ARCL1003 (Term 2)

World Archaeology:
The Deep History of Human Societies

Course Handbook for 2016-17 (second part)

Year 1 core, 0.5 unit (or part of 1.0 unit)

For BA Archaeology and Anthropology students serving as:

ARCL1018 World Archaeology: An Outline of the Deep History of Human Societies

For BA Classical Archaeology and Classical Civilization, BASc, Affiliate and other non-Archaeology students serving as:

ARCL 1003B World Archaeology: From Early States to Globalization

Coordinator: Professor Kevin MacDonald
Room 114; kevin.macdonald@ucl.ac.uk; Tel 020 7679 1534

Lecture time: Fridays 11-1
Location: Room 500, 25 Gordon Street
# Schedule for Term 2

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<td>Cities and States in Mesoamerica</td>
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### Term 2 Seminars

**Thursdays 1-6 (Room 412)**

1. 19 January Cities, States and Empires
2. 2 February China and Rome
3. 23 February The Medieval World and Global Trade
4. 9 March Regional Variation in Socio-Political Systems
5. 23 March The Archaeology of Trans-Atlantic Contact
Aims

This course provides a broad-ranging introductory synthesis of the major patterns of global social, cultural, economic and political change from earliest prehistory to the beginnings of the modern era, drawing primarily on archaeological research from across the world.

This (second) part of the course focuses on a comparative framework of the later prehistoric and historic polities, empires and civilizations of Eurasia, Africa and the Americas, and their expansion and periodic collapse. It also considers the ‘exploration’ of the globe by Europeans and the socio-economic consequences of such connections.

Objectives

On successful completion of this course, a student should:
1) have an overview of the major changes that occurred in the world’s historic civilisations;
2) understand and be able to discuss the major variables, models and/or theories accounting for such changes;
3) demonstrate a basic familiarity with the archaeological records in the areas of the world covered in the lectures.

Course information

This handbook contains basic information about the content and administration of the course. If students have queries about the objectives, structure, content, assessment or organisation of the course, they should consult either the Course Co-ordinator (Kevin MacDonald) or the Term 2 Post-Graduate Teaching Assistant (Hannah Page h.page@ucl.ac.uk)

Teaching methods

The course is taught through lectures and seminars. There will be two 1-hour lectures each Friday at 11-1. In addition, students will be divided into smaller groups for seminars on alternate Thursday afternoons, taught by Hannah Page in Term 2 in room 412. To keep the latter groups small enough for effective discussion, it is vital that students attend the group to which they have been assigned. If you need to attend a different group for a particular session, you should arrange to swap with another student from that group, and confirm this arrangement with the seminar co-ordinator.

Attendance

A register is taken at each teaching session. If you are unable to attend a session, please notify the lecturer by email. Departments are required to report each student’s attendance to UCL Registry at frequent intervals throughout each term, and insufficient overall attendance means that a course cannot be completed.

Methods of assessment

The full 1-unit version of this course, ARCL 1003, is assessed by means of:

1) Two c. 2500 (2375-2625) word essays chosen from a list of questions, one for each of the two teaching terms; each essay contributes 25% to the final grade for the course. The deadline for the second essay (for this half of the course) is Monday 20th March, 2017

2) A 3-hour written examination in May, contributing 50% to the final grade for the course.

Students taking the Term 2 only (0.5-unit) version of this course, 1003B, will be assessed by two 2375-2625-word essays, both chosen from the list of questions for the relevant teaching term, and do not take the written exam in May. For such students, each essay therefore contributes 50% to the final grade for the course. Students in the BA Archaeology and Anthropology degree taking this course as the 0.5-unit course ARCL1018 write the two 2375-2625-word essays as per (1) above, but do not take the 3-hour written exam in May. For such students, each essay therefore contributes 50% to the final grade for the course. The deadlines for the two essays are Monday 20th March, 2017 and Friday 28th April 2017.

