



UCL - INSTITUTE OF ARCHAEOLOGY

ARCL3098: The Age of Stonehenge

2017/2018

Year 2/3 Option, 0.5 unit
Turnitin Class ID: 3545423
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Essay submission date: 17 November 2017

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1. Overview

Stonehenge is the world's most famous stone circle, dating from the Neolithic and Early Bronze Age. An iconic symbol of mystery and counter-culture, it has attracted attention from enthusiasts around the world who have come up with myriad and often bizarre interpretations of who built it, how and why. This half-module will explore Stonehenge and other monumental constructions within their social, cultural and landscape context, allowing Stonehenge to be understood within the world of prehistoric Britain and Europe from the adoption of farming to the development of copper and bronze metallurgy.

This course will examine the history of archaeological research on Stonehenge, and the nature of social change from the Neolithic to the Bell Beaker period and the Early Bronze Age. With many recent investigations of Stonehenge producing a wealth of new evidence, this course will bring students up to date on our knowledge of this fascinating period in prehistory.

The course covers the prehistory of the British Isles between c.4000 and c.1500 BC, from the introduction of farming to the early Bronze Age. We will cover the Mesolithic background and Neolithic beginnings, the development of Early Neolithic settlement and monumentality, the changing material culture and monument styles of the Middle Neolithic in the prelude to Stonehenge, Late Neolithic settlements and society at the time of Stonehenge, followed by the arrival of the Bell Beaker way of life and the adoption of metallurgy in Britain. The chronological sequence will end with the Early Bronze Age modifications to Stonehenge during the gold-rich Wessex period. In four extra sessions, we will look at the development of Stonehenge, its relationship with Durrington Walls and Woodhenge, the procurement of Stonehenge's stones, the Orkney sequence, and Stonehenge in the modern age.

2. Teaching schedule

Lectures will be held 11:00-13:00 on *Mondays* in Room 209. One visit will be scheduled to Stonehenge. It is anticipated that this will be held in the first week of the Easter break, subject to finalization of the arrangements and discussion with the class. Details will be announced closer to the date.

Lecturer: Mike Parker Pearson.

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|-----|----------|---|
| 1. | 2/10/17 | The history of research into Stonehenge |
| 2. | 9/10/17 | Britain's first farmers: the Early Neolithic |
| 3. | 16/10/17 | Prelude to Stonehenge: the Middle Neolithic |
| 4. | 23/10/17 | Megaliths and monuments in Orkney |
| 5. | 30/10/17 | Britain in isolation: the Late Neolithic |
| 6. | | Reading Week |
| 7. | 13/11/17 | Stonehenge and its stone sources |
| 8. | 20/11/17 | Stonehenge and Durrington Walls |
| 9. | 27/11/17 | The Beaker people and the arrival of metallurgy |
| 10. | 4/12/17 | Gold and graves: the Wessex culture |
| 11. | 11/12/17 | Stonehenge today: heritage, religion and politics |

3. Basic texts

- Bradley, R. 2007. *The Prehistory of Britain and Ireland*. Cambridge: Cambridge University Press. Chapters 2-3: 27-177. **INST ARCH DAA 100 BRA**
- Bradley, R., Haselgrove, C., Vander Linden, M. and Webley, L. 2016. *The Later Prehistory of North-West Europe: the evidence of development-led fieldwork*. Oxford: Oxford University Press. **ISSUE DESK IOA BRA 6**
- Cummings, V. 2017. *The Neolithic of Britain and Ireland*. London: Routledge.
- Darvill, T.C. 2010. *Prehistoric Britain*. 2nd edition. London: Routledge. 77-243. **INST ARCH DAA 100 DAR**
- Parker Pearson, M., 1999. The Earlier Bronze Age. In J. Hunter and I. Ralston (eds) *The Archaeology of Britain: an introduction from the Upper Palaeolithic to the Industrial Revolution*. London: Routledge. 77-94. **ISSUE DESK IOA HUN 3, INST ARCH DAA 100 HUN**
- Parker Pearson, M. 2005. *Bronze Age Britain*. London: Batsford & English Heritage. **ISSUE DESK IOA PAR 5**
- Parker Pearson, M. 2012. *Stonehenge: exploring the greatest Stone Age mystery*. London: Simon & Schuster. **INST ARCH DAA 410 W.7 PAR**
- *Parker Pearson, M. with Pollard, J., Richards, C., Thomas, J. and Welham, K. 2015. *Stonehenge: making sense of a prehistoric mystery*. York: CBA. **INST ARCH DAA 410 W.7 PAR**
- Pollard, J. (ed.) 2008. *Prehistoric Britain*. London, Blackwell. **INST ARCH DAA 100 POL**
- Whittle, A., 1998. The Neolithic. In J. Hunter and I. Ralston (eds.) *The archaeology of Britain, an introduction from the Upper Palaeolithic to the Industrial Revolution*. London, Routledge, 58-76. **ISSUE DESK IOA HUN 3, INST ARCH DAA 100 HUN**

4. Teaching methods

The course is taught through lectures with seminars where student numbers make this a feasible option. In addition, a visit will be arranged to Stonehenge to give students greater familiarity with the material covered in the course.

