehenge is the world’s most famous stone circle, dating from the Neolithic and Early Bronze Age. An iconic symbol of mystery and counter-culture, it has attracted attention from enthusiasts around the world who have come up with myriad and often bizarre interpretations of who built it, how and why. This half-module will explore Stonehenge and other monumental constructions within their social, cultural and landscape context, allowing Stonehenge to be understood within the world of prehistoric Britain and Europe from the adoption of farming to the development of copper and bronze metallurgy.

This course will examine the history of archaeological research on Stonehenge, and the nature of social change from the Neolithic to the Bell Beaker period and the Early Bronze Age. With many recent investigations of Stonehenge producing a wealth of new evidence, this course will bring students up to date on our knowledge of this fascinating period in prehistory.

The course covers the prehistory of the British Isles between c.4000 and c.1500 BC, from the introduction of farming to the early Bronze Age. We will cover the Mesolithic background and Neolithic beginnings, the development of Early Neolithic settlement and monumentality, the changing material culture and monument styles of the Middle Neolithic in the prelude to Stonehenge, Late Neolithic settlements and society at the time of Stonehenge, followed by the arrival of the Bell Beaker way of life and the adoption of metallurgy in Britain. The chronological sequence will end with the Early Bronze Age modifications to Stonehenge during the gold-rich Wessex period. In four extra sessions, we will look at the development of Stonehenge, its relationship with Durrington Walls and Woodhenge, the procurement of Stonehenge’s stones, the Orkney sequence, and Stonehenge in the modern age.

2. Teaching schedule

Lectures will be held 11:00-13:00 on Thursdays in Room 209. One visit will be scheduled to Stonehenge. It is anticipated that this will be held in the first week of the Easter break, subject to finalization of the arrangements and discussion with the class. Details will be announced closer to the date.

Lecturer: Mike Parker Pearson.

1. 14/1/16 The history of research into Stonehenge
2. 21/1/16 Britain’s first farmers: the Early Neolithic
3. 28/1/16 Prelude to Stonehenge: the Middle Neolithic
4. 4/2/16 Megaliths and monuments in Orkney
5. 11/2/16 Britain in isolation: the Late Neolithic
6.  Reading Week
7. 25/2/16 The Beaker people and the arrival of metallurgy
8. 3/3/16 Gold and graves: the Wessex culture
9. 10/3/16 Stonehenge and Durrington Walls
10. 17/3/16 Stonehenge and its stone sources
11. 24/3/16 Stonehenge today: heritage, religion and politics
3. Basic texts


4. Teaching methods

The course is taught through lectures with seminars where student numbers make this a feasible option. In addition, a visit will be arranged to Stonehenge to give students greater familiarity with the material covered in the course.

**Workload**

There will be 20 hours of lectures for this course. Students will be expected to undertake around 80 hours of reading for the course, plus 50 hours preparing for and producing the assessed work. This adds up to a total workload of some 150 hours for the course.

**Prerequisites**

While there are no formal prerequisites for this course, students are advised that previous attendance at ARLC1003 *World Archaeology* and ARLC1010 *Introduction to European Prehistory* is likely to facilitate comprehension of the material presented in this course.

5. Aims, objectives and assessment

**Aims**

To provide the student with:

1. detailed knowledge of the archaeological evidence for Neolithic and Early Bronze Age societies in Britain 4000-1500 BC;
2. a contextual and chronological understanding of Stonehenge within its Neolithic and Bronze Age context;
3. an ability to assess primary data, based on a broad understanding of the formation of the prehistoric record and its limitations;
4. a good knowledge and understanding of the changes in society in this period;
5. an ability to analyse and reflect critically upon a range of interpretations, particularly in areas of current controversy in British
Objectives
On successful completion of this course a student should:
Knowledge and Understanding:
1) Have a familiarity with major sources of relevant evidence
2) Have a familiarity with the current theoretical and methodological debate in
the field
Skills:
1) Be able to produce logical and structured arguments supported by relevant
evidence
2) Have developed a critical perusal of literature
Teaching, Learning and Assessment:
1) Have conducted directed reading of specialist literature,
2) Have written essays prepared to a defined timetable to assess
communication, analytical, and presentation skills

