

ARCL0010 INTRODUCTION TO ARCHAEOLOGY

2023 Term 1

Year 1 module 15 credits

Co-ordinator: Professor Andrew Reynolds  
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Room 205 - office hours 1-2pm Tuesdays

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**IMPORTANT INFORMATION REGARDING ASSESSMENTS:**

The **coursework coversheet** is available on the course Moodle pages and here: <https://www.ucl.ac.uk/archaeology/current-students> under “Policies, Forms and Guidelines”.

Please enter **your five-digit candidate code on the coversheet and in the subject line** when you upload your work in Moodle.

Please use **your five-digit candidate code as the name of the file** you submit.

Please refer to <https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/13-information-assessment>

<https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide/referencing-effectively-and-ioa-guidelines>

<https://www.ucl.ac.uk/students/exams-and-assessments/academic-integrity>

<https://www.ucl.ac.uk/teaching-learning/generative-ai-hub/using-ai-tools-assessment-AIGuidance>

<https://library-guides.ucl.ac.uk/referencing-plagiarism/acknowledging-AI>

for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission, over-length work, the use of text generation software (AI) and academic misconduct.

## 1. MODULE OVERVIEW

### Module description

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

### Module Aims

The principal aim of the module is to provide an overview of the emergence of archaeology as a discipline, including the methods and techniques employed and the contemporary relevance of the study of the human past. The course is aimed at those new to archaeology and thus will be suitable to students from all backgrounds, not just those taking degrees in archaeology. Students taking the course will be furnished with knowledge of the development of scholarly traditions related to the understanding of humanity. They will learn how to assemble narratives about human behaviour and cultural developments using disparate source materials in ways that are widely applicable in geographical and chronological terms. Overall, students will be able to understand contemporary frameworks for the emergence of humanity in a critical way.

### Learning Outcomes

Skills which will be used and developed during the course of study include observation and critical reflection and the application of acquired knowledge to complex problems and debates.

### Methods of Assessment

One essay of 1000 words (33% of total mark) and one essay of 2000 words (67% of total mark)

### Communications

- **Moodle is the main hub** for this course.
- Important information will be posted by staff in the **Announcements section of the Moodle page** and you will automatically receive an email notification for these.
- Please post any general queries relating to module content, assessments and administration by email to the Course Co-ordinator.
  - For personal queries, please contact the Course Co-co-ordinator or the Post-Graduate Teaching Assistant by email.

### Week-by-week summary

WEEK		TOPIC	LECTURERS
1	3 October	Archaeology as social science: an introductory overview	AR

2	10 October	Emerging concepts of time and human history: the past in the past and the establishment of antiquity and antiquarianism	US
3	17 October	Archaeology of the Dead	MPP
4	24 October	The development of fieldwork and excavation	KL
5	31 October	From nano-archaeology to world systems: issues of scale	ML
6	6-10 November	READING WEEK	
7	14 November	Scientific approaches to archaeology	PQ & RS
8	21 November	Explaining archaeology: why did it happen	AR
9	28 November	A: The buying and selling of artefacts: the Antiquities Trade Letting go: B: Repatriation and Restitution of Museum Collections	SA & JZS
10	5 December	The contemporary relevance of the past: archaeology, politics and society	GM
11	12 December	Course review and Q&A session	AR

### Lecturers (or other contributors)

Summer Austin (SA), Dr Scott Chaussee (SC), Professor Mark Lake (ML), Dr Kris Lockyear (KL), Dr Gabriel Moshenska (GM), Professor Mike Parker Pearson (MPP), Dr Patrick Quinn (PQ), Professor Andrew Reynolds (AR), Dr Gabriel Moshenska (GM), Wiktorija Sagan (WS), Dr Ulrike Sommer (US), Dr Rhiannon Stevens (RS), Johanna Zetterstrom-Sharp (JZS)

### Weekly Module Plan

The module is taught through lectures and seminar discussions. Students will be required to undertake set readings. Lectures will be held on **Tuesdays 9-11am in Room G08, Roberts Building**. Students will be required to undertake set readings in advance of sessions to make the very most of lectures.

In addition to the lectures, **five group seminars** dealing with key aspects of archaeology will be led by the Course Co-ordinator, Professor Andrew Reynolds and the Post-Graduate Teaching Assistant, Wiktorija Sagan (see the last two pages of this handbook for details).

Seminars will take place every other week (5 October, 19 October, 2 November, 23 November, 7 December) at either 2pm, 3pm, 4pm or 5pm on Thursdays in Room 410: **please check Moodle to see what time your particular seminar group is scheduled to meet.**

### Workload

This is a 15-credit module which equates to 150 hours of learning time including session preparation, background reading, and researching and writing your assignments. With that in mind you should expect to organise your time in roughly this way:

20 hours	Staff-led teaching sessions (lectures and seminars)
60 hours	Self-guided session preparation (reading, listening, note-taking and online activities), about 6 hours a week
15 hours	Seminars and associated reading

15 hours	Reading for, and writing, Essay 1
40 hours	Reading for, and writing, Essay 2

## 2. ASSESSMENT

Each assignment and possible approaches to it will be discussed in class, in advance of the submission deadline. If students are unclear about the nature of an assignment, they should discuss this with the module co-ordinator in advance (via office hours or by email). You will receive feedback on your written coursework via Moodle, and have the opportunity to discuss your marks and feedback with the co-ordinator in their office hours.

**PLEASE NOTE:** The use of software to generate content is not allowed for either assessment for this course and will be penalised; the use of software for language and writing review and improvement is permitted, and the software and the way it has been used must be indicated in the relevant boxes on the coursework coversheet. UCL defines language and writing review as checking "areas of academic writing such as structure, fluency, presentation, grammar, spelling, punctuation, and language translation

For more details see the 'Assessment' section on Moodle. The coursework coversheet is available on the course Moodle pages and here: <https://www.ucl.ac.uk/archaeology/current-students> under "Policies, Forms and Guidelines".

Please make sure you enter your five-digit candidate code on the coversheet and in the subject line when you upload your work in Moodle.

Please use your five-digit candidate code as the name of the file you submit.