Workload

There will be 20 hours of lectures for this course. Students will be expected to undertake around 80 hours of reading for the course, plus 50 hours preparing for and producing the assessed work. This adds up to a total workload of some 150 hours for the course.

Prerequisites

While there are no formal prerequisites for this course, students are advised that previous attendance at **ARLC1003 World Archaeology** and **ARLC1010 Introduction to European Prehistory** is likely to facilitate comprehension of the material presented in this course.

5. Aims, objectives and assessment

Aims

To provide the student with:

1. detailed knowledge of the archaeological evidence for Neolithic and Early Bronze Age societies in Britain 4000-1500 BC;
2. a *contextual* and *chronological* understanding of Stonehenge within its Neolithic and Bronze Age context;
3. an ability to assess primary data, based on a broad understanding of the formation of the prehistoric record and its limitations;
4. a good knowledge and understanding of the changes in society in this

- period;
5. an ability to analyse and reflect critically upon a range of interpretations, particularly in areas of current controversy in British prehistory.

Objectives

On successful completion of this course a student should:

Knowledge and Understanding:

- 1) Have a familiarity with major sources of relevant evidence
- 2) Have a familiarity with the current theoretical and methodological debate in the field

Skills:

- 1) Be able to produce logical and structured arguments supported by relevant evidence
- 2) Have developed a critical perusal of literature

Teaching, Learning and Assessment:

- 1) Have conducted directed reading of specialist literature,
- 2) Have written essays prepared to a defined timetable to assess communication, analytical, and presentation skills

Learning Outcomes

On successful completion of the course, students should be able to demonstrate/have developed:

1. An understanding of the British Neolithic and Early Bronze Age.
2. Critical awareness of context and multiple sources of evidence in the archaeological record for prehistoric Britain.
3. Expansion of written and oral skills to allow for the communication of complex ideas and data derived from a range of academic disciplines.
4. Awareness of current issues, theoretical frameworks and debates in British prehistory.

4. Methods of assessment

This course is assessed by means of:

- (a) one piece of coursework, of 2,375-2,625 words, which contributes 50% to the final grade for the course.
- (b) a two-hour written examination in May (50%); students are expected to answer 3 out of 10 questions.

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

Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, the nature of the assignment and possible approaches to it will be discussed in class, in advance of the submission deadline.

Essay

Answer one of the following questions:

a) How is analysis of ancient DNA changing our understanding of the Mesolithic-Neolithic transition in Britain and how does this affect existing archaeological theories explaining this transition?

Reading (in addition to references for lectures [see below]):

- Cassidy, L.M., Martiniano, R., Murphy, E.M.L., Teasdale, M.D., Mallory, J., Hartwell, B. and Bradley, D.G. 2016. Neolithic and Bronze Age migration to Ireland and establishment of the insular Atlantic genome. *Proceedings of the National Academy of Sciences* 113: 368–73.
Electronic resource
- Olalde, I., Brace, S., Allentoft, M., Armit, I., Kristiansen, K. *et al.* In press. The Beaker phenomenon and the genomic transformation of northwest Europe. *Nature*.
- Rowley-Conwy, P. 2004. How the West was lost: a reconsideration of agricultural origins in Britain, Ireland, and Southern Scandinavia. *Current Anthropology* 45, Suppl., S83-113.
Electronic resource
- Sheridan, J.A. 2010. The Neolithization of Britain and Ireland: the 'big picture'. In B. Finlayson and G. Warren (eds), *Landscapes in Transition*. Oxford: Oxbow. 89–105. **INST ARCH DA Qto FIN**
- Sheridan, J.A. 2015. Review of 'The Birth of Neolithic Britain: an interpretive account'. *European Journal of Archaeology* 18 (4): 720–27. **Electronic resource**
- Thomas, J. 2013. *The Birth of Neolithic Britain: an interpretive account*. Oxford: Oxford University Press. **INST ARCH DAA 140 THO, ISSUE DESK IOA THO 5**
- Whittle, A. W. R., Healy, F. and Bayliss, A. 2011. Gathering time: dating the early Neolithic enclosures of southern Britain and Ireland. Oxford, Oxbow. **INST ARCH DAA 140 Qto WHI**

b) What changes in long-distance trade, exchange and procurement are evident in Neolithic Britain before and during the time of Stonehenge (up to 2400 BC)?

