

### Potential changes in light of the COVID-19 pandemic

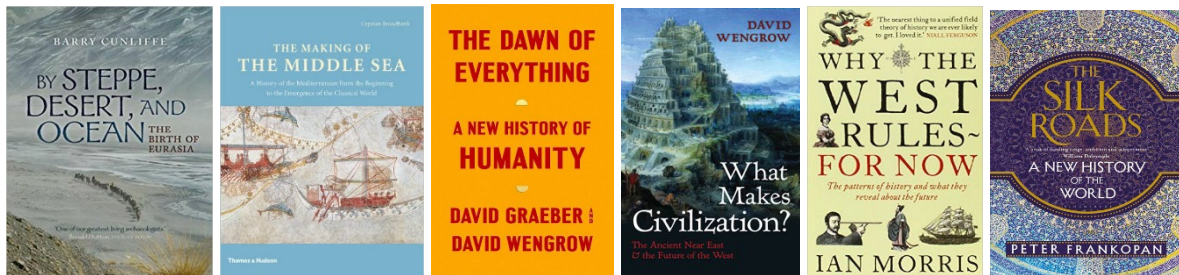
Please note that information regarding teaching, learning and assessment in this module handbook endeavours to be as accurate as possible. However, in light of the COVID-19 pandemic, the changeable nature of the situation and the possibility of updates in government guidance, there may need to be changes during the course of the year. UCL will keep current students updated of any changes to teaching, learning and assessment on the [Students' webpages](#), including FAQs

## Institute of Archaeology

2022/2023, Term 1

# ARCL0077 Archaeology in the World

UG Third Year, 15 credit Core Course



Coordinator: Dr Miljana Radivojević

[m.radivojevic@ucl.ac.uk](mailto:m.radivojevic@ucl.ac.uk)

Mondays in **612** @ 14-16

Office hours during term time: Tuesdays 13.30 – 14.45, Thursdays 15.00-15.45

Please book office hours on link [here](#).

At other times via the ARCL0077 Moodle Forum and MS Teams (essay/class-related queries) or email (personal queries).

Moodle: ARCL0077

*Deadlines: 10/11/2022 and 09/01/2023*

Please refer to the IoA Student Handbook and IoA Study Skills Guide:

<https://www.ucl.ac.uk/archaeology/current-students/iaa-student-handbook>

<https://www.ucl.ac.uk/archaeology/current-students/iaa-study-skills-guide>

for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission, over-length work and academic misconduct.

## 1. MODULE OVERVIEW

### Module description

The purpose of this module is to help you develop your grasp of the 'bigger picture' and enhance your ability to communicate it. The ability to answer the 'so-what' question is vital for further academic development but is also a valuable skill in many walks of life. A short lecture series will discuss the idea of 'big' or 'deep' history, 'grand challenges' and the role of archaeologists as public intellectuals and will provide examples of some of the big themes to which archaeology can contribute. You will then take one of these themes or another of your choosing and explore how information and approaches learned in your 1st and 2nd year courses, fieldwork and extra-curricular experience can illuminate that theme. The course is taught using a combination of lectures, group discussion and some practical work. It is assessed via the construction of two written pieces that have a different (popular) form, and you will be supported to develop the technical and writing skills necessary to achieve this. It is important to understand that during this course we may revisit some topics that you have already encountered in the first or second year, but where that is the case, we are expecting you to use the opportunity to explore how the facts (which you may already know) connect to other topics and/or can be used to develop bigger narratives of potentially wide interest.

### Module Aims

This module seeks to prepare you for graduation by providing a space in which you can draw together the various strands of archaeology that you have learned about and reflect upon the relevance of archaeological knowledge for wider debates about the past, present, and future of humanity. It aims to:

- Prepare you for higher-level academic study by providing additional intellectual training in how to use knowledge and understanding of particular cases to inform thematic research;
- Enhance your employability by preparing you to be able to draw on your archaeological knowledge and skills to address issues of wide concern to companies, NGO's, local and national governments, policy 'think tanks', etc.;
- Inspire and equip you to be enthusiastic, thoughtful and articulate ambassadors for archaeology in wider society.

### Learning Outcomes

At the end of this module, you should:

- Possess knowledge of how archaeology can inform debate surrounding several major issues facing humanity;
- Possess knowledge of one particular big theme and be able to demonstrate how knowledge and skills you have acquired in other modules are relevant to it;
- Have enhanced your understanding of the potential and limitations of making inferences from the particular to the general;
- Be able to communicate the significance of archaeological findings to a non-specialist audience.

### Methods of Assessment

This course is assessed by means of producing two courseworks:

1. A 1,000-word review of a museum object / site that resonates with contemporary issues (e.g., repatriation, race, pandemic, famine, poverty, conflicts etc) (25%),

2. A 3,000-word popular science article (or a blog) on the topic of choice, which includes in its elaboration a minimum of 3 different case studies that were not exploited in assessment 1. The theme, however, may remain the same as in assessment 1 but the case studies need to vary (75%).

