ARCL0028: The Prehistoric Mediterranean

2019-2020
Year 2-3 option, 15 credits

Deadlines for coursework: 18th November 2019, 13th January 2020

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

Course content:
This course introduces students to the archaeology of the Greek world from the Bronze Age to the Hellenistic and Roman periods. The lectures are divided in sections, the first offering a set of frameworks for Greek archaeology; the following sections deal, respectively, with the development of cities and settlements through time, religion and cult, and cultural, social and economic practices.

Course summary:

(Term 1) Room B13, Tuesdays 14:00-16:00

1st October 1. Introduction, Defining the Mediterranean (BLH)
2. Hyper connectivity and the sea (BLH)

4: SEMINAR: Cultural Heritage and Tourism (BLH)

15th October 5: The First Modern Humans in the Mediterranean (ca. 35,000 – 9600 BCE) (BLH)
6: SEMINAR: The Changing Med project: A taste of the future of research (BLH)

22nd October 7: Neolithisation: a truly Mediterranean phenomenon (9600 - 5500 BC) (BLH)
8: Case studies: Is the Neolithic inevitable? (BLH)

29th November 9: The End of the Neolithic and the Beginning of Metallurgy (5500-3500 BC) (BLH)
10: Chalcolithic Case Studies: The Temples of Malta (BLH).

(5th November – Reading Week)

12th November 11: Early Bronze Age Complexity (3500 - 2000 BC) (BLH)
12: Case Study: The Aegean (BLH)

19th November 13: SEMINAR Materials and Interaction: a hands-on session (BLH)
14: Late Bronze Age systems (2000-1200 BC) (BLH)

26th November 15: Late Bronze Case studies: Cyprus: perfume and metal (BLH)
16: Late Bronze case studies: Italy: The start of a beautiful relationship (BLH)

3rd December 17: Collapse or a gentle waltz towards the Iron Age? (1200-600) (BLH)
18: Case Study: The Phoenicians in the west (BLH)

10th December 19: SEMINAR: Rethinking the Mediterranean (BLH)
20: Conclusions (BLH)

Basic texts

Methods of assessment: This course is assessed by two standard essays: first essay is 2,500 words in length (50% of the mark) and second essay is 2500 words in length (50% of the mark).

Teaching methods: The course is taught by one 2-hour lecture session a week. There will be four seminars that will require participation from the students, including one material handling session.
in which students will have the opportunity to explore Mediterranean material culture first-hand.

**Workload:** Class attendance: 20 hours. In addition, you are expected to devote about 168 hours to reading and to preparing the essays. It is assumed by the lecturer that you will be doing this reading along with attending the lectures, which are intended to be supplementary to such study, not a complete course in themselves.

**Prerequisites:** Available to second and third year students. There are no prerequisites for the course.

### 2A. AIMS, OBJECTIVES

**Aims**

The Mediterranean combines the world’s largest inland sea, a rare type of semi-arid environment, and proximity to the world’s earliest examples of complex urban societies, a unique constellation of circumstances that goes far towards explaining its central importance in human history.

This course:

a) Provides a holistic interpretative survey of Mediterranean societies from the Palaeolithic until the Iron Age.

b) encourages comparative analysis of Mediterranean societies in terms of their traits, interactions and trajectories at diverse scales

c) Offers specific case-studies in which the students can gain an in-depth knowledge of an area, allowing students to understand the relationship between research and methodology in the archaeology of the region.

**Objectives**

On successful completion of this course, a student should:

a) Have an overview of the regions, phases and issues within Mediterranean prehistory.

b) Understand the main underlying factors that shaped early Mediterranean societies.

c) Recognise a range of the cultural manifestations of early Mediterranean societies, such as major settlement forms, anthropogenic landscapes, material culture, monuments and seafaring technology.

d) Be prepared for more detailed exploration of specific areas or time-spans within the early Mediterranean or adjacent areas.