Learning Outcomes
On successful completion of the course, students should be able to
demonstrate/have developed:
1. An understanding of the British Neolithic and Early Bronze Age.
2. Critical awareness of context and multiple sources of evidence in the
archaeological record for prehistoric Britain.
3. Expansion of written and oral skills to allow for the communication of
complex ideas and data derived from a range of academic disciplines.
4. Awareness of current issues, theoretical frameworks and debates in
British prehistory.

4. Methods of assessment
This course is assessed by means of:
(a) one piece of coursework, of 2,375-2,625 words, which contributes 50% to
the final grade for the course.
(b) a two-hour written examination in May (50%); students are expected to
answer 3 out of 10 questions.

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 nature of the assignment and possible approaches to it will be discussed
in class, in advance of the submission deadline.

Essay
Answer one of the following questions:
a) To what extent was there a transition in food preferences around 4000 BC in Britain and how can we explain it?


b) How did maritime connections and maritime technology develop from the earliest Neolithic to the Middle Bronze Age in Britain?


c) What were the main materials and patterns of trade and exchange in Britain during the Neolithic from 4000 BC to 2400 BC?


**d) What social and economic changes occurred in Britain during the Middle Neolithic (c.3500-3000 BC)?**


**e) How well has Renfrew’s 1973 model of social evolution for Neolithic-Early Bronze Age Wessex stood the test of new discoveries and new interpretations?**


**Submission date: 18 March 2016**

**Word-length**
Strict new regulations with regard to word-length were introduced UCL-wide with effect from 2013:

**Penalties for over-length coursework**
For submitted coursework, where a maximum length has been specified, the following procedure will apply:
i) The length of coursework will normally be specified in terms of a word count
ii) Assessed work should not exceed the prescribed length.
iii) For work that exceeds the specified maximum length by less than 10% the mark will be reduced by ten percentage marks; but the penalized mark will not be reduced below the pass mark, assuming the work merited a pass.
iv) For work that exceeds the specified maximum length by 10% or more, a mark of zero will be recorded.

vii) In the case of coursework that is submitted late and is also over-length, the lateness penalty will have precedence.

**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, and wording of citations in the text.

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.

**Submission procedures** (*coversheets and Turnitin, including Class ID and password*)

Students are required to submit hard copy of all coursework to the course co-ordinator’s pigeon hole via the Red Essay Box at Reception by the appropriate deadline. The coursework must be stapled to a completed coversheet (available from the web, from outside Room 411A or from the library)

Students should put their Candidate Number on all coursework. This is a 5-digit alphanumeric code and can be found on Portico: it is different from the Student Number/ ID. Please also put the Candidate Number and course code on each page of the work.

It is also essential that students put their Candidate Number at the start of the title line on Turnitin, followed by the short title of the coursework – e.g. YBPR6 Funerary practices

Please note the stringent UCL-wide penalties for late submission given below. Late submission will be penalized in accordance with these regulations unless permission has been granted and an Extension Request Form (ERF) completed.

Date-stamping will be via ‘Turnitin’ (see below), so in addition to submitting hard copy, students must also submit their work to Turnitin by the midnight on the day of the deadline.
Students who encounter technical problems submitting their work to Turnitin should email the nature of the problem to ioa-turnitin@ucl.ac.uk in advance of the deadline in order that the Turnitin Advisers can notify the Course Co-ordinator that it may be appropriate to waive the late submission penalty.

If there is any other unexpected crisis on the submission day, students should telephone or (preferably) e-mail the Course Co-ordinator, and follow this up with a completed ERF.

