UCL INSTITUTE OF ARCHAEOLOGY MSc Environmental Archaeology Degree Programme Handbook 2022-23

Archaeobotany, Geoarchaeology and Zooarchaeology

DEGREE COORDINATOR:
Professor Dorian Fuller (d.fuller@ucl.ac.uk)
Phone: +44 (0)20 7679 4771 Office: Room 311

OTHER CORE INSTRUCTORS: Professor Louise Martin (louise.martin@ucl.ac.uk),
Dr. Rhiannon Stevens (rhiannon.stevens@ucl.ac.uk)

Post-Graduate Teaching Assistant: Anna Den Hollander (anna.hollander.18@ucl.ac.uk)

Please read this handbook thoroughly.
INTRODUCTION to the IoA MSc DEGREE in ENVIRONMENTAL ARCHAEOLoGY

This degree program is designed to provide students with the methodological and theoretical tools, and basic practical skills, to carry out research in Environmental Archaeology. Environmental archaeology, which includes archaeobotany, geoarchaeology and zooarchaeology, is distinct from other sub-disciplines of archaeology in that it follows a community ecology approach to study past human-environment interactions. Research is focused on how communities of humans have interacted with communities of plants, animals and other organisms that shared their environments. Interactions include, for example, predation, herbivory, mutualism, competition, management and/or domestication. Likewise, the environmental archaeology approach considers how interconnected communities of humans and other organisms have, over time, influenced changes to themselves and their environments, e.g. through shifts in their subsistence practices that effect biodiversity and/or food webs. Environmental archaeology further investigates how these interconnected communities of organisms have, through interactions with the abiotic components of their environments, influenced the transformation of landscapes over time. An understanding of evolutionary theory is key to the environmental archaeology approach. (See page 13 of this handbook for a list of aims and objectives of Environmental Archaeology research).

Note: due a sabbatical we will not be offering practical training or dissertations in geoarchaeology in 2022/23
• **Aims, Objectives & Intended Outcomes of the MSc Degree in Environmental Archaeology**

The core modules and practical options in this degree program in Environmental Archaeology are designed to provide students with methodological and theoretical tools, as well as practical skills, to carry out research in Environmental Archaeology; the dissertation provides an opportunity to put those tools and skills into practice.

**List of specific aims, objectives and intended outcomes of the degree programme:**

1. To provide participants with a theoretical understanding of research questions and methodologies in the study of past human-environment interactions, particularly human subsistence and subsistence change.

2. To provide participants taking the MSc qualification with training in research methods relevant to environmental archaeology, including general familiarity with evidence from archaeobotany, zooarchaeology and geoarchaeology.

3. To provide practical training in laboratory practice of at least one environmental archaeological science (zooarchaeology, geoarchaeology or archaeobotany).

4. To enable degree holders to pursue specialised research on archaeological data relating to past environments and/or human subsistence, (through a dissertation research project that is an original contribution to environmental archaeology).

5. To enhance essential research skills, particularly the ability to access information from a diverse range of sources; to work independently to meet deadlines; and to collaborate and work as a team member.

6. To contribute to professional development and transferable skills, such as the ability to collect, organise, analyse, present and interpret complex data (in writing and orally).

**PROGRAMME STRUCTURE**

The programme of study for this degree is intended to help you meet the objectives outlined above, and to provide opportunities for you to achieve any additional personal objectives associated with the degree. The programme consists of 180 credits, 90 from 6 modules (each worth 15 credits), and a 15,000-word dissertation that is 90 credits (50% of the degree). Students complete their module requirements over Terms I and II and their dissertation (research begins in Term III, with submission in September).

*We expect all students to have selected a dissertation topic by the beginning of Term II (January)* and to have discussed this topic with an agreed supervisor, and the degree coordinator. Although any member of IoA staff may supervise or co-supervise a dissertation, for topics on Zooarchaeology students should consult Louise Martin, for topics on Archaeobotany students should consult Dorian Fuller, and for Geoarchaeology they should consult Manuel Arroyo-Kalin.

*Part time*

If they are pursuing the degree on a part-time basis, students are normally expected to take 60 credits in the first year (which will normally include the core modules) and the remaining element in the second.

**MODULES: Terms I and II**

Of the six modules, students are required to take two environmental archaeology core modules (classroom/lecture-based) and one practical (laboratory-based) option in zooarchaeology or archaeobotany. Another three modules are to be selected from the
general list of options (see below, page 6). A template to help you draft your Terms 1 & 2 module load is provided in Table 5, page 16.

Depending on the student’s previous background, it may be recommended that they also attend (but will not be assessed for) a parallel undergraduate lecture module, to ensure that they have a suitable background to benefit from the master’s level seminars. Please discuss this with the degree co-ordinators. A list of suggested readings is provided on pages 14-16.

Prerequisites:
Modules for IOA master’s Programs do not have prerequisites; students will have been accepted to the programme on the understanding that they already have sufficient background in archaeology or a relevant field, either through their previous degree, or through relevant experience, to be able to follow the programme and modules for which they have been accepted. If, however, students wish to change their programme, or the modules in which they indicated an interest in enrolling in, in their application, they should discuss this with the relevant Degree and Module Coordinators.

- Core Modules (Required):
The two required core modules, Resources and Subsistence and Environmental Archaeology in Practice (codes ARCL0128, ARCL0129 respectively), introduce theoretical and methodological approaches to environmental archaeology research problems and analytical approaches to environmental archaeology datasets. Table 1 provides logistical information about the two core modules.

### Table 1: Name, Dates, Location and Coordinator of the Core Modules

<table>
<thead>
<tr>
<th>Core Module Code</th>
<th>Module Title</th>
<th>Coordinator</th>
<th>Term</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
<th>Coordinator Email</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCL0129</td>
<td>Environmental archaeology in practice</td>
<td>Louise Martin</td>
<td>I</td>
<td>Wed 9-11</td>
<td>410</td>
<td></td>
<td><a href="mailto:l.martin@ucl.ac.uk">l.martin@ucl.ac.uk</a></td>
<td>Room 303</td>
</tr>
<tr>
<td>ARCL0128</td>
<td>Resources and subsistence</td>
<td>Dorian Fuller</td>
<td>II</td>
<td>Wed 10-12</td>
<td>410</td>
<td></td>
<td><a href="mailto:d.fuller@ucl.ac.uk">d.fuller@ucl.ac.uk</a></td>
<td>Room 311</td>
</tr>
</tbody>
</table>

**ARCL0129 Environmental Archaeology in Practice** – Term 1. Weekly 2 hr seminars.  
(coordinated by Louise Martin, email: l.martin@ucl.ac.uk, office in Room 303)

This core module is intended to provide the theoretical grounding for practical projects in zooarchaeology, archaeobotany or geoarchaeology. The principal aims are to develop a working knowledge of key methods in data analysis for environmental archaeology, including dating and the Bayesian analysis of radiocarbon calibration, sampling strategies on-site and off-site, quantification of biological and geoarchaeological datasets, and approaches to statistical analysis. Problems in taphonomy of environmental datasets will also be introduced.

**Assessment:** The module is assessed by two pieces of work, consisting of: 1) A Quantification Report (40%) ca. 1500 words: due after reading week; 2) Essay (60%) ca. 2500 words: a case study: due at the end of term.

**ARCL0128 Resources and Subsistence** – offered in Term 2. Weekly 2 hr seminars.  
(coordinated by Dorian Fuller, email: d.fuller@ucl.ac.uk; office in Room 311)

The principal aims of this core module are to provide students of Environmental Archaeology with 1) an overview of current theoretical debates on the study of humans and their environments; 2) a familiarity with archaeological and ethnographic case studies that illustrate current issues in the study of human/environmental relations; and 3) an understanding of how to generate problem-driven research for geoarchaeology, archaeobotany and faunal analysis, skills that they will also acquire in this MSc degree.
Assessment ARCL0128: The module is assessed by two pieces of work, consisting of 1) (worth 35% of module final mark) a PowerPoint presentation (Week 5) and a short, written summary (700 words) due after Reading Week (Week 6); 2) (65%) an essay, of ca. 3300 words (due at the end of term).

Students are expected to prepare for and participate in in-class discussion of assigned weekly readings.

- **Required Practical Options: Archaeobotany, Geoarchaeology or Zooarchaeology.**

Practical skills in working with archaeological environmental/subsistence evidence is a key part of this degree, and each student is expected to pursue at least one of the core practical research areas—Archaeobotany, Geoarchaeology or Zooarchaeology. See Table 2 for times, dates, room location etc.

**Table 2: Name, Dates, Location and Coordinator of the Practical Options**

<table>
<thead>
<tr>
<th>Credit</th>
<th>Code</th>
<th>Module Name</th>
<th>Coordinator</th>
<th>Term</th>
<th>Day &amp; Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>ARCL0096</td>
<td>Archaeobotanical analysis in practice</td>
<td>Dorian Fuller</td>
<td>II-READING WEEK-intensive 40 hours</td>
<td>313</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0125</td>
<td>Zooarchaeology in practice</td>
<td>Louise Martin</td>
<td>I</td>
<td>Mon 1-4</td>
<td>308</td>
</tr>
</tbody>
</table>

**ARCL0096 Archaeobotanical Analysis in Practice. Coordinator: Dorian Fuller.** This module runs in Term II, Reading Week as an intensive all week course, in the archaeobotany laboratory (Room 313)

The module focuses on the practical hands-on aspects of sorting, identifying, quantifying and reporting archaeobotanical macro-remains, with primary emphasis on seeds, and as well as the preparation of basic descriptive archaeobotanical reports. Seed identification is focused on the detailed identification of major Old-World seed crops (including Near East/European as well as some South/East Asian and African taxa). Students are given basic tools for identification that can be applied to the identification of other taxa. A written assignment will be due around the end of April and a practical examination (on identifications) will be scheduled in May.

**ARCL0125 Zooarchaeology in Practice. Coordinator: Louise Martin. Term I.** Monday 1-4, room 308.

This module covers the practical aspects of animal bone identification and analysis.

- **Additional Options (3 required):**

Students must take 3 optional modules, a total of 45 credits (see Table 3: List of Additional Options, below). Normally, students select options from those relevant to this degree programme, but they may select one option element from those available in other IoA Masters' degree programmes after discussion with and subject to the agreement of the Degree Coordinator. More exceptionally, it is possible to take one module provided by another Department at UCL, or one of the other Colleges of the University of London - students should discuss this with their Degree Coordinator.

**Availability of space in some options may be limited so please confirm availability with coordinator of that option.**

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### Table 3: List of Additional Options:

<table>
<thead>
<tr>
<th>CREDIT</th>
<th>CODE</th>
<th>MODULE NAME</th>
<th>COORDINATOR</th>
<th>TERM</th>
<th>DAY &amp; TIME</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>ARCL0094</td>
<td>Geographic Information Systems in Archaeology and History</td>
<td>Andy Bevan</td>
<td>1</td>
<td>Wed 9-12noon</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0095</td>
<td>Geographic Information Systems Approaches to Past Landscapes</td>
<td>Mark Lake</td>
<td>2</td>
<td>Wed 10-1pm</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0101</td>
<td>Prehistoric Stone Artefact Analysis</td>
<td>Ceri Shipton</td>
<td>2</td>
<td>Fri 2-4pm</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0102</td>
<td>Archaeological ceramic analysis</td>
<td>Patrick Quinn</td>
<td>2</td>
<td>Mon, Tues 4-6, 2-4</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0103</td>
<td>Spatial statistics, network analysis and human history</td>
<td>Andy Bevan</td>
<td>1</td>
<td>Thurs 4-6pm</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0109</td>
<td>Archaeology of hunter-gatherers from the emergence of modern humans</td>
<td>Andy Garrard</td>
<td>1</td>
<td>Fri 2-4pm</td>
<td></td>
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<tr>
<td>15</td>
<td>ARCL0135</td>
<td>Aegean prehistory: major themes and current debates</td>
<td>Todd Whitelaw</td>
<td>2</td>
<td>Fri 11-1pm</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0138</td>
<td>The Mediterranean World in the Iron Age</td>
<td>Corinna Riva</td>
<td>2</td>
<td>Thurs 9-11am</td>
<td></td>
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<tr>
<td>15</td>
<td>ARCL0141</td>
<td>Mediterranean Prehistory</td>
<td>Borja Legarra</td>
<td>1</td>
<td>Mon 4-6pm</td>
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</tr>
<tr>
<td>15</td>
<td>ARCL0147</td>
<td>Themes and debates in Egyptian Archaeology</td>
<td>Claudia Naeser</td>
<td>1</td>
<td>Mon 2-4pm</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0151</td>
<td>Neolithic and early Bronze Age of the Near East: The emergence of villages and urban societies</td>
<td>Karen Wright</td>
<td>1</td>
<td>Wed 11:30-1:30pm</td>
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<tr>
<td>15</td>
<td>ARCL0152</td>
<td>Archaeologies of Asia</td>
<td>Biaoping Li</td>
<td>1</td>
<td>Fri 12-2pm</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0155</td>
<td>Social complexity in early China</td>
<td>Biaoping Li</td>
<td>2</td>
<td>Tues 9-11am</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0156</td>
<td>Funerary archaeology</td>
<td>Mike Parker</td>
<td>1</td>
<td>Mon 4-6pm</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0160</td>
<td>Archaeological Data Science</td>
<td>Mark Altaweel</td>
<td>1</td>
<td>Thurs 11-2pm</td>
<td></td>
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<tr>
<td>15</td>
<td>ARCL0161</td>
<td>Complexity, Space and Human History</td>
<td>Mark Lake</td>
<td>2</td>
<td>Thurs 11-1pm</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0178</td>
<td>Themes and Debates in Islamic Archaeology and Heritage</td>
<td>Paul Wordsworth</td>
<td>2</td>
<td>Tues 4-6pm</td>
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<tr>
<td>15</td>
<td>ARCL0188</td>
<td>Comparative archaeologies of the Americas</td>
<td>Elizabeth Buquedano</td>
<td>1</td>
<td>Mon 9-11am</td>
<td></td>
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<tr>
<td>15</td>
<td>ARCL0200</td>
<td>Middle Bronze Age to the Iron Age in the Near East: City-States and Empires</td>
<td>Mark Altaweel</td>
<td>2</td>
<td>Fri 11:30-1:30pm</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ARCL0210</td>
<td>Archaeology of the Silk Roads</td>
<td>Tim Williams</td>
<td>II</td>
<td>Fri 4-6</td>
<td>209</td>
</tr>
<tr>
<td>15</td>
<td>ARCL0212</td>
<td>Archaeology of early human origins</td>
<td>Ceri Shipton</td>
<td>2</td>
<td>Wed 4-6pm</td>
<td>tbc</td>
</tr>
</tbody>
</table>

Subject to space and the agreement of the Module Coordinators involved, students are welcome to attend classes in addition to those for which they are formally registered.

- **DISSERTATION** (= ARCL0089) (= 90 credits): Term III-IV. DUE 1 SEPTEMBER, 2023

  Projects/subjects of the dissertation need to be decided by early in Term II

  The dissertation of up to 15,000 words is a report on research, the topic chosen being approved as being relevant within the general area covered by this degree. Soon after arrival, students should discuss their area of research interest with their Degree Coordinator, who will help them to focus their ideas for their dissertation or refer them to another member of staff who will be able to provide more specific advice, who will probably be appointed to be the student's Dissertation Supervisor. They will help the student define their dissertation topic and provide guidance through the main stages of the work. The dissertation provides a further opportunity to define and achieve the student's own objectives. It might be used to apply newly learned approaches to an archaeological problem that has long been of interest, or to gain greater experience with specific methods of data analysis. If a student is studying part-time while working in the field, they might choose to analyse a data set derived from their own
work, or to assess the potential of certain theoretical or methodological approaches for their work. They can treat the dissertation as a one-off research project, as a pilot study for a Ph.D. project, or use it to showcase their skills to potential employers.

**Note:** Given that environmental archaeology dissertations are typically based on practical laboratory-based analysis and research, which require the careful application of newly learned skills and methods of observation, it is recommended that students begin working on their dissertations as soon as possible after the end of Term II.

**Part-time** MSc students may start work on the dissertation at the same time as full-time students, or they may wish to start later; either way they should consult the Degree Coordinator, and their Dissertation Supervisor, once the latter has been appointed.

The dissertation should be submitted by **01 September 2023**. Guidelines for researching, writing and producing the dissertation are included in the Institute of Archaeology’s Student Handbook. [https://www.ucl.ac.uk/archaeology/current-students](https://www.ucl.ac.uk/archaeology/current-students)

Advice on the preparation of the dissertation will be provided at sessions held at regular intervals through the year, starting at the Masters Student Induction Days.

**‘Oral Examination’ (based on dissertation preparation)**

All Master's students are required to undertake an ‘oral examination’ as part of their dissertation assessment. This will normally be held in mid-June (details to be determined). The ‘oral examination’ will involve each student giving a 10-15 minute powerpoint presentation on their dissertation plans which is normally held in front of their peers, the Degree Coordinator and their Dissertation Supervisor. The floor will then be opened to questions and discussion from both students and staff for a further 15 minutes. Following the presentation each student will have a meeting with their Dissertation Supervisor to discuss any issues arising and to plan out the remainder of their dissertation programme. No marks are awarded for the oral examination, but it is a compulsory part of the programme.

**Potential Dissertation Research Projects for the IOA Environmental Archaeology MSc**

The list below represents some potential methodological and site-based projects. Students are also able to develop their own projects, if appropriate samples/ study material can be obtained, and arrive at the IoA by March 2023.

**Methodological projects:**

**Archaeobotanical charring and morphometric analysis:** There is a large potential for experimental carbonization projects on seeds or projects that look at morphometrics (of specific species or groups of species, including change associated with domestication), including possibly the use of image analysis software. If this sort of project appeals, **please consult with Dorian Fuller by early Term II.**

**Zooarchaeological burning projects:** Animal bone from archaeological sites is often found burnt, and while there has been some research to record the characteristics and identification of burnt bone, there is good scope for attempting to understand how variables such as exposure time and varying temperature affect burning patterns. This kind of project would require experimental work to be undertaken, either in the lab or a field station. Interested students to **see Louise Martin**

**Taphonomy/bone modification projects:** Aspects of bone surface modification such as understanding and characterizing butchery marks, or examining root etching, carnivore gnawing, are all available as projects. These could be approached experimentally on modern material under known conditions, or through examination of archaeological material. Interested students to **see Louise Martin**
Testing zooarchaeological methods: Morphometric analyses are used in zooarchaeology to explore species separation, (especially separating sheep and goat), wild/domestic status of animals, and animal-environmental variation through time/space. Student projects could focus on applying methods to archaeological assemblages, and/or developing new methods. Interested students to see Louise Martin.

Site-based assemblage projects: bones, seeds, phytoliths, wood charcoal

Site-based projects focused on analysing an assemblage are available. Louise Martin can provide material for assemblage-based projects on faunal remains, from sites in Europe or the Near East (African bone assemblages may also be available); please consult her if your interests lie in archaeozoological materials. Dorian Fuller can provide flotation samples (for plant macro-remains, seeds or wood) and/or phytolith assemblages from a wide range of periods and regions, including the Near East, parts of sub-Saharan Africa, India, Southeast Asia, the U.K. or elsewhere; please consult him if your interests lie in archaeobotany.

In addition, we have a large staff at the IoA with wide range of projects on different time periods, cultures and places around world; thus, a range of suitable assemblages may be available in-house.

In certain cases, students can choose to a project on research problems on zooarchaeological, archaeobotanical materials from archaeological projects they have been involved with. However, an early start is essential given the time required to obtain, transport, prepare and analyse samples. In such cases, in Term 1 please consult with Louise Martin (zooarchaeology), or Dorian Fuller (archaeobotany)

We expect all students to have selected a dissertation topic around the beginning of Term II (January) and to have discussed this topic with an agreed supervisor. Although any member of IoA staff may supervise or co-supervise a dissertation.

To ensure that students obtain the best dissertation supervision possible and bearing in mind that their dissertation supervisors may have fieldwork commitments during the late spring and/or summer months, students are asked to consult with their Degree Coordinator or Dissertation Supervisor before planning any holidays between late March and 1 September 2023.
PREREQUISITES

With a small number of exceptions, modules for Masters programmes do not have prerequisites. Students will have been accepted to the programme on the understanding that they already have sufficient background in archaeology, anthropology or a relevant field, either through their previous degree, or through relevant experience, to be able to follow the programme and modules for which they have been accepted. If, however, students wish to change their programme, or the modules in which they indicated an interest in when they applied, they should discuss this with the relevant Degree and Module Coordinators.

For some modules, depending on the student's previous background, it may be recommended that they also attend a parallel undergraduate lecture module, to ensure that they have the background to get the most out of the Masters level seminars. However, they would not be asked to undertake assessments in the undergraduate class.

TEACHING SCHEDULE 2022-23

TERM Dates:
Teaching is timetabled during Term 1 (3 October – 17 December) and Term 2 (9 January – 24 March), although assessed work may be scheduled for submission at dates after the end of each term, depending on which modules have been selected. An outline timetable of each of the recommended modules is provided with the course details at the end of this handbook, but for full information see the individual module handbooks. Students are expected to use the third term and the summer to work on their dissertations which count for 50% of their degree mark.

If students are pursuing the degree on a part-time basis, students will normally be expected to take the compulsory core module and two optional modules in the first year and the dissertation and two optional modules in the second. They must agree their choice of modules with the Degree Coordinator. They may start work on the dissertation at the same time as full-time students, or they may wish to start later; either way they should consult the Degree Coordinator, and their Dissertation Supervisor, once the latter has been appointed.

TEACHING METHODS

Modules on Masters’ programmes are usually taught through seminars, these will normally involve about 50% lecture and 50% time for student discussion based on the readings and issues raised in lecture. The practical option modules are mainly lab-based with a smaller component of seminar discussion and lecture.

Seminars are run differently by individual module coordinators, but all have weekly recommended readings, which students are expected to have done, to be able fully to follow and actively to contribute to discussion. Some modules may require the student to make a seminar presentation; if so, this will be indicated in the module handbook.

COMMUNICATION

The primary channel of communication within the Institute of Archaeology is e-mail and Teams, and individual student meetings can be done in-person or over Teams. Please use the UCL email address you have been allocated and check it regularly. Please also ensure that you keep your contact details (especially your telephone number) up to date on Portico, in case you need to be contacted.
It is also essential that you sign up on Moodle for the modules you are taking. This is essential so you can access the handbooks for the courses, obtain copies of the seminar presentations and the reading lists, submit your coursework, and as a forum for discussion. Course-coordinators also use it as the primary means of communicating information about the modules. There is also a Degree Moodle page, where this handbook will be available and other degree wide announcements will be made; the practice essay should be submitted there: https://moodle.ucl.ac.uk/user/index.php?id=17297

ATTENDANCE

Registers will be taken at all classes, and Departments are required to report the attendance of each student to UCL Registry at intervals through each term. If you are unable to attend a class, please email the module coordinator to explain, in order to ensure that there is a record of the reasons for your absence. It is a College regulation that attendance at lectures, seminars and practicals be monitored. A 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).

RESOURCES

Moodle:
Please ensure you are signed up to the module on Moodle. For help with Moodle, please contact https://wiki.ucl.ac.uk/display/ELearningStudentSupport/Moodle+FAQs

Library Resources, UCL and outside UCL:
In addition to the Library of the Institute of Archaeology, other libraries in UCL with holdings of relevance to this degree are the Science Library located in the main campus. On occasion the main library, which has holding in classics and ancient history may be useful. All essential readings should be available online.

Some archaeobotanical reference books are available for consultation in the archaeobotany laboratory (Room 313).

Libraries outside of UCL which resources may have relevant to this degree are: the SOAS library, Economic Botany Library at Kew, British Library, Library of the Linnean Society, and libraries at the Natural History Museum.

Comparative Collections and other Laboratory resources
The IoA houses comprehensive archaeobotany and zooarchaeology comparative collections. These valuable collections, which are the result of 50+ years of collecting, are used by specialists within the IoA as well as specialists who come IoA specifically to use the collections because of their unique breadth, quality, condition and accessibility (meticulous organisation). Some laboratories, such as archaeobotany, have book collections (on botany, flora, etc.); these should be used in the laboratory and not removed, but if required they can be photocopied on the third floor.

Students are permitted and encouraged to use them as part of their module and/or dissertation research. Students using the labs and comparative materials are asked to appropriately take care with the materials, and to return them to their original drawers after using. Students are also reminded that they are required to clean up after themselves when they depart the lab: to put away equipment, return comparative materials to their drawers, cover microscopes, and wipe up any mess/debris.
PRACTICE ESSAY
All students are required to write a 2-page practice essay during the first weeks of Term I. This essay will be marked by the degree coordinator but the mark does not count towards the degree. Marking is done to help familiarise students with our assessment criteria, and for both instructors and students to identify any problems that need to be addressed early in the program.

DUE DATE: 14 October 2022

For this essay address the following question: To what extent is Environmental Archaeology about human adaptation or reconstruction past ecologies?

Students should submit this via the Degree Moodle page: https://moodle.ucl.ac.uk/user/index.php?id=17297

DYSLEXIA AND OTHER DISABILITIES
If you have dyslexia or any other disability, please make your lecturers aware of this, and please see Judy Medrington (j.medrington@ucl.ac.uk) for referral and application for a SoRA (statement of reasonable adjustment) which is undertaken centrally by UCL.

HEALTH AND SAFETY
The Institute has a Health and Safety policy and code of practice which provides guidance on laboratory work, etc. This is revised annually and the new edition will be issued in due course. All work undertaken in the Institute is governed by these guidelines and students have a duty to be aware of them and to adhere to them at all times. This is particularly important in the context of any laboratory and field work undertaken as part of this degree.

FEEDBACK
In trying to make this degree as effective as possible, we welcome feedback during the course of the year. Students will be asked to fill-in feedback forms at certain stages through each module and degree programme, which we hope will be a forum for you to give your views, but also the feedback sessions are intended to provide a forum for dialogue throughout the module.

In addition to the feedback opportunities in class, please feel free to raise any issue with Module/degree co-ordinators at any time.

If students are concerned about any aspect of a specific module, we hope they will feel able to talk to the relevant Module Coordinator, but if they feel this is not appropriate or have more general concerns, they should consult their Degree Coordinator or the Graduate Tutor. They may also consult the Academic Administrator (Judy Medrington), the Chair of Teaching Committee (Louise Martin), or the Director (Kevin MacDonald).
WHAT IS ‘ENVIRONMENTAL ARCHAEOLOGY’?
Some of the main aims & objectives of the research:

1. To characterise 'short-term' environments, on various spatial scales, which relate to designated phases of occupation of an archaeological site (or past settlement system in an area). Both on-site and off-site data are often used, the former potentially giving detailed information about very local (intra-site) environmental variation.

2. Following from this, to infer, using both off-site and on-site data, what resources were available to and utilised by people in the past, including the modelling, both spatially and temporally (e.g. seasonality), of the ways in which landscapes were exploited for targeted resources.

3. To consider the possible impact of such exploitation on the resource base, and the environment in general.

4. To build longer-term environmental sequences, over time scales relevant to the archaeological investigations in the study area, for modelling relationships between environmental changes (both 'natural' and anthropic) and changes in resource exploitation and subsistence systems.

5. To examine the evolution in time and space of 'cultural' ecosystems, such as crop-weed associations, managed woodlands, field systems, modified landforms, etc. The fundamental approach to reconstructing past environments in environmental archaeology is through the recovery, analysis and interpretation of palaeoenvironmental data (principally soils, sediments, and plant and animal remains) from on-site and off-site contexts.

6. To consider how biotic resources (from animals and plants) were procured, culturally modified and employed in social systems, as resources for storage, trade, conspicuous consumption, etc.

7. An understanding of evolutionary relationships, particularly phylogeny and/or domestications, is fundamental to environmental archaeology, particularly archaeobotany and zooarchaeology where knowledge about evolutionary relationships within and between (plant or animal) families, genera and species is essential for identification and interpretation.

8. Important debates about the aims, objectives and methods of Environmental Archaeology can be found in the papers published in:


RECOMMENDED TEXTS


Hayden, B. (Ed.). 1992. *Complex Culture of the British Columbia Plateau: Traditional Stl'atl'imx Resource Use*. Vancouver, University of British Columbia Press. Read: Chapters 1 and 2 on environment and an ethnographic reconstruction of land-use; Chapter 8 for hunter-gatherer plant uses; Chapters 4, 5 and 6 on Indigenous methods and technology for fishing salmon and other river species as well as salmon return patterns/availability.


Wilkinson, K. and Stevens, C. 2003. *Environmental Archaeology: Approaches, Techniques & Applications*. Stroud: Tempus. This volume is a valuable text for students with and without an environmental archaeology background. It explains method and theory and clearly defines scientific terms used by specialists in this field. A range of case studies are discussed that exemplify the many uses of archaeobotany, zooarchaeology and geoarchaeology for addressing archaeological questions, including research on social organisation and ideology as well as environmental reconstruction, plant domestication and other more functional research questions.


Several recent, useful papers can be found in *The Oxford Handbook of the Archaeology of Diet* (2015). Some chapters are on-line:

Table 5: Template for Environmental Archaeology MSc module schedules:

<table>
<thead>
<tr>
<th>Schedule of the 6 modules am taking</th>
<th>TERM</th>
<th>DAY AND TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Core (required) module ARCL0129 Environmental Archaeology in Practice</td>
<td>I</td>
<td>Weds 9-11</td>
</tr>
<tr>
<td>2 Core (required) module ARCL0128 Resources and Subsistence</td>
<td>II</td>
<td>Weds 9-11</td>
</tr>
<tr>
<td>3 Practical option (one required): <em>(strike through those that you do not select)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARCL0096 archaeobotany</td>
<td>II</td>
<td>Reading WEEK</td>
</tr>
<tr>
<td>ARCL0125 zooarchaeology in practice</td>
<td>I</td>
<td>Mon 1-4</td>
</tr>
</tbody>
</table>

Additional options are listed on page 6 of this handbook.

4 Additional Option 1

5 Additional Option 2

6 Additional Option 3