If students are unclear about the nature of an assignment, they should discuss this with the course coordinator. The course coordinator is willing to discuss an outline of the student’s overall approach to the assignment, provided that this is planned suitably in advance of the submission date. Essay questions are given at the end of this handbook.
Submission of coursework to Turnitin
In addition to submitting coursework as described above, it is a requirement that you submit it electronically to the Turnitin system. The code for submitting your work for this course is: **3228390** for ARCL 1003 and the password is **IoA1617** (note that the password is capital letter I, lower case letter o, upper case A, followed by numerals). The TURNITIN codes for the other course variants are as follows:

**ARCL1003B = 3228565, ARCL1018 = 3228605**

Turnitin advisers will be available to help you via email: ioa-turnitin@ucl.ac.uk if needed, and should reply within 24 hours Monday to Friday in term.

Workload
There are 40 hours of lectures and 10 hours of seminars in the 1-unit course. Students are expected to undertake about 3 hours’ additional work per lecture or seminar, plus 55 hours preparing for and producing the assessed work (two 2375-2625 word essays), and an additional 55 hours on revision for the examination. This adds up to a total workload of 300 hours for the 1-unit version of this course.

Keeping copies and return of marked coursework
Please note that it is an Institute requirement that you retain a copy (it can be electronic) of all coursework submitted. When your marked essay is returned to you, you should return it to the marker within two weeks.
Lecture 21: Introduction and recapitulation: social complexity, empires, and collapse

( Kevin MacDonald )

This lecture starts with a brief recapitulation for students who have taken the first half of this course (as a full unit), and an introductory survey for those who have not. It also reviews the major concepts regarding social complexity that will be covered in the second half of this course. In the last lectures of Term 1, the rise and expansion of the first states, and their transformative impacts on surrounding regions, had become compelling issues, and during this term we shall witness more examples as such structures and their networks spread over larger portions of the globe. This lecture takes a preliminary look at some of the processes and concepts associated with expanding complexity, including the idea of ‘world systems’, the meaning of ‘empire’, and, last but not least in the current climate, the process of civilizations’ collapse and resurgence.

Essential
Mann, M. 1986. The Sources of Social Power, Volume 1: A history of power from the beginning to A.D. 1760. Cambridge: Cambridge University Press. (Chapters 5 and 9 in particular) ANTH D70 Man vol.1

Recommended
Lecture 22: From Athens to Oppida: Cities and Proto-Cities of Europe  
(Kevin MacDonald)

Here we will examine the nature and structure of classical European Urbanism – highlighting the case of Athens – before moving on to a much more ambiguous body of archaeological information, concerning the ‘Oppida’ of ‘Celtic’ Iron Age societies (c. 200 BC – AD 100). The question considered is whether or not these fortified spaces may accurately be described as ‘the first cities north of the Alps’.

Athens

Oppida

* = essential

Lecture 23: China from the Shang through Han Dynasties  
(Kevin MacDonald)

This lecture concerns one of the greatest, longest-lasting imperial civilizations in Earth, that of China. It examines the rise of the early Shang polity, the later establishment of the Qin and Han empire as east Asia’s counterpoint to Rome,

Essential

Recommended
Chang, K-C. 1980. Shang Civilization. New Haven: Yale. (read chapters 1, 3 and 4) INST ARCH DBL CHA
Lecture 24: The First Emperor’s Tomb (Marcos Martinón-Torres)

This lecture examines the famous terracotta army that accompanied the burial of China’s first emperor from a technological perspective, casting surprising light on strategies of large-scale production.

The Chinese First Emperor’s tomb and the making of the terracotta army

Project website: www.ucl.ac.uk/terracotta-army


Lecture 25: The Roman Empire (Kevin MacDonald)

The Roman empire occupies a particular place in the western imagination as the ultimate example of the rise and fall of a ‘great civilization’. However, as recent research across a range of disciplines has gradually dismantled the traditional narratives about the Roman world, so we are beginning to see a more exciting picture, of the real complexity and dynamism of the interaction of people and ideas in a world that stretched at times from Egypt to Britain, and across a span of some 2000 years. The violent expansion of Rome in Italy and then the Mediterranean and beyond was certainly a dramatic process, but created great tensions within Roman society that were only partly diverted by the creation of an imperial ideology. That ideology was in turn transformed as citizens, soldiers, provincials and ‘barbarians’ around the empire reshaped the nature of ‘being Roman’ in the image of the frontier provinces.