Please see the Coursework Guidelines on the IoA website (or your Degree Handbook) for further details of penalties. http://www.ucl.ac.uk/archaeology/administration/students/handbook/submission

The Turnitin ‘Class ID’ is 2970235 and the ‘Class Enrolment Password’ is IoA1516. Further information is given on the IoA website. http://www.ucl.ac.uk/archaeology/administration/students/handbook/turnitin
Turnitin advisers will be available to help you via email: ioa-turnitin@ucl.ac.uk if needed.

**UCL-WIDE PENALTIES FOR LATE SUBMISSION OF COURSEWORK**

**UCL regulation 3.1.6 Late Submission of Coursework**
Where coursework is not submitted by a published deadline, the following penalties will apply:
- i) A penalty of 5 percentage marks should be applied to coursework submitted the calendar day after the deadline (calendar day 1).
- ii) A penalty of 15 percentage marks should be applied to coursework submitted on calendar day 2 after the deadline through to calendar day 7.
- iii) A mark of zero should be recorded for coursework submitted on calendar day 8 after the deadline through to the end of the second week of third term.
Nevertheless, the assessment will be considered to be complete provided the coursework contains material than can be assessed.
- iv) Coursework submitted after the end of the second week of third term will not be marked and the assessment will be incomplete.
- vii) Where there are extenuating circumstances that have been recognised by the Board of Examiners or its representative, these penalties will not apply until the agreed extension period has been exceeded.
- viii) In the case of coursework that is submitted late and is also over length, only the lateness penalty will apply.

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

**Keeping copies**
Please note that it is an Institute requirement that you retain a copy (this can be electronic) of all coursework submitted. When your marked essay is returned to you, you should return it to the marker within two weeks.
Citing of sources
Coursework should be expressed in a student’s own words giving the exact source of any ideas, information, diagrams etc. that are taken from the work of others. Any direct quotations from the work of others must be indicated as such by being placed between inverted commas. **Plagiarism is regarded as a very serious irregularity which can carry very heavy penalties.** It is your responsibility to read and abide by the requirements for presentation, referencing and avoidance of plagiarism to be found in the IoA ‘Coursework Guidelines’ on the IoA website
http://www.ucl.ac.uk/archaeology/administration/students/handbook

AVOIDING PLAGIARISM
The term “plagiarism” means presenting material (words, figures etc.) in a way that allows the reader to believe that it is the work of the author he or she is reading, when it is in fact the creation of another person.

In academic and other circles, plagiarism is regarded as theft of intellectual property. UCL regulations, all detected plagiarism is to be penalized and noted on the student’s record, irrespective of whether the plagiarism is committed knowingly or unintentionally. The whole process of an allegation of plagiarism and its investigation is likely to cause considerable personal embarrassment and to leave a very unpleasant memory in addition to the practical consequences of the penalty. The penalties can be surprisingly severe and may include failing a course or a whole degree. It is thus important to take deliberate steps to avoid any inadvertent plagiarism. Avoiding plagiarism should start at the stage of taking notes. In your notes, it should be wholly clear what is taken directly from a source, what is a paraphrase of the content of a source and what is your own synthesis or original thought. Make sure you include sources and relevant page numbers in your notes.

When writing an essay any words and special meanings, any special phrases, any clauses or sentences taken directly from a source must be enclosed in inverted commas and followed by a reference to the source in brackets. It is not generally necessary to use direct quotations except when comparing particular terms or phrases used by different authors. Similarly, all figures and tables taken from sources must have their origin acknowledged in the caption. Captions do not contribute to any maximum word lengths.

Paraphrased information taken from a source must be followed by a reference to the source. If a paragraph contains information from several sources, it must be made clear what information comes from where: a list of sources at the end of the paragraph is not sufficient. Please cite sources of information fully, including page numbers where appropriate, in order to avoid any risk of plagiarism: citations in the text do not contribute to any maximum word count.

To guard further against inadvertent plagiarism, you may find it helpful to write a plan of your coursework answer or essay and to write the coursework primarily on the basis of your plan, only referring to sources or notes when you need to check something specific such as a page number for a citation.

**COLLUSION**, except where required, is also an examination offence. While
learning in a university environment, you should always plan and write your coursework answers entirely independently.