- Bradley, R. and Edmonds, M. 1993. *Interpreting the Axe Trade: production and exchange in Neolithic Britain*. Cambridge: Cambridge University Press. **INST ARCH DAA 140 BRA**
- Craig, O., Shillito, L.-M., Albarella, U., Viner-Daniels, S., Chan, B., Cleal, R., Ixer, R., Jay, M., Marshall, P., Simmons, E., Wright, E. and Parker Pearson, M. 2015. Feeding Stonehenge: cuisine and consumption at the Late Neolithic site of Durrington Walls. *Antiquity* 89: 1096-1109.
Electronic resource
- Darvill, T. 2004. Soft-rock and organic tempering in British Neolithic pottery. In R. Cleal and J. Pollard (eds) *Monuments and Material Culture: papers in honour of an Avebury archaeologist: Isobel Smith*. Salisbury: Hobnob. 193-206. **INST ARCH DAA 100 CLE**
- Hey, G., Garwood, P., Robinson, M., Barclay, A. and Bradley, P. 2011. *The Thames Through Time: the archaeology of the gravel terraces of the middle and upper Thames. Early prehistory to 1500 BC. Part 2 – The Mesolithic, Neolithic and Early Bronze Age and the establishment of permanent human occupation in the valley*. Oxford: Oxford Archaeology. 433-447. **INST ARCH DAA 416 Qto MOR**
- Pétrequin P., Cassen, S., Errera, M., Klassen, L. and Sheridan, J.A. (eds.) 2012. *Jade: grandes haches alpines du Néolithique européen. Ve et IVemillénaires av. J.-C.* Cahiers de la MSHE C.N. Ledoux, Besançon, Presses Universitaires de Franche-Comté et Centre de Recherche Archéologique de la Vallée de l'Ain. **INST ARCH DA Qto PET**
- Pitts, M. 1996. Stone axes in Neolithic Britain. *Proceedings of the Prehistoric Society* 62: 311-73.
Electronic resource
- Roe, F. 2009. Corn grinding in southern England: what can the querns tell us? In K. Brophy and G. Barclay (eds) *Defining a Regional Neolithic: Evidence from Britain and Ireland*. Oxford: Oxbow. 26-34.
- Sheridan, J.A. and Brophy, K. (eds) No date. Neolithic material culture and use of resources. Scottish Archaeological Research Framework (SARF). [http:// www. scottishheritagehub. com/content/5-material-culture-and-use-resources](http://www.scottishheritagehub.com/content/5-material-culture-and-use-resources) **Electronic resource**

Viner, S., Evans, J., Albarella, U. and Parker Pearson, M. 2010. Cattle mobility in prehistoric Britain: strontium isotope analysis of cattle teeth from Durrington Walls (Wiltshire, Britain). *Journal of Archaeological Science* 37: 2812–20. **Electronic resource**

c) To what extent was the British Neolithic a fully agricultural society with intensive practices of mixed farming?

Bishop, R.R. 2015. Did Late Neolithic farming fail or flourish? A Scottish perspective on the evidence for Late Neolithic arable cultivation in the British Isles. *World Archaeology* 47: 1–22. **Electronic resource**

Bishop, R.R. 2015. Summed radiocarbon probability distributions from cereal grains: arable cultivation proxy or the ‘archaeology of us’? (a reply to Stevens and Fuller 2015). *World Archaeology* 47: 876–81. **Electronic resource**

Shennan, S.J., Downey, S.S., Timpson, A., Edinborough, K., Colledge, S., Kerig, T., Manning, K. and Thomas, M.G. 2013. Regional population collapse followed initial agriculture booms in mid-Holocene Europe. *Nature Communications* 4: article 2486. **Electronic resource**
doi:10.1038/ncomms3486

Stevens, C. J. and Fuller, D. Q. 2012. Did Neolithic farming fail? The case for a Bronze Age agricultural revolution in the British Isles. *Antiquity* 86: 707–722. **Electronic resource**

Stevens, C. J. and Fuller, D. Q. 2015. Alternative strategies to agriculture: the evidence for climatic shocks and cereal declines during the British Neolithic and Bronze Age (a reply to Bishop). *World Archaeology* 47: 856–75. **Electronic resource**

d) What is the evidence for social hierarchy in the Middle-Late Neolithic in Britain?

Fleming, A. 2004. Hail to the Chieftdom? The quest for social archaeology. In J. Cherry, C. Scarre and S. Shennan (eds) *Explaining Social Change: Studies in Honour of Colin Renfrew*. Cambridge: McDonald Institute Monographs. 141–148. **ISSUE DESK IOA CHE 3**

Gibson, A. and Bayliss, A. 2009. Recent research at Duggleby Howe, North Yorkshire. *Archaeological Journal* 166: 39–78. **Electronic resource**

Leary, J. and Field, D. 2010. *The Story of Silbury Hill*. London: English Heritage. **INST ARCH DAA 410 W.7 LEA**

Leary, J. and Marshall, P. 2012. The giants of Wessex: the chronology of the three largest mounds in Wiltshire, UK. *Antiquity* 86. <http://antiquity.ac.uk/projgall/leary334/> **Electronic resource**

Loveday, R. and Barclay, A. 2010. ‘One of the most interesting barrows ever examined’ – Liffs Low revisited. In J. Leary, T. Darvill and D. Field (eds) *Round Mounds and Monumentality in the British Neolithic and Beyond*. Oxford: Oxbow. 108–29. **INST ARCH DAA 140 LEA**

Parker Pearson, M. 2012. *Stonehenge: exploring the greatest Stone Age mystery*. London: Simon & Schuster. **INST ARCH DAA 410 W.7 PAR**

Renfrew, C. 1973. Monuments, mobilization and social organization in Neolithic Wessex. In *The Explanation of Culture Change: models in prehistory*. London: Duckworth. 539–58. **INST ARCH REN 6, INST ARCH AH REN**

e) What evidence is there for continuity across the transition from the Late Neolithic to the Chalcolithic in Britain?

