ARCL1003 (Term 1)

World Archaeology: The Deep History of Human Societies

Course Handbook for 2016-17

Year 1 core, 1.0 unit

For BA Archaeology and Anthropology students serving as:
ARCL1018 World Archaeology: An Outline of the Deep History of Human Societies

For BASc, Affiliate and other non-Archaeology students serving as:
ARCL1003A World Archaeology: Evolutionary Origins to the Earliest States
ARCL 1003B World Archaeology: From Early States to Globalization

TurnItIn Class IDs (password: IoA1617): 3228390 (ARCL1003), 3228560 (ARCL1003A), 3228565 (ARCL1003B), 3228605 (ARCL1018)

Deadlines for coursework: 13 January 2017 and 20 March 2017

Term 1 Coordinator: Dr Manuel Arroyo-Kalin
m.arroyo-kalin@ucl.ac.uk; Tel 020 7679 1534
Lecture time (term 1): Fridays 1-3pm @ Wolfson House Haldane LT

Updated 25 Oct 2016
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1 OVERVIEW

1.1 Short description

The overarching mission of archaeology is to produce an empirically-grounded narrative about the history of humankind. This narrative, reaching beyond and before transmitted memories and written accounts, is fundamental to understand who we are as a species and how the culture we create; the social institutions that structure how we live; and the landscapes that we inhabit, have variously evolved, developed, and/or transformed over time. This course offers an overview of the global database of empirical observations that underpins this time-deep narrative. Drawing primarily on archaeological research from across the world, it 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. During Term 1, the course begins with the evolution of hominins, and human dispersal to all parts of the world. Transformations brought about in the Holocene by climate change, the transition to a more settled life, cultivation and domestication are then considered, and explanations evaluated. Later developments in metallurgy, long-distance trade and social complexity lead up to the rise of the first urban centres and states. During Term 2, the course focuses on the later prehistoric and historic polities, empires and civilizations of Eurasia, Africa and the Americas, as well as their expansion and periodic collapse. It also considers the ‘exploration’ of the globe by Europeans from the 15th century onwards and the socio-economic consequences of such early globalizing connections. Please note that the above and following sections apply only in their relevant parts to those students taking either ARCL 1003A (Term 1) or 1003B (Term 2).

If students have queries about the objectives, structure, content, assessment or organisation of the course, for term 1 they should consult Dr Manuel Arroyo-Kalin and for Term 2 they should consult Dr Kevin MacDonald. Queries may also be directed to the Post-Graduate Teaching Assistants (Term 1: Lara González Carretero lara.carretero.13@ucl.ac.uk).

<table>
<thead>
<tr>
<th>ARCL1003/1003a/1003B/1018 at a glance:</th>
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<tbody>
<tr>
<td>Lectures, Term 1: Fridays 1-3 pm at Wolfson House Haldane LT</td>
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<tr>
<td>Lectures, Term 2: Fridays 11am-1 pm at Room 500, 25 Gordon St</td>
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<tr>
<td>Lectures, Term 3: Revision session, date to be announced</td>
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During terms 1 and 2 seminars take place on alternate Thursdays between 1-6 pm at room 412, IoA, Gordon Square. Attendance is compulsory.

Assessments must be submitted in hard copy and through TurnItIn (password IoA1617, use title field to write your candidate number and essay question)

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Exams: exact date will be announced in May 2017.
1.2 Week-by-week summaries

1.2.1 Term 1 Lectures (Fridays, 1-3 pm @ Wolfson House Haldane LT)
The co-ordinator for term 1 is Dr Manuel Arroyo-Kalin (m.arroyo-kalin@ucl.ac.uk).