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

Lectures 1 & 2  The history of research into Stonehenge
Stonehenge has been written about for almost a thousand years and has been excavated at various moments during the last 400 years. Most investigations took place during the 20th century, first by Gowland, then Hawley, and later Atkinson and his colleagues. A period of renewed excavations in the early 21st century has brought many new insights. Amongst these, the traditional 3-phase chronology for Stonehenge has been replaced by a more closely dated 5-stage sequence spanning some 1500 years from c.3000 BC to c.1500 BC.


Lectures 3 & 4  Britain’s first farmers: the Early Neolithic
Britain was one of the last parts of Western Europe to make the transition to farming around 4000 BC. Over the previous 5,000 years Mesolithic hunter-gatherers had occupied many parts of inland and coastal Britain including the Stonehenge area. Farming communities of the Early Neolithic built a variety of monuments such as dolmens, long barrows and causewayed enclosures.


Lectures 5 & 6    Prelude to Stonehenge: the Middle Neolithic

Around 3400 BC there were various changes in settlement and subsistence, portable material culture, and monument styles that suggest a major social and economic transition. Indigenous styles of ceramics appeared and new forms of monuments such as cursuses were built in different parts of Britain. Mortuary practices now placed much greater emphasis on the individual, and grave goods became more elaborate. By 3000 BC cremation had become the dominant rite, and the earliest henges were now being built.


**Lectures 7 & 8 Britain in isolation: the Late Neolithic**

After 3000 BC a number of major monument complexes flourished across Britain and Ireland. This was the period of Stonehenge and Avebury, as well as other complexes as far afield as north Wales and northern Scotland. Great stone circles such as Calanais in the Outer Hebrides were built at this time, as were large timber monuments such as Woodhenge. By the time that Stonehenge’s Stage 2 was built around 2500 BC, this era of large-scale labour mobilization was coming to an end.


**Lectures 9 & 10 The Beaker people and the arrival of metallurgy**

Around 2400 BC Britain moved out of the Stone Age with the introduction of copper metallurgy and the arrival of new styles of material culture and mortuary practices. The so-called Beaker phenomenon appears to have evolved in Iberia and the Netherlands some 3-4 centuries earlier and spread across most of Western Europe. Individual burials such as the Amesbury Archer are evidence that this was a period of large-scale migration both on the
Continent and within Britain. Within two centuries Britain moved into the Bronze Age and large-scale monument-building had virtually ceased.


Evans, J.G. 1984. Stonehenge - the environment in the Late Neolithic and Early Bronze Age and a Beaker-Age burial. Wiltshire Archaeological and Natural History Magazine 78: 7–30. INST ARCH Periodicals


Lectures 11 & 12 Megaliths and monuments in Orkney
One of the key areas in Britain for understanding the age of Stonehenge is Orkney, a group of islands off the north coast of Scotland. In contrast to most other parts of Europe, settlements are well preserved here, providing a useful comparison with the monuments such as passage tombs, stone circles, and henges. As a result, the Orcadian Neolithic has been used frequently by prehistorians as a case study to examine different theoretical perspectives to explain social change at the time of Stonehenge.


Richards, C. 1996. Monuments as landscapes: creating the centre of the world in late Neolithic Orkney. World Archaeology 28, 190-208. INST ARCH Periodicals


Lectures 13 & 14 Gold and graves: the Wessex culture

The Beaker period lasted in Britain longer than in many other parts of Europe. Towards its end around 1850 BC, changes in mortuary practices included the lavish provisioning of certain individuals’ graves with prestige items of gold, amber and jet. These have come to be known as the ‘Wessex culture’ or Wessex I, and many such individuals were buried within round barrows near Stonehenge. One of these is the Bush Barrow burial, a man buried with multiple gold ornaments, daggers and a macehead.