Both are to be written in an accessible language to the wider audience, mainly with some academic / scientific background. Please check our Moodle page for examples and inspiration. It is essential that you attend the workshop class for writing and citation styles (normally Harvard) and use easily accessible references (preferably Open Access) **in Week 3**. It is also essential that you attend the Workshop organised by PGTAs after your Assessment 1 feedback in order to improve your next submission (late November, date TBC).

## 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 **in the MS Teams Module forum** ([Link](#)) (or alternatively in Moodle Q&A or via email if you prefer). The forum will be checked regularly.
- You will be split into three groups for queries related to your coursework and given the primary contact for questions.
- Before contacting us, please check Moodle and MS Teams Module forum.

## Week-by-week summary

Week	Date	Topic	Lecturers
1	3/10	Introduction to the course; Big themes and Deep History	MR
2	10/10	Grand Challenges and Grand Narratives	ML
3	17/10	Popular Science writing Workshop; Electronic Resources	ML
4	24/10	Data science, blockchain and heritage science challenges	MA
5	31/10	Communicating Archaeology and Communicating Archaeologists	GM/MR
6	READING WEEK		
7	14/11	The Future is Rubbish	EG
8	21/11	Niche construction from Early Agriculture to the Anthropocene	DF/MR
9	28/11	Earth, the Archaeological Site	MAK
10	5/12	Feedback and introduction to grant proposal writing	MR
11	12/12	It's Time To Change the Course of Human History	DW

Lecturers (or other contributors):

MR Miljana Radivojević  
 ML Mark Lake  
 GM Gabe Moshenska  
 DW David Wengrow  
 EG Elizabeth Graham  
 DF Dorian Fuller  
 MAK Manuel Arroyo-Kalin  
 MA Mark Altaweel

PGTAs: Ana Vital and Laurence Maidment-Blundell

## Weekly Module Plan

Teaching will be by a mixture of F2F lectures, discussions and group work, and where needed, pre-recorded and online lectures. The first lecture will provide an overview and you are asked to do the essential reading over the following weeks. The other lectures have a small number of essential readings which you should do ahead of time in order to follow and actively contribute to group discussion. In case we go back to the lockdown, most lectures will have a pre-recorded talk, while live sessions will start with a short wrap up followed by discussions/group work. You will be notified when the pre-recorded talks are ready, approximately a week in advance of the scheduled sessions.

## 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. There will be up to 20 hours of lectures / seminars / in-class activities for this module for each group. You will be expected to undertake around 40 hours of reading for the module, plus 45 hours preparing for the assessed works and 45 hours producing it. This adds up to a total workload of 150 hours for the module.

## 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 first check the [teams discussions](#). The second instance is checking with your group coordinator (groups will be shown in Moodle, with the coordinator contact). Personal emails and problems can be communicated to the Module Coordinator (via email, office hours appointments or class Moodle forum). You will receive feedback on your written coursework via Moodle and have the opportunity to discuss your marks and feedback with the coordinator in their office hours.

An electronic copy of each assessment must be submitted via the Module Moodle page by **11:59 PM on the day of the deadline**. By submitting on Moodle, you will be confirming your agreement with the [UCL Plagiarism Statement](#). Submission through Moodle also submits the assessment to Turnitin.

For more details see the 'Assessment' section on Moodle. The [IoA marking criteria](#) can be found in the IoA Student Handbook (Section 12: 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 (plagiarism)** will be penalized and can significantly reduce the mark awarded for the assignment and/or overall module result. On requirements, please do consult <https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/12-information-assessment> with sections 12.8: submission deadlines, 12.10: word count, 12.12–14: academic integrity.

This module is assessed entirely by two courseworks.

### Assessment 1: Review of a museum object/site

The first one is a **1,000-word** review of a museum object / site that resonates with contemporary issues (e.g. repatriation, race, pandemic, famine, poverty, conflicts etc). The aim of this task is to alert you to the types of debates archaeologists can participate in, help you focus and extrapolate the life of an object / site in modern days and ensuing debates / conflicts that this object, or a theme has been central to. The aim of the first task is also to prepare you for the second task.

Your coursework is to be submitted to Turnitin via Moodle (look for the relevant link), and counts toward 25% of your final mark for the module.

**Deadline: 10th November 2022****Assessment 2: Popular science article (or blog)**

The second assessment is a **3,000-word** popular science article on the topic of choice, which includes in its elaboration a minimum of 3 different case studies (not exploited in assessment 1). This is akin to long format science articles you would read in The Guardian, New York Times, New Statesman or similar. This coursework should address a major theme of wide interest but should also demonstrate how detailed archaeological work contributes to knowledge of/debate about this theme; to achieve this, you will be expected to juxtapose entries dealing with different scales of analysis (minimum 3 case studies different from assessment 1). While you can stay with the same theme as in Assessment 1, you shall not repeat the same case study. Your coursework should be written and illustrated so that non-specialists will find it engaging, but at the same time it should retain academic rigour; to achieve this you will need to adopt a voice which is personal (yours) and so less formal than a journal article, but you should nevertheless provide citations and ensure that your prose is grammatically correct. The issue of voice will be discussed in weeks 3 and 5, and the practicalities of referencing (and compliance with copyright law) will also be covered in week 3. If you remain unclear about what is expected of you then please do discuss it with the Course Coordinator and/or the Teaching Assistants.

Your coursework is to be submitted to Turnitin via Moodle (look for the relevant link), and counts toward 75% of your final mark for the module.

**Deadline: 9<sup>th</sup> January 2023**

The assessment criteria for both tasks are the same, and available on the module [Moodle site](#).

**3. Resources and Preparation for Class****Preparation for class**

You are expected to read **three essential readings as well as watching the pre-recorded lectures, completing any online activities on Moodle, or prepare as otherwise advised** each week. Completing the readings is essential for your effective participation in the activities and discussions that we will do, and it will greatly enhance your understanding of the material covered. **Further readings are provided in section 5** 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.

**Online reading list:**

<https://rl.talis.com/3/ucl/lists/2228E521-F34A-B426-2AAA-AF9A76DE9958.html>

But please check Moodle for the latest update (if any) a week before the session!

**Recommended basic texts and online resources**

There is no single textbook that covers the range of material introduced in this module. Please see the essential readings for each lecture below.

**4. Syllabus****Overview**

You must attend all timetabled lectures, listen to pre-recorded sessions or prepare as otherwise suggested.

### Weeks 1 & 2

We start by exploring the notions of 'deep history', 'grand challenges' and 'grand narratives'. You were introduced to 'deep history' in the first lecture of the first-year module *ARCL1003 World Archaeology*, but here will focus on the theoretical and intellectual underpinnings of 'big thinking'.

### Weeks 3 & 5

Essential workshop for writing your blog. Then we switch our focus to the communication of archaeological contributions and to our understanding of big themes. We will consider the role of archaeologists as 'public intellectuals' and then consider how to capture readers' attention along with appropriate tone-of-voice for blogs. We will analyse a number of archaeological or other relevant blogs/ popular science articles as well as show you some past submissions from this module. By the end of week 3 you will be prepared to start sketching your blog should you so wish.

### Weeks 4, 7-9 & 11

Six Institute of Archaeology theme lecturers present examples of how they are addressing big themes of contemporary relevance in their own research. You may have heard some of these lecturers speak in other modules, but they will be bringing you up to date with the latest developments in their ongoing research. It is important to understand that these case studies are offered as exemplars to inspire you.

### Week 10

You will receive formative feedback on your blog and there will be an opportunity to gain greater understanding of the assessment criteria. The last session will also touch upon grant writing, which naturally comes after pitching 'big ideas' in your second coursework.

## 10-week syllabus

### **Week 1: Introduction to the Course; Big Themes and Deep History (MR)**

#### Lecture synopsis

At the outset of your studies here (in ARCL1003 "World Archaeology") we introduced you to the notion that as archaeology "addresses the lion's share of global long-term history", so it ought perhaps to play a major role in explaining "why human and other contemporary life on the planet has developed as it has, and looks as it does today". In the introduction to this course, I return to that theme, delineating some 'big themes' and distinguishing between 'deep-history', 'world history' and 'big history'.

#### Essential reading

For the issue of causality and timescales in deep-history (you should already have read Smith 1992 for ARCL1003):

CHRISTIAN, D. 1991. "The case for "big history". *Journal of World History* 2(2): 223–238. [E-JOURNAL].

SMAIL, D. L. & A. SHRYOCK 2013. "History and the "pre". *The American Historical Review* 118(3): 709–737. [E-JOURNAL].

SMITH, M. 1992. "Braudel's temporal rhythms and chronology theory in archaeology. In *Archaeology, Annales and Ethnohistory*, pp. 22–34. Cambridge University Press, Cambridge. [<https://doi.org/10.1017/CBO9780511759949.003>].

Case study: Ian Morris, 2010, "Why the West Rules—For Now"

**See Moodle** for links to video footage of an interview with Ian Morris, a lecture in Chicago outlining the content of this book, and a lecture he gave in the Institute of Archaeology in March 2015 which also includes critical responses from Kevin MacDonald and Corinna Riva.



## Week 2: Grand Challenges and Grand Narratives (ML)

### Lecture synopsis

In week one we discussed the notion that as archaeology provides the means by which we know about the bulk of global long-term history, so it ought perhaps to play a major role in explaining how the world got to its present state. We identified some big themes (the kinds of things you might write your blog about) and considered the different kinds of history of the long-term. Today we contrast the more 'applied' notion of the 'grand challenge' with that of the perhaps more intellectually oriented 'grand narrative'. We ask who decided what could or should be archaeology's grand challenges.

### Essential Reading

For call for archaeology to address 'grand challenges':

KINTIGH, K. W., J. H. ALTSCHUL, M. C. BEAUDRY, R. D. DRENNAN, A. P. KINZIG, T. A. KOHLER, W. F. LIMP, H. D. G. MASCHNER, W. K. MICHENER, T. R. PAUKETAT, P. PEREGRINE, J. A. SABLOFF, T. J. WILKINSON, H. T. WRIGHT & M. A. ZEDER 2014. "Grand challenges for archaeology". *American Antiquity* 79(1): 5–23. [E-JOURNAL].

See also <https://seacunderground.wordpress.com/2014/01/25/regarding-the-grand-challenges-and-young-archaeologists/>.

FAGAN B. & DURRANI, N. 2020 . *Bigger than history: Why archaeology matters*. London: Thames & Hudson. **Chapter 8**: "Why archaeology matters". INST ARCH AH FAG

For UCL's 'grand challenges' and the United Nations sustainable development goals **skim-read** the following:

UCL. 2020. *UCL Grand Challenges: Over 10 years of developing solutions*.

[https://www.ucl.ac.uk/grand-challenges/sites/grand\\_challenges/files/grand\\_challenges\\_report\\_2020\\_final.pdf](https://www.ucl.ac.uk/grand-challenges/sites/grand_challenges/files/grand_challenges_report_2020_final.pdf)

UNITED NATIONS. nd. *Transforming our world: the 2030 agenda for sustainable development*. United Nations.

[\[https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf\]](https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf)

For the call to revive grand narrative in archaeology (you should already have read this for ARCL1003):

SHERRATT, A. 1995. "Reviving the grand narrative: archaeology and long-term change". *Journal of European Archaeology* 3: 1–32. [E-JOURNAL].

For debate about western grand narratives (you should already have read Tilley 1989 and Trigger 1984 for ARCL2028, so focus on Graeber & Wengrow 2021 and perhaps one of Hodder 1998 or Pincince):

GRAEBER D. & WENGROW, D. 2021. *The dawn of everything: A new history of humanity*. London: Allen Lane. **Chapter 1** "Farewell to humanity's childhood". INST ARCH AH GRA

HODDER, I. 1998. "Whose rationality? a response to Fekri Hassan". *Antiquity* 72(275): 213–217. [E-JOURNAL].

PINCINCE, J. 2014. "Jerry Bentley, world history, and the decline of the 'West' ". *Journal of World History* 25(4): 631–643. [E-JOURNAL].

TILLEY, C. 1989. "Archaeology as socio-political action in the present". in V. Pinsky & A. Wylie (eds.), *Critical traditions in contemporary archaeology: essays in the philosophy, history and socio-politics of archaeology*, pp. 104–116. Cambridge University Press, Cambridge. [check Reading list on UCL Library].

TRIGGER, B. G. 1984. "Alternative archaeologies: nationalist, colonialist, imperialist". *Man* 19 (ns)(3): 355–370. [E-JOURNAL].

### **Week 3: Popular Science Writing Workshop (ML)**

In this workshop you are given some examples and guidance on how to format and pitch your popular science article for assessment 2. We will provide guidance about how to cite the work of others, explain *how to avoid infringing copyright law* when linking or embedding material available elsewhere on the internet and discuss a range of electronic resources that may be useful to you when constructing your popular science article.

### **Week 4: Data Science, Blockchain and Heritage Science challenge (MA)**

#### Lecture synopsis

Digital assets and digitalization of assets has been on the rise in the past few years. Blockchain technologies have been rapidly developing in the finance worlds, while the interest in NFTs keeps reaching new highs. What is the place of archaeology in this domain and what opportunities are there for heritage science?

In this lecture an overview of the developments of heritage science in the digital world is offered, with some critical points for discussion when it comes to blockchain technologies and vetting the authenticity, amongst other applications.

#### Essential reading

Altaweel, M., Hadjitofi, T.G., 2020. The sale of heritage on eBay: Market trends and cultural value. *Big Data & Society* 7, 205395172096886. <https://doi.org/10.1177/2053951720968865>

Fiorucci, M., Khoroshiltseva, M., Pontil, M., Traviglia, A., Del Bue, A., James, S., 2020. Machine Learning for Cultural Heritage: A Survey. *Pattern Recognition Letters* 133, 102–108. <https://doi.org/10.1016/j.patrec.2020.02.017>

Whitaker, A., Bracegirdle, A., de Menil, S., Gitlitz, M.A., Saltos, L., 2021. Art, antiquities, and blockchain: new approaches to the restitution of cultural heritage. *International Journal of Cultural Policy* 27, 312–329. <https://doi.org/10.1080/10286632.2020.1765163>

### **Week 5: Communicating Archaeology and Communicating Archaeologists (GM / MR)**

#### Lecture synopsis

We consider whether archaeologists have, or should have, a role as ‘public intellectuals’—a rather timely topic given the recent denigration of ‘experts’ in western democracies.

We then turn to the practicalities of communicating archaeology effectively. To do so we need to identify our audiences, messages, and media. Whom do we want to inform about our work? What do we want them to know? How do we want to tell them? We will think about how to modify terminology and levels of detail for these different audiences. We will analyse a number of blogs to help you think about the appropriate tone-of-voice of your own.

#### Essential reading

For the question of whether archaeologists can/should function as ‘public intellectuals’:

HOLTORF, C. 2013. “The Need and Potential for an Archaeology Orientated Towards the Present”. *Archaeological Dialogues* 20(1): 12–18. [E-JOURNAL].



TARLOW, S. & L. N. STUTZ 2013. “Can an Archaeologist be a Public Intellectual?”. *Archaeological Dialogues* 20(1): 1–5. [E-JOURNAL].