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<thead>
<tr>
<th>Wk</th>
<th>Theme</th>
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<tr>
<td>1</td>
<td>Concepts</td>
<td>7 Oct</td>
<td>L0 Course introduction</td>
<td>MAK</td>
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<td>L1 Global history &amp; social evolutionary thinking</td>
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<td>3</td>
<td>From Foraging to Farming</td>
<td>21 Oct</td>
<td>L3 Modern Humans: rise, global dispersal, and social complexity</td>
<td>AG</td>
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<td>4</td>
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<td>28 Oct</td>
<td>L4 Forging the Neolithic: Plant domestication</td>
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<td>L5 Forging the Neolithic: Animal domestication</td>
<td>LM</td>
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<td>5</td>
<td>Regional pathways to social complexity</td>
<td>4 Nov</td>
<td>L6 Holocene southwest Asia before states and empires</td>
<td>KW</td>
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<td></td>
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<td>L7 Holocene Africa before states and empires</td>
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<td>6</td>
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<td>18 Nov</td>
<td>L8 Holocene China before states and empires</td>
<td>DQF</td>
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<td>L9 Holocene India before states and empires</td>
<td>DQF</td>
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<td>25 Nov</td>
<td>L10 Holocene Europe before states and empires</td>
<td>MPP</td>
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<td>8</td>
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<td>2 Dec</td>
<td>L11 Holocene North America before states and empires</td>
<td>MAK/KM</td>
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<td>L12 Holocene South America before states and empires</td>
<td>MAK</td>
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<td>9</td>
<td>Hierarchy, Environmental Impact, and Exchange</td>
<td>9 Dec</td>
<td>L13 Archaic States</td>
<td>MAK</td>
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<td>L14 Civilisation and human niche construction</td>
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<td>10</td>
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<td>16 Dec</td>
<td>L15 Bronze Age Hyperconnectivity</td>
<td>BLH</td>
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<td></td>
<td></td>
<td></td>
<td>L16 Synthesis: developing Holocene complexity</td>
<td>MAK</td>
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</tbody>
</table>
AG Andrew Garrard | KM Kevin MacDonald | MAK Manuel Arroyo-Kalin |
BLH Borja Legarra Herrero | KW Karen Wright | MP Matt Pope |
DQF Dorian Fuller | LM Louise Martin | MPP Michael Parker Pearson |

1.2.2 Term 1 Seminars (Thursdays 1-6 pm, Room 412, IoA, 31-34 Gordon Square)
Term 1 seminars will be led by PGTA Lara González Carretero (lara.carretero.13@ucl.ac.uk)

13 October: Setting the Scene
27 October: Humanness
17 November: Domestication and sedentism
1 December: Pottery and Metallurgy
15 December: Civilisations, city-states, villages & the forager
1.3 **Basic texts**

There is no single handbook for the entire course, nor indeed should there be, given the diversity of themes and approaches within world prehistory! The following books, however, are excellent sources of overviews for many of the periods, regions and issues covered. They by no means replace the specific readings relevant for each lecture, but often provide a useful anchor or initial introduction, as well as further reading of their own.

By far the best of all is the multi-authored:


In addition, there are useful area reviews in various articles of two Archaeology encyclopaedia:


http://www.sciencedirect.com/science/referenceworks/9780123739629

see Geographic overviews:

http://www.sciencedirect.com/science/referenceworks/9780123739629#ancpt0420


(These links should work from within the UCL network. If you can't access them from within UCL, please seek assistance from our library staff)

For Term 2 a good introduction to many of the complex societies examined is:


Issue desk SCA 3; INST ARCH BC100 SCA.

A stimulating complement, based on a hundred objects in the British Museum, is:


1.4 **Methods and Deadlines for 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 proposed deadlines for the two essays are due on **Friday 13 January 2017** and **Monday 20 Mar 2017**.
2) A 3-hour written examination in May (exact date will be announced by college in 2016), contributing 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 essay deadlines are those agreed for ARCL1003.

Students taking the Term 1 or Term 2 0.5-unit versions of this course, ARCL 1003A or 1003B, do not take the written exam in May. They will be assessed by two 2375-2625-word essays, both chosen from the list of questions for the relevant teaching term. For such students, each essay therefore contributes 50% to the final grade for the course. ARCL1003A students should submit two essays by Friday 13 January 2017. ARCL1003B students should submit two essays by Monday 20 Mar 2017.

Please note that slightly different deadlines will be set for Affiliate students, whose marks must be recorded by the end of the relevant teaching term.

1.5 Teaching methods

The course is taught through lectures and seminars, the former led by different specialists from the Institute of Archaeology, the latter by PGTAs. Students should make sure their schedules allow them to attend both lectures and seminars. It is vital that students attend the seminar 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 Tina Paphitis (t.paphitis@ucl.ac.uk) at the beginning of term).