Lectures 15 & 16 Stonehenge and Durrington Walls

In recent years Stonehenge has been recognized as part of a larger complex beside the River Avon that includes not only the stone monument and its avenue but also a group of timber circles upstream at Durrington Walls. These timber circles were associated with a large settlement that was later abandoned and built over by Britain’s largest henge, Durrington Walls. House
remains, feasting debris and timber monuments at Durrington Walls provide a remarkable insight into this settlement, occupied around 2500 BC.


Electronic resource

Lectures 17 & 18  Stonehenge and its stone sources
Stonehenge is built from two different types of stone: sarsen (the local silcrete) and bluestones (a variety of dolerites, rhyolites, tuffs and sandstones). Whilst the sarsen stone sources are likely to be local to within 20 miles of Stonehenge, the bluestones have their sources in west Wales. Three sources have recently been identified on the north side of the Preseli
Mountains; one of these at Craig Rhosyfelin has recently been excavated and produced evidence of megalith quarrying. The choice of stones from such a distant source may have a major bearing on the purpose of Stonehenge.


**Lectures 19 & 20 Stonehenge today: heritage, religion and politics**

During the 1970s Stonehenge’s midsummer free festivals became an important part of Britain’s counter-culture, culminating in a violent clash between the police and ‘new-age’ travellers in 1985. The site is managed by English Heritage, who try to balance the different interests of tourists, Druids and other new-age religions with the monument’s management. Proposals for a road tunnel to divert traffic from the A303 were eventually rejected but a new visitor centre has recently opened. Stonehenge continues to be a politically and intellectually contentious site that draws people from around the world.


Parker Pearson, M., Pitts, M. and Sayer, D. 2013. Changes in policy for excavating human remains
6. Online Resources

The full UCL Institute of Archaeology coursework guidelines are given here: 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/archaeology/administration/staff/handbook

**Moodle**

All courses must use Moodle. Please include the access code in your handbook (normally in the format ARCL3098 – using the course code)
Please contact Charlotte Frearson in room G4 (c.frearson@ucl.ac.uk) for advice.

7. Additional information

**Libraries and other resources**

The Library of the Institute of Archaeology contains holdings of particular relevance to this degree.

**Attendance**

A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email. Departments are required to report each student’s attendance to UCL Registry at frequent intervals throughout each term. Students are expected to attend at least 70% of classes.

**Information for intercollegiate and interdepartmental students**

Students enrolled in Departments outside the Institute should collect hard copy of the Institute’s coursework guidelines from Judy Medrington’s office.

**Dyslexia**

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

**Feedback**

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

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

**Health and safety**
The Institute has a Health and Safety policy and code of practice which provides guidance on laboratory work, etc. This is revised annually and the new edition will be issued in due course. All work undertaken in the Institute is governed by these guidelines and students have a duty to be aware of them and to adhere to them at all times.

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

<table>
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<th>your Candidate Number</th>
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<td>Name of the course/year number and title of submission</td>
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<td>any relevant disabilities</td>
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**Turnitin**
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The Turnitin 'Class ID' is **2970235** and the 'Class Enrolment Password' is **IoA1516** (Capital Letter "I", small letter "o", capital A, numbers 1516) Further information is given on the IoA website. [http://www.ucl.ac.uk/archaeology/administration/students/handbook/turnitin](http://www.ucl.ac.uk/archaeology/administration/students/handbook/turnitin) Turnitin advisers will be available to help you via email: [ioa-turnitin@ucl.ac.uk](mailto:ioa-turnitin@ucl.ac.uk) if needed.
INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES
General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources, are available in your Degree Handbook and on the following website: http://wiki.ucl.ac.uk/display/archadmin. It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your course co-ordinator.

GRANTING OF EXTENSIONS:
New UCL-wide regulations with regard to the granting of extensions for coursework have been introduced with effect from the 2015-16 session. Full details will be circulated to all students and will be made available on the IoA intranet. Note that Course Coordinators are no longer permitted to grant extensions. All requests for extensions must be submitted on a new UCL form, together with supporting documentation, via Judy Medrington’s office and will then be referred on for consideration. Please be aware that the grounds that are now acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements.