



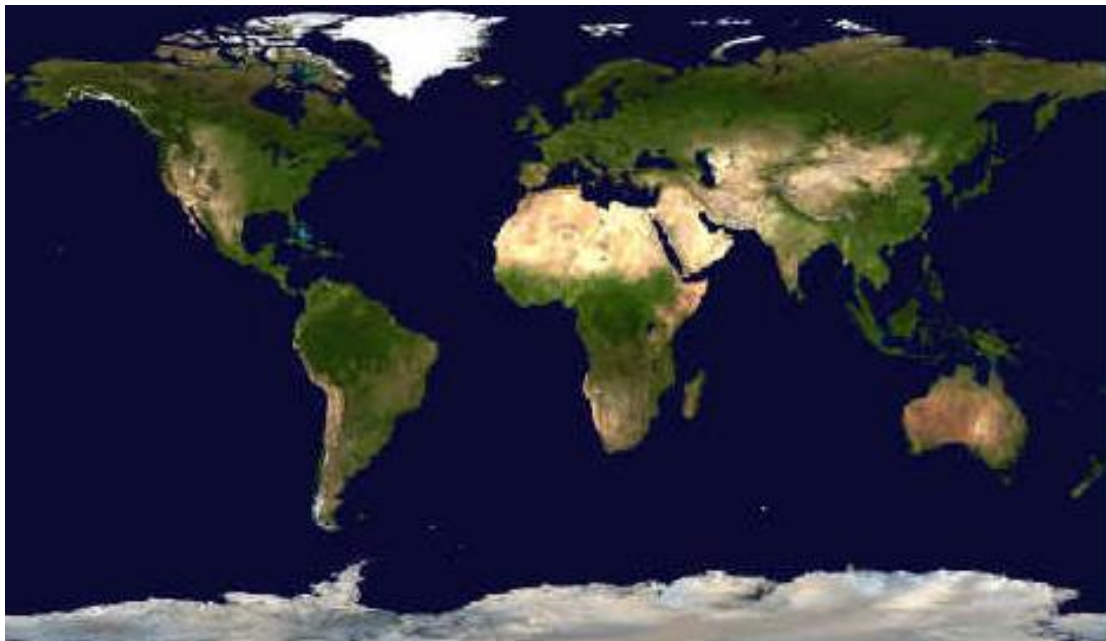
UCL INSTITUTE OF ARCHAEOLOGY

ARCL0002 (Term 2)

World Archaeology: The Deep History of Human Societies

Handbook for 2018-19 (the second part)

Year 1 core, 15 credits (or as part 30 credit module)



Also for BA Archaeology and Anthropology students serving as part 2 of:
ARCL0014 World Archaeology: An Outline of the Deep History of Human Societies

And for BA Classical Archaeology and Classical Civilization, BASc, Affiliate and other non-Archaeology students serving as:

ARCL 0004 World Archaeology: From Early States to Globalization

Coordinator: Professor Kevin MacDonald

Office = IoA Room 114; kevin.macdonald@ucl.ac.uk; Tel 020 7679 1534

Lecture time: Fridays 11-1

Location: Room 612, 31-34 Gordon Square

Schedule for Term 2

21	11 Jan	Introduction and recapitulation: social complexity, empires and collapse	Kevin MacDonald
22		From Athens to Oppida: Cities and proto-Cities of Europe	Kevin MacDonald
23	18 Jan	From Poverty Point to Hopewell: Ritual and Complexity in North America	Kevin MacDonald
24		Mounds, Pueblos and Power: States and Cities in North America?	Kevin MacDonald
25	25 Jan	China: Shang through Han Dynasties	Kevin MacDonald
26		The First Emperor and his Terracotta Army	Xiuzhen LI
27	1 Feb	The Roman Empire	Kevin MacDonald
28		Roman North Africa: Frontier and Granary of Empire	Corisande Fenwick
29	8 Feb	Western Medieval Europe	Kevin MacDonald
30		Early Medieval Britain	Andrew Reynolds
READING WEEK: NO LECTURES			
31	22 Feb	Tichitt and the Middle Niger: Complexity & Cities in West Africa	Kevin MacDonald
32		States and Ladders in South America	Manuel Arroyo-Kalin
33	1 Mar	Out of Arabia: The Arab Conquests and the First Islamic Empire	Corisande Fenwick
34		The Trans-Saharan Trade, Islam, and African Empires	Kevin MacDonald
35	8 Mar	Mesoamerican Urban Traditions	Liz Graham
36		Laminai: a Precolumbian Maya City	Liz Graham
37	15 Mar	The Vikings: Trade, Conflict and Exploration from the North Atlantic to Asia	Kevin MacDonald
38		European Exploration of the Americas and its Consequences	Kevin MacDonald
39	22 Mar	Making Connections: Cross Cultural Encounters in Africa, Asia and the Americas	Sirio Canos-Donnay
40		Easter Island (Rapa Nui)	Sue Hamilton

Term 2 Seminars with Hannah Page: Thursdays 1-6 (Room 412)

1. 17 January Cities, States and Empires
2. 31 January Ritual and Power
3. 21 February China and Rome (Siro Canos-Donnay)
4. 7 March The Medieval World and Global Trade
5. 21 March The New World & Trans-Global Contact

Aims

This core module provides a broad-ranging introductory synthesis of the major patterns of global social, cultural, economic and political change from earliest prehistory to the beginnings of the modern era, drawing primarily on archaeological research from across the world.

This (second) part of the course focuses on a comparative framework of the later prehistoric and historic polities and empires of Eurasia, Africa and the Americas, their expansion and periodic collapse. It also considers the 'exploration' of the globe by various peoples and the socio-economic consequences of the long-distance connections they made.

Objectives

On successful completion of this module, a student should:

- 1) have an overview of the major changes that occurred in the world's historic civilisations;
- 2) understand and be able to discuss the major variables, models and/or theories accounting for such changes;
- 3) demonstrate a basic familiarity with the archaeological records in the areas of the world covered in the lectures.

Course information

This handbook contains basic information about the content and administration of the course. If students have queries about the objectives, structure, content, assessment or organisation of the course, they should consult either the Course Co-ordinator (Kevin MacDonald) or the Term 2 Post-Graduate Teaching Assistant (Hannah Page h.page@ucl.ac.uk)

Teaching methods

This module is taught through lectures and seminars. There will be two 1-hour lectures each Friday at 11-1. In addition, students will be divided into smaller groups for **seminars on alternate Thursday afternoons**, taught by Hannah Page in Term 2 in room 412. To keep the latter groups small enough for effective discussion, it is vital that students attend the group to which they have been assigned. If you need to attend a different group for a particular session, you should arrange to swap with another student from that group, and confirm this arrangement with the seminar coordinator.

Attendance

A register is taken at each teaching session. If you are unable to attend a session, please notify the lecturer by email. Departments are required to report each student's attendance to UCL Registry at frequent intervals throughout each term, and insufficient overall attendance means that a course cannot be completed.

Methods of assessment

The full 30 credit version of this course, ARCL 0002, is assessed by means of:

- 1) Two c. 2500 (2375-2625) word essays chosen from a list of questions, one for each of the two teaching terms; each essay contributes 25% to the final grade for the module. The deadline for the second essay (for this half of the course) is **Thursday 21st March, 2019**
- 2) A 3-hour written examination in May, contributing 50% to the final grade for the course.

Students taking the Term 2 only (15 credit) version of this course, ARCL0004, will be assessed by two 2375-2625-word essays, both chosen from the list of questions for the relevant teaching term, and do not take the written exam in May. For such students, each essay therefore contributes 50% to the final grade for the course. **Students in the BA Archaeology and Anthropology** degree taking this course as the 15 credit course ARCL0014 write the two 2375-2625-word essays as per (1) above, but do not take the 3-hour written exam in May. For such students, each essay therefore contributes 50% to the final mark for the module. The deadlines for the two essays are **Monday 25th February and Friday 5th April, 2019.**

If students are unclear about the nature of an assignment, they should discuss this with the course coordinator. The course coordinator is willing to discuss an outline of the student's overall approach to the assignment, provided that this is planned suitably in advance of the submission date. Essay questions are given at the end of this handbook.

Submission of coursework to Turnitin

In addition to submitting coursework as described above, it is a requirement that you submit it electronically to the Turnitin system. The code for submitting your work for this course is: **3883910** for ARCL 1003 and the password is **IoA18/19** (note that the password is capital letter I, lower case letter o, upper case A, followed by numerals). The TURNITIN codes for the other course variants are as follows: **ARCL0004 = 3883917 and ARCL0014 = 3883948**

Turnitin advisers will be available to help you via email: ioa-turnitin@ucl.ac.uk if needed, and should reply within 24 hours Monday to Friday in term.

Workload

There are 40 hours of lectures and 10 hours of seminars in the this module. Students are expected to undertake about 3 hours' additional work per lecture or seminar, plus 55 hours preparing for and producing the assessed work (two 2375-2625 word essays), and an additional 55 hours on revision for the examination. This adds up to a total workload of 300 hours for the 15 credit version of this course.

Keeping copies and Return of marked coursework

Please note that it is an Institute requirement that you retain a copy (it 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. Note that essays will be returned within 4 weeks of their submission deadline, or if submitted late, within four weeks of their receipt, *during term time*. Thus the March 21st essay will be available for collection from the office of Judy Medrington from 23rd April (Institute of Archaeology room 411a). The 25th February essay will be available for collection at the office of Judy Medrington on and from 22nd March. The 5th April essay will be available for collection from the office of Judy Medrington from 3rd May.

Lecture 21: Introduction and recapitulation: social complexity, empires, and collapse

(Kevin MacDonald)

This lecture starts with a brief recapitulation for students who have taken the first half of this course, and an introductory survey for those who have not. It also reviews the major concepts regarding social complexity that will be covered in the second half of this course. In the last lectures of Term 1, the rise and expansion of the first states, and their transformative impacts on surrounding regions, had become compelling issues, and during this term we shall witness more examples as such structures and their networks spread over larger portions of the globe. This lecture takes a preliminary look at some of the processes and concepts associated with expanding complexity, including the idea of 'world systems', the meaning of 'empire', and, last but not least, the process of civilizations' collapse and resurgence.

Essential

- Mann, M. 1986. *The Sources of Social Power, Volume 1: A history of power from the beginning to A.D. 1760*. Cambridge: Cambridge University Press. **Read Chapters 5 and 9**. ANTH D70 Man vol.1
- Maisels, C.K.1989. *The Emergence of Civilization*. London: Routledge. DBA 100 MAI **Read chapters 6 and 7**
- Tainter, J. 1990. *The Collapse of Complex Societies*. Cambridge: Cambridge University Press.

Recommended

- Goldstone, J.A. and J.F. Haldon 2009. 'States, empires, and exploitation: problems and perspectives', in I. Morris and W. Scheidel (eds.) *The Dynamics of Ancient Empires: State Power From Assyria to Byzantium*, 3-29. Oxford: Oxford University Press. ANCIENT HISTORY A 61 MOR.
- McAnany, P. and N. Yoffee (eds.) 2010. *Questioning Collapse: Human Resilience, Ecological Vulnerability, and the Aftermath of Empire*, Cambridge: Cambridge University Press. INST ARCH BC 100 MCA. *Chapter 1 and browse some other examples.*
- Trigger, B.G. 2003. *Understanding Early Civilizations: A Comparative Study*, Cambridge: Cambridge University Press. Issue desk TRI 8; INST ARCH BC 100 TRI. *select a couple of themes to read that interest you.*
- Wengrow, D. 2010. *What Makes Civilization? The Ancient Near East and the Future of the West*, especially Introduction and Conclusion. Oxford: Oxford University Press. Issue desk WEN 8; INST ARCH DBA 100.
- Yoffee, N. 2005. *Myths of the Archaic State: Evolution of the earliest states, cities and civilizations*. Cambridge: Cambridge University Press. UCL Online resource
- Yoffee, N. and G.L. Cowgill 1988. *The Collapse of Ancient States and Civilizations*. Tucson : University of Arizona Press. Issue desk YOF 3; INST ARCH BD YOF. *especially Chapter 1 by Yoffee and and 11 by Cowgill, with case studies in between.*

Lecture 22: From Athens to Oppida: Cities and Proto-Cities of Europe (Kevin MacDonald)

Here we will examine the nature and structure of classical European Urbanism – highlighting the case of Athens – before moving on to a much more ambiguous body of archaeological information, concerning the ‘Oppida’ of ‘Celtic’ Iron Age societies (c. 200 BC – AD 100). The question considered is whether or not these fortified spaces may accurately be described as ‘the first cities north of the Alps’.

Athens

Camp, J.M. 1986. *The Athenian Agora: Excavations at the Heart of Classical Athens*. London: Thames & Hudson. YATES E 12 ATH

Camp, J.M. 2001. *The Archaeology of Athens*. New Haven: Yale University Press. YATES E 12 ATH

Connolly, P. and H. Dodge 1998. *The Ancient City: Life in Classical Athens and Rome*. Oxford: Oxford University Press. ANCIENT HISTORY QUARTOS M 64 CON

Oppida

Collis, J. *The European Iron Age*. London: Batsford. Read Chapter 6.

*Cunliffe, B. and Rowley, T. eds. *Oppida in Barbarian Europe*. Oxford: BAR Read Chapters by Collis, Haselgrove and Cunliffe.

Moore, T. 2012. Beyond the Oppida: Polyfocal Complexes and Late Iron Age Societies in Southern Britain. *Oxford Journal of Archaeology* 31: 391-417.

*Woolf, G. 1993. Rethinking Oppida. *Oxford Journal of Archaeology* 12: 223-234. INST Periodicals

*= essential

Lectures 23 and 24:

North America: Different Pathways to Power

i. Poverty Point to Hopewell: ritual and complexity

ii. Mounds Pueblos and Power: states and cities in North America?

(Kevin MacDonald)

From a foundation of Holocene hunter-gatherer and variably horticultural communities in North America a remarkable spectrum of complex societies arose within many different ecologies. We begin with the precocious hunter-gatherer mound-building communities of Poverty Point, and proceed to examine later monument making societies (e.g. Hopewell) considering the place of ritual in structuring social power. We then move to the sophisticated pueblo-based societies in the western semi-deserts and finally on to the much debated state (?) and urban centre (?) of Cahokia near modern-day St.Louis.

Essential

Pauketat, T.R. 2007. *Chiefdoms and other Archaeological Delusions*. Lanham: Alta Mira. Issue desk PAU. **Read Chapter 3.**

Sassaman, K.E. 2004. ‘Complex hunter-gatherers in evolution and history: a North American perspective’, *Journal of Archaeological Research* 12: 227-80. INST ARCH PERS and electronic resource.

Scarre, C. (ed.) 2013. *The Human Past. World Prehistory and the Development of Human Societies* (3rd revised edition), London: Thames and Hudson. **Read Chapters 9 and 18, by Browman et al., and Milner and Wills.** INST ARCH Issue desk SCA 4; INST ARCH BC 100 SCA.

Recommended

- Cordell, L.S. 1984. *Prehistory of the Southwest*, Chapters 7-8. New York: Academic Press. INST ARCH DED 13 COR.
- Fagan, B. 2005. *Ancient North America: The Archaeology of a Continent*. London: Thames and Hudson. INST ARCH DED 100 FAG.
- Milner, G.R. 2004. *The Moundbuilders: Ancient Peoples of Eastern North America*. London: Thames and Hudson. INST ARCH DED 16 MIL.
- Pauketat, 2004. *Ancient Cahokia and the Mississippians*. Cambridge: Cambridge University Press. INST ARCH DED 16 PAU.
- Pauketat, T.R. (ed.) 2012. *The Oxford Handbook to North American Archaeology*. New York: Oxford University Press. INST ARCH DEA PAU.

Poverty Point

- Gibson, J.L. 2000. *The Ancient Mounds of Poverty Point: Place of Rings*, Chapters 5 and 12. Gainesville: University of Florida Press. INST ARCH DED 16 GIB.
- Sassaman, K.E. 2005. 'Poverty Point as structure, event, process', *Journal of Archaeological Method and Theory* 12: 335-64. ONLINE

Lecture 25: China from the Shang through Han Dynasties (Kevin MacDonald)

This lecture concerns one of the greatest, longest-lasting imperial civilizations in Earth, that of China. It examines the rise of the early Shang polity, the later establishment of the Qin and Han empire as east Asia's counterpoint to Rome. We examine the organizational characteristics of China's ancient states in the light of different types of imperial administrative structures.

Essential

- Loewe, M. and E.L. Shaughnessy (eds.) 1999. *The Cambridge History of Ancient China: From the Origins of Civilization to 221 B.C.*, Cambridge: Cambridge University Press. Issue desk LOE. Read 'Shang archaeology', 124-231; 'The Shang: China's first historical dynasty', 232-291; Shaughnessy 'Western Zhou history', 292-351.
- Scarre, C. (ed.) 2013. *The Human Past. World Prehistory and the Development of Human Societies* (3rd revised edition), London: Thames and Hudson. INST ARCH Issue desk SCA 4; INST ARCH BC 100 SCA. **Read Chapter 15**

Recommended

- Chang, K-C. 1980. *Shang Civilization*. New Haven: Yale. (read chapters 1, 3 and 4) INST ARCH DBL CHA
- Ebrey, P.B. (ed.) 2010. *The Cambridge Illustrated History of China* (2nd edition), Chapters 3-5. Cambridge: Cambridge University Press. HIST 53 j EBR.
- Feng, L. 2013. *State Formation in Early China*. Cambridge: Cambridge University Press. INST ARCH DBL LI
- Liu, L. and X. Chen 2003. *State Formation in Early China*. London: Duckworth INST ARCH DBL LIU.
- Lewis, M.E. 2007. *The Early Chinese Empires: Qin and Han*. Cambridge, Mass.: Belknap Press of Harvard University Press. Issue desk LEW 3.
- Nylan, M. and M. Loewe (eds.) 2010. *China's Early Empires: A Re-appraisal*. especially Pirazzoli-t'Serstevens 'Urbanism', 169-185; and Snodgrass 'Archaeology in China: a view from outside', 232-250. Cambridge: CUP. INST ARCH DBL NYL.

Lecture 26: The First Emperor and his Terracotta Army (Xiuzhen LI)

This lecture focuses on the tomb complex of the Chinese First Emperor and his famous terracotta army from both archaeological and technological perspective, facilitating our understanding of the early Chinese empire, including cosmology, administrative features, art and technology in a global context.

Essential

Portal, J. (ed.) 2007. *The First Emperor: China's Terracotta Army*. London: British Museum Press. INST ARCH DBL Qto POR.

Lin J. and Li, X. 2018. *China's First Emperor and the Terracotta Warriors* (pp. 44-105). Liverpool: National Museums of Liverpool Press. (Photocopy will be available from the lecturer).

Recommended

Bevan, A. H., Li, X. J., Martínón-Torres, M., Green, S., Xia, Y., Zhao, K., Zhao, Z., Ma, S., Wei, C., Rehren, T. (2014). Computer vision, archaeological classification and China's terracotta warriors. *Journal of Archaeological Science* 49, 249-254. ONLINE

Ledderose, Lothar. 2000. A Magic Army for the Emperor. In *Ten Thousand Things - Module and Mass Production in Chinese Art* (pp51-73). Princeton: Princeton University Press. INST ARCH DBL Qto LED.

Li, X. J., Bevan, A., Martínón-Torres, M., Xia, Y., Zhao, K. (2016). Marking practices and the making of the Qin Terracotta Army. *Journal of Anthropological Archaeology* 42, 169-183. ONLINE

Li, X. J., Bevan, A., Martínón-Torres, M., Rehren, T., Cao, W., Xia, Y., Zhao, K. (2014). Crossbows and imperial craft organisation: the bronze triggers of China's Terracotta Army. *Antiquity* 88, 126-140. ONLINE

Nickel, Lukas. 2013. The First Emperor and sculpture in China. *Bulletin of SOAS*, 76: p413-447. SOAS Library.

Martínón-Torres, M., Li, X., Bevan, A., Zhao, Y., Rehren, T. (2014). Forty-thousand arms for a single emperor: from chemical data to the labor organization behind the bronze arrows of the Terracotta Army. *Journal of Archaeological Method and Theory* 21, 534-562. ONLINE

Pines, Y., Von Falkenhausen, L., Shelach, G., and Yates, R. D. S. (ed.). 2014. *Birth of an Empire – The State of Qin Revisited*. California: University of California Press. INST ARCH DBL PIN

For more references, please see *The Terracotta Warriors*. In

<http://www.oxfordbibliographies.com/view/document/obo-9780199920082/obo-9780199920082-0095.xml>

Lecture 27: The Roman Empire (Kevin MacDonald)

The Roman empire occupies a particular place in the western imagination as the ultimate example of the rise and fall of a 'great civilization'. However, as recent research across a range of disciplines has gradually dismantled the traditional narratives about the Roman world, so we are beginning to see a more exciting picture, of the real complexity and dynamism of the interaction of people and ideas in a world that stretched at times from Egypt to Britain, and across a span of some 2000 years. The violent expansion of Rome in Italy and then the Mediterranean and beyond was certainly a dramatic process, but created tensions within Roman society that were only partly diverted by the creation of an imperial ideology. That ideology was in turn transformed as citizens, soldiers, provincials and 'barbarians' around the empire reshaped the nature of 'being Roman' in the image of the frontier provinces.

Essential

- Mattingly, D. 2004. 'Being Roman: expressing identity in a provincial setting' *Journal of Roman Archaeology* 17: 5-25. INST ARCH PERS and electronic resource.
- Woolf, G. 2012. *Rome: An Empire's Story*, Chapter 1 'The whole story'. Oxford: Oxford University Press. ANCIENT HISTORY R14 WOO.

Recommended

- Alcock, S.E. and R. Osborne (eds.) 2007. *Classical Archaeology*. Oxford: Blackwell (*look at Roman chapters*). YATES A 6 ALC
- Cornell, T. 1995. *The Beginnings of Rome: Italy and Rome from the Bronze Age to the Punic Wars (c.1000-264 BC)*. London: Routledge. ANCIENT HISTORY Issue Desk COR; ANCIENT HISTORY R 11 COR.
- Elton, H. 1996. *Frontiers of the Roman Empire*. London: Batsford. ANCIENT HISTORY R 61 ELT.
- Goldsworthy, A. 2000. *Roman Warfare*. London: Cassell & Co. ANCIENT HISTORY R 70 GOL
- Huskinson, J. (ed.) 2000. *Experiencing Rome: Culture, Identity and Power in the Roman Empire*. London: Routledge/Open University Press. ANCIENT HISTORY Issue Desk HUS; ANCIENT HISTORY R 72 HUS.
- Moorhead, J. 2001. *The Roman Empire Divided, 400-700*. Harlow: Pearson. ANCIENT HISTORY R 19 MOO.
- Morley, N. 2010. *The Roman Empire: Roots of Imperialism*. New York: Pluto Press. ANCIENT HISTORY R 14 MOR.
- Starr, C. G. 1982. *The Roman Empire 27 B.C. – A.D. 476: A Study in Survival*. Oxford: Oxford University Press. ANCIENT HISTORY R 14 STA
- Woolf, G. 1998. *Becoming Roman*. Cambridge: Cambridge University Press. ANCIENT HISTORY R 28 WOO.

Lecture 28: Roman North Africa: Frontier and Granary of Empire (Corisande Fenwick)

Famous in antiquity for its agricultural wealth, its powerful elite and hundreds of cities, Roman North Africa provides an excellent study of the operation of Roman imperialism and its impact on local societies. This session will introduce key debates about the nature of Roman rule on Punic and Berber Africa from the 1st century BC to the 2nd century CE, the pivotal role that Africa played in the Roman economy, and the emergence of new Romano-African forms of urbanism, architecture and funerary practices.

- Brett, M. and Fentress, E. 1996. *The Berbers*. Oxford: Blackwells: Chapter 2. INST ARCH DCC BRE
- Mattingly, D. J. 1995. *Tripolitania*. London: B.T. Batsford
- *Mattingly, D. J. 2011. *Imperialism, power and identity: experiencing the Roman empire*. Princeton: Princeton University Press. Chapter 6. ANCIENT HISTORY R61 MAT; ONLINE.
- Sears, G. 2011. *The cities of Roman Africa*. Stroud: History Press INST ARCH DCC SEA
- *Stone, D. 2013. The Archaeology of Africa in the Roman Republic. In: EVANS, J. D. (ed.). *A Companion to the Archaeology of the Roman Republic*. Oxford: Blackwell: 505-521. ONLINE

Lecture 29: Medieval Western Europe (Kevin MacDonald)

The kingdoms of the early Medieval world, which followed on from the disintegration of the Roman Empire, were part of a vibrant – if turbulent – time of diversification, rather than the 'dark ages' of popular myth. In this lecture we will examine both the aftermath of Rome and the new social forms, ideologies and establishments which replaced it – with Christianity playing an important role. Indeed, the medieval period laid the foundations for the more recent conflicts and boundaries of historic Europe.

From Rome into the 'Middle Ages'

Francovich, R. and R. Hodges 2003. *Villa to Village: The Transformation of the Roman Countryside in Italy, c. 400-1000*. London: Duckworth. INST ARCH DAF 100 FRA

*Hodges, R. 1998. The Not-So-Dark Ages, *Archaeology* 51 (5): 61-65. IoA online journals.

Laycock, S. *Britannia, the Failed State: Tribal Conflicts and the End of Roman Britain*. Stroud: The History Press. INST ARCH DAA 170 LAY

Noble, T.F.X. (ed.) 2006. *From Roman Provinces to Medieval Kingdoms*. London: Routledge. HISTORY 41fa NOB.

Medieval Europe

Bjork, R.E. (ed.) 2010. *The Oxford Dictionary of the Middle Ages*. Oxford: Oxford University Press (a mine of succinct summaries of all aspects of the European Middle Ages). HISTORY QUARTOS 41 f BJO.

Carver, M. and J. Klápště 2007. *The Archaeology of Medieval Europe, Volume 2 – Twelfth to Sixteenth Centuries AD*, especially Chapters 5 on material culture and 8 on trade and towns – particularly the Hanseatic phenomenon). Aarhus: The University of Aarhus Press. INST ARCH DA GRA.

Graham-Campbell, J and M. Valor (eds.) 2004. *The Archaeology of Medieval Europe Volume 1 – Eighth to Twelfth Centuries AD*, especially Chapters 3 on rural settlements, 4 on towns and 15 on life and death. Aarhus: The University of Aarhus Press. INST ARCH DA 190.

Petts, D. 2011. *Pagan and Christian: Religious Change in Early Medieval Europe*. London: Bristol Classical Press. HISTORY 83 A PET

*Pounds, N.J.G. 1994. *An Economic History of Medieval Europe, Second Edition*. London: Longman. INST ARCH DA 190 POU (and other locations at UCL)

Steane, J. M. 2001. *The Archaeology of Power: England and Northern Europe AD 800 – 1600*. Stroud: Tempus. INST ARCH DA 190 STE

Lecture 30: Early Medieval Britain (Andrew Reynolds)

This lecture covers the contribution of archaeology and related disciplines to the study and understanding of the British Isles from c. AD 400 to c. AD 1100. It examines developments in the settlement and burial record in a landscape context and explores major themes such as the development of early states, the nature of religious change, the impact of conquest and the emergence of towns.

Essential

Hills, C. 1998. Early Historic Britain, in *The Archaeology of Britain*, ed. J. Hunter & I. Ralston, 176-93, London: Routledge. INST ARCH DAA 100 HUN

Reynolds, A. 1999. *Later Anglo-Saxon England: Life & Landscape*. Stroud: Tempus. INST ARCH DAA 180 REY

Additional readings

Graham-Campbell, J. et al. 1994. *A Cultural Atlas of the Viking World*. New York: Facts on File. INST ARCH IA DAA 181 GRA

- Lucy, S. 2000. *The Anglo-Saxon way of death: burial rites in early England* London: Sutton. INST ARCH DAA 180 LUC
- Ottaway, P. 1992. *Archaeology in British Towns from the Emperor Claudius to the Black Death*. London: Routledge. INST ARCH DAA 100 OTT Read especially pp. 120-61
- Reynolds, A. 1991. Boundaries and settlements in later 6th to 11th century England, *Anglo-Saxon Studies in Archaeology and History* 12, 98-136 INST ARCH DAA 180 ANG
- Reynolds, A. 2009. *Anglo-Saxon Deviant Burial Customs*. Oxford: Oxford University Press. INST ARCH DAA 180 REY
- Welch, M. 1992. *Anglo-Saxon England*. London: Batsford. INST ARCH DAA 180 WEL

***Reading Week ***

Lecture 31: Tichitt and the Middle Niger: Complexity & Cities in West Africa (Kevin MacDonald)

From complex proto-urban beginnings along the Tichitt escarpment of southern Mauritania in the second millennium BC, statehood and large settlements took hold in the Middle Niger River basin during the first millennia BC/AD. By at least AD 400 there were a number of undeniable cities participating in long distance trade networks (e.g. Jenné-jeno and Dia). The degree of autonomy that these commercial and/or sacred towns had in relation to a succession of states in the region is a question for debate. Additionally, the 'clustered' nature of classic Middle Niger urbanism is unusual and is potentially explained by the coming together of diverse specialist populations at nexus points of trade. This lecture considers change and continuity in settlement landscapes along the Niger for three thousand or more years.

- Bedaux, R., K. MacDonald, A. Person, J. Polet, K. Sanogo, A. Schmidt, and S. Sidibé. 2001. The Dia Archaeological Project: rescuing cultural heritage in the Inland Niger Delta (Mali) *Antiquity* 75: 837-48.
- Holl, A. 1993. Late Neolithic cultural landscape in southeastern Mauritania: an essay in spatiometrics. In *Spatial Boundaries and Social Dynamics: Case Studies from Food-producing societies*, eds. A. Holl and T. E. Levy, 95-133, Ann Arbor: Int. Monographs in Prehistory. INST ARCH DC100 HOL 1
- *MacDonald, K.C. 2015. The Tichitt Tradition in the West African Sahel, in G. Barker and C. Goucher (eds.) *The Cambridge World History, Volume II: A World with Agriculture 12000 BCE – 500 CE*, 499-513, Cambridge: Cambridge University Press. ONLINE ACCESS.
- MacDonald, K.C. and S. Camara 2012. 'Segou, slavery, and Sifinso' in J.C. Monroe and A. Ogundiran (eds.) *Power and Landscape in Atlantic West Africa: Archaeological Perspectives*, 169-190. Cambridge: Cambridge University Press. INST ARCH DCG MON
- *Mattingly, D. and K. MacDonald 2013. 'Africa' in P. Clark (ed.), *The Oxford Handbook of Cities in World History*, 66-82, Oxford: Oxford University Press. ONLINE ACCESS
- McIntosh S.K. 1999. Modelling political organization in large-scale settlement clusters: a case study from the Inland Niger Delta, in S.K. McIntosh (ed.) *Beyond Chiefdoms: pathways to complexity in Africa*, 66-79, Cambridge: Cambridge University Press. INST ARCH DC 100 MCI.
- *McIntosh, S.K. and R.J. McIntosh 1993. 'Cities without citadels: understanding urban origins along the Middle Niger', in T. Shaw, P. Sinclair, B. Andah and A. Okpoko (eds.) *The Archaeology of Africa: Food, Metals and Towns*, 622-642. London: Routledge. Issue desk SHA 6; INST ARCH DC 100 SHA; ANTHROPOLOGY Q 95 SHA.

Lecture 32: States and Ladders in South America (Manuel Arroyo-Kalin)

At the time of European colonisation in the 16th century AD South America revealed an extraordinary variety of socio-political formations that ranged from empires and states to tribal societies and hunter-gatherers. How did this cultural and social mosaic come about? In this lecture we will review a range of archaeological contexts unearthed over the past few decades. From the early coastal civilization of Caral to empires of the Andes, from earthworks of the Amazon basin to evidence for chiefdoms in Colombia, this lecture will provide an overall account of archaeological knowledge of South America in the later Holocene.

Haas, J, W Creamer (2006) Crucible of Andean Civilization: The Peruvian Coast from 3000 to 1800 BC. *Current Anthropology* 47(5):745-775. ONLINE

* Moore, J (2014) *A Prehistory of South America*. Boulder: University Press of Colorado - chapters 6-9 – read at least 2 chapters; available online via UCL EXPLORE

Moseley, M, Heckenberger M (2013) From Village to Empire in South America. In Scarre (ed) *The Human Past*. London: Thames and Hudson - ch 17

Silverman H & Isbell W (2008) *Handbook of South American Archaeology*. New York: Springer. Chapters by: chapters by Bray, T; Burger, RL; Drennan, RD; Erickson, C; Heckenberger, M; Neves, EG; Oyuela-Caycedo, A; Schann, D. ONLINE ACCESS

Lecture 33: Out of Arabia: The Arab conquests and the first Islamic empire (Corisande Fenwick)

How did the Arabs, a small group of tribes living in Arabia, come to conquer a vast region stretching from Spain to Iran and unite it under Muslim rule? And how did their religion – Islam – come to be a major world religion? This session will introduce key debates about the impact of the Arab conquests on the Roman and Sasanian worlds, the development of a mature Islamic state under the Umayyad dynasty, and the emergence of new, specifically Muslim, forms of architecture and material culture.

Hoyland, R. 2006. 'New documentary texts and the Islamic state' *Bulletin Of The School Of Oriental And African Studies* 69,3: 395-416. ONLINE

Johns, J. 2003. 'Archaeology and the History of Early Islam' *Journal of the Economic and Social History of the Orient* 46,4: 411-36. ONLINE

Kennedy, H. 2007. *The Great Arab Conquests. How the spread of Islam changed the world we live in*. London. [Very good historical overview] INST ARCH DBA 200 KEN

Milwright, M. *An Introduction to Islamic Archaeology*. Edinburgh: Edinburgh University Press. INST ARCH DBA 100 MIL, also ONLINE

* Robinson, C. 'The First Islamic Empire', in J.P. Arnason and K. Raaflaub, eds, *The Roman Empire in Context: Historical and Comparative Perspectives* (Oxford, 2011), pp. 229-48; reprinted in P.F. Bang and W. Scheidel, eds, *The Oxford Handbook of the State in the Ancient Near East and Mediterranean* (Oxford, 2012). ONLINE

Vernoit, S. 1997. 'The Rise of Islamic Archaeology' *Muqarnas* 14: 1-10 ONLINE

* Walmsley, A. 2007. *Early Islamic Syria*. London: Duckworth, 71-106. INST ARCH DBD 100 WAL and ONLINE

*= essential

Lecture 34: The Trans-Saharan Trade, Islam, and West African Empires (Kevin MacDonald)

The Trans-Saharan trade was an essential source of wealth for the medieval Islamic and European worlds. This lecture examines the pre-Islamic origins of this trade, its apogee during the Islamic era, and the gradually Islamicized West African entrepôts & empires which were its source. Particular attention will be paid to the Empires of Ghana and Mali, Africa's most prosperous historic polities.

Essential

MacDonald, K.C. 2013. Complex Societies, Urbanism and Trade in the Western Sahel," in P. Mitchell and P. Lane (eds.) *The Oxford Handbook of African Archaeology*, 829-844, Oxford: Oxford University Press. INST ARCH ISSUE DESK MIT 5, also ONLINE

Recommended

Gestrich, N. and K.C. MacDonald 2018. On the Margins of Ghana and Kawkaw: Four seasons of excavation at Tongo Maaré Diabal (AD 500-1150), Mali. *Journal of African Archaeology*. 16: 1-30.

Insoll, T. 2003. *The Archaeology of Islam in Sub-Saharan Africa*. Cambridge: Cambridge University Press. INST ARCH DC 100 INS

Levtzion, N. 1981. The early states of the western Sudan to 1500, In *History of West Africa: Volume I (Third Edition)*, eds. J.F. Ade Ajayi and M. Crowder, 129-166, Harlow: Longman. INST ARCH DCG AJA

MacDonald, K.C. 2011. A view from the south: Sub-Saharan evidence for contacts between North Africa, Mauritania and the Niger, 1000 BC - AD 700. Dowler, A. and E. Galvin (eds.) *Money, Trade and Trade Routes in Pre-Islamic North Africa*, 77-82, London: British Museum Press. INST ARCH DCC Qto DOW

MacDonald, K.C., S. Camara, S. Canos Donnay, N. Gestrich and D. Keita 2011. Sorotomo: a forgotten Malian capital? *Archaeology International* 13/14: 52-64. ONLINE.

Mattingly, D. 2011. The Garamantes of Fezzan: an early Libyan State with Trans-Saharan connections. Dowler, A. and E. Galvin (eds.) *Money, Trade and Trade Routes in Pre-Islamic North Africa*, 49-60, London: British Museum Press. INST ARCH DCC Qto DOW

Mitchell, P. 2005. *African Connections: An Archaeological Perspective on Africa and the Wider World*. Walnut Creek: Altamira. INST ARCH DC 100 MIT.

Nixon, S. 2009. Excavating Essouk-Tadmakka (Mali): new archaeological investigations of early trans-Saharan trade, *Azania: Archaeological Research in Africa* 44: 217-55. ONLINE.

Lecture 35. Mesoamerican Urban Traditions (Liz Graham)

This lecture will introduce you to the cities and civilisations of Mesoamerica. We will review the geography, resources, foods, nomenclature, chronology as well as the characteristics that make Mesoamerican urbanism different from urban life in the Old World.

Essential

Scarre, C. (ed.) 2013. *The Human Past. World Prehistory and the Development of Human Societies* (3rd revised edition), London: Thames and Hudson. Chapter 16 by Webster and Evans. INST ARCH Issue desk SCA 4; INST ARCH BC 100 SCA

Graham, E. & C. Isendahl. 2018. Neotropical Cities as Agro-Urban Landscapes: Revisiting 'Low-Density, Agrarian-Based Urbanism'. In *The Resilience of Heritage—Cultivating*

a Future of the Past, ed. A. Ekblom, C. Isendahl, K-J Lindholm. Uppsala University Press, pp. 165-180. [Available on Moodle page from date of lecture]

Graham, E. 1996 'Maya Cities and the Character of Tropical Urbanism'
www.arkeologi.uu.se/digitalAssets/9/9652_GrahamAll.pdf

Recommended

Graham, E. 1999. 'Stone cities, green cities', in E.A. Bacus and L.J. Lucero (eds.) *Complex Politics in the Ancient Tropical World*, 185-194. Arlington: American Anthropological Association 9. INST ARCH BC 100 BAC.

Sabloff, J.A. 1997. *The Cities of Ancient Mexico: Reconstructing a Lost World (2nd revised edition)*, especially sections on Teotihuacan, the Maya, and the Aztecs. London: Thames and Hudson. INST ARCH DFA 100 SAB.

Sanders, W.T. and D. Webster 1988. 'The Mesoamerican urban tradition' *American Anthropologist* 90(3): 521-546. ANTH PERIODICALS and electronic resource.

Smith, M.E. 2008. *Aztec City-State Capitals*. INST ARCH DFA 100 SMI.

Lecture 36. Lamanai: a Precolumbian Maya City (Elizabeth Graham)

This case study focuses on the Maya lowlands of modern Belize, where long-term excavations at Lamanai and other coastal sites are transforming our understanding of Mesoamerican communities.

Graham, E. 2000/2001. 'Collapse, conquest and Maya survival at Lamanai, Belize', *Archaeology International*, 52-56. ONLINE.

Graham, E. and D.M. Pendergast. 1987. 'Cays to the Kingdom', *ROM Archaeological Newsletter*, Series II No. 18. Royal Ontario Museum Toronto.

Graham, E. and D.M. Pendergast. 1989. 'Excavations at the Marco Gonzalez Site, Ambergris Caye, Belize, 1986', *Journal of Field Archaeology* 16(1): 1-16. ONLINE

Pendergast, D.M. 1981. 'Lamanai, Belize: Summary of excavations 1974-1980', *Journal of Field Archaeology* 8(1): 29-53. ONLINE

Lecture 37: The Vikings: Trade, Conflict and Exploration from the North Atlantic to Asia (Kevin MacDonald)

In this lecture we will examine the extraordinary long distance voyages of the Vikings, from their 'discovery' of North America, to their trade and conflict with regions as far afield as Russia and Byzantium. The socio-economic and ideological forces which drove the AD 800 – 1100 commercial and military expansion of this 'non-empire', and the consequent archaeological evidence, will be discussed.

The Vikings and Long-Distance Connections

*Brink, S. ed. 2008. *The Viking World*. London: Routledge. INST ARCH DA 181 BRI (ONLINE ACCESS + copy in Teaching Collection) **read a few chapters of your choice from 25 through 44.**

Christys, A. 2015. *Vikings in the South: Voyages to Iberia and the Mediterranean*. London: Bloomsbury Press. INST ARCH DA 181 Chr, also online.

Jesch, J. 2015. *The Viking Diaspora*. London: Routledge. INST ARCH DA 181 JES

Williams, G., P. Pentz, and W. Wemhoff eds. 2014. *Vikings: Life and Legend*, London: The British Museum. Main Library SCANDINAVIAN QUARTOS A 13

The Vikings in the Americas

Davis, G. 2009. *Vikings in America*. Edinburgh: Birlinn. Main Library SCANDINAVIAN A 14 DAV

Ingstad, H. 1969. *Westward to Vinland: the discovery of Pre-Columbian Norse house sites in North America*. London: Cape. STORE 00-01541

Ingstad, H. 1985. *Discovery of a Norse Settlement in America. Volume 1.* Oxford: Oxford University Press. STORE 14-0314

Lecture 38: European Exploration of the Americas and its Consequences (Kevin MacDonald)

Historical sources describing the "conquest of the New World" often present a single-sided, Eurocentric view where Europeans appear as active agents of knowledge and progress, whereas indigenous Americans are either rapidly extinguished or seem passive recipients of a monolithic "European civilization". Archaeological research, however, allows a more diverse and balanced picture where both Europeans and indigenous peoples appear as knowledgeable, active societies with contrasting worldviews. The European occupation of the Americas, and their imperial domination of Native Americans and Africans (amongst others), has had a profound impact on the world since the 16th century. What can archaeology bring to the table?

Europeans and Native Americans

Deagan, K. and Cruxent, J. M. 2002. *Archaeology at La Isabela: America's First European Town.* New Haven and London: Yale University Press. INST ARCH DGE DEA

Diaz del Castillo, B. 2009. *The Conquest of New Spain,* Illinois: Snowball. dip into any part of this extraordinary eye-witness account by a member of Cortez' expedition, LATIN AMERICAN HISTORY C41 DIA; earlier edition at LITERATURE F14:300 DIA.

Hulme, P. 1992. *Colonial encounters: Europe and the native Caribbean, 1492-1797.* London; New York: Routledge. INST ARCH DGE HUL

Hume, I.N. 1991. *Martin's Hundred.* Charlottesville: University of Virginia Press INST ARCH DED 10 NOE

Kelso, W.M. 2008. *Jamestown: The Buried Truth.* Charlottesville: University of Virginia Press. INST ARCH DED 16 KEL.

re. Jamestown Also, have a look at the following website: <http://www.apva.org/>]

Europeans and Africans

Eltis, D. and S.L. Engerman 2000. The Importance of Slavery and the Slave Trade to Industrializing Britain. *The Journal of Economic History* 60: 123-144. UCL online journals.

Ferguson, Leland 1992. *Uncommon Ground: archaeology and early African America, 1650-1800.* Washington, DC: Smithsonian. DED 100 FER

Mintz, S. 1985. *Sweetness and Power: The Place of Sugar in Modern History.* New York: Viking. HIST 82b MIN; ANTH E70 MIN.

Singleton, T.A. 1988. 'An archaeological framework for slavery and emancipation, 1740-1880', in M.P. Leone and P.B. Potter Jr. (eds.) *The Recovery of Meaning: Historical Archaeology in the Eastern United States*, 345-70. Washington, DC: Smithsonian. ANTH TH95 LEO.

Cane River: Case Study of the New World as Cultural Crossroads

MacDonald, K.C. and D.W. Morgan. 2012. African Earthen Structures in Colonial Louisiana: architecture from the Coincoin plantation (1786-1816), *Antiquity* 86: 161-177. Institute Online Periodicals

Morgan, D.W. and MacDonald, K.C. 2017. Pots Sauvage: Plantation Pottery Traditions of Northwest Louisiana at the End of the Eighteenth Century," In E. M. Scott (Ed.), *Archaeological Perspectives on the French in the New World* , 154-184, Tallahassee: University Press of Florida. INST ARCH DEA SCO

Lecture 39: Making Connections: Cross Cultural Encounters in Africa, Asia and the Americas (Sirio Canis-Donnay)

In this course we've explored (amongst other things) processes of the diffusion of ideas, people, and material culture. But too often we either present these exchanges as neutral or see them through a European lens. What happens when we reverse this gaze? What did other cultures and civilisations think of encounters with Europe and each other? What did African kingdoms make of European traders? How did Japanese chroniclers describe Columbus' arrival to the Americas? What did the Mughal Empire have to say about Louis XIV? In this lecture we will explore some of these lesser known historical connections and exchanges and reflect about how they affect our perception of the global past.

- Gunn, G.C. 2011. *History without borders: the making of Asian world region*. Honk Kong: Honk Kong University Press. UCL Library ONLINE.
- Huan, Y. 2004 [429]. *Weilue (The Peoples of the West)*. Trans. J.E. Hill. <http://depts.washington.edu/silkroad/texts/weilue/weilue.html>
- Ibn Battuta 1995. *The travels of Ibn Baṭṭūṭa, A.D. 1325-1354*. Trans. H.A.R. Gibb. 3 vols. Cambridge: CUP. HISTORY 57 IBN
- Jackson, P. 2005. *The Mongols and the West, 1221-1410*. London: Routledge. HISTORY 53 CA JAC
- Mitchell, P. 2005 *African Connections*. Lanham/Plymouth: AltaMira Press. UCL Library ONLINE
- Northrup, D. 2014. *Africa's discovery of Europe, 1450-1850*. Oxford: Oxford University Press. UCL Librray ONLINE
- Smidt, W.G.C. 2001. A Chinese in the Nubian and Abyssinian Kingdoms (8th Century): The visit of Du Huan to Molin-guo and Laobosa. *Chroniques yéménites* Issue 9. UCL Library ONLINE.

Lecture 40: Rapa Nui/Easter Island (Sue Hamilton)

The Pacific world was one of the regions longest-buffered against European encroachment and its consequences. This lecture looks at Polynesian Rapa Nui (Easter Island), one of the remotest human outposts on the planet, and the locus of a remarkable crescendo of colossal statuary.

- Project website: www.ucl.ac.uk/archaeology/research/projects/rapanui
- Bahn, P. and Flenley, J. 1992. *Easter Island Earth Island*. London: Thames and Hudson. INST ARCH DBB BAH.
- Hamilton, S. 2013. 'Rapa Nui (Easter Island)'s Stone Worlds', *Archaeology International* 2013-2014: 1-14, DOI: <http://dx.doi.org/10.5334/ai.1613>
- Hamilton, S., M. Seager Thomas and R. Whitehouse 2011. 'Say it with stone: constructing with stones on Easter Island', *World Archaeology* 43 (2): 167-190. INST ARCH PERS and electronic resource.
- Hunt, T. 2007. 'Rethinking Easter Island's ecological catastrophe', *Journal of Archaeological Science* 34: 485-502. INST ARCH PERS and electronic resource.
- Lipo, C. and Hunt, T. 2005. 'Mapping prehistoric statue roads on Easter Island', *Antiquity* 79: 158-168. INST ARCH PERS and electronic resource.
- Van Tilburg, J. 1995. *Easter Island: Archaeology, Ecology and Culture*. London: British Museum Press. INST ARCH DDB VAN.

Essay Titles 2019

(choose 1 or 2 as relevant to the requirements of your module)

1. Is trade the primary motivating force behind the creation of cities, or are there other causal factors? Consider with reference to at least two archaeological cases.
2. Compare and contrast the changing Imperial organization of Rome with one of the following: Shang, Qin, or Han China.
3. Consider the role played by belief systems (religion) in the origins and structure of at least two complex societies studied this term. In what ways did ideology influence their organization, survival and/or collapse?
4. Discuss and evaluate how long-range commerce was transformed in the first millennium AD by EITHER of the following (i) new forms of transport technology, OR (ii) changing cultures of consumption? Illustrate with at least two case studies.
5. What unique perspectives might archaeology bring to early cross-cultural encounters of Europeans in the Americas, Africa and/or Asia. Consider with reference to at least two cases from across this course's lectures.

APPENDIX A: POLICIES AND PROCEDURES 2018-19 (PLEASE READ CAREFULLY)

This appendix provides a short précis of policies and procedures relating to modules. 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/module/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 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 Module 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 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 Module 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>*

RESOURCES

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