On blogging:

‘How to write a blogpost from your journal article’ <https://medium.com/@write4research/how-to-write-a-blogpost-from-your-journal-article-6511a3837caa>

Case studies:

AYERS, B., R. HANLEY & H. JACKSON 2007. ““Seahenge”: The Holme Timber Circle Excavation and Public Display”. *Material Religion* 3(1): 158–160. [E-JOURNAL].

THOMAS, S. 2015. “Collaborate, Condemn, or Ignore? Responding to Non-Archaeological Approaches to Archaeological Heritage”. *European Journal of Archaeology* 18(2): 312–335. [E-JOURNAL].

## Week 6: Reading Week

### Week 7: *The Future is Rubbish* (EG)

#### Lecture synopsis – *The Future is Rubbish*

Archaeology generally focuses on extracting objects from the earth for analysis. The matrix—the soil or sediment itself—is generally ignored, except to screen soil for artefacts or ecofacts. In our session I will introduce you to the hypothesis that our modern landscape and its soils are *not* simply a product of natural processes or of human-induced degradation but are also a product of the decay of the detritus of past societies and civilisations. In other words, I could say that the past is rubbish. This means that the ways in which soil fertility is measured in assessments of global agricultural potential must take account of these long-term processes. Unfortunately, such assessments do not. There are several implications: 1) Assessments of the effects of humans on the environment emphasise solely degradational processes and ignore the positive contributions of material remains to soil production; 2) Management of modern waste (domestic rubbish, human waste, industrial waste, construction debris) should take into account the decomposition of waste and its benefits—in other words, rubbish is a beginning and not just an undesirable end; 3) Burial practices need reconsideration in light of the future of soils—burial in cemeteries contributes to soil productivity and biodiversity but in many countries, including England, cemeteries are meant to remain off-limits in perpetuity. Our research also shows that detritus resulting from ‘bad’ habits, such as burning vegetation for fuel, or dumping waste from coal mining can, over a period of time, transform landscapes by enhancing soil fertility. In this scenario, the big threat to the planet is not climate change but soil degradation, and the drive to electrify cars and promote battery storage couldn’t be a worse option if one considers the damage to the environment from the refuse, as well as the mining for the rare earths and minerals needed to store energy.

#### Essential reading

ARCHSOL: Archaeology and Soil Security. An application to the European Research Council. It’s long but you can read the abstract.

THE ECOLOGY OF DEATH: An application to the British Academy.

(These are uploaded on Moodle)

### Week 8: *Niche Construction from Early Agriculture to the Anthropocene* (DF/MR)

#### Lecture synopsis

Humans have been characterized as an extreme example of a species that evolves through Niche Construction, by modifying the environment that subsequent generations adapt to. Niche construction refers to a view of evolution in which an organism inherits the ecology in which it lives

as well as the genetic basis for adapting to that environment. In recent years, domestication and the origins of agriculture has been taken as a key example of this, both in evolutionary theory and amongst archaeologists. Over the longer time span of the Holocene the ecological inheritance of human systems, involving agriculture and other resource procurement and management practices, have shaped environments at regional and eventually global levels. Scholars across a diverse range of fields (ecology, geography, climate modelling) have an interest in better understanding how human practices have changed earth systems, including soil, water, vegetation and atmospheric composition (e.g., greenhouse gases). Recently, there has been explicit debate over whether to recognize and when to define an Anthropocene epoch as distinct from the Holocene. The “Anthropocene” would be defined by when human became a geological force in earth systems but is a formal designation useful, and when should it be? Debate over this parallel recent effort by some geologists to also formally sub-divide the Holocene into 3 stages, allowing the Anthropocene to be added as a fourth stage at the end.

### Essential reading

<https://aeon.co/essays/revolutionary-archaeology-reveals-the-deepest-possible-anthropocene>

BOIVIN, N. L., ZEDER, M. A., FULLER, D. Q., CROWTHER, A., LARSON, G., ERLANDSON, J. M., & M. D. PETRAGLIA 2016. “Ecological Consequences of Human Niche Construction: Examining Long-Term Anthropogenic Shaping of Global Species Distributions.” *Proceedings of the National Academy of Sciences* 113 (23): 6388–6396. [E-JOURNAL]

LEWIS, S. L., & M. A. MASLIN 2015. “Defining the Anthropocene.” *Nature* 519 (7542): 171–180. [E-JOURNAL].

LORIMER, J. 2017. “The Anthro-scene: A Guide for the Perplexed.” *Social Studies of Science* 47(1): 117-142. <https://journals.sagepub.com/doi/10.1177/0306312716671039>

RUDDIMAN, W. F. 2018. “Three Flaws in Defining a Formal ‘Anthropocene’.” *Progress in Physical Geography: Earth and Environment* 42(4): 451–461.  
<https://journals.sagepub.com/doi/full/10.1177/0309133318783142>

## Week 9: Earth, the Archaeological Site (MAK)

### Lecture synopsis

This lecture pivots around two basic questions: First, is the Anthropocene an epoch or an event? Second, can it be defined at a regional scale? To unpack these questions, we review key insights derived from both geoarchaeological research and other earth-scientific disciplines, focusing especially on their contributions to understanding long-term human-environmental dynamics. The relevance of this research for general archaeological understandings illustrates how a grasp of these dynamics (and their key drivers) is crucial to investigate the anthropic transformation of the earth's surface - in the ancient past and more recently. An understanding of these dynamics is also, it will be seen, increasingly more central to archaeological practice in academic, heritage-related, and developer-led archaeology. Thus, the lecture offers a perspective on how archaeology as a discipline can contribute to wider societal discussions on sustainability, environmental degradation, and the effects of climate change on human societies.

### Essential Reading

Cordova, C (2018). Geoarchaeology of the Contemporary Past. In *Geoarchaeology: The Human-Environmental Approach* (pp. 252–262). London • New York: I.B.Tauris.  
<http://dx.doi.org/10.5040/9781350986596.ch-017>

Edgeworth M, de B Richter D, Waters C, Haff P, Neal C, Price SJ. 2015 Diachronous beginnings of the Anthropocene: The lower bounding surface of anthropogenic deposits. *The Anthropocene Review* 2, 33–58. (doi:10.1177/2053019614565394)

Gibbard PL, Bauer AM, Edgeworth M, Ruddiman WF, Gill JL, Merritts DJ, Finney SC, Edwards LE, Walker MJC, Maslin M, Ellis EC. A practical solution: the Anthropocene is a geological event, not a formal epoch. *Episodes* -0001;0:-. <https://doi.org/10.18814/epiiugs/2021/021029>

Macklin MG, J. Lewin, A.F. Jones (2014) Anthropogenic alluvium: An evidence-based meta-analysis for the UK Holocene, *Anthropocene*, vol 6:26-38

Zalasiewicz, J., C Waters, M Williams, DC Aldridge, IP Wilkinson (2018) The stratigraphical signature of the Anthropocene in England and its wider context, *Proceedings of the Geologists' Association*, 129(3), Pages 482-491, ISSN 0016-7878, <https://doi.org/10.1016/j.pgeola.2017.06.004>.

### ***Week 10: Feedback and introduction to grant proposal writing (MR)***

The final week is devoted to formative feedback on your first entries to ensure that you have a good understanding of the assessment criteria (see Moodle and the assessment section here). Grant proposal writing basics will also be covered.

### ***Week 11: It's time to change the course of human history (DW)***

Question: consider these different media (below) for getting archaeology out into the world. How far does the medium determine the message?

Think about the difference between top down and bottom-up responses, why has *The Dawn of Everything* got archaeology into the world (David doesn't necessarily know the answer)?

Type 1. TED GLOBAL Talk by David Wengrow: <https://www.youtube.com/watch?v=8SJi0sHrEI4&t=915s>

Type 2. Podcast: <https://srslywrong.com/podcast/242-the-dawn-of-the-dawn-of-everything-w-david-wengrow/>

Type 3. Print media: <https://www.theguardian.com/science/2022/jun/12/david-wengrow-graeber-dawn-of-history-interview>

Type 4. TV: [https://www.democracynow.org/2021/11/18/david\\_wengrow\\_the\\_dawn\\_of\\_everything](https://www.democracynow.org/2021/11/18/david_wengrow_the_dawn_of_everything)

Type 5. Reader Activism: <https://www.youtube.com/watch?v=hTREU-xVeY0>  
<https://dawnofeverything.industries/>

For contextualisation, read *The Dawn of Everything*

GRAEBER D. & WENGROW, D. 2021. *THE DAWN OF EVERYTHING: A NEW HISTORY OF HUMANITY*. LONDON: ALLEN LANE. INST ARCH AH GRA

## **5. Further reading**

### ***Week 1: Introduction to the Course; Big Themes and Deep History (MR)***

## Further reading for tackling deep history / big themes

Over the first five weeks of the module you should familiarise yourself with one or more relevant and comparatively recent works, according to your interests. The following are all in UCL libraries:

- BRAUDEL, F. 1994. *A History of Civilizations*. Penguin, London. Translation of 'Grammaire de Civilisations', translated by Richard Mayne. [BARTLETT CB78 .B73 1994][SSEES MISC.IX.A BRA].
- BROOBBANK, C. 2013. *The Making of the Middle Sea: A History of the Mediterranean from the Beginning to the Emergence of the Classical World*. Thames & Hudson, London. [INST ARCH DAG 100 BRO][ISSUE DESK IOA BRO 22].
- CUNLIFFE, B. 2015. *By Steppe, Desert, and Ocean: The Birth of Eurasia*. Oxford University Press, Oxford.
- CUNLIFFE, B. W. 2001. *Facing the Ocean: The Atlantic and its Peoples, 8000 BC – AD 1500*. Oxford University Press, Oxford; New York. [INST ARCH DA 200 CUN].
- DIAMOND, J. 2012. *The World Until Yesterday: What Can We Learn from Traditional Societies?* Allen Lane. [INST ARCH DDC DIA].
- DIAMOND, J. M. 1997. *Guns, Germs, and Steel: The Fates of Human Societies*. Norton, London and New York. [INST ARCH BD 5 DIA][ANTHROPOLOGY D 2 DIA].
- DIAMOND, J. M. 2005. *Collapse: How Societies Choose to Fail or Survive*. Allen Lane, London. [INST ARCH BB 6 DIA][ISSUE DESK IOA DIA 2][ANTHROPOLOGY B 28 DIA][GEOGRAPHY H 26 DIA].
- FUKUYAMA, F. 2011. *The Origins of Political Order: From Prehuman Times to the French Revolution*. Profile Books, London. [INST ARCH BD 5 FUK][ISSUE DESK IOA FUK 1][HISTORY 25 A FUK].
- GELLNER, E. 1988. *Plough, Sword and Book: The Structure of Human History*. Collins Harvill, London. [ANTHROPOLOGY D 30 GEL][SSEES MISC.V GEL].
- HARARI, Y. N. 2014. *Sapiens: A Brief History of Humankind*. Harvill Secker, London. Translated by the author, with the help of John Purcell and Haim Watzman. [INST ARCH BB 1 HAR].
- HORDEN, P. & N. PURCELL 2000. *The Corrupting Sea: A Study of Mediterranean History*. Blackwell, Oxford. [INST ARCH DAG 200 HOR].
- JOHNSON, A. & T. EARLE 2000. *The Evolution of Human Societies: From Foraging Group to Agrarian State*. Stanford University Press, Stanford. [INST ARCH BB 6 JOH].
- MITHEN, S. J. 1996. *The Prehistory of the Mind: A Search for the Origins of Art, Religion and Science*. Thames & Hudson, London. [INST ARCH BB 1 MIT][ISSUE DESK IOA MIT 3].
- MITHEN, S. J. 2003. *After the Ice: A Global Human History, 20,000–5000*. Weidenfeld & Nicolson, London. [INST ARCH BC 100 MIT].
- MORRIS, I. 2010. *Why the West Rules—For Now*. Profile Books, London. [INST ARCH BD 5 MOR][ISSUE DESK IOA MOR 14].
- MORRIS, I. 2015a. *Foragers, Farmers, and Fossil Fuels: How Human Values Evolve*. Princeton University Press, Princeton. [INST ARCH HJ MOR][ISSUE DESK IOA MOR 4].
- MORRIS, I. 2015b. *War: What is it good for? The Role of Conflict in Civilisation, from Primates to Robots*. Profile Books. [INST ARCH BD MOR][ISSUE DESK IOA MOR 7].
- TURCHIN, P. 2003. *Historical Dynamics: Why States Rise and Fall*. Princeton University Press, Princeton and Oxford. [HISTORY 6 A TUR].
- WENGROW, D. 2010. *What Makes Civilization? The Ancient Near East and the Future of the West*. Oxford University Press, Oxford. [INST ARCH DBA 100 WEN][ISSUE DESK IOA WEN 8].

In addition, these papers may be of interest, particularly if you are more interested in quantitative approaches inspired by the natural sciences and/or have a particular interest in human-environment interaction:

AUNGER, R. 2007. "Major transitions in "big" history". *Technological Forecasting and Social Change* 74(8): 1137–1163. [E-JOURNAL].

BENTLEY, R. A. & M. J. O'BRIEN 2012. "Cultural evolutionary tipping points in the storage and transmission of information". *Frontiers in Psychology* 3: Article 569. [E-JOURNAL].

Papers in HORNBERG, A. & C. CRUMLEY (eds.) 2007. *The World System and the Earth System: Global Socioenvironmental Change and Sustainability Since the Neolithic*. Left Coast Press., Walnut Creek.: [INST ARCH BC 100 HOR].

INTERNATIONAL GEOSPHERE-BIOSPHERE PROGRAMME 2012. "Anthropocene: The geology of humanity". *Global Change* 78.  
[HTTP://WWW.IGBP.NET/DOWNLOAD/18.1081640C135C7C04EB480001182/1376383108168/NL78-FOR\_WEB.PDF].

SMITH, B. D. & M. A. ZEDER 2013. "The onset of the Anthropocene". *Anthropocene* . [E-JOURNAL].

SÖRLIN, S., S. VAN DER LEEUW, R. COSTANZA, S. AULENBACH, S. BREWER, M. BUREK, S. CORNELL, C. CRUMLEY, J. A. DEARING, C. DOWNY ET AL. 2011. "Toward an integrated history to guide the future". *Ecology & society* 16(4). [E-JOURNAL].

TAKÁCS-SRÁNTA, A. 2004. "The major transitions in the history of human transformation of the biosphere". *Human Ecology Review*, Vol. 11, No. 1, 2004 11: 51–66. [E-JOURNAL].

TURCHIN, P. 2008. "Arise 'Cliodynamics'". *Nature* 454: 34–35. [E-JOURNAL].

TURCHIN, P., T. E. CURRIE, E. A. L. TURNER & S. GAVRILETS 2013. "War, space, and the evolution of Old World complex societies". *Proceedings of the National Academy of Sciences* 110(41): 16384–16389. [E-JOURNAL].

## Week 7: Past and Future Earth (EG)

### Further reading

If you think you might be interested in the topic or want to explore it on your own in future, here are some recommended readings. The topic has different facets and you may be interested in a particular facet. Perhaps pick one and ask me about it.

### The dangers of nuclear energy:

"Rubbish Theory: The Heritage of Toxic Waste" by Marcos Buser (available on Moodle). This is about the poor recording and mapping of where nuclear waste dumps are located.

**Impact of human activities on the environment—my own research:** This paper (below) is an example of my team's research on ancient waste. It has a lot of the rather boring analytical stuff, so just have a look at the abstract to get a feel for what our goals are:

GRAHAM, E., R. M. S. TURNER, J. CROWTHER, J. STEGEMANN, M. ARROYO-KALIN, L. DUNCAN, R. WHITTET, C. ROSIQUE AND P. AUSTIN. 2017. "The Marco Gonzalez Maya Site, Ambergris Caye, Belize: Assessing the Impact of Human Activities by Examining Diachronic Processes at the Local Scale". *Quaternary International* 437, part B: 115–142. [e-journal]  
<http://dx.doi.org/10.1016/j.quaint.2015.08.079>

**A new look at ancient environmental impact** This chapter provides some of the background to my present research into ancient human impact on soils:



GRAHAM, E. 2006. "A Neotropical Framework for Terra Preta". In W. Baleé & C. Erickson (eds.), *Time & Complexity in Historical Ecology: Studies in the Neotropical Lowlands*, pp. 57–86. Columbia University Press, New York. [INST ARCH DF 100 BAL].

**The future of global agriculture** This summarises the harmful effects on soils of the global focus on the raising of cattle for beef:

FOLEY, J. A., N. RAMANKUTTY, K. A. BRAUMAN, E. S. CASSIDY, J. S. GERBER, M. JOHNSTON, N. D. MUELLER, C. O'CONNELL, D. K. RAY, P. C. WEST, C. BALZER, E. M. BENNETT, S. R. CARPENTER, J. HILL, C. MONFREDA, S. POLASKY, J. ROCKSTRÖM, J. SHEEHAN, S. SIEBERT, D. TILMAN & D. P. M. ZAKS 2011. "Solutions for a Cultivated Planet". *Nature* 478: 337–342. [E-JOURNAL].

### **Anthropological/social science on waste; also waste as heritage**

GEORGE, ROSE. 2008. *The Big Necessity: Adventures in Human Waste*. Portobello Books, London [Inst Arch Bd Ros] [Issue Desk loa Ros 3].

HAWKINS, GAY. 2006. *The Ethics of Waste: How We Relate to Rubbish*. Rowman & Littlefield, Oxford.

SCANLAN, JOHN. 2005. *On Garbage*. Reaktion Books, London.

RENO, JOSHUA. 2015 "Waste and Waste Management". *Annual Review of Anthropology* 44: 557–72.

**Sustainable urban food systems; agro-urbanism** There is a great deal of literature on this. If anyone is interested, get in touch with me. I'll suggest here a short article by me on farming in cities:

E. GRAHAM. 1999. "Farming the Built Environment". In Mustafa Koc, Rod MacRae, Luc J.A. Mougeot & Jennifer Welsh (eds) *For Hunger-proof Cities*. International Development Research Centre (IDRC), Ottawa.

. . . and a slightly different take on agro-urban landscapes:

ELIZABETH GRAHAM AND CHRISTIAN ISENDAHL. 2018. "Neotropical Cities as Agro-Urban Landscapes". In *The Resilience of Heritage, Cultivating a Future of the Past: Essays in Honour of Professor Paul J.J. Sinclair, Studies in Global Archaeology* 23, series editor Pual Lane, Dept. of Archaeology and Ancient History, Uppsala University, Sweden.

### **Week 8: Niche Construction from Early Agriculture to the Anthropocene (DF/MR)**

#### Further reading

BAUER, A. M., & ELLIS, E. C. 2018. "The Anthropocene Divide." *Current Anthropology* 59(2): 209–227 [with commentary] [e-journal]

ELLIS, E. C., KAPLAN, J. O., FULLER, D. Q., VAVRUS, S., GOLDEWIJK, K. K., & P. H. VERBURG 2013. "Used Planet: A Global History." *Proceedings of the National Academy of Sciences* 110 (20): 7978–7985. [E-JOURNAL].

ELLIS, E., MASLIN, M., BOVIN, N., & BAUER, A. 2016. "Involve Social Scientists in Defining the Anthropocene." *Nature News* 540(7632): 192.

SMITH, B. D. 2007. "The Ultimate Ecosystem Engineers." *Science* 315 (5820): 1797–1798. [E-JOURNAL].

Also of interest may be the recent effort to formally subdivide the Holocene. On the new formal subdivision of the Holocene, see this webpage: <http://www.stratigraphy.org/index.php/ics-news-and-meetings/125-formal-subdivision-of-the-holocene-series-epoch>. Consider this alongside the comments of Ruddiman (2018, above) on subdivisions of the Pleistocene: Voosen, Paul (2018) "New Geological Age Comes Under Fire." *Science* 361 (6402): 537–538.