The [IoA marking criteria](#) can be found in the IoA Student Handbook (Section 13: Information on assessment). The [IoA Study Skills Guide](#) provides useful guidance on writing different types of assignment.

Please note that **late submission, exceeding the maximum word count and academic misconduct (unacknowledged use of text generation software and plagiarism)** will be penalized and can significantly reduce the mark awarded for the assignment and/or overall module result. Please do consult:

- <https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/13-information-assessment> with sections 13.7–13.8: coursework submission, 13.10: word count, 13.12–14: academic integrity
- <https://www.ucl.ac.uk/students/exams-and-assessments/academic-integrity> for UCL's guidance on academic integrity
- <https://www.ucl.ac.uk/teaching-learning/generative-ai-hub/using-ai-tools-assessment> <https://library-guides.ucl.ac.uk/referencing-plagiarism/acknowledging-AI> for UCL's guidance on how to acknowledge the use of text generation software.

### Assessment 1 (Essay 1) DEADLINE 13 November 2023

Choosing one example from the two options given below, provide a critical account in 1000 words of the archaeological basis for one of the reconstruction drawings found in these publications. You should pay particular attention to: a) the evidential basis for aspects of the

reconstruction; b) elements that you feel are questionable; c) evidence recovered from the excavation that are missing from the reconstruction. With regard to the structure of your assessment, you need only provide a very brief introduction to the site in question (i.e. a paragraph) and use the majority of your text to address the critical issues noted above. Overall, did you find the reconstruction useful/instructive/fanciful?

### **Examples (to be found in the online reading list for this course – see below)**

Greig, J. 1981 'The Investigation of a Medieval Barrel-latrine from Worcester', *Journal of Archaeological Science* 8, 265-282 [INST ARCH PERS]

Margetts, A. 2018 *Wealdbæra: Excavations at Wickhurst Green, Broadbridge Heath and the Landscape of the West Central Weald*. Portslade: Spoilheap Publications [INST ARCH ISSUE DESK IOA MAR]

### **Assessment 2 (Essay 2) DEADLINE 15 January 2024**

The second assessment for this course takes the form of an essay, which should be structured as follows: a) a brief introduction (a couple of paragraphs) which outlines how you understand the question; b) the examples/case studies that you will use to illustrate your answer (no more than three); c) critical discussion and conclusions (what are your thoughts about the question in relation to the case studies you have chosen). You will find it useful to use sub-headings to help you – and your reader – through the material. Given that archaeology is highly tactile/visual subject, you are strongly encouraged to use illustrations taken from archaeological reports and papers (including full acknowledgement to the original source) to support particular points.

Please choose one question from the list below:

**QUESTION 1: With reference to two specific techniques, how do archaeologists discover archaeological sites? What are the advantages and disadvantages of the techniques you have chosen to discuss?**

#### **Essential reading**

Carver, M. O. H. 2009 *Archaeological Investigation*. London: Routledge (Chapter 4)[ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]

Clark, A. 1996 *Seeing beneath the Soil*. London: Routledge [INST ARCH AL 13 CLA]

Greene, K. 2002 *Archaeology: An Introduction*. London: Routledge (a useful basic introduction to the subject)[INST ARCH AL GRE]

Renfrew, C. and Bahn, P. 2008 (5th edition) *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (Chapter 3)[ISSUE DESK IOA REN 2; INST ARCH AH REN]

Riley, D.N. and Bewley, R. 1996 *Aerial Archaeology in Britain*. Princes Risborough: Shire [INST ARCH AL 21 RIL]

#### **Further reading**

Thousands of case studies can be found in the extensive regional and period specific journals held in the Institute's library, many of which are available online. You are strongly

encouraged to browse widely to gain a feel for the range and nature of archaeological investigations to inform your essays.

For methodological case studies, see the journal *Archaeological Prospection*, the *Journal of Field Archaeology* and the *Journal of Archaeological Method and Theory* [INST ARCH PERS]

Gafney, V. and Gater, J. 2003 *Revealing the buried past: geophysics for archaeologists*.

Stroud: Tempus [ISSUE DESK IOA GAF 2]

Parcak, S. 2009. *Satellite Remote Sensing for Archaeology*. New York: Routledge. [INST ARCH AL 12 PAR]

Scollar, I., Tabbagh, A., Hesse, A. and Herzog, I. (eds) 1990 *Remote Sensing in Archaeology*. Cambridge: Cambridge University Press [INST ARCH AJ SCO]

Tabor, R. and Johnson, P. 2000 Sigwells, Somerset, England: regional application and interpretation of geophysical survey, *Antiquity* 74, 319-325 [INST ARCH PERS](online reading)

See also the work of the Landscape Research Centre in Yorkshire:

<http://thelrc.wordpress.com/>

**QUESTION 2: With reference to two excavations, describe how the sites you have chosen are dated and consider the reliability of the methods used for dating. What are the benefits and limitations of the methods applied?**

### **Essential reading**

Carver, M. O. H. 2009 *Archaeological investigation*. London: Routledge (Chapter 11)[ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]

Greene, K. 2002 *Archaeology: An Introduction*. London: Routledge (a useful basic introduction to the subject)[INST ARCH AL GRE]

Renfrew, C. and Bahn, P. 2008 (5th edition) *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (Chapter 4)[ISSUE DESK IOA REN 2; INST ARCH AH REN]

### **Further reading and how to choose your case studies**

Thousands of case studies can be found in the extensive regional and period specific journals held in the Institute's library, many of which are available online. You are strongly encouraged to browse widely to gain a feel for the range and nature of archaeological investigations to inform your essays. You should choose your own case studies for this essay – please consult with the Course Co-ordinator or the Post-Graduate Teaching Assistant if you require assistance choosing your examples.

More detailed treatments of particular dating methods can be found in:

Aitken, M.J. 1990 *Science-based dating in archaeology*. London and New York: Longman [ISSUE DESK IOA AIT; INST ARCH AJ 10 AIT]

Bowman, S. 1990 *Radiocarbon dating*. London: British Museum [INST ARCH AJ 10 BOW]

Casey, J. and Reece, R. (eds) 1988 *Coins and the archaeologist* (2ND edition). London: Seaby [ISSUE DESK IOA CAS; INST ARCH KM CAS]

Ramsey, Christopher. 2009. Bayesian analysis of radiocarbon dates. *Radiocarbon* 51(1): 337-360. [INST ARCH PERS]

Roskams, S. 2001 *Excavation*. Cambridge: Cambridge University Press (Chapters 9 and 13)[ISSUE DESK IOA ROS 1; INST ARCH AL 11 ROS]

Wintle, A.G 1996 'Archaeologically relevant dating techniques for the next century', *Journal of Archaeological Science* 23, 123-138 (online reading)

### **QUESTION 3: Compare and contrast the preservation of archaeological remains in wet and dry sites.**

#### **Essential reading**

Greene, K. 2002 *Archaeology: An Introduction*. London: Routledge (a useful basic introduction to the subject)[INST ARCH AL GRE]

Renfrew, C. and Bahn, P. 2008 (5th edition) *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (Chapter 2, pages 57-72)[ISSUE DESK IOA REN 2; INST ARCH AH REN]

#### **Further reading**

Thousands of case studies can be found in the extensive regional and period specific journals held in the Institute's library, many of which are available online. You are strongly encouraged to browse widely to gain a feel for the range and nature of archaeological investigations to inform your essays.

See also, *The International Journal of Nautical Archaeology and Underwater Exploration* [INST ARCH PERS] and the *Journal of Field Archaeology* (online reading)

A series of useful case studies can be found in:

Brothwell, D. 1987 *The bog man and the archaeology of people*. New Haven: Harvard University Press [INST ARCH DAA 410 C.5 BRO]

Carver, M. O. H. 2009 *Archaeological Investigation*. London: Routledge (Chapter 7)[ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]

Pulak, Cemal. 1998. *The Uluburun shipwreck: An Overview*. *The International Journal of Nautical Archaeology* 27(3): 188-224 [INST ARCH PERS]

Vanzetti, A., Vidale, M., Gallinaro, M., Frayer, D. W. and Bondioli, L. 2010 'The Ice Man as a burial', *Antiquity* 84, 681-92 [INST ARCH Pers; online reading]

A detailed discussion:

Schiffer, M. 1996 *Formation Processes of the Archaeological Record*. Salt Lake City: University of Utah Press [ISSUE DESK IOA SCH 6]

### **3. RESOURCES AND PREPARATION FOR CLASS**

#### **Preparation for class**

You are expected to read the **Essential Readings as well completing any online activities on Moodle** each week. Completing the readings is essential for your effective participation in the activities and discussions that take place, and it will greatly enhance your understanding of the material covered. **Further readings are provided via the Online Reading List** for you to get a sense of the range of current work on a given topic and for you to draw upon for your assessments. The online reading list is accessible through the Moodle page of the module, or directly here: <https://rl.talis.com/3/ucl/lists/B608FA30-1FD0-702A-E395-733EEFDC35F2.html?lang=en#C925C0EB-D583-52FE-277E-0DF0D175E727>

#### **Recommended basic texts and online resources**

Carver, M. O. H. 2009 *Archaeological investigation*. London: Routledge (a comprehensive guide to how archaeologists conduct excavation and fieldwork)[ISSUE DESK IOA CAR 6; INST ARCH AL 10 CAR]

Greene, K. 2002 *Archaeology: An Introduction*. London: Routledge (a useful basic introduction to the subject)[INST ARCH AL GRE]

Johnson, M. H. 1999 (2nd edition 2010) *Archaeological Theory: An Introduction*. Oxford: Blackwell (a clear and concise overview of archaeological theory)[ISSUE DESK IOA JOH 5; INST ARCH AH JOH]

Renfrew, C. and Bahn, P. 2008 (5th edition) *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (the primary source of reference for students new to archaeology)[ISSUE DESK IOA REN 2; INST ARCH AH REN]

Scarre, C. 2005 (3rd edition 2013) *The Human Past: World Prehistory and the Development of Human Societies*. London: Thames and Hudson (a selection of detailed overviews of the major developments in human history)[ISSUE DESK IOA SCA 4; INST ARCH BC 100 SCA]

Trigger, B. 1989 (2nd edition 2006) *A History of Archaeological Thought*. Cambridge: 3 Cambridge University Press (a detailed overview of intellectual traditions in archaeology)[ISSUE DESK IOA TRI 2; INST ARCH AG TRI]

#### 4. SYLLABUS

##### 1. Archaeology as social science: an introductory overview – Andrew Reynolds

This session introduces the range and content of the course. Archaeology as a subject will be considered from first principles.

##### Essential reading

Renfrew, C. and Bahn, P. 2008 *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (Chapter 1)[ISSUE DEK IOA REN 2; INST ARCH AH REN]

##### Further reading

Bahn, P. 1996 *Cambridge Illustrated History of Archaeology*. Cambridge: Cambridge University Press [INST ARCH AG BAH]

Barker, G. (ed.) 1999 *Companion Encyclopaedia of Archaeology*. London: Routledge [INST ARCH AH BAR]

Bintliff, J. (ed.) 2004 *A Companion to Archaeology*. Oxford: Blackwell [INST ARCH AG BIN]

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

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

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



- Collis, J. 2004 *Digging Up the Past: An Introduction to Archaeological Excavation*. London: Sutton [ISSUE DESK IOA COL 8; INST ARCH AL 11 COL]
- Deetz, J. 1996 *In Small Things Forgotten: The Archaeology of Early American Life*. New York: Anchor [INST ARCH DED 100 DEE]
- Drewett, P. 1999 *Field Archaeology: An Introduction*. London: Routledge [ISSUE DESK IOA DRE 2; INST ARCH AL 10 DRE]
- Gamble, C. 2004 *Archaeology: The Basics*. London: Routledge [INST ARCH AG GAM]
- Gosden, C. 1999 *Anthropology and Archaeology: a changing relationship*. London: Routledge [INST ARCH BD GOS]
- Greene, K. 2010 *Archaeology: An Introduction*. London: Routledge [INST ARCH AL GRE; ONLINE READING]
- Hodder, I. and Hutson, S. 2003 *Reading the Past: Current Approaches to Interpretation in Archaeology*. Cambridge: Cambridge University Press [INST ARCH AH HOD; ANTHROPOLOGY C 9 HOD; ONLINE READING]
- Johnson, M. H. 2010 *Archaeological Theory: An Introduction*. Chichester: Wiley-Blackwell [ISSUE DESK IOA JOH 5; INST ARCH AH JOH]
- Klein, R. 1999 *The Human Career*. Chicago: University of Chicago Press [INST ARCH AL GRE; ONLINE READING]
- Lucas, G. 2001 *Critical Approaches to Fieldwork: Contemporary and Historical & Archaeological Practice*. London: Routledge [ISSUE DESK IOA LUC; INST ARCH AH LUC]
- Pearce, Susan M. (ed.) 1994 *Interpreting Objects and Collections*. London: Routledge [ISSUE DESK IOA PEA 3; INST ARCH MB 3 PEA; ANTHROPOLOGY C 9 PEA; ONLINE READING]
- Petrie, W. M. F. 1904 *Methods and Aims in Archaeology*. London: Macmillan & Co. Ltd [INST ARCH AL 14 PET; STORE 99-0239]
- Renfrew, C. and Bahn, P. 2005 *Archaeology: The Key Concepts*. London: Routledge [INST ARCH AG REN; ONLINE READING]
- Scarre, C. 2005 *The Human Past: World Prehistory and the Development of Human Societies*. London: Thames and Hudson [ISSUE DESK IOA SCA 4; INST ARCH BC 100 SCA]
- Schnapp, A. 1996 *The Discovery of the Past*. London: British Museum [INST ARCH AG SCH]
- Sloan, K. and Burnett A. 2003 *Enlightenment: Discovering the World in the Eighteenth Century*. London: British Museum [ISSUE DESK IOA SLO 1; INST ARCH MA 42.1 Qto SLO]

Smail, D. L. 2008 *On deep history and the brain*. Berkeley, London: University of California Press [HISTORY 6 a SMA]

Stocking, G. 1985 *Objects and Others*. Madison: University of Wisconsin Press [INST ARCH MG 3 STO; ANTHROPOLOGY D 9 STO]

Trigger, B. 1990 *A History of Archaeological Thought*. Cambridge: Cambridge University Press [ISSUE DESK IOA TRI 2; INST ARCH AG TRI]

## **2. Emerging concepts of time and human history: the past in the past and the establishment of antiquity and antiquarianism – Ulrike Sommer**

Even in prehistory, humans have shown interest in and collected older remains. For example, a Bronze Age pin was found in a Merovingian grave; Palaeolithic handaxes in a Roman fort and Assyrian emperors collected the writings of their predecessors; Chinese antiquarians developed systems of cataloguing bronze vessels from the 6<sup>th</sup> century AD onwards. However, ancient objects were not always interpreted as human handiwork; the Ancient Greeks venerated the bones of extinct animals as the remains of heroes; and in 16<sup>th</sup> century England, stone arrowheads were seen as fairy-bolts, the cause, among other things, of lumbago. The beginning of archaeology as an independent scholarly discipline is usually connected with nationalism and the search for national ancestors, and it only became possible when doubts arose about the timing of world events according to biblical chronology from the middle of the 19<sup>th</sup> century onwards. This lecture will present a very short overview of the history of our discipline and look at the key concepts of time, artefacts and people.

### **Essential Reading**

Renfrew, C. and Bahn, P. 2008 *Archaeology: Theories Methods and Practice*. London: Thames & Hudson (Chapter 1: The Searchers: the history of archaeology) [INST ARCH AH REN]

Trigger, B. 1978. *Time and traditions: essays in archaeological interpretation*. Edinburgh: Edinburgh University Press. Chapter "Archaeology and the idea of progress", 54-74 [AH TRI, ISSUE DESK IOA TRI 3]

### **Further Reading**

Andreu-Díaz, M. 2007. *A world history of nineteenth-century archaeology: nationalism, colonialism and the past*. Oxford, Oxford University Press [INST ARCH AG DIA, ISSUE DESK IOA DIA 3] [detailed overview]

Bahn, P. G. (ed.) 1996. *The Cambridge Illustrated History of Archaeology*. Cambridge: Cambridge University Press [INST ARCH AG BAH]

Schnapp, A. 1996. *The Discovery of the Past: The Origins of Archaeology*. London: British Museum Press [INST ARCH AG SCH]  
*[Bahn and Schnapp are two nicely illustrated books, well worth leafing through]*

Bradley, R. 2002. *The past in prehistoric societies*. London, Routledge [INST ARCH DA 100 BRA]

Gräslund, B. 1987. *The Birth of Prehistoric Chronology: Dating Methods and Dating Systems in Nineteenth-Century Scandinavian Archaeology*. Cambridge: Cambridge University Press [INST ARCH DAN 100 GRUA [Detailed account of development in Scandinavia]

Holtorf, C. 2000-2007. *Monumental Past: The Life-histories of Megalithic Monuments in Mecklenburg-Vorpommern (Germany)*. Electronic monograph. University of Toronto: Centre for Instructional Technology Development  
<https://tspace.library.utoronto.ca/citd/holtorf/0.1.html>

Mayor, A. 2000. The 'Monster of Troy' Vase: The earliest artistic record of a vertebrate fossil discovery? *Oxford Journal of Archaeology* 19/1, 57-63 [INST ARCH IoA PERS] and online journals [on Greek heroes and fossils]

Rowley-Conwy, P. 2007. *Genesis to prehistory: the archaeological Three Age System and its contested reception in Denmark, Britain, and Ireland*. Oxford, Oxford University Press [INST ARCH AF ROW] (and online)

Schlanger, N. and Nordbladh, J. (eds) 2008 *Archives, Ancestors, Practices: Archaeology in the Light of its History*. Oxford: Berghahn [INST ARCH AG SCH]

Schnapp, A. 2002. Between antiquarians and archaeologists - continuities and ruptures. *Antiquity* 76, 134-140 (INST ARCH PERS and online)

Sommer, U. 2017. The Appropriation or the Destruction of Memory? Bell Beaker 'Re-Use' of Older Sites. In: Hofmann, K., Bernbeck, R. and Sommer, U. (eds.) *Between Memory Sites and Memory Networks, New Archaeological and Historical Perspectives*. Berlin, Edition Topoi, 33-70. <https://edition-topoi.org/articles/details/the-appropriation-or-the-destruction-of-memory-bell-beaker-re-use-of-older->

### **3. The archaeology of the dead - Mike Parker Pearson**

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

#### **Essential reading**

Chamberlain A. T. and Parker Pearson, M. 2001 *Earthly Remains: the history and science of preserved human bodies* (especially chapter 2). London: British Museum Press [INST ARCH JF CHA]

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

Vanzetti, A., Vidale, M., Gallinaro, M., Frayer, D. W. and Bondioli, L. 2010 'The Ice Man as a burial', *Antiquity* 84: 681-92 [INST ARCH Pers; ONLINE READING]

#### **Further reading**

Bahn, P. G. (ed.) 1996 *Tombs, Graves and Mummies* (any chapters). London: Weidenfeld & Nicolson [INST ARCH AG BAH]

Duday, H. 2009 *The Archaeology of the Dead: lectures in archaeoethanatology* (especially chapter 9). Oxford: Oxbow [INST ARCH JF DUD]

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

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

#### **Essential reading**

Greene, K. and Moore, T. 2002 *Archaeology: An Introduction*. London: Routledge (Sections 1.1 to 1.3 and 3.1)[INST ARCH AL GRE]

Lucas, G. 2001 *Critical approaches to fieldwork: contemporary and historical archaeological practice*. London: Routledge (Chapter 1)[INST ARCH AH LUC]

#### **Further reading**

Andrews, G., 1991. *Management of Archaeological Projects (MAP 2)*. London: English Heritage [INST ARCH DAA 100 ENS]

Barker, P. A. 1993. *Techniques of Archaeological Excavation (chapter 2)*. London: Batsford (3rd edition) [ISSUE DESK INST ARCH AL BAR; INST ARCH AL BAR]

Bowden, M. 1991 *Pitt Rivers*. Cambridge: Cambridge University Press (Especially chapter 7)[INST ARCH AG 10 PIT]

Daniel, G. 1975 *A Hundred and Fifty Years of Archaeology*. London: Duckworth [ISSUE DESK IOA DAN 2; INST ARCH STORE AG DAN]

Drewett, P. 1999 *Field Archaeology: an introduction*. London: UCL Press (Chapter 1)[INST ARCH AL 10 DRE; ISSUE DESK IOA DRE 2]

Fowler, P. J. 1977 *Approaches to Archaeology*. London: A & C Black [INST ARCH AH FOW]

Hope-Taylor, B. 1977. *Yeavinger. An Anglo-British centre of early Northumbria*. London: HMSO [INST ARCH DAA 410 N.7 HOP] (An example of an early large scale area excavation.)

Kenyon, K. M. 1952 *Beginning in Archaeology*. London: Phoenix House [INST ARCH AH KEN]

Schofield, J. 2011 *Great excavations: shaping the archaeological profession*. Oxford [INST ARCH AG SCH]

Woolley, Sir L. 1953 *Spadework. Adventures in Archaeology*. London: Lutterworth Press [390 AG 10 WOO]

Wheeler, R. E. M. 1954. *Archaeology from the Earth*. Oxford University Press, Oxford. (Especially chapter 2) [INST ARCH AL WHE]

### **5.From nano-archaeology to world systems: issues of scale – Mark Lake**

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

#### **Essential**

Bevan, A. & J. Conolly. 2006. Multiscalar approaches to Settlement pattern analysis, in G. Lock & B.L. Molyneaux (ed.) *Confronting Scale in Archaeology*: 217–34. Springer US. (online reading)

Freestone, I.C. 2023. The archaeometry of glass, in A.M. Pollard, R.A. Armitage & C.A. Makarewicz (ed.) *Handbook of Archaeological Sciences*, 1st ed.: 885–910. Wiley. (online reading)

Graham, E., R.M.S. Turner, J. Crowther, J. Stegemann, M. Arroyo-Kalin, L. Duncan, R. Whittet, C. Rosique & P. Austin. 2015. The Marco Gonzalez Maya site, Ambergris Caye, Belize: Assessing the impact of human activities by examining diachronic processes at the local scale. *Quaternary International*. (online reading)

Warburton, D. 2011. What might the Bronze Age world-system look like?, in T.C. Wilkinson, S. Sherratt & J. Bennet (ed.) *Interweaving Worlds: Systemic Interactions in Eurasia, 7th to the 1st Millennia BC*: 120–134. Oxbow Books. (online reading)

#### **Further reading**

Bailey, G. N. 1983 ‘Concepts of time in Quaternary prehistory’, *Annual Review of Anthropology* 12, 165–192 (online reading)

Dunnell, R. C. and Dancey, W. S. 1983 'The siteless survey: A regional scale data collection strategy', *Advances in Archaeological Method and Theory* 6, 267-287 [INST ARCH PERS]  
Lock, G. and Molyneaux, B. (eds), *Confronting Scale in Archaeology: Issues of Theory and Practice*, New York: Springer [INST ARCH AH LOC](online reading)

Tite, M. S., Freestone, I. C., Meeks, N. D. and Bimson, M. 1982 'The use of scanning electron microscopy in the technological examination of ancient ceramics', in A. D. Franklin and J. Olin (eds.), *Ceramics as Archaeological Material*, 109-120. Washington: Smithsonian Institution Press [ISSUE DESK IOA OLI]

Wilkinson, T.C., S. Sherratt & J. Bennet (ed.). 2011. *Interweaving Worlds: Systemic Interactions in Eurasia, 7th to the 1st Millennia BC*. Oxbow Books.(online reading)

### **7a Scientific analysis of inorganic artefacts - Pat Quinn**

This lecture will demonstrate how a wide range of techniques from several branches of science can be used to characterise ancient inorganic artefacts and decipher their hidden cultural meanings. Particular emphasis will be given to the analysis of archaeological pottery and other ceramics via chemical, mineralogical and molecular techniques, referring to case studies from the Institute of Archaeology.

#### **Recommended reading**

Borgers, B., Quinn, P. S., Degryse, P., De Bie, M. and Welkenhuysen, K. 2019. Roman Pottery Production in Civitas Tungrorum, Central Belgium, during the 1st-3rd Centuries AD. *Journal of Archaeological Science Reports*, 62: 267–284 [INST ARCH PERS]

Quinn, P. S. 2022. *Thin Section Petrography, Geochemistry and Scanning Electron Microscopy of Archaeological Ceramics*. Archaeopress, Oxford. Chapter 1 (online reading)

Quinn, P. S., Ying, Y., Xia, Y., Li, X., Ma, S., Zhang, S. and Wilke, D. 2020. Geochemical Evidence for the Manufacture, Logistics and Supply-Chain Management of Emperor Qin Shihuang's Terracotta Army, China. *Archaeometry*. (<https://doi.org/10.1111/arcm.12613>)[INST ARCH PERS]

Quinn, P. S., Zhang, S., Yin, X. and Li, X. 2017. Building the Terracotta Army: Ceramic Craft Technology and Organisation of Production at Qin Shihuang's Mausoleum Complex, China. *Antiquity*, 91: 966-979 [INST ARCH PERS]

Quinn, P. S. and Burton, M. 2015. Ceramic Distribution, Migration and Cultural Interaction Among Late Prehistoric (ca. 1300–200 B.P.) Hunter-Gatherers in the San Diego Region, Southern California. *Journal of Archaeological Science Reports*, 5: 285-295 [INST ARCH PERS]

Travé Allepuz, E. T., Quinn, P. S. and López Pérez, M. D. 2016. To the Vicinity and Beyond! Production, Distribution and Trade of Cooking Greywares in Medieval Catalonia, Spain. *Archaeological and Anthropological Sciences*, 6: 397-410 [INST ARCH PERS]

## 7b Genetics and isotopes - Rhiannon Stevens

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

### Essential reading

Gerbault, P., Liebert, A., Itan, Y., Powell, A., Currat, M., Burger, J., Swallow, D. M. and Thomas, M. G. 2011 'Evolution of lactase persistence: an example of human niche construction', *Philos Trans R Soc Lond B Biol Sci* 366:863-877 (online reading)

Burger, J., Kirchner, M., Bramanti, B., Haak, W. and Thomas, M. G. 2007 'Absence of the lactase-persistence-associated allele in early Neolithic Europeans', *Proc Natl Acad Sci U S A* 104:3736-3741 (online reading)

Itan, Y., Powell, A., Beaumont, M. A., Burger, J. and Thomas, M. G. 2009 'The origins of lactase persistence in Europe', *PLoS Comput Biol* 5:e1000491 (online reading)

Itan, Y., Jones, B. L., Ingram, C. J., Swallow, D. M. and Thomas, M. G. 2010 'A worldwide correlation of lactase persistence phenotype and genotypes' *BMC Evol Biol* 10:36. (online reading)

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

## 8. Explaining archaeology: why did it happen? Andrew Reynolds

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

### Essential reading

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

Johnson, M.H. 2014. What is theory for? In A. Gardner, M. Lake and U. Sommer (eds) *The Oxford Handbook of Archaeological Theory*. Oxford: Oxford University Press. [<www>].

Renfrew, C. and Bahn, P. 2020. *Archaeology: Theories, Methods and Practice* (chapter 12). London: Thames & Hudson (8th edition) [INST ARCH AH REN; ISSUE DESK IOA REN 2;

<www>].

### **Further reading**

Greene, K. and Moore, T. 2010. *Archaeology: an Introduction* (chapter 6). London: Routledge (5th edition) [INST ARCH AL GRE]

Harris, O.J.T. and Cipolla, C.N. 2017. *Archaeological Theory in the New Millennium: introducing current perspectives*. London: Routledge. [INST ARCH AH HAR]

Hodder, I. 2012. Introduction: contemporary theoretical debate in archaeology. In I. Hodder (ed.), *Archaeological Theory Today*, 1-13. Cambridge: Polity (2nd edition) [INST ARCH AH HOD; ISSUE DESK IOA HOD 18]

Hodder, I. and Hutson, S. 2003. *Reading the Past*. Cambridge: C.U.P. (3rd edition) [INST ARCH AH HOD; ISSUE DESK IOA HOD 6]

Johnson, M. 2004. Archaeology and social theory. In J. Bintliff (ed.), *A Companion to Archaeology*, 92- 109. Oxford: Blackwell [INST ARCH AG BIN]

Johnson, M. 2009. The theoretical scene, 1960-2000. In B. Cunliffe, C. Gosden and R. Joyce (eds), *The Oxford Handbook of Archaeology*, 71-88. Oxford: Oxford University Press [INST ARCH AH CUN]

Johnson, M. 2020. *Archaeological Theory: An Introduction*. Hoboken: Wiley-Blackwell (3rd Edition). [IoA Issue Desk JOH 6 and AH JOH; <www>]

Marcus, J. 2008. The archaeological evidence for social evolution. *Annual Review of Anthropology* 37, 251- 266 [INST ARCH Pers]

McGuire, R. 2008. Marxism. In R. A. Bentley, H. D. G. Maschner and C. Chippindale (eds), *Handbook of Archaeological Theories*, 73-93. Walnut Creek: AltaMira Press [INST ARCH AG BEN]

### **9a. The buying and selling of artefacts: the Antiquities Trade - Summer Austin**

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

### **Essential reading**

Davis, T., & Mackenzie, S. (2014). "15 Crime and Conflict: Temple Looting in Cambodia". In *Cultural Property Crime*. Leiden, The Netherlands: Brill. [https://doi.org/10.1163/9789004280540\\_016](https://doi.org/10.1163/9789004280540_016)



Mackenzie, S. and Yates, D. 2016. 'What is Grey about the "Grey Market" in Antiquities', in Beckert, J. and Dewey, M. (eds), *The Architecture of Illegal Markets: Towards an Economic Sociology of Illegality in the Economy*. Oxford: Oxford University Press (online reading)

Yates, D. 2016. *The Global Traffic in Looted Cultural Objects*. In: Rafter, N. and Carribine, E. (eds), *The Oxford Encyclopedia of Crime, Media, and Popular Culture*. Oxford: Oxford University Press.

### **Further reading**

Brodie, N. et al. 2022. 'Why There is Still an Illicit Trade in Cultural Objects and What We Can Do About It', *Journal of Field Archaeology* 47(2), 117–130 [INST ARCH PERS]

Brodie N. J. and Tubb, K. W. (eds) 2002 *Illicit Antiquities: the theft of culture and the extinction of archaeology*. London: Routledge [ISSUE DESK IOA BRO 12; INST ARCH AG BRO]

Cuno, J. 2008 *Who Owns Antiquity? Museums and the Battle Over Our Ancient Heritage*. Princeton: Princeton University Trust [INST ARCH AG CUN; ANTHROPOLOGY D 9 CUN]

Felch, J. and Frammolino, R. 2011 *Chasing Aphrodite: The Hunt for Looted Antiquities at the World's Richest Museum*. Boston: Houghton Mifflin Harcourt [ON ORDER]

Mackenzie, S., Brodie, N., Yates, D. and Tsirogiannis, C. 2019. *Trafficking Culture. New directions in researching the global market in illicit antiquities*. London and New York: Routledge. [see chapter 1: the structure of the global market in illicit antiquities. Actors, drivers, mechanisms]

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

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

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

Yates, D. and N. Brodie 2023. 'The illicit trade in antiquities is not the world's third-largest illicit trade: a critical evaluation of a factoid', *Antiquity* 97, 991–1003 [INST ARCH PERS]

**Useful websites:** chasingaphrodite.com is a blog set up by investigative journalists who are interested in uncovering significant information that relates to the illicit trade in antiquities. David Gill's blog 'Looting Matters' contains much interesting information. Available at: <http://www.lootingmatters.blogspot.com/> SAFE (Saving Antiquities for Everyone) <http://www.savingantiquities.org/> 16 University of Glasgow's <http://traffickingculture.org/> website is concerned with research into the global traffic in looted cultural material and includes an encyclopaedia and news among other things.

## **9b. Repatriation and Restitution of Museum Collections – Johanna Zetterstrom-Sharp**

Repatriation has been a pressing issue for museums globally over last 5 decades, however public, professional and academic conversations around the return of cultural property have peaked over the last few years. This has been particularly acute for objects with provenance that is associated with forms of colonial duress, such as items looted from the palace compounds in Benin City during the British military incursion in 1897. In this session we will look at some of the ways in which repatriation is historically situated within professional practice, calls for post-colonial and social justice, and in academic work.

### **Essential**

Joy, C. 2020. Justice as Return, In Joy, C. (2020). *Heritage Justice (Elements in Critical Heritage Studies)*. Cambridge: Cambridge University Press. doi:10.1017/9781108900669

Royal BC Museum & Haida Gwaii Museum. 2019. *Indigenous Repatriation Handbook*. Royal British Columbia Museum

### **Further reading**

Sarr, B. and Savoy, F. 2018. *The Restitution of African Cultural Heritage. Toward a New Relational Ethics*:

[http://restitutionreport2018.com/sarr\\_savoy\\_en.pdf](http://restitutionreport2018.com/sarr_savoy_en.pdf)

Hicks, D. 2020. A Theory of Taking. In Hicks, D, *The British Museums: The Benin Bronzes, Colonial Violence and Cultural Restitution*. Pluto, 18-24.

Kwame Anthony Appiah, 2003 "Whose culture is it, anyway?" in *Cosmopolitanism*, M. H. Caviness, "Iconoclasm and Iconophobia: Four Historical Case Studies," *Diogenes* 50(3): 99–114

Savoy, B. 2022. *Africa's Struggle for Its Art: History of a Postcolonial Defeat*. Princeton NJ: Princeton University Press

Museum Ethnographers Group's Repatriation

Resource: <https://padlet.com/emmalmartin73/a-repatriation-resource-55eq3rdjdn7j>

Hatala-Matthes, E. 2018. 'Who Owns Up to the Past? Heritage and Historical Injustice', *Journal of the American Philosophical Association* 87–104

Shyllon, F. 2014. Repatriation of antiquities to sub-Saharan Africa: the agony and the ecstasy. *Art, Antiquity and Law*, 19, 121

## **10. The contemporary relevance of the past: archaeology, politics and economics - Gabe Moshenska**

Archaeology is not an abstract, 'ivory tower' subject. Our work is embedded in economic processes of land and infrastructure development, and in political processes of nation-building and identity construction. Throughout its history archaeology has been entangled in political and social struggles, including ethnic conflicts, imperialism, and genocides. The aim of this session is to give an overview of the uses and abuses of archaeology in the real world, and to begin to consider our professional and ethical responsibilities as archaeologists.

## Essential reading

Arnold B. 1990. 'The past as propaganda: totalitarian archaeology in Nazi Germany' *Antiquity* 64(244): 464–78 [INST ARCH PERS]

Burtenshaw, P. 2014 'Mind the gap: Cultural and economic values in archaeology', *Public Archaeology* 13(1-3), 48-58 [INST ARCH PERS]

Hamilakis, Y., 2003. 'Iraq, stewardship and 'the record': an ethical crisis for archaeology', *Public Archaeology* 3(2), 104-111 [INST ARCH PERS]

## 11. Module Review and Revision Class – Andrew Reynolds

NB: There are no specific readings relating to this session.

## SEMINAR 1 – Thursday 5 October (Wiktorija Sagan)

### Archaeology and the Anthropocene

In this seminar, we are going to focus on the place Archaeology holds within wider scientific debates such as our case study for this session: the Anthropocene. The Anthropocene is a topic of an ongoing academic and public debate over the past, present, and future human impacts on the planet and as such, it falls well within the academic remit of Archaeology. We are going to discuss the contributions that archaeologists have made and continue to make on this topic, basing our discussion on the assigned readings. Please come prepared with the essential reading completed.

### Essential reading

Ellis, E. et al. (2016) 'Involve social scientists in defining the Anthropocene', *Nature*, 540(7632), pp. 192–193. Available at: <https://doi.org/10.1038/540192a>

Ruddiman, W.F. et al. (2015) 'Defining the epoch we live in', *Science*, 348(6230), pp. 38–39. Available at: <https://doi.org/10.1126/science.aaa7297>

Boivin, N. and Crowther, A. (2021) 'Mobilizing the past to shape a better Anthropocene', *Nature Ecology & Evolution*, 5(3), pp. 273–284. Available at: <https://doi.org/10.1038/s41559-020-01361-4>

### Further reading

Waters, C.N. and Turner, S.D. 2022 'Defining the onset of the Anthropocene', *Science*, 378(6621), pp. 706–708. Available at: <https://doi.org/10.1126/science.ade2310>.