**Learning outcomes**

On successful completion of the course students should be able to demonstrate an enhanced ability to:

a) Read critically and assess differing viewpoints and interpretative paradigms.

b) Relate ideas and theories to the material remains of the past.

c) Debate core issues among peers.
This course is assessed by two essays, each of 2375-2625 words, and each of which contributes 50% to the final mark for the course. If students are unclear about the nature of an assignment, they should discuss this with the Course Co-ordinator. The Course Co-ordinator is willing to discuss an outline of the student’s approach to the assignment, provided that this is planned suitably in advance of the submission date. Essay questions are listed at the end of this handbook.

The deadlines for the following assessment are as follows:

a) 1st essay 18th November 2019
b) 2nd essay 13th January 2020

If students are unclear about the nature of an assignment, they should discuss this with the Course Co-ordinator.

Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, students may be permitted, in advance of the deadline for a given assignment, to submit for comment a brief outline of the assignment. The nature of the assignment and possible approaches to it will be discussed in class, in advance of the submission deadline.

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

**Word-Count**

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

Essay 1: 2375-2625 words
Essay 2: 2375-2625 words

Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

In the 2019-20 session penalties for overlength will be as follows:

- For work that exceeds the specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
- For work that exceeds the specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
Course Work 1: 2,500 Words, 18th November

- Critical analysis the project: The changing face of the Mediterranean (Holocene 29.5).

Course Work 2: 2,500 Words, 13th January

- What an archaeology of the Mediterranean means to you? Present two case studies that illustrate such an approach.
- How does interaction define the Prehistoric Mediterranean? Use two case studies to structure your answer.
- Is world-system theory an adequate model to study the prehistory of the Mediterranean? Use some specific examples to defend your ideas.
- What do you think are the major dangers for the prehistoric remains in the Mediterranean? Use specific cases to defend your ideas.
- In which period do you think seafaring became a key activity in the Mediterranean, and why in that particular period? Use archaeological evidence to support your points.

Coursework submission procedures

All coursework must normally be submitted both as hard copy and electronically. You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk (or room 411a in the case of Year 1 undergraduate work).

All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload all parts of your work as this is sometimes the version that will be marked.

Instructions are given below:

Please note that the procedure has changed for 2019-20, and work is now submitted to Turnitin via Moodle.

1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document. Please include the module code and your candidate number on every page as a header.
2. Go into the Moodle page for the module to which you wish to submit your work.
3. Click on the correct assignment (e.g. Essay 1),
4. Fill in the “Submission title” field with the right details: It is essential that the first word in the title is your examination candidate number (e.g. YGBR8 Essay 1), Note that this changes each year.
5. Click “Upload”.
6. Click on “Submit”
7. You should receive a receipt – please save this.

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

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

3. SCHEDULE AND SYLLABUS

Course co-ordinator: Dr. Borja Legarra Herrero (BLH),

Office Hours: Borja Legarra Herrero, Room 106, Open door policy; or by arrangement (e-mail b.legarra@ucl.ac.uk)

Lecture Schedule: Tuesdays 2-4, Room B13, Institute of Archaeology.

Syllabus

Term 1, Room 209, Friday 14.00-16.00

General Reading list

Introductory


Walsh, K. 2014. The archaeology of Mediterranean Landscapes: human-environment interaction from the Neolithic to the Roman period. Cambridge: Cambridge University Press. INST ARCH DAG 100 WAL

Regional overviews

Egypt


North Africa

Levant

Anatolia

Cyprus

Aegean

Dalmatia

Italy and Sicily
No overview for peninsular Italy exists; see papers in Mathers and Stoddart (above).

Sardinia
Webster, G.S. 1996. A Prehistory of Sardinia, 2500-500 BC.

Corsica

Balearics
No up-to-date overview exists.

Malta
Iberia

Lecture 1. Introduction: Defining the Mediterranean

What is the Mediterranean, and what does it mean to different people today? In what range of ways can we define and characterise it as a physical and cultural space? Why is it a compelling alternative archaeological and historical framework to the more familiar ones of Europe, western Asia and Africa, all of whose shores surround it? What has been the Mediterranean’s role in world history?

Essential
Broodbank, C. 2013. The Making of the Middle Sea: A History of the Mediterranean from the Beginning to the Emergence of the Classical World, Chapter 1.

Recommended
Defining the Mediterranean
Blondel, J. and J. Aronson 1999. Biology and Wildlife of the Mediterranean Region, Chapter 1. DAG 4.5 BLO; Biology B7 BLO; Geography LX 30 BLO.
Harris, W.V. (ed.) 2004. Rethinking the Mediterranean, especially papers by Harris, Herzfeld, Alcock and response by Horden and Purcell.
Horden, P. and N. Purcell 2000. The Corrupting Sea: A Study of Mediterranean History, 7-49. Issue desk HOR 6; DAG 200 HOR; several other copies UCL.
Mediterranean Historical Review 18 (2003) has one issue dedicated to this subject.

The Mediterranean Ethnography and the modern DNA

**Genetics**

**Lecture 2. Hyperconnectivity and the Sea**

At the centre of the basin lies the world’s largest inland sea, potentially a highway of communication and just as diverse as the land in terms of conditions and resources. This sea is studded with numerous islands, both stepping-stones and isolates, which have contributed some of the Mediterranean’s most remarkable societies.

**Essential**

**Recommended**
Braudel, F. 1972. *The Mediterranean and the Mediterranean World in the Age of Philip II*, Volume 1, Parts II and V, 1-2. DAG 100 BRA; Issue desk BRA 9; Main Library Hist 41 h BRA 90 (and issue desk); further in Science Library.
Lecture 3. Making archaeology in the Mediterranean: Excavation, survey, science, text, and ethnography

The Mediterranean is one of the most intensively investigated places in the world, and a vast range of information can be brought to bear in its past, from excavation above ground and underwater, landscape surveys, scientific dating, provenance and contents analysis, and ethnographic analogy, as well as textual and pictorial data.

Essential
Papadopoulos, J.K. and R.M. Leventhal (eds.) 2003. Theory and Practice in Mediterranean Archaeology: Old World and New World Perspectives Chapters 6 (excavation) and 9 (survey), plus 3 if time. Issue desk PAP; DAG 100 PAP.

Recommended

Overall

Underwater archaeology

Survey, interdisciplinary regional studies and GIS

Science

Ethnography
**Seminar 4. Cultural Heritage and Tourism**

Huge challenges confront the preservation of Mediterranean sites and landscapes in the present, with chronic threats from mass tourism, development and mechanised agriculture (all central to the basin’s economies); war, and the antiquities looting that follows from esteem for ancient Mediterranean culture, constitute additional dangers.

**Essential**


**Recommended**

**General**


Kane S. 2015 Archaeology and Cultural Heritage in Post-Revolution Libya, in *Near Eastern Archaeology*, Vol. 78, No. 3, Special Issue: The Cultural Heritage Crisis in the Middle East (September 2015), 204-211[online]


**Looting and its consequences**


Rodríguez Temiño I. and A. Roma Valdés 2015 Fighting against the archaeological


**Lecture 5. The first Modern Humans in the Mediterranean (35,000 - 9600 BCE)**

Bordering Africa and its Levantine exit-point, the Mediterranean is implicated in the expansion of hominins and humans throughout the cycles of Pleistocene glaciations and sea-level changes. Equally, however, the sea proved a barrier until relatively late. We explore Ice Age Mediterranean hunter-gatherers and the origins of seafaring.

**Essential**


**Recommended**

**General**


Garcea, E. (ed.) 2010. *South-eastern Mediterranean Peoples Between 130,000 and 10,000 Years Ago*.


**Seminar 6. Paleolithic study cases**

The Changing Med project. *The Holocene* 29.2

**Lecture 7. Neolithisation: a truly Mediterranean phenomenon (9600 - 5500 BC)**

The Holocene ushered in warmer climates, rising seas and accompanying human revolutions. Once again the Levant acted as a critical region; Neolithic farming ways of life spread from there to Gibraltar over four millennia, and seafaring is attested by growing numbers of people on islands.

**Essential**


**Recommended**

*Neolithic expansion*


Mithen, S. 2003. After the Ice: A Global Human History 20,000-5000 BC, browse Chapters 3-10, 16-18 and 21 for great vignettes. Issue desk; BC 100 MIT.


Island colonization


An African contrast


Genetics
Pimenta, J. Alexandra M Lopes, David Comas, António Amorim, Miguel Arenas; Evaluating the Neolithic Expansion at Both Shores of the Mediterranean Sea, Molecular Biology and Evolution, Volume 34, Issue 12, 1 December 2017, Pages 3232–3242.


**BUT READ:** [https://www.nature.com/articles/d41586-018-03773-6](https://www.nature.com/articles/d41586-018-03773-6)

**Lecture 8. Neolithic Case studies:**

**(A) The inevitable Neolithic?**

Were the processes by which communities became sedentary groups focused on the farming of domestic plants and animals the result of the continuous accumulation of unique improvements to food security, an unwitting trap into which Epipalaeolithic groups led themselves through time, or a natural by-product of the trajectory of post-Palaeolithic production and social systems?

**Recommended**


Zeder MA. 2017. ‘Domestication as a model system for the extended evolutionary synthesis,’ *Interface Focus* 7: 20160133.


**(B) Collapse, mobility and innovation: spreading mechanisms in the Neolithic**
Lecture 9. The End of the Neolithic and the beginning of Metallurgy (5500 - 3500 BC)

Infilling landscapes, new techniques, the advent of Metallurgy; The Mediterranean is experiencing major changes that start to push populations to find new social, political and cultural solutions to a growing number of challenges. The Mediterranean starts to produce a unique human history.

Essential

Recommended

Levant
Lecture 10. Chalcolithic Case Studies: The Temples of Malta

While strictly Neolithic the Malta Temples are the first example of the kind of Monumentalisation that will define the next millennium and that will be accompanied by major social and political changes. It provides a unique example of how cult, death were intrinsically related to landscape, social organization and resource exploitation.

Essential

Recommended
Cilia, D. 2004, Malta Before History, with a particularly useful chapter by Grima on 'The
Lecture 11. Early Bronze Age Complexity (3500 - 2000 BC)

The ‘long’ 3rd millennium BC was the formative age for the Mediterranean. A drying climate created semi-arid, risky environments like those of today, a strong interconnected world lead to new ways of life that will define the Mediterranean for Millenia to come.

Essential


Recommended

The emergence of urban, state-level societies and world-systems


European perspectives


Economies and beyond

Lecture 12. Case Study: The Aegean

The Third Millennium Aegean is a complex case study in which several regions have differing trajectories, all shaped by interconnectivity. The lecture will have a look at the Aegean as a whole, starting from the Troy and the International Spirit to the Rise of Crete.

Essential

Recommended
Kouka, O. 2013. ‘Against the gaps: The Early Bronze Age and the Transition to the Middle Bronze Age in the Northern and Eastern Aegean/Western Anatolia’, *American Journal of Archaeology* 117: 569-80.
Whitelaw, T.M. 2004. ‘Alternative pathways to complexity in the southern Aegean’, in J.C. Barrett and P. Halstead (eds.) *The Emergence of Civilisation Revisited* (Sheffield Studies in Aegean Archaeology 6), 232-56. INST ARCH Issue desk BAR 19; DAG 100 BAR; TC 2974

**Seminar 13: Material and Interaction: a hands-on session**
This is a hands-on session in which we will be looking at different types of material and what kind of information they can provide, particularly about interaction.

**Lecture 14: Late Bronze Age systems (2000 -1200 BC)**
Over the 2nd millennium the scale, range and nature of interaction between regions of the Mediterranean expanded dramatically, with rich information from archaeology (both terrestrial and shipwreck), texts and images. How did inter-regional economies develop?