Allen, M.J. Gardiner, J. and Sheridan, A. (eds) 2012. *Is There a British Chalcolithic? People, place and polity in the later 3rd millennium*. Prehistoric Society Research Paper No. 4. Oxford: Oxbow. 226–36. Chapters 1, 3, 5, 10, 18 & 20. **INST ARCH DAA 150 Qto ALL**

Cummings, V. 2017. *The Neolithic of Britain and Ireland*. London: Routledge. Chapter 9

Bradley, R. and Nimura, C. (eds) 2016. *The Use and Reuse of Stone Circles: fieldwork at five Scottish monuments and its implications*. Oxford: Oxbow. Chapter 7 onwards. **INST ARCH DAA 500 BRA**

Pollard, J., Garwood, P., Parker Pearson, M., Richards, C., Thomas, J. & Welham, K. 2017. Remembered and imagined belongings: Stonehenge in the age of first metals. In P. Bickle, V. Cummings, D. Hofmann and J. Pollard (eds) *The Neolithic of Europe: essays in honour of Alasdair Whittle*. Oxford: Oxbow. 279–97.

Submission date: 17 November 2017

Word-length

The essay should be 2,375-2,625 words. Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

In the 2017-18 session penalties for overlength work will be as follows:

- i) For work that exceeds the specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
- ii) For work that exceeds the specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass

Word counts

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

Coursework submission procedures

- All coursework must normally be submitted **both as hard copy and electronically**. (The only exceptions are bulky portfolios and lab books which are normally submitted as hard copy only.)
- You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk (or room 411a in the case of Year 1 undergraduate work)
- All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload **all parts** of your work as this is sometimes the version that will be marked.
- Instructions are given below.

Note that Turnitin uses the term 'class' for what we normally call a 'course'.

1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document, and that you have the Class ID for the course (**3545423**) and enrolment password (this is **IoA1718** for all courses this session - note that this is capital letter I, lower case letter o, upper case A, followed by the current academic year)
2. Click on http://www.turnitinuk.com/en_gb/login
3. Click on 'Create account'
4. Select your category as 'Student'
5. Create an account using your UCL email address. Note that you will be asked to specify a new password for your account - do not use your UCL password or the enrolment password, but invent one of your own (Turnitin will permanently associate this with your account, so you will not have to change it every 6 months, unlike your UCL password). In addition, you will be asked for a "Class ID" and a "Class enrolment password" (see point 1 above).

6. Once you have created an account you can just log in at http://www.turnitinuk.com/en_gb/login and enrol for your other classes without going through the new user process again. Simply click on 'Enrol in a class'. Make sure you have all the relevant "class IDs" at hand.
7. Click on the course to which you wish to submit your work.
8. Click on the correct assignment (e.g. Essay 1).
9. Double-check that you are in the correct course and assignment and then click 'Submit'
10. Attach document as a "Single file upload"
11. Enter your name (the examiner will not be able to see this)
12. Fill in the "Submission title" field with the right details: **It is essential that the first word in the title is your examination candidate number** (e.g. YGBR8 In what sense can culture be said to evolve?),
13. Click "Upload". When the upload is finished, you will be able to see a text-only version of your submission.
14. Click on "Submit"

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

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

Examination

This course has a *two hour unseen* examination, which will be held during May; the specific date and time will be announced when the schedule of examinations is set by the College. In the examination, students will have to answer 3 out of 10 questions. Previous examination papers, with the same format and examples of the style of questions which will be asked, are available for consultation in the Institute Library, and are available on the UCL Web-site. A revision session to discuss the examination will be held in the first week of the third term.

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

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 marker within two weeks.

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. **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://www.ucl.ac.uk/archaeology/administration/students/handbook>

AVOIDING PLAGIARISM

The term “plagiarism” means presenting material (words, figures etc.) in a way that allows the reader to believe that it is the work of the author he or she is reading, when it is in fact the creation of another person.

In academic and other circles, plagiarism is regarded as theft of intellectual property. UCL regulations, all detected plagiarism is to be penalized and noted on the student’s record, irrespective of whether the plagiarism is committed knowingly or unintentionally. The whole process of an allegation of plagiarism and its investigation is likely to cause considerable personal embarrassment and to leave a very unpleasant memory in addition to the practical consequences of the penalty. The penalties can be surprisingly severe and may include failing a course or a whole degree. It is thus important to take deliberate steps to avoid any inadvertent plagiarism.

Avoiding plagiarism should start at the stage of taking notes. In your notes, it should be wholly clear what is taken directly from a source, what is a paraphrase of the content of a source and what is your own synthesis or original thought. Make sure you include sources and relevant page numbers in your notes.

When writing an essay any words and special meanings, any special phrases, any clauses or sentences taken directly from a source must be enclosed in inverted commas and followed by a reference to the source in brackets. It is not generally necessary to use direct quotations except when comparing particular terms or phrases used by different authors. Similarly, all figures and tables taken from sources must have their origin acknowledged in the caption. Captions do not contribute to any maximum word lengths.

Paraphrased information taken from a source must be followed by a reference to the source. If a paragraph contains information from several sources, it must be made clear what information comes from where: a list of sources at the end of the paragraph is not sufficient. Please cite sources of information fully, including page numbers where appropriate, in order to avoid any risk of plagiarism: citations in the text do not contribute to any maximum word count.

To guard further against inadvertent plagiarism, you may find it helpful to write a plan of your coursework answer or essay and to write the coursework primarily on the basis of your plan, only referring to sources or notes when you need to check something specific such as a page number for a citation.

COLLUSION, except where required, is also an examination offence. While discussing topics and questions with fellow students is one of the benefits of learning in a university environment, you should always plan and write your coursework answers entirely independently.

5. Syllabus

The following is an outline for the course as a whole, and identifies essential and supplementary readings relevant to each session. Information is provided as to where in the UCL library system individual readings are available; their location and Teaching Collection (TC) number, and status (whether out on loan) can also be accessed on the eUCLid computer catalogue system.

Readings marked with an * are considered essential to keep up with the topics covered in the course. Copies of individual articles and chapters identified as essential reading are in the Teaching Collection in the Institute Library (where permitted by copyright) or are available online.

Week 1 The history of research into Stonehenge

Stonehenge has been written about for almost a thousand years and has been excavated at various moments during the last 400 years. Most investigations took place during the 20th century, first by Gowland, then Hawley, and later Atkinson and his colleagues. A period of renewed excavations in the early 21st century has brought many new insights. Amongst these, the traditional 3-phase chronology for Stonehenge has been replaced by a more closely dated 5-stage sequence spanning some 1500 years from c.3000 BC to c.1500 BC.

- Atkinson, R.J.C. 1956. *Stonehenge*. London: Hamish Hamilton. **INST ARCH DAA 410 W.7 ATK**
- Bowden, M., Soutar, S., Field, D. and Barber, M. 2015. *The Stonehenge Landscape: analysing the Stonehenge World Heritage Site*. Swindon: Historic England. **INST ARCH DAA 410 W.7 BOW**
- Burl, A. 2006. *Stonehenge: a new history of the world's greatest stone circle*. London: Constable. **INST ARCH DAA 410 W.7 BUR**
- Chippindale, C. 2004. *Stonehenge Complete*. Third edition. London: Thames & Hudson. **INST ARCH DAA 410 W.7 CHI**
- Cleal, R.M.J., Walker, K.E. and Montague, R. 1995. *Stonehenge in its Landscape: twentieth-century excavations*. London: English Heritage. **INST ARCH DAA 410 Qto CLE**
- Darvill, T.C. 2006. *Stonehenge: the biography of a landscape*. Stroud: Tempus. **INST ARCH DAA 410 W.7 DAR**
- *Darvill, T.C., Marshall, P., Parker Pearson, M. and Wainwright, G.J. 2012. Stonehenge remodelled. *Antiquity* 86: 1021-40. **Electronic resource**
- Field, D., Linford, N., Anderson-Whymark, H., Barber, M., Bowden, M., Linford, P. and Topping, P. 2014. Analytical surveys of Stonehenge and its environs, 2009-2013: part 1 – landscape and earthworks. *Proceedings of the Prehistoric Society* 80: 1-32. **Electronic resource**
- Field, D., Anderson-Whymark, H., Linford, N., Barber, M., Bowden, M., Linford, P. and Topping, P. 2015. Analytical surveys of Stonehenge and its environs, 2009-2013: part 2 – the stones. *Proceedings of the Prehistoric Society* 81: 125-48. **Electronic resource**
- *Parker Pearson, M. 2013. Researching Stonehenge: theories past and present. *Archaeology International* 16:72-83, DOI: <http://dx.doi.org/10.5334/ai.1601> **Electronic resource**
- Pitts, M.W. 2001. *Hengeworld*. 2nd ed. London: Arrow Books. **INST ARCH DAA 100 PIT**
- Pryor, F. 2016. *Stonehenge: the story of a sacred landscape*. London: Head of Zeus.
- Richards, J. 2007. *Stonehenge: the story so far*. London: English Heritage. **INST ARCH DAA 410 Qto RIC**

Week 2 Britain's first farmers: the Early Neolithic

Britain was one of the last parts of Western Europe to make the transition to farming around 4000 BC. Over the previous 5,000 years Mesolithic hunter-gatherers had occupied many parts of inland and coastal Britain including the Stonehenge area. Farming communities of the Early Neolithic built a variety of monuments such as dolmens, long barrows and causewayed enclosures.

- Anderson-Whymark, H., Garrow, D. and Sturt, F. 2015. Microliths and maritime mobility: a continental European-style Late Mesolithic flint assemblage from the Isles of Scilly. *Antiquity* 89: 954-971. **Electronic resource**
- Bradley, R. and Edmonds, M. 1993. *Interpreting the Axe Trade: production and exchange in Neolithic Britain*. Cambridge: Cambridge University Press. **INST ARCH DAA 140 BRA**
- Brophy, K. 2007. From big houses to cult houses: Early Neolithic timber halls in Scotland. *Proceedings of the Prehistoric Society* 73, 75–96. **Electronic resource**
- Brown, A. 2007. Dating the onset of cereal cultivation in Britain and Ireland: the evidence from charred cereal grains. *Antiquity* 81: 1042–1052. **INST ARCH PERS and NET**
- Cleal, R. M. 2004. The Dating and diversity of the earliest ceramics in Wessex and South-West England. In: Cleal, R. and Pollard, J. (eds.), *Monuments and material culture: papers on*

- Neolithic and Bronze Age Britain in Honour of Isobel Smith*. East Knoyle, Hobnob Press, 164-192. **INST ARCH DAA 100 CLE**
- Collard, M., Edinborough, K., Thomas, M. G. and Shennan, S. J. 2009. Radiocarbon evidence indicates that migrants introduced farming to Britain. *Journal of Archaeological Science* 37: 866-870. **ONLINE** doi:10.1016/j.jas.2009.11.016
- Copley, M. S., Berstan, R., Mukherjee, A.J., Dudd, S.N., Straker, V., Payne, S. and Evershed, R.P. 2005. Dairying in antiquity III. Evidence from absorbed lipid residues dating to the British Neolithic. *Journal of Archaeological Science* 132: 523-46. **ONLINE**
- Darvill, T. and Thomas, J. (eds.), 1996. *Neolithic Houses in Northwest Europe and Beyond*. Oxford, Oxbow. **INST ARCH DA 140 DAR**
- Entwistle, R. and Grant, A. 1989. The evidence for cereal cultivation and animal husbandry in the southern British Neolithic and Bronze Age. In: A. D. Milles, D. Williams and N. Gardner (eds), *The Beginnings of Agriculture*. Oxford, British Archaeological Reports Int. Ser. 496, 203-215. **ISSUE DESK IOA MIL**
- Fairbairn, A. S. (ed.) 2000. *Plants in Neolithic Britain and beyond*. Oxford, Oxbow. (Chapters by Warsop, Austin, Jones, Robinson, Richards). **INST ARCH DAA 140**
- Field, D. 2006. *Earthen Long Barrows: the earliest monuments in the British Isles*. Stroud, Tempus. **INST ARCH DAA 140 FIE**
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Week 3 Prelude to Stonehenge: the Middle Neolithic

Around 3400 BC there were various changes in settlement and subsistence, portable material culture, and monument styles that suggest a major social and economic transition. Indigenous styles of ceramics appeared and new forms of monuments such as cursuses were built in different parts of Britain. Mortuary practices now placed much greater emphasis on the individual, and grave goods became more elaborate. By 3000 BC cremation had become the dominant rite, and the earliest henges were now being built.

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Week 4 Britain in isolation: the Late Neolithic

After 3000 BC a number of major monument complexes flourished across Britain and Ireland. This was the period of Stonehenge and Avebury, as well as other complexes as far afield as north Wales and northern Scotland. Great stone circles such as Calanais in the Outer Hebrides were built at this time, as were major timber monuments such as Woodhenge. By the time that Stonehenge's Stage 2 was built around 2500 BC, this era of large-scale labour mobilization was coming to an end.

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Week 5 Megaliths and monuments in Orkney

One of the key areas in Britain for understanding the age of Stonehenge is Orkney, a group of islands off the north coast of Scotland. In contrast to most other parts of Europe, settlements are well preserved here, providing a useful comparison with the monuments such as passage tombs, stone circles, and henges. As a result, the Orcadian Neolithic has been used frequently by prehistorians as a case study to examine different theoretical perspectives to explain social change at the time of Stonehenge.

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Excellent accounts of recent discoveries in Orkney can be found on the Orkneyjar website at <http://www.orkneyjar.com/archaeology/>

Week 7 Stonehenge and its stone sources

Stonehenge is built from two different types of stone: sarsen (the local silcrete) and bluestones (a variety of dolerites, rhyolites, tuffs and sandstones). Whilst the sarsen stone sources are likely to be local to within 20 miles of Stonehenge, the bluestones have their sources in west Wales. Three sources have recently been identified on the north side of the Preseli Mountains; one of these at Craig Rhosyfelin has recently been excavated and produced evidence of megalith quarrying. The choice of stones from such a distant source may have a major bearing on the purpose of Stonehenge.

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Week 8 Stonehenge and Durrington Walls

In recent years Stonehenge has been recognized as part of a larger complex beside the River Avon that includes not only the stone monument and its avenue but also a group of timber circles upstream at Durrington Walls. These timber circles were associated with a large settlement that was later abandoned and built over by Britain's largest henge, Durrington Walls. House remains, feasting debris and timber monuments at Durrington Walls provide a remarkable insight into this settlement, occupied around 2500 BC.