Lewis, S.L. and Maslin, M.A. 2015 'Defining the Anthropocene', *Nature*, 519(7542), pp. 171–180. Available at: <https://doi.org/10.1038/nature14258>.

Zhuang, Y. and Kidder, T.R. 2014 'Archaeology of the Anthropocene in the Yellow River region, China, 8000–2000 cal. BP', *The Holocene*, 24(11), pp. 1602–1623. Available at: <https://doi.org/10.1177/0959683614544058>.

Roberts, P., Hamilton, R. and Piperno, D.R. 2021 'Tropical forests as key sites of the "Anthropocene": Past and present perspectives', *Proceedings of the National Academy of Sciences*, 118(40), p. e2109243118. Available at: <https://doi.org/10.1073/pnas.2109243118>.

### **SEMINAR 2 – Thursday 19 October (Andrew Reynolds)**

For this seminar we will dive in at the deep end and handle various kinds of archaeological materials – including pottery, metalwork and animal bones – to think about what kinds of information archaeologists derive from the fragmentary remains of the past. We will consider how material culture can be used to construct narratives about human societies, touching upon topics ranging from human behaviour, technology, social organisation and social complexity. There are no specific readings relating to this seminar, but you are expected to have delved into an archaeological publication of your choice – there are literally tens of thousands of these in the Institute's library – to see how objects have been used to reconstruct the human past.

### **SEMINAR 3 – Thursday 2 November (Wiktoria Sagan)**

#### **Survey methods**

Archaeological survey techniques have always been necessary for prospecting archaeological sites. Modern non-destructive techniques are not only important points of reference for planning archaeological research or rescue operations, but can also be robust research tools in their own right. This is true especially when archaeological fieldwork is impeded either financially or otherwise. In this seminar, we will explore popular survey techniques, such as aerial photography, LiDAR, geophysical survey, etc. Based on case studies, we will explore practical applications of these methods, their contribution to archaeological research, and discuss broader implications of employing these techniques. For this seminar, you will work in groups and each group will be assigned one specific case study. You should also familiarize yourself with the basics of survey methodology which can be found in Renfrew and Bahn.

#### **Essential reading**

Renfrew, C. and Bahn, P. 2008 (5th edition) *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson (Chapter 3)[ISSUE DESK IOA REN 2; INST ARCH AH REN]

#### **Readings (assigned 1 per group)**

Iriarte, J. et al. 2020 'Geometry by Design: Contribution of Lidar to the Understanding of Settlement Patterns of the Mound Villages in SW Amazonia', *Journal of Computer Applications in Archaeology*, 3(1), pp. 151–169. Available at: <https://doi.org/10.5334/jcaa.45>

Shearn, I. and Heckenberger, M.J. 2020 'Participatory Mapping of Mid-Holocene Anthropogenic Landscapes in Guyana with Kite Aerial Photography', *Global Journal of Human-Social Science*, pp. 1–15. Available at: <https://doi.org/10.34257/GJHSSDVOL20IS4PG1>

Marciak, M. et al. 2023 'In Search of Ancient Pre-Roman Imperial Roads: A Case Study of the Application of Remote Sensing in Road Archaeology in the Southern Levant', *Remote Sensing*, 15(18), p. 4545. Available at: <https://doi.org/10.3390/rs15184545>

Verdonck, L. et al. 2020 'Ground-penetrating radar survey at Falerii Novi: a new approach to the study of Roman cities', *Antiquity*, 94(375), pp. 705–723. Available at: <https://doi.org/10.15184/aqy.2020.82>

Herrmann, J.T. and Hammer, E.L. 2019 'Archaeo-geophysical survey of Bronze and Iron Age fortress landscapes of the South Caucasus', *Journal of Archaeological Science: Reports*, 24, pp. 663–676. Available at: <https://doi.org/10.1016/j.jasrep.2019.02.019>.

#### **SEMINAR 4 – Thursday 23 November (Andrew Reynolds)**

##### ***Urbanism and Interdisciplinarity***

This seminar considers how and why different forms of settlement can inform archaeologists about social change and development. We will also discuss the relationship and tensions between archaeology and other social sciences in their different approaches to the study of past and present human behaviour. To prepare for this seminar you are expected to research one or two case studies of urban archaeological sites. Be prepared to discuss the (i) types of archaeological evidence potentially found at each site, (ii) possible excavation strategies for fieldwork in these locations and (iii) how the available archaeological evidence might correspond or clash with historical evidence relating to the same settlement. Would the exploration of the archaeology of nearby small or rural settlements involve similar considerations?

Childe, V. G., 1950. The Urban Revolution. *The Town Planning Review* 21, 3-19 (online reading)

Christoffersen, A., 2015. Performing towns. Steps towards an understanding of medieval urban communities as social practice. *Archaeological Dialogues* 22, 109-132 (online reading)

Historic England, 2010. *A Thematic Research Strategy for the urban historic environment*. <https://content.historicengland.org.uk/content/docs/research/draft-urban-strategy.pdf>

Hodder, I., 1997. Always momentary, fluid and flexible: towards a reflexive excavation methodology. *Antiquity* 71, 691-700 (online reading)

##### Case studies

Düring, B. S., 2007. Reconsidering the Catalhöyük Community: From Households to Settlement Systems. *Journal of Mediterranean Archaeology* 20, 155-182 (online reading)

Orton, C., Reynolds, A. and Hather, J., 1998. Medieval Novgorod: epitome of early urban life in northern Europe. *Archaeology International* 2, 31-38 (online reading)

#### **SEMINAR 5 - Thursday 7 December (Andrew Reynolds)**

##### ***Public archaeology in practice***

For this seminar you are expected to have visited – with a critical eye - the following websites to gain a view of different approaches to engaging the public with archaeology:

##### **CITIZAN**

<https://citizan.org.uk>

##### **Dig Ventures**

<https://digventures.com>

##### **Current Archaeology**

<https://www.archaeology.co.uk>