**Essential**

**Recommended**

**Egypt**

**Levant**

**Cyprus**


**Aegean**


**Anatolia**


**Lecture 15: Late Bronze Age Case studies: Cyprus, perfume and metal**

Cyprus became rapidly a central player in the east Mediterranean around the mid-2nd Millennium BC, making a stark contrast with its earlier history. Pottery allow us to identify Cyprus role in the movement of certain products across the east Mediterranean. At the same time, Cyprus become a major producer of copper. The combination of the trade of these products left Cyprus with a unique role in the bright east Mediterranean.

**Essential**


**Recommended**


Bell, C. 2012. ‘The merchants of Ugarit: oligarchs of the Late Bronze Age trade in metals?’ in Kassianidou and Papasavvas (eds.), 180–87


Lo Schiavo, F. 2012. ‘Cyprus and Sardinia, beyond the oxhide ingots’, in V. Kassianidou and G.
Lecture 16: Late Bronze Age Case studies: Italy and the start of a beautiful relationship

This case study will focus on the Italian Peninsula and surrounding islands during the 1500-1000 BC. It will look in detail how the central Mediterranean became much more integrated with the exchange networks of the east Mediterranean and what kind of transformations brought to the local populations.

Essential


Iacono, F. 2016. From Networks to Society: Pottery Style and Hegemony in Bronze Age Southern Italy. Cambridge Archaeological Journal, 26(1), 121-140

Recommended


Lecture 17. Collapse or a gentle waltz towards the Iron Age? (1200 - 600 BC)

The last centuries of the 2nd millennium saw a widespread transformation, commonly interpreted as political collapse, in the east. This marks the transition from the Bronze to Iron Ages, and the end of the palace-states, though in the west no hiatus is visible. Can this rupture be understood as a structural economic shift in trading mechanisms?

Essential

Recommended
The eastern Mediterranean
A comparison with the centre and west

Lecture 18. Case Study: Phoenicia and the west

Early in the Iron Age Phoenician cities created the first pan-Mediterranean trading network, heavily engaged in extracting metals from Iberia. Gradually, the entire
Mediterranean began to resemble a melting pot of people and connections.

**Essential**


**Recommended**


**Lecture 19. Seminar: Rethinking the Mediterranean**

This seminar serves as a recap of the course. The main goal is to discuss whether the Idea of an Archaeology of the Mediterranean is useful based on the data revised during the course. What is useful? What seems not to work? The seminar will also work to prepare the second essay.

Herzfeld, M. 2005. ‘Practical Mediterraneanism: Excuses for everything, from epistemology to eating’, in W.V. Harris (ed.), *Rethinking the Mediterranean*, 45-63. INST ARCH Issue desk HAR; DAG 100 HAR.

Lecture 20: Conclusions

This lecture will link with the seminar in order to offer closing thoughts about the course and discuss ways in which the students can continue their studies in Mediterranean Archaeology. Additionally, we will consider the role of Mediterranean archaeology in the modern world.

5. Online reading list
The full text of this handbook and online reading list for accessing a range of useful online resources dedicated to Greek archaeology and themes touched upon in the lectures are available here https://ucl.rl.talis.com/modules/arcl2022.html

6. Moodle

There is a moodle page for this course. On it you will find a) an electronic version of this handbook, in case you lose your hardcopy; b) PDFs of the powerpoint presentations for the lectures which will uploaded as the term proceeds.

7. ADDITIONAL INFORMATION

INSTITUTE OF ARCHAELOGY COURSEWORK PROCEDURES

General policies and procedures concerning modules and coursework, including submission procedures, assessment criteria, and general resources, are available on the IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/

It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your module co-ordinator.

GRANTING OF EXTENSIONS: Note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. Note that Module Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on the appropriate UCL form, together with supporting documentation, via Judy Medrington’s office and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Support and Wellbeing to make special
arrangements. Please see the IoA Student Administration section of Moodle https://moodle.ucl.ac.uk/ for further information. Additional information is given here http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/ .