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Week 9 The Beaker people and the arrival of metallurgy

Around 2400 BC Britain moved out of the Stone Age with the introduction of copper metallurgy and the arrival of new styles of material culture and mortuary practices. The so-called Beaker phenomenon appears to have evolved in Iberia and the Netherlands some 3-4 centuries earlier and spread across most of Western Europe. Individual burials such as the Amesbury Archer are evidence that this was a period of large-scale migration both on the Continent and within Britain. Within two centuries Britain moved into the Bronze Age and large-scale monument-building had virtually ceased

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- *Parker Pearson, M., Chamberlain, A., Jay, M., Richards, M., Sheridan, A., Curtis, N., Evans, J., Gibson, A.M., Hutchison, M., Mahoney, P., Marshall, P., Montgomery, J., Needham, S., Pellegrini, M., Wilkin, N. and Thomas, S. 2016. Beaker people in Britain: migration, mobility and diet. *Antiquity* 90: 620-37. **Electronic resource**
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- Pellegrini, M., Pouncett, J., Jay, M. Parker Pearson, M. and Richards, M.P. 2016. Tooth enamel oxygen 'isoscapes' show a high degree of human mobility in prehistoric Britain. *Scientific Reports* 6: 34986. doi:10.1038/srep34986. **Electronic resource**
- Vander Linden, M. 2004. Polythetic networks, coherent people: a new historical hypotheses for the Bell Beaker phenomenon. In J. Czebreszuk (ed.) *Similar but Different: Bell Beakers in Europe*. Poznań: Adam Mieczkiewicz Univerisity. 35-62. **INST ARCH DA 150 CZE**
- *Vander Linden, M. 2007. What linked the Bell Beakers in third millennium BC Europe? *Antiquity* 81: 343-352. **Electronic resource**
- Sheridan, A. 2008. Towards a fuller, more nuanced narrative of Chalcolithic and Early Bronze Age Britain 2500-1500 BC. *Bronze Age Review* 1: 57-78. **Electronic resource**
http://www.britishmuseum.org/pdf/BAR1_2008_6_Sheridan_c.pdf
- Simpson, D. D. A., Murphy, E. M. and Gregory, R. A. 2006. *Excavations at Northton, Isle of Harris*. Oxford: BAR (British Series) 408. **INST ARCH DAA Qto Series BRI 408**
- Smith, M.J., Allen, M.J., Delbarre, G., Booth, T., Cheetham, P., Bailey, L., O'Malley, F., Parker Pearson, M. and Green, M. 2016. Holding on to the past: curation, imitation and veneration of the dead in a British prehistoric landscape. *Journal of Archaeological Science: Reports* 10: 744-56. **Electronic resource**
- Thorpe, I. J. and Richards, C. 1984. The decline of ritual authority and the introduction of beakers into Britain. In R. Bradley and J. Gardiner (eds.) *Neolithic Studies: a review of some current*

Week 10 Gold and graves: the Wessex culture

The Beaker period lasted in Britain longer than in many other parts of Europe. Towards its end around 1850 BC, changes in mortuary practices included the lavish provisioning of certain individuals' graves with prestige items of gold, amber and jet. These have come to be known as the 'Wessex culture' or Wessex I, and many such individuals were buried within round barrows near Stonehenge. One of these is the Bush Barrow burial, a man buried with multiple gold ornaments, daggers and a macehead.

- Burgess, C. 1980. *The Age of Stonehenge*. London: Phoenix. **INST ARCH DAA 410 W.7 BUR**
- Clarke, D. V. 1985. *Symbols of Power at the Time of Stonehenge*. Edinburgh: National Museum of Antiquities of Scotland & HMSO. **INST ARCH DA 100 CLA**
- Kristiansen, K. and Larsson, T. 2005. *The Rise of Bronze Age Society: travels, transmissions and transformations*. Cambridge: Cambridge University Press. **INST ARCH DA 150 KRI**
- Last, J. (ed.) 2007. *Beyond the Grave: new perspectives on barrows*. Oxford: Oxbow. **INST ARCH DAA 100 LAS**
- Needham, S. 2000. Power pulses across a cultural divide: cosmologically driven exchange between Armorica and Wessex. *Proceedings of the Prehistoric Society* 66: 151-207. **Electronic resource**
- *Needham, S., Lawson, A.J. and Woodward, A. 2010. 'A noble group of barrows': Bush Barrow and the Normanton Down Early Bronze Age cemetery two centuries on. *Antiquaries Journal* 90: 1-39. **Electronic resource**
- Needham, S., Parfitt, K. and Varndell, G. (eds) 2006. *The Ringlemere Cup: precious cups and the beginning of the Channel Bronze Age*. London: British Museum. **INST ARCH DAA 410 Qto NEE**
- Needham, S., Parker Pearson, M., Tyler, A., Richards, M. and Jay, M. 2010. A first 'Wessex I' date from Wessex. *Antiquity* 84: 363-73. **Electronic resource**
- Piggott, S. 1938. The Early Bronze Age in Wessex. *Proceedings of the Prehistoric Society* 4: 52-106. **Electronic resource**
- *Pollard, J., Garwood, P., Parker Pearson, M., Richards, C., Thomas, J. & Welham, K. 2017. Remembered and imagined belongings: Stonehenge in the age of first metals. In P. Bickle, V. Cummings, D. Hofmann and J. Pollard (eds) *The Neolithic of Europe: essays in honour of Alasdair Whittle*. Oxford: Oxbow. 279-97.
- Timberlake, S. 2009. Copper mining and metal production at the beginning of the British Bronze Age. In P. Clark (ed.) *Bronze Age Connections: cultural contact in prehistoric Europe*. Oxford: Oxbow. 94-121. **INST ARCH DA 150 CLA**
- Woodward, A. 2000. *British Barrows: a matter of life and death*. Stroud, Tempus. **ISSUE DESK IOA WOO 2**