1.6 Workload

Over two terms, 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 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.

2 AIMS, OBJECTIVES AND ASSESSMENT

2.1 Aims

The aim of the course is to provide students with 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 that can be inferred from archaeological evidence from across the world.

2.2 Objectives

On successful completion of this course, a student should:
1) have an overview of the major changes that occurred from the time of our earliest human ancestors to that of historic civilizations;
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.

2.3 Learning Outcomes

On successful completion of the course students should be able to demonstrate improved skills of observation and critical reflection on archaeological academic topics through participation in seminars, essays and exams.

2.4 Coursework

2.4.1 Assessment tasks

If students are unclear about the nature of an assignment, they should discuss this with the respective course co-ordinator.

2.4.1.1 Essays

The course co-ordinators are willing to discuss outlines of student's overall approach to an assignment, provided that this is discussion takes place suitably in advance of the submission date. Essay questions are given at the end of this handbook.

- First Essay (2375-2625 words). **Deadline:** Friday 13 January 2017

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 (available from the course handbook) and enrolment password (this is IoA1617 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.

Turnitin Details: Depending on which course you have registered for, the code for submitting your work in Turnitin will be:

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<td>ARCL1003B</td>
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In all cases, the password will be **IoA1617** (capital I, lower case o, capital A, followed by numerals).

Turnitin advisers (ioa-turnitin@ucl.ac.uk) can help you Mon-Fri during term time. However, you will need to allow 24 hours for their response.
Questions for Essay 1:
*Choose ONE* from the following five:

1. What facilitated the successful expansion of anatomically modern humans around the planet? Discuss with reference to findings from at least THREE of the following archaeological sites -- Zhiren Cave (China), Niah Cave (Borneo), Lake Mungo (Australia), Meadowcroft Rockshelter (North America), and Monte Verde (South America).

2. Compare and contrast how agriculture developed in any TWO non-adjacent areas among the following: Western Asia, Europe, China, India, Sub-Saharan Africa, the Americas.

3. What pathways other than cereal agriculture have led to increasing sedentism in parts of the world during the early Holocene?

4. Using at least THREE archaeological case studies, discuss the social causes and initial consequences of ONE of the following: (i) early use of metals, (ii) pottery; (iii) hierarchical societies; (iv) the growth of trade up to about 1500 BC?

5. How and why were Mesopotamia and Egypt unique for their time by the 3rd millennium BC?

* Students enrolled for ARCL1003a should choose two essay questions.

Provisional questions for Essay 2:
*Choose ONE* from the following five:

1. What are the organizational characteristics of Empires and how are they applicable across the range of examples considered in this course? Use at least three cases in making your analysis.

2. How similar or diverse in form and role were early urban centres (before about AD 1500)? Illustrate with at least three examples from Europe, Asia, Africa and the Americas.

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. Was the rise of European global dominance in the 17th and 18th centuries inevitable? What factors worked in the favour of these imperial forces?

5. How would you advocate the study of world prehistory to someone skeptical of its utility?

* Students enrolled for ARCL1003b should choose two essay questions.

**Word Counts:** Word counts do NOT include: title page, bibliography, lists of references, and the captions and contents of tables and figures.
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 2016-17 session penalties for overlength work will be as follows:

- 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.
- 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.

Please note that new UCL-wide regulations with regard to the granting of extensions for coursework have been introduced with effect from the 2015-16 session. Course Coordinators are no longer permitted to grant extensions. All requests for extensions must be submitted on a new 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. Full details will be circulated to all students and will be made available on the IoA intranet.

2.4.1.2 Examination
The 3-hour unseen examination paper will be held during May at an exact date and time announced when the schedule of examinations is set by College. The exam may take place away from campus and you will need to factor in the time it takes you to arrive at the exam hall. In the examination, students will have to answer three out of about ten to twelve questions. The paper is divided in two sections. Previous years’ examination papers with a similar 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 website.

3 SCHEDULE AND SYLLABUS

3.1 Teaching schedule
3.1.1 Lectures

Term 1 lectures will normally take place between 1 and 3 pm at the Wolfson House Haldane LT (Lecture Theatre). Term 2 lectures will take place between 11 am and 1 pm at Room 500, 25 Gordon St. Seminars (Tutorials) will take place in groups on alternate Thursdays at room 412, IoA, 31-34 Gordon Square. Please see the Week-by-week summaries at the beginning of this handbook for teaching and seminar schedules.

Please note: students are encouraged to take their own lecture notes. The PowerPoint presentations used as visual aids for the lecture will usually be posted on Moodle after the lecture. These presentations are not the same things as lecture notes.
3.1.2 Seminars (Tutorials) groups

To keep tutorial groups small enough for effective discussion, it is essential that students attend the group to which they have been assigned. If they need to attend a different group for a particular session, they should arrange to swap with another student from that group, and confirm this arrangement with the course PGTA (term 1: Lara González Carretero; term 2: Hannah Page).

4 SYLLABUS (TERM 1)

Week 1: 7 October 2016

4.1 Course introduction
Manuel Arroyo-Kalin

The first session will consist of an introduction to the course, its structure and aims, and an explanation of what is involved with seminars and assessment.

Reading: The only essential reading is this handbook!

4.2 Lecture 1: Global history & social evolutionary thinking
Manuel Arroyo-Kalin

The overarching mission of archaeology is to produce an empirically-grounded narrative about the history of humankind. This narrative, reaching beyond and before transmitted memories and written accounts, is fundamental to understand who we are as a species and how the culture we create; the social institutions that structure how we live; and the landscapes that we inhabit, have variously evolved, developed, and/or transformed over time. This course will provide overview of the global database of empirical observations that underpins this time-deep narrative, as well as the arguments that articulate these observations into a coherent history. In this first session, however, we begin with a short review of how archaeology got there in the first place, i.e. how it helped to formulate the very idea of a deep human past. This review, in turn, highlights some complicated theoretical premises that archaeology thinking relies on to examine archaeological evidence, premises that impinge on how we reconstruct the global history of humankind.

Readings (* essential):

**Week 2: 14 October 2016**

4.3 **Lecture 2 (2 hrs): Before Us: the origins of the human species**  
**Matt Pope**

What are the origins of our biological genus, *Homo* and what are the processes which have shaped our bodies, minds and culture? Taking a long view, this lecture examines the evolution of the genus *Homo*, set within the framework of long-term cycles of global climate change and environmental pressures and opportunities. The conditions in which features such as bipedalism, tool use, changes in diet and increasing brain size are explored, with reference to fossil, lithic and environmental data.

**Readings (essential):**  

**Week 3: 21 October 2016**

4.4 **Lecture 3 (2 hrs): Modern Humans: rise, global dispersal, and social complexity - Andrew Garrard**

The lecture will briefly examine the evolution of biologically and cognitively “modern humans” in Africa and their subsequent spread via the Middle East into Southern Asia, Australasia, Europe and the Americas. It will examine both the biological and archaeological evidence for their emergence, and the technological, economic and social adaptations which enabled the colonization of the late Pleistocene and early Holocene world.

**Readings (essential):**  


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**Week 4: 28 October 2016**

**4.5 Lecture 4: Forging the Neolithic: Plant Domestication**  
**Dorian Fuller**

This lecture will explore the concepts of cultivation, domestication and agriculture and present the mechanics of plant domestication process, both in terms of how human actions modified environments and changed wild plant species into crops, and in terms of how archaeologists study plant domestication and the origins of agriculture. Example will draw on evidence of early crops from Southwest Asia, East Asia, Africa, New Guinea and more briefly examples from the Americas, before turning to the Near East for a more detailed exploration of the transitions from foraging to cultivation to fully agricultural economies, with some consideration of alternative answers to question as to why this happened where and when it did. In doing their readings, students should consider what is meant by the “domestication syndrome” and the time and geographical scale of domestication processes.

**Readings (*essential)*:**


Further readings:

4.6 Lecture 5: Forging the Neolithic: Animal Domestication
Louise Martin

This lecture gives an overview of global animal domestication, presenting the current evidence for the timings and locations of the major mammal domestications. We will then consider patterns and trends in this picture, and consider processes. This session also briefly reviews the main theories behind the causes of these transformative events, and outlines the behavioural aspects of animals themselves, that fed into this intensification of human-animal interactions.

Readings (* essential):
**Clutton-Brock, J. 2012. Animals as Domesticates: A World View Through History.** Michigan State University Press (dip into this book by taking an animal or area that interests you; you are not expected to read it all!).


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**Week 5: 4 November 2016**

4.7 **Lecture 6: Holocene Southwest Asia before states and empires**

*Karen Wright*

The Fertile Crescent encompasses the Nile Valley; the Levant (Israel/Palestine, Jordan, Lebanon, Syria); Turkey; Mesopotamia; and the Zagros Mountains of western Iran. In the Late Epipalaeolithic or Natufian period (12750–10050 cal BC) hunting and gathering was becoming more stable. This pattern expanded in the Pre-Pottery Neolithic A (PPNA) (10050–9000 cal BC). The Pre-Pottery Neolithic B (9000 - 6400 cal BC) witnessed the florescence of true agricultural villages, composed of houses, special-purpose buildings and burials under buildings. In the Late Neolithic (6400–5450 cal BC), ceramics began to be widespread. Between 5450 and 4000 cal BC, Early Chalcolithic cultures began to display hints of rising social inequality and technological change. These societies laid the economic and social foundations for the eventual emergence (3500-3000 BC) of the early Near Eastern civilizations, with cities, states, writing and political hierarchies. To what degree (if any) do Neolithic villages anticipate the social complexity of the later ‘urban revolution?’ For many years, archaeologists believed that Neolithic societies were simple and egalitarian. But recent research paints a complicated picture. In general, the Fertile Crescent displays considerable cultural diversity from one region to another.

Readings (*essential overviews*):

* Mellaart, J., 1975. The Neolithic of the Near East. London: Thames and Hudson. (Long out of date, but useful for descriptions of many ‘classic’ sites. Study illustrations only)

Specific areas (read 1):


**Case studies / interpretations (read 1):**


**4.8 Lecture 8. Holocene Africa before states and empires**

_Kevin MacDonald_

At variance with the conventional models from western Asia, the early to mid-Holocene witnessed entirely different trajectories in Africa. In Africa pastoralism preceded plant cultivation by several millennia, and did much to shape early societies in a greener Sahara and along the Nile. Fisher-hunter-gatherer societies also remained widespread. In some areas, such as the Middle Niger, symbiotic subsistence systems developed, whereby subsistence specialists (pastoralists, cereal growers and fisherfolk) became inter-dependent. At the origin of such cooperative economies are decisions by the ancient peoples of arid West Africa to occupy specialised and mobile subsistence niches.

**Readings (*essential):**


On Early Pastoralism and Specialised Fishing in Africa, read:

On the Middle Niger, read:

Week 6: 18 November 2016

4.9 Lecture 7: Holocene China before states and empires
Dorian Fuller

This hour will provide a broad introduction to the regional environments and early cultivation systems of seasonal monsoon Asia, especially China. We will consider the evidence for the domestication of rice and the emergence of Sedentism in the Yantgze valley, and the emergence of millet-based cultivation, pigs and villages in northern China. In these regions we will consider the varied trajectories in terms of seasonal mobility, land productivity, craft production, and the eventual emergence of larger settlements and social complexity.

Readings (* essential):


Further readings:

Regional textbooks:

4.10 Lecture 9: Holocene India before states and empires
Dorian Fuller

This lecture will provide a broad introduction to the regional environments and early cultivation systems of seasonal monsoon Asia, especially India. We will consider the evidence for cattle-sheep-goat pastoralism alongside native crops on South India. We will consider the varied trajectories in terms of seasonal mobility, land productivity, craft production, and the eventual emergence of larger settlements and social complexity.

Readings (*essential*)


Roberts, Boivin et al. (2015) Local diversity in settlement, demography and subsistence across the southern Indian Neolithic-Iron Age transition: site growth and abandonment at Sanganakallu-Kupgal. *Archaeological and
The adoption of agriculture was one of the greatest changes in world prehistory. Originating in the Middle East, it spread over thousands of years into Southeast Europe around 6500 BC, reaching Britain around 4000 BC. People changed from hunting and gathering to cultivating domesticated crops and rearing domesticated cattle, pigs, sheep and goats. Although the transition took place at different rates and in different ways across Europe, it was an irreversible transformation. State formation occurred late and sporadically in Western Europe, during the Iron Age in the centuries before the expansion of the Roman Empire. Between the Neolithic and the Iron Age, societies varied regionally and through time in terms of social structure, organization and complexity. One of the main forms of monumentality between the Neolithic and the Early Bronze Age was megalith-building, the most impressive example of this being Stonehenge.

Readings (* essential):
* Bellwood, P. First Farmers, especially Chapter 4: Tracking the spreads of Farming beyond the Fertile Crescent: Europe and Asia. Blackwell Publishing


**Week 8: 2 December 2016**

**4.12 Lecture 11. The Americas before states and empires**

*M Arroyo-Kalin / Kevin Macdonald*

The transition from foraging to farming in the Americas, as well as the persistence of foraging lifestyles late into the Holocene, is fundamentally interesting for global history. The appearance of sedentary life and population growth followed particular pathways that are distinct from other world regions. This lecture provides an overview of Holocene developments in the Americas, focusing initially in North and Central America.

**Case study: Poverty point**

*Kevin Macdonald*

This lecture centres on the case of Poverty Point, an archaeological site that defies traditional expectations about the scale and nature of hunter-gatherer social complexity, ritual and settlement. Drawing pilgrimage and offerings from as far away as the Gulf of Mexico and the Great Lakes region, Poverty Point obliges us to reconsider how peoples without agriculture can interact at distance and remake landscapes for potentially non-functional reasons.


Sassaman, K.E. 2005. ‘Poverty Point as structure, event, process’, *Journal of Archaeological Method and Theory* 12: 335-64. ONLINE

4.13 **Lecture 12. Holocene South America before states & empires**

M Arroyo-Kalin

The transition between foraging and farming in the Americas is fundamentally interesting for global history. The continent was colonised by humans at the end of the Pleistocene and its multiple domestications (mostly of plants; only of few animals) took place independently of those that unfolded in the Old World. Consequently, the adoption of farming, the appearance of sedentary life, and population growth followed particular pathways that can be compared to those taking place in Eurasia and Africa. This lecture provides an overview of the process of Neolithisation in the Americas.

**Readings (*essential)*:


**Further reading**


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**Week 9: 9 December 2016**

4.14 *Lecture 13. Archaic States*  
*Manuel Arroyo-Kalin*

The Near East, Egypt and eastern Mediterranean was the hearth of an extended zone of complex, interacting urban states during the 2nd millennium BC. Interrelated but autonomous developments took place in the Indian subcontinent, leading to the formation of the Harappan Civilisation. Why did cities first arise in these locations during the 4th millennium BC? And why do they look so different in each? This lecture notes ongoing changes in these core areas, but particularly explores their interaction with neighbouring regions.

**Readings:**


4.15 Lecture 14. Civilisation and human niche construction
Manuel Arroyo-Kalin

This lecture reflects on how long-term trends of population growth, sedentism and agriculture during the Holocene endurably modified the environment and set the stage for the historical trajectories of subsequent societies.


Week 10: 16 December 2016

4.16 Lecture 15. Bronze age hyperconnectivity
Borja Legarreta Herrero

The Mediterranean is a relatively easy to navigate sea that connects diverse landscapes and peoples, resulting in a unique history of trade, intercultural exchanges and general mobility. This lectures explores the different types of connections that define Mediterranean archaeology and the different ways of approaching the study of the subject from Neolithic Spain to the Bronze Age Levant.


4.17 Lecture 16. Term 1 Synthesis: developing Holocene social complexity

Manuel Arroyo-Kalin

The final lecture of the first half of the course reflects on the unfolding of global prehistory so far, exploring key concepts and themes against the broader comparative world survey.

Readings:


---------------------------------- Christmas vacation----------------------------------
5 APPENDIX A: POLICIES AND PROCEDURES 2015-16 (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@ucl.ac.uk).