Essential


Recommended


Lecture 26:
**Roman Britain: A Frontier Province**
(Andrew Gardner)

Roman Britain provides an excellent case study of the operation of Roman imperialism and its impact on local societies. In this lecture, we will take a broad overview of the cultural changes that occurred in the province through several hundred years of Roman influence and occupation, from the 1st century BC to the 5th century AD. The particular character of Britain as a frontier province, with a significant military presence, will be illustrated by a detailed case-study of the legionary fortress at Caerleon, where UCL archaeologists have worked recently alongside colleagues from Cardiff University.


Lecture 27: Medieval Western Europe (Kevin MacDonald)

The kingdoms of the early Medieval world were largely in continuity with the disintegration of the Roman Empire, and were part of a vibrant – if turbulent – time of diversification, rather than the ‘dark ages’ of popular myth. In this lecture we will examine both the aftermath of Rome and the new social forms, ideologies and establishments which replaced it – with Christianity playing an important role. Indeed, the medieval period laid the foundations for the more recent conflicts and boundaries of historic Europe.

*From Rome into the 'Middle Ages’*


Laycock, S. *Britannia, the Failed State: Tribal Conflicts and the End of Roman Britain*. Stroud: The History Press. INST ARCH DAA 170 LAY

**Medieval Europe**


**Lecture 28: Anglo-Saxon and Viking Age England (Andrew Reynolds)**

This lecture covers the contribution of archaeology and related disciplines to the study and understanding of the British Isles from c. AD 400 to c. AD 1100. It examines developments in the settlement and burial record in a landscape context and explores major themes such as the development of early states, the nature of religious change, the impact of conquest and the emergence of towns.

**Essential**


**Additional readings**


**Lecture 29: Early Cities along the Niger**

*(Kevin MacDonald)*

Large scale settlement began early in the Niger River basin, with proto-cities present during the last two millennia BC. By at least AD 400 there were a number of undeniable cities participating in long distance trade networks. The degree of autonomy that these commercial and/or sacred towns had in relation to various states in the region is a question for debate. Additionally, the ’clustered’ nature of classic Middle Niger urbanism is unusual and may be explained by the coming together of diverse specialist populations. This lecture considers
change and continuity in West African cities along the Niger over three thousand or more years.


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**Lecture 30: Urban Forms in Eastern and Southern Africa**

*(Andrew Reid)*

The stereotypical western view of Sub-Saharan Africa, with its imperialistic overtones, would have much of the continent living in random and rudimentary villages. Following on from the previous lecture’s focus on West Africa, there are also significant urban forms in eastern and southern Africa. We will examine four examples to show the planning, political organisation and potential diversity of these settlements. Beginning with the iconic Great Zimbabwe and its famous stone built structures the lecture will consider the evidence for social stratification at the site before comparing it with the 19th century Tswana capital of Marothodi, also built of stone but occupied for a short duration. The focus will then shift to eastern Africa and the capitals of the Great Lakes region in the 18th and 19th centuries which were also shortlived and unfortunately for archaeologists – built from wood, straw and reeds. Finally, the lecture will end on the Indian Ocean coast and the stone built towns of the mercantile Swahili.


Lecture 31: Out of Arabia: The Arab conquests and the first Islamic empire (Corisande Fenwick)

How did the Arabs, a small group of tribes living in Arabia, come to conquer a vast region stretching from Spain to Iran and unite it under Muslim rule? And how did their religion – Islam – come to be a major world religion? This session will introduce key debates about the impact of the Arab conquests on the Roman and Sasanian worlds, the development of a mature Islamic state under the Umayyad dynasty, and the emergence of new, specifically Muslim, forms of architecture and material culture.

Milwright, M. An Introduction to Islamic Archaeology. Edinburgh: Edinburgh University Press. INST ARCH DBA 100 MIL, also ONLINE
Vernoit, S. 1997. ‘The Rise of Islamic Archaeology’ Muqarnas 14: 1-10 ONLINE

* = essential

Lecture 32: The Trans-Saharan Trade, Islam, and West African Empires (Kevin MacDonald)

The Trans-Saharan trade was an essential source of wealth for the medieval Islamic and European worlds. This lecture examines the pre-Islamic origins of this trade, its apogee during the Islamic era, and the gradually Islamicized West African entrepots & empires which were its source. Particular attention will be paid to the Empire of Mali, Africa’s largest and most prosperous historic polity.

Essential

Recommended
From a base of Holocene hunter-gatherer and variably horticultural communities in North America a remarkable spectrum of complex societies arose within many different niches. This introductory lecture takes a broad perspective, looking at the precocious hunter-gatherer mound-building communities of the Mississippi (and Poverty Point – their apogee), sophisticated pueblo-based societies in the western semi-deserts and the much debated state (?) and urban centre (?) of Cahokia near modern-day St.Louis.

Essential


Recommended


Poverty Point


Sassaman, K.E. 2005. ‘Poverty Point as structure, event, process’, Journal of Archaeological Method and Theory 12: 335-64. ONLINE
This lecture will introduce you to the cities and civilisations of Mesoamerica. We will review the geography, resources, foods, nomenclature, chronology as well as the characteristics that make Mesoamerican cultures both similar to and different from Old World civilisations.

**Essential**


**Recommended**


Smith, M.E. 2008. *Aztec City-State Capitals*. INST ARCH DFA 100 SMI.

**Lecture 36: Case study – Uaxactun (Eva Jobbova)**

The site of Uaxactun is located in Petén, Guatemala, approximately 20 km north of another large Maya center of Tikal. It was discovered in 1916 by the founder of modern Mayology, Sylvanus G. Morley himself, and it was one of the first Maya sites to undergo archaeological investigation. The extensive research conducted there in the first half of the 20th century established many field methods and approaches that remain in use in Maya Archaeology today and changed our understanding of several aspects of Maya culture. Renewed investigation of the site, which begun in 2009, follow in this tradition, and the new important findings keep rewriting Maya history.


**Lecture 37: European Exploration of the Americas and its Consequences**
Historical sources describing the "conquest of the New World" often present a single-sided, Eurocentric view where Europeans appear as active agents of knowledge and progress, whereas indigenous Americans are either rapidly extinguished or seem passive recipients of a monolithic "European civilization". Archaeological research, however, allows a more diverse and balanced picture where both Europeans and indigenous peoples appear as knowledgeable, active societies with contrasting worldviews. The European occupation of the Americas, and their imperial domination of Native Americans and Africans (amongst others), has had a profound impact on the world since the 16th century. What can archaeology bring to the table?

Prelude: the Vikings in the Americas
Ingstad, H. 1969. Westward to Vinland: the discovery of Pre-Columbian Norse house sites in North America. London: Cape. STORE 00-01541

Europeans and Native Americans
Diaz del Castillo, B. 2009. The Conquest of New Spain, Illinois: Snowball. dip into any part of this extraordinary eye-witness account by a member of Cortez’ expedition, but don’t miss the Tenochtitlan section LATIN AMERICAN HISTORY C41 DIA; earlier edition at LITERATURE F14:300 DIA.

Also, have a look at the following website: http://www.apva.org/

Lecture 38: Archaeologies of Trans-Saharan and Trans-Atlantic Slavery
(Kevin MacDonald)

Slavery, as a socio-economic strategy by dominant political forces, has a great antiquity and through history no people have been immune (viz. Rome, Anglo-Saxon England, Muscovy, et.). The historic African Diaspora began in the first millennium AD with the beginnings of the Trans-Saharan slave trade and culminated with a rupturing of over 85,000 lives per year across the Atlantic at the peak of the 18th century slave trade to the Americas. The origins of this trade may be sought both in traditional African ‘rights in persons’ social strategies and in the systematic exploitation of peripheral societies by both Islamic and European imperial hegemonies. Additionally, this lecture will consider the contributions archaeology has made to understanding this global tragedy.

Slavery in Africa and the Trans-Sahara
Lecture 39: States and Ladders in South America  
(Manuel Arroyo-Kalin)

At the time of European colonisation in the 16th century AD South America revealed an extraordinary variety of socio-political formations that ranged from empires and states to tribal societies and hunter-gatherers. How did this cultural and social mosaic come about? In this lecture we will review a range of archaeological contexts unearthed over the past few decades. From the early coastal civilization of Caral to empires of the Andes, from earthworks of the Amazon basin to evidence for chiefdoms in Colombia, this lecture will provide an overall account of archaeological knowledge of South America in the later Holocene.

Readings


Silverman H & Isbell W (2008) Handbook of South American Archaeology. New York: Springer. Chapters by: chapters by Bray, T; Burger, RL; Drennan, RD; Erickson, C; Heckenberger, M; Neves, EG; Oyuela-Caycedo, A; Schann, D. ONLINE ACCESS
Lecture 40: Rapa Nui/Easter Island (Sue Hamilton)

The Pacific world was one of the regions longest-buffered against European encroachment and its consequences. This lecture looks at Polynesian Rapa Nui (Easter Island), one of the remotest human outposts on the planet, and the locus of a remarkable crescendo of colossal statuary.

Project website: www.ucl.ac.uk/archaeology/research/projects/rapanui
1. How similar or diverse in role were the early cities discussed in this course? Illustrate with at least three examples from Europe, Asia, Africa and the Americas.

2. How can the internal organization of empires contribute or detract from their long term stability? Use at least two archaeological examples from the course.

3. Consider the role played by ideology (belief systems) in the origins and structure of at least two societies studied this term. In what ways did it influence their organization, survival and/or collapse?

4. Discuss and evaluate how long-range interaction after 1000 BC was transformed by EITHER of the following (i) new forms of transport and transport technologies, or (ii) changing cultures of consumption? Illustrate with at least two case studies.

5. What non-textual perspectives can the archaeology of landscapes, sites and objects tell us about the European colonization of the Trans-Atlantic world?
APPENDIX A: POLICIES AND PROCEDURES 2016-17 (PLEASE READ CAREFULLY)

This appendix provides a short précis of policies and procedures relating to courses. It is not a substitute for the full documentation, with which all students should become familiar. For full information on Institute policies and procedures, see the following website: http://wiki.ucl.ac.uk/display/archadmin

For UCL policies and procedures, see the Academic Regulations and the UCL Academic Manual: http://www.ucl.ac.uk/srs/academic-regulations; http://www.ucl.ac.uk/academic-manual/

GENERAL MATTERS

ATTENDANCE: A minimum attendance of 70% is required. A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email.

DYSLEXIA: If you have dyslexia or any other disability, please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia should indicate it on each coursework cover sheet.

COURSEWORK

LATE SUBMISSION: Late submission will be penalized in accordance with current UCL regulations, unless formal permission for late submission has been granted. Please note that these regulations have changed for the 2016-17 session.

The UCL penalties are as follows:

- 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).
- 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 (40% for UG modules, 50% for PGT modules).
- 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/

RETURN OF COURSEWORK AND RESUBMISSION: You should receive your marked coursework within one month of the submission deadline. If you do not receive your work within this period, or a written explanation, notify the Academic Administrator. When your marked essay is returned to you, return it to the Course Co-ordinator within two weeks. You must retain a copy of all coursework submitted.

CITING OF SOURCES and AVOIDING PLAGIARISM: Coursework must be expressed in your own words, citing the exact source (author, date and page number; website address if applicable) of any ideas, information, diagrams, etc., that are taken from the work of others. This applies to all media (books, articles, websites, images, figures, etc.). Any direct quotations from the work of others must be indicated as such by being placed between quotation marks. Plagiarism is a very serious irregularity, which can carry heavy penalties. It is your responsibility to abide by requirements for presentation, referencing and avoidance of plagiarism. Make sure you understand definitions of plagiarism and the procedures and penalties as detailed in UCL regulations: http://www.ucl.ac.uk/current-students/guidelines/plagiarism

RESOURCES

MOODLE: Please ensure you are signed up to the course on Moodle. For help with Moodle, please contact Tina Paphitis, Room 411a (t.paphitis).