Week 11 Stonehenge today: heritage, religion and politics

During the 1970s Stonehenge's midsummer free festivals became an important part of Britain's counter-culture, culminating in a violent clash between the police and 'new-age' travellers in 1985. The site is managed by English Heritage, who try to balance the different interests of tourists, Druids and other new-age religions with the monument's management. Proposals for a road tunnel to divert traffic from the A303 were eventually rejected but a new visitor centre has recently opened. Stonehenge continues to be a politically and intellectually contentious site that draws people from around the world.

- Bender, B. 1998. *Stonehenge: making space*. Oxford: Berg. **INST ARCH DAA 410 W.7 BEN**
- Chippindale, C. et al. 1990. *Who Owns Stonehenge?* London: Batsford. **FLS B 11 WHO**
- *Parker Pearson et al. 2012. Various papers on human remains and Stonehenge. *PIA: Papers from the Institute of Archaeology* 21: 6-34. **ONLINE**
- Parker Pearson, M., Pitts, M. and Sayer, D. 2013. Changes in policy for excavating human remains in England and Wales. In M. Giesen (ed.) *Curating Human Remains: caring for the dead in the United Kingdom*. Woodbridge: Boydell Press. 147-57. **INST ARCH AG 23 GIE**
- *Scarre, C. 2017. Editorial. *Antiquity* 91: 567-72. **Electronic resource**

Thackray, D. and Payne, S. 2010. *Avebury Reburial Request: summary report*. English Heritage & National Trust. <http://www.english-heritage.org.uk/content/imported-docs/avebury-reburial-request-summary.pdf> **Electronic resource**

6. Online Resources

The full UCL Institute of Archaeology coursework guidelines are given here:
<http://www.ucl.ac.uk/archaeology/administration/students/handbook>

The full text of this handbook is available here (includes clickable links to Moodle and online reading lists if applicable)
<http://www.ucl.ac.uk/archaeology/administration/staff/handbook>

Moodle

All courses must use Moodle. Please include the access code in your handbook (normally in the format ARCL3098 – using the course code) Please contact Charlotte Frearson in room G4 (c.frearson@ucl.ac.uk) for advice.

7. Additional information

Libraries and other resources

The Library of the Institute of Archaeology contains holdings of particular relevance to this degree.

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. Students are expected to attend at least 70% of classes.

Information for intercollegiate and interdepartmental students

Students enrolled in Departments outside the Institute should obtain the Institute's coursework guidelines from Judy Medrington (email j.medrington@ucl.ac.uk), which will also be available on Moodle.

Dyslexia

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 consult their Personal Tutor, the Academic Administrator (Judy Medrington), or the Chair of Teaching Committee (Dr. Mark Lake).

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.

APPENDIX A: POLICIES AND PROCEDURES 2017-18 (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 IoA Student Administration section of Moodle:
<https://moodle.ucl.ac.uk/course/view.php?id=40867>

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.

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 Charlotte Frearson (c.frearson@ucl.ac.uk)

MARKING

Your first essay will be marked and handed back in class just over a week later on 27 November 2017. Your second assignment will also be marked within a week of handing in, to be collected by email arrangement from Prof. Parker Pearson.

APPENDIX

INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES

General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources, are available on the IoA Student Administration section of Moodle: <https://moodle.ucl.ac.uk/course/view.php?id=40867>

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

GRANTING OF EXTENSIONS: Note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. Note 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 Student Administration section of Moodle for further information.

Additional information is given here

<http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/>

Turnitin

The new link to Turnitin is <http://www.turnitinuk.com/>

Date-stamping will be via 'Turnitin', so in addition to submitting hard copy, students must also submit their work to Turnitin by the midnight on the day of the deadline. Please note that Turnitin can be very busy at certain times, so avoid submitting in the last minute, this can lead to a technically late submission.

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 deadline in order that the Turnitin Advisers can notify the Course Co-ordinator that it may be appropriate to waive the late submission penalty.

The Turnitin 'Class ID' is **3545423** and the 'Class Enrolment Password' is **IoA1718** (Capital Letter "I", small letter "o", capital A, numbers 1718) Further information is given on the IoA website. <http://www.ucl.ac.uk/archaeology/administration/students/handbook/turnitin> Turnitin advisers will be available to help you via email: ioa-turnitin@ucl.ac.uk if needed.

INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES

General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources, are available in your Degree Handbook and on the following website: <http://wiki.ucl.ac.uk/display/archadmin>. It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your course co-ordinator.

GRANTING OF EXTENSIONS: .

New UCL-wide regulations with regard to the granting of extensions for coursework were introduced in 2015. Full details are available on the IoA intranet. Note that Course Coordinators are no longer permitted to grant extensions. All requests for extensions must be submitted on a 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 now acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements.