INSTITUTE OF ARCHAEOLOGY

MA COURSE (15 credit): ARCL0109

ARCHAEOLOGY OF HUNTER-GATHERERS FROM THE EMERGENCE OF MODERN HUMANS

COURSE HANDBOOK 2018-19

(Turnitin ID: 3884645)

Magdalenian cave art at Lascaux, France (Aujoulat 2004)

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INTRODUCTION
This handbook contains basic information about the content and administration of this course. If you have queries about the objectives, structure, content, assessment or organisation of the course, please consult the Course Co-ordinator.

Further important information, relating to all courses at the Institute of Archaeology, is to be found in the general MA/MSc handbook which is also on the web. It is your responsibility to read and act on it. It includes information about originality, submission and grading of coursework; disabilities; communication; attendance; and feedback.

AIMS
This course will examine key issues in human evolution and development from the emergence of modern humans (ca.150,000 BP) until the transition to food production (ca. 12-6,000 BP). It will involve a comparative study of the archaeological records from Africa, Western Asia and Europe, and a review of the evidence for the colonization of Australasia and the Americas.

OBJECTIVES
On successful completion of this course, students will:
- be knowledgeable about the central debates concerning the development of hunter-gatherer societies through the late Pleistocene and early Holocene
- have an understanding of the nature of the evidence and the ways in which it has been collected and analysed.
- have a critical appreciation of the range of models which have been used in its interpretation.

LEARNING OUTCOMES
By the end of this course, students will have expanded:
- their skills in evaluating archaeological data-bases, and the techniques and models used in their analysis and interpretation.
- their experience in articulating complex ideas and information in written and oral presentations.
- their abilities to design and undertake original research.

TEACHING METHODS
This 15 credit course will be taught weekly through the spring term in 10 two hour sessions. Each will begin with a lecture, followed ideally by a short student presentation and an open discussion. The presentation would normally involve a critical review of 1-2 articles and would be agreed in the week preceeding the seminar. This handout contains weekly recommended readings, which students will be expected to have done, in order to follow and actively contribute to discussion.

PREREQUISITES
This course does not have a prerequisite.

WORKLOAD
There will be 20 hours of lectures/seminars for this course. Students will be expected to spend around 80 hours undertaking background reading, and 50 hours preparing and producing the assessed work. This adds up to a total workload of 150 hours for the course.

METHODS OF ASSESSMENT
This course is assessed by means of one essay of 3,800-4,200 words. Information on the selection of topics and the deadlines is given at the end of this handbook. The Course Co-ordinator will be willing to discuss an outline of the essay, provided this is planned suitably in advance of the submission date.

LIBRARIES AND OTHER RESOURCES
In addition to the Institute of Archaeology’s library, students will also need to use UCL’s Science Library (particularly the Anthropology Section). Libraries outside of UCL which have relevant holdings include those at the University of London at Senate House and the British Library.
TEACHING SCHEDULE
Teaching sessions will be held between 2-4 pm on Thursdays through the spring term. These will be in Room 410. It is hoped that students will attend all the sessions, but a minimum attendance of 70% is required, except in the case of illness or other adverse circumstances which are supported by medical certificates or other documentation as appropriate.

COURSE TIMETABLE

Introduction and background
   b) Late Pleistocene and early Holocene environments.
   b) Technology through the Middle and Late Palaeolithic.

Emergence and Spread of Modern Humans
4. January 31: Late Neanderthals and early Modern Humans in West Asia and Europe.

   Hunter-gatherers of the last Glacial Maximum
5. February 7: Hunter-gatherers of the last Glacial Maximum in Europe.
   
   FEBRUARY 11-15: READING WEEK

   Hunter-gatherers in transition
7. February 28: Late Pleistocene adaptations in the Near East.
8. March 7: Mesolithic adaptations to the post-glacial of North-West Europe.

   Colonisation of Australasia and Americas
9. March 14: The Colonisation of South-East Asia and Australasia.
SEMINAR / LECTURE SUMMARIES

The following pages give details of the seminars/lectures for the course and identifies essential (*) and optional readings relevant to each session. Information is provided as to where in the UCL library system individual readings can be found and whether they are available online. However, this should be checked against the UCL library computer system (eUCLiD) to see if material is out on loan or whether there are other copies available in other branches/sections of the library. The recommended readings are considered important for keeping up with the topics covered in the course sessions, and it is expected that students will have checked these prior to the session under which they are listed.

Arch. = item in Archaeology library
Anthrop., Geology etc are held in the Watson Science Library.
(*) = highly recommended reading

1a. HUNTER-GATHERER DIVERSITY IN THE RECENT PAST

Hunter-gatherers only survive in very restricted areas at the present day, but there is historic documentation extending back into the early 19th century, giving some idea of the diversity of adaptations which may have existed in the more recent past. This session will discuss the demographic structure, subsistence strategies and social organization found in recent hunter-gatherer societies. It will also consider the value but also the pitfalls of using ethnographic analogy in interpreting the archaeological record.

1b. LATE PLEISTOCENE AND EARLY HOLOCENE ENVIRONMENTS

A review of the impact of climate change on global environments and resource distribution through the late Pleistocene and early Holocene. It will also consider the impact of environmental events on the dispersal of modern humans and on the survival of the archaeological record.


2a. THE EVOLUTION OF MODERN HUMANS

a) A review of the fossil and genetic evidence for the evolution of biologically modern humans and their dispersal through the Old World.

b) A discussion of the nature of human “modernity” and the factors which may have led to the human “behavioural revolution”. This topic will be explored in more detail in the following two sessions, which will examine the archaeological record from Africa, West Asia and Europe.

EVALUATION OF MODERN HUMANS

- Prufer, K. et al. (2014) The complete genome sequence of a Neanderthal from the Altai Mountains *Nature* 505: 43-49. (Online)
- Reich D. (2018) *Who We Are and How We Got Here.* Oxford University Press. (Arch: BB1 REI)


**NATURE OF “MODERNITY” AND “THE HUMAN BEHAVIOURAL REVOLUTION”**


**2b. TECHNOLOGY THROUGH THE MIDDLE AND LATE PALAEOLITHIC**

A review of the key technological developments which occurred through the Middle and Late Palaeolithic and the Mesolithic. This will include a handling session.

3. THE EMERGENCE OF BEHAVIOURALLY MODERN HUMANS IN AFRICA

Over the last 25 years there has been a huge expansion in research on the Middle Stone Age of Africa, as it has become apparent from the fossil and genetic evidence that modern humans evolved within the continent within this period (ca. 200-150 kyr). Much of the archaeological work has been examining the evidence for the emergence of modern human behaviour, looking closely at developments in technology, subsistence, settlement and the use of symbolic imagery.


Texier P.J. (2010) A Howieson’s Poort tradition of engraving ostrich eggshell containers dating to 60,000 years ago at Diepkloof Rock Shelter, South Africa. *Proceedings of the National Academy of Sciences of USA* 107: 6180-85. (Online)

Tyler Faith J. (2008) Eland, buffalo and wild pigs: were Middle Stone Age humans ineffective humans? *Journal of Human Evolution* 55: 24-36. (Online)


4. LATE NEANDERTHALS AND EARLY MODERN HUMANS IN WESTERN ASIA AND EUROPE

Early Modern Humans had appeared in West Asia by 100 kyr and in Europe by 40 kyr. In both areas there was a period of overlap with Neanderthals and there has been much interest in the nature of any interactions. The evidence from western Europe is intriguing as there are suggestions that Neanderthals were developing new adaptations at the time that modern humans arrived. In Europe there were many manifestations of symbolic imagery in the early Upper Palaeolithic.

WEST ASIA


Douka K. et al. (2013) Chronology of Ksar Akil (Lebanon) and implications for the colonization of Europe by Anatomically Modern Humans. PloS One 8 (9) e72931 (Online)


EUROPE


Bolus M. & Conard N.J. (2001) The late Middle Palaeolithic and earliest Upper Palaeolithic in Central Europe and their relevance for the Out of Africa hypothesis. Quaternary International 75: 29-40. (Online)


• Joris O. & Street M. (2008) At the end of the 14C time scale – the Middle to Upper Paleolithic record of western Eurasia. *Journal of Human Evolution* 55: 782-802. (Online)


5. HUNTER-GATHERERS OF THE LAST GLACIAL MAXIMUM IN EUROPE

During the coldest stages of the last glacial, parts of southern Europe provided refuge for human, animal and plant communities, displaced from further north. This session will examine the nature of subsistence and settlement strategies in two such areas. Firstly, south-western France where caves and rock-shelters have provided an extremely rich record for this period. Secondly, the Dnepr-Desna river valleys in the Ukraine where intriguing open-air sites have been found containing the remains of mammoth-bone structures. It will also consider whether there is evidence for social complexity during this period in Europe.

GENERAL ON UPPER PALAEOLITHIC EUROPE


SUBSISTENCE AND SETTLEMENT IN WESTERN EUROPE


**SUBSISTENCE AND SETTLEMENT IN EASTERN EUROPE**

6. THE NATURE AND INTERPRETATION OF UPPER PALAEOLITHIC ART

This session will explore the nature and interpretation of the prolific mobiliary and cave/rock art produced in various areas of Europe through the Upper Palaeolithic. It will look closely at the discoveries from the Aurignacian period at Chauvet Cave (c 32 kyr) and from the Magdalenian period at Lascaux Cave (c.17 kyr) in France. The interpretative section will examine some of the ethnographic explanations which have been developed based on recent hunter-gatherer art in Australia and South Africa.

- Clottes J. (1999) Twenty thousand years of Palaeolithic cave art in southern France. In J. Coles et al. (eds.) *World Prehistory*. Oxford University Press. (Arch: BC 100 COL; Issue Desk COL 4)
7. LATE PLEISTOCENE ADAPTATIONS IN THE NEAR EAST

Coinciding with the major environmental changes at the end of the Pleistocene there is evidence for the development of sedentism amongst certain hunter-gatherer communities in the Near East (the Natufian phenomenon) and changes in subsistence practice which included the first traces of plant cultivation. Cemeteries and a range of mobiliary art objects have been found in association with these settlements providing some insight into changing social and ideological practices.


8. MESOLITHIC ADAPTATIONS TO THE POST-GLACIAL OF NORTH-WEST EUROPE

During the terminal Pleistocene and early Holocene, recolonisation occurred of the previously glaciated areas of north-western Europe and a wide range of new adaptations are seen in technology, subsistence, settlement and social practice. This session will focus on the extremely well-preserved Mesolithic record from southern Scandinavia, and will also briefly examine the transition to agriculture in this area. There will also be some discussion of the British sequence.

GENERAL ON EUROPEAN MESOLITHIC


MESOLITHIC IN S. SCANDINAVIA AND TRANSITION TO FARMING


Jessen C.A. et al. (2015) Early Maglemosian culture in the Pre-Boreal landscape: archaeology and vegetation from the earliest Mesolithic site in Denmark at Lundby Mose, Sjælland. Quaternaary International 378: 73-87. (Online)


MESOLITHIC IN BRITAIN


9. THE COLONISATION OF SOUTH-EAST ASIA AND AUSTRALASIA

Modern humans appear to have reached northern Australasia by 50 kyr and during the following 20 kyr had colonized most parts of the continent. There will be a discussion of the nature of the colonization process, the adaptations developed by the communities and their impact on the indigenous fauna and flora. There will also be a brief discussion of the much earlier colonization of island south-east Asia (Wallacea) by Homo erectus populations and the nature of the dwarf hominin population found on the island of Flores.

LATE PALAEOLITHIC OF S.E. ASIA


- Various articles in special edition of the Journal of Human Evolution 57: 437-648 are concerned with palaeoanthropological research at Liang Bua, Flores, Indonesia. (Online)

THE COLONISATION OF AUSTRALASIA


• Field J. et al. (2013) Looking for the archaeo logical signature in Australian Megafaunal extinctions. Quaternary International 285: 76-88. (Online)
• Lorenzen E.D. et al. (2011) Species specific responses of late Quaternary megafauna to climate and humans. Nature 479: 359-64. (Online)
O’Connor S. et al. (2011) Pelagic fishing at 42,000 years before the present and the maritime skills of Modern Humans. Science 334: 1117-1121. (Online)

10. THE COLONISATION OF EASTERN SIBERIA AND THE AMERICAS

There is still considerable controversy about the date of the first colonization of the Americas, but there is intriguing evidence from Central and South America indicating that small populations may have arrived prior to the glacial maximum. This session will examine the evidence for the colonization process, and the adaptations of communities to the wide ranging environments encountered. It will also examine the factors which may have led to the extinction of megafauna in the late Pleistocene.

LATE PALAEOLITHIC OF N.E. SIBERIA & BERINGIA
• Pitulko V. et al. (2012) The oldest art of the Eurasian Arctic: personal ornaments and symbolic objects from Yana, RHS, Arctic Siberia. Antiquity 86: 674-95. (Online)

THE COLONISATION OF THE AMERICAS

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Erlandson J.M. et al. (2011) Paleoenvironmental reconstructions of the deposits at Pedra Furada, Brazil. *Antiquity* 70: 408-21 (reply to article by Meltzer) (Online)


Guidon N. et al. (1996) Nature and age of the deposits in Pedra Furada, Brazil. *Antiquity* 70: 408-21 (reply to article by Meltzer) (Online)


Meltzer, D.J. (2009) *First peoples in the New World*. Princeton University. (DEA MEL; also available online)


ASSESSMENTS
The course will be assessed by one essay of 3,800-4,200 words length. Titles should be agreed with the Course Co-ordinator, who will recommend key items for reading.

The deadline for the essay will be: Friday 26 April

WORD-LENGTH
UCL has very strict regulations relating to word-length. For work that exceeds the specified maximum length by up to 10%, the mark will be reduced by five percentage marks. For work that exceeds the specified maximum length by 10% or more, the mark will be reduced by ten percentage points. In both cases, the penalized mark will not be reduced below the pass mark, assuming the work merited a pass. The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, captions and contents of tables and figures, and appendices. There is no penalty for using fewer words than the lower figure in the range.

CITING OF SOURCES
Coursework should be expressed in a student's own words giving the exact source of any ideas, information, diagrams etc. that are taken from the work of others. Any direct quotations from the work of others must be indicated as such by being placed between inverted commas (with the author, date and page number in brackets and the source in the bibliography). Plagiarism is regarded as a very serious irregularity which can carry very heavy penalties. It is your responsibility to read and abide by the requirements for presentation, referencing and avoidance of plagiarism to be found in the IoA 'Coursework Guidelines' on the IoA website http://wiki.ucl.ac.uk/display/archadmin

PRESENTATION
Essays and other assessed work must be word-processed (unless otherwise specified) and should be printed on one or both sides of the paper, using 1.5-line spacing. Bibliographies may be in single line spacing. Adequate margins should be left for written comments by the examiner. Students are encouraged to use diagrams and/or tables where appropriate. These should be clearly referred to at the appropriate point in the text, and if derived from another source, this must be clearly acknowledged.

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

Please note that students should put their Candidate Number, not their name, on all coursework. They should also put the Candidate Number and course code on each page of their work. (Your candidate number is a 5 digit alphanumeric code which will be found on portico).

Date-stamping will be via ‘Turnitin’ (see below), so in addition to submitting hard copy, students must also submit their work to Turnitin by midnight on the day of the deadline.

TURNTIN
It is essential that students upload all parts of their coursework to Turnitin (ie including the bibliography and images). This ensures that a complete electronic copy of all work is available in case an essay goes astray. Please be assured that markers will not include these additional elements when checking wordcounts. Please put your Candidate number at the start of the title line on Turnitin, followed by a short title of the coursework.

Students who encounter technical problems submitting their work to Turnitin should email the nature of the problem to ioa-turnitin@ucl.ac.uk in advance of the midnight deadline in order that the Turnitin Advisers can notify the Course Co-ordinator that it may be appropriate to waive the late submission penalty.

If there is any other unexpected crisis on the submission day, students should telephone or (preferably) e-mail the Course Co-ordinator and Judy Medrington’s Office.
For this course, the Turnitin ‘Class ID’ is: 3884645
and the ‘Class Enrolment Password’ is: IoA1819

Further information concerning Turnitin is given on the IoA website:
http://wiki.ucl.ac.uk/display/archadmin
Turnitin advisors will be available to help you via email: ioa-turnitin@ucl.ac.uk if needed.

LATE SUBMISSION
Late submission is penalized in accordance with UCL regulations, unless permission for late submission has been granted. The penalties are as follows: i) the marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark); ii) the marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (50%); iii) work submitted more than five working days after the published date and time, but before the second week of the third term will receive a mark of zero but will be considered complete.

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

TIMESCALE FOR RETURN OF MARKED COURSEWORK TO STUDENTS
You can expect to receive your marked work within four calendar weeks of the official submission deadline. If you do not receive your work within this period, or a written explanation from the marker, you should notify the IoA’s Academic Administrator, Judy Medrington.

KEEPING COPIES AND RETURN OF COURSEWORK TO COURSE COORDINATOR
Please note that it is an Institute requirement that you retain a copy (this can be electronic) of all coursework submitted. When your marked essay is returned to you, you should return it to the course co-ordinator within two weeks, so that it can be second-marked and is available to the Board of Examiners. You may like to keep a copy of the comments if you are likely to wish to refer to these later.

COMMUNICATION
If any changes need to be made to the course arrangements, these will normally be communicated by email. It is therefore essential that you consult your UCL e-mail account regularly.

ATTENDANCE
A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email. Departments are required to report each student’s attendance to UCL Registry at frequent intervals throughout each term. A 70% minimum attendance at all scheduled sessions is required (excluding absences due to illness or other adverse circumstances, provided that these are supported by medical certificates or other documentation, as appropriate).

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

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

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