



A1: World Archaeology

Archaeology is the study of the human past. Archaeologists investigate the origins of our species, document the diversity of ancient cultures (e.g., social institutions, political dynamics, and economic interactions), and seek to explain the emergence of the first cities and empires. Archaeologists study material remains (from stone tools to monuments) and settlements (from villages to cities) to answer questions such as: *How did tool use affect evolution of the modern human brain? What can the earliest art tell us about interaction and cognition of early humans? How did daily life change with domestication of plants and animals? What are the sources of social inequality? When - and why - did leadership emerge? How did early empires encompass such vast territories, and why were their rulers so powerful? What was everyday life like for medieval peasants?* Archaeologists employ diverse approaches, drawn from the arts and social sciences, as well as using scientific analyses. The place of archaeological heritage in today's world is also a matter of on-going debate.

Paper Co-ordinator: Elizabeth DeMarrais (ed226@cam.ac.uk)

Lecturers: Cyprian Broodbank, Elizabeth DeMarrais, Jason Hawkes, John Robb, Marie-Louise Stig Sørensen, Hratch Papazian, Augusta McMahon

Practicals: Sheila Kohring, Imogen Gunn

Structure: **Lectures:** 2 x 1 hour each week
(Tues & Weds, 12 noon, Michaelmas, Lent & Easter terms)

Practicals: 4 practicals (2 in Michaelmas & 2 in Lent)

Field trips: Stonehenge trip (currently planned for March, details tbc)

Supervisions: 8-9 supervisions are suggested
(3 in Michaelmas, 3 in Lent, & 2-3 in Easter)

Mode of examination: See the Form and Conduct Notice for 2017-18 ([MOODLE LINK](#))

A1: World Archaeology is a broad undergraduate lecture series that introduces Part I students to key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. Emphasis will be placed on the questions that archaeologists investigate and the ways they go about addressing and answering those questions. Students will learn about the recovery, recording, and interpretation of archaeological data (artefacts, buildings, landscapes) that relate to the broad span of human history and prehistory. The links between theory and archaeological methods will be illustrated with case studies and examples drawn from a wide range of time periods and geographic regions.

Learning outcomes:

On the successful completion of **A1: World Archaeology** students will be able produce high quality written work that demonstrates an informed and critical understanding of a range of key archaeological theories, methods, and themes in the study of the past.

Course structure:

A1: World Archaeology is taught through a combination of lectures and practical classes. There are 33 lectures for **A1: World Archaeology**. Lectures are presented at 12 noon on Tuesdays and Wednesdays in Mill Lane Lecture Room 5 (see timetable below). A course overview session will take place in Easter Term (see timetable below).

Four hands-on practical sessions, using artefacts from the Museum of Archaeology & Anthropology, are held in the Keyser Room in the *Museum*. Practical sessions are a required part of the course, in most cases replacing Weds lectures during the weeks in which they are held. Practicals expand and illustrate the material presented in lectures. Students will be assigned to a session at the beginning of the Michaelmas. **Please attend the practical at your assigned hour**; if you have a conflict, please swap with another student to ensure that we keep the numbers balanced so everyone has an opportunity to participate.

Lecture Timetable 2017-18

Michaelmas term (lecturers: E DeMarrais [EDM], C Brookbank [CB]; J Robb [JER]; practicals: S Kohring [SEK], I Gunn [IG])

Lectures: Tues & Weds, 12pm, Mill Lane Lecture Room 4 (Tu) or 5 (Weds) Practicals: Weds, Thurs, Fri 2-3 & 3-4 pm Keyser Room, Museum

<i>Date</i>	<i>Topic</i>	<i>Lecturer</i>	<i>Date</i>	<i>Topic</i>	<i>Lecturer</i>
10 Oct	Archaeology as the study of the past: Introduction and course overview	EDM	11 Oct	What happened in the past? A deep history for the planet	CB
17 Oct	Origins – from apes to humans	MML	18 Oct	Origins – from Africa to the world	MML
24 Oct	Neanderthals and others, including emergent humans	PTM	25 Oct	Modern humans in and after the ice	PTM
31 Oct	Agriculture: How NOT to think about early farming	JER	1 Nov	Producing food, domestication, and society	JER
7 Nov	Worldwide spread of farming	JER	8 Nov	Comparative village farming: SW Asia and SW USA	EDM & CB
14 Nov	Other pathways into the Holocene: Africa and America	EDM & TBC	15 Nov	Monumental histories	JER
21 Nov	Complex agriculture and 2PR		22 Nov	Metals and movement	CB
28 Nov	Origins of leadership and 'complexity'	EDM	29 Nov	The world at 3000 BC	CB

LENT TERM LECTURES (lecturers: E DeMarrais [EDM], C Broodbank [CB], J Hawkes [JH], H Papazian [HP]; A McMahon [AMM] J Mei [JM], practicals: Sheila Kohring [SEK], Imogen Gunn [IG])

Lectures: Tues & Weds, 12 noon, Mill Lane Lecture Room 6 (Tu) or 8 (Wed) Practical: Weds, Thurs, Fri 2-3 & 3-4 pm Keyser Room, Museum

<i>Date</i>	<i>Topic</i>	<i>Lecturer</i>	<i>Date</i>	<i>Topic</i>	<i>Lecturer</i>
23 Jan	Introduction to states and their expansion	EDM	24 Jan	Art and material culture in complex societies	EDM
30 Jan	The emergence of complex societies in Egypt and Mesopotamia	AMM	31 Jan	Early Writing and its Materiality	HP
06 Feb	Bronze Age Near East and the Mediterranean 'World System'	CB (PROB NOT)	07 Feb	The emergence of complexity in the Indus and south Asia	JH
13 Feb	Archaic states in the Americas	EDM	14 Feb	Complex societies in Africa	CB
20 Feb	What is an empire?	EDM	21 Feb	Early empires and city-states of western Eurasia	CB
27 Feb	The Dynamics of the Roman Empire	AL	28 Feb	Empires in the Americas	EDM
6 Mar	Chinese and SE Asian states and Empires	JH	7 Mar	Islam, Europe, and the Indian Ocean TBC	?
FRIDAY	9 MARCH – VISITS TO THE BRITISH MUSEUM	12.30/2.00 PM			
13 Mar	Transformation of Eurasia 4000 BC-500 AD	CB	14 Mar	Collapse of complex societies	CB

Easter Term

(Lecturers: Cyprian Broodbank [CB], Marie-Louise Stig Sørensen [MLSS]; Elizabeth DeMarrais [EDM])

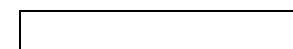
Lectures: Tues & Weds, 12 noon, Mill Lane Lecture Room 5 (Tu) or 4 (Weds)
(NO practicals in Easter Term)

<i>Date</i>	<i>Topic</i>	<i>Lecturer</i>	<i>Date</i>	<i>Topic</i>	<i>Lecturer</i>
8 May	No lecture		9 May	1492 and its consequences	CB
15 May	Archaeologies of Colonialism & Globalism [EDM]				
16 May	The past in the present [MLSS]				

Paper 1. Practical Timetable 2017-18 (all practicals meet in the Keyser Room, Museum of Archaeology & Anthropology, on the Downing Site)

Learning from things

<i>Topic</i>	<i>Dates</i>	<i>Day</i>	<i>Times</i>	<i>Presenters</i>
Practical 1. Under your feet, Cambridge in the past	18 Oct	Weds	2-3 OR 3-4 pm	SK/IG
	19 Oct	Thurs	2-3 OR 3-4 pm	SK/IG
	20 Oct	Fri	2-3 OR 3-4 pm	SK/IG
Practical 2. Cognition and technology	8 Nov	Weds	2-3 OR 3-4 pm	SK/IG
	9 Nov	Thurs	2-3 OR 3-4 pm	SK/IG
	10 Nov	Fri	2-3 OR 3-4 pm	SK/IG
Practical 3. New materialities and complex societies	31 Jan	Weds	2-3 OR 3-4 pm	SK/IG
	1 Feb	Thurs	2-3 OR 3-4 pm	SK/IG
	2 Feb	Fri	2-3 OR 3-4 pm	SK/IG
Practical 4. Materialising power	7 Mar	Weds	2-3 OR 3-4 pm	SK/IG
	8 Mar	Thurs	2-3 OR 3-4 pm	SK/IG
	9 Mar	Fri	2-3 OR 3-4 pm	SK/IG



Michaelmas Term

Lecture 1. 10 October 2017

Introduction to Paper A1: What is archaeology? (EDM)

This lecture introduces the paper, providing an overview of key themes, theories, and the nature of archaeological research. Archaeologists seek to understand the past, examining material remains to explain *how* we came to live as we do in the present. Drawing upon the arts, social sciences, and sciences, archaeologists investigate past social organization, ancient economies, politics, art and symbols, diet, health and nutrition, as well as human ecology and past environments.

Reading (full references at the end of the lecture list)

Renfrew and Bahn 2012, Introduction and Chapter 1

Scarre (ed.) 2009, Chapter 1

The Oxford Handbook of Archaeology, Editors: Barry W. Cunliffe, Chris Gosden, Rosemary A. Joyce
Oxford University Press, 2009

NB: There is an extensive set of e-books that can be found under a search for "Oxford Handbooks in Archaeology Series". These are up-to-date reference books that cover regions ('Meso-America' or 'European Archaeology' as well as specific topics such as 'Hunter-Gatherers'.)

Lecture 2. 11 October 2017

What happened in the past? (CB)

Archaeology addresses the lion's share of global long-term history, and therefore most of the fundamental reasons why human and other contemporary life on the planet has developed as it has, and looks as it does today. This lecture argues for archaeology's unrivalled scope in this respect, and also introduces some of the key attributes of the planet on which human history unfolded. This lecture also provides an overview of World Prehistory to orient students. The archaeological sequences in Old and New Worlds are outlined, highlighting key thresholds and transformations, to help students acquire an appreciation of the 'big picture.' Early hominins, the origins of art and culture, the domestication of plants and animals, the rise of complex societies and regional polities, and ultimately the appearance of cities and empires are covered. Subsequent lectures will refer back to this framework, providing a detailed look at case studies around the core themes.

Readings (find the full references at the end of this document)

Scarre (ed.) 2009, Chapters 1-5

Scarre (ed.) 2009, Chapter 5 (+ any or all of Chapters 6-18 – i.e. reading for the whole course!)

Diamond, 1998.

Morris, 2010.

Sherratt, 1995.

Renfrew, 1990.

Schnapp, 1993.

Sherratt, 1996.

Shryock, and Smail, 2011.

Trigger, B. 2006. Chapter 1, Chapters 2-5 as time allows.

Lecture 3. 17 October 2017

Before us: human evolution (TBC)

In this lecture we will consider human origins in Africa. This includes the biological origins of hominins and key adaptations like bipedalism and tool use. The first stone tool use and

production will be discussed and the question what makes hominin tool use different to chimps and other species pursued.

Reading(find the full references at the end of this document)

Barham & Mitchell 2008, Chapters 3-4

Klein 2009, Chapters 3-5

Lewin & Foley 2004, Chapters 9-13

Scarre (ed.) 2009, Chapter 2

Schick & Toth 1993, Chapters 3-6

Lecture 4. 18 October 2017

Out of Africa: peopling the world (TBC)

Out of Africa: How did humans populate the world?

Building upon the previous lecture we will discuss when and how humans dispersed from Africa and populated the planet. Which species was the first to leave Africa? When did they move out of Africa and what was the climatic context? While this lecture will focus on the first Out-of-Africa dispersal, we will also consider later movements out of Africa.

Reading(find the full references at the end of this document)

Klein 2009, Chapters 4-5

Lewin & Foley 2004, Chapter 13

Scarre (ed.) 2009, Chapters 2 & 4

Practical 1: 18, 19, 20 October 2017 (SEK/IG)

Lecture 5. 24 October 2017

The Neanderthals - what is their place in human evolution? (PTM)

This lecture concentrates on our closest extinct relatives, the Neanderthals. What is their origin? What technology did they use? What did they eat? Did they hunt? And finally: Why did they die out? Did they mix with modern humans?

Reading(find the full references at the end of this document)

Gamble 1999, Chapter 5

Klein 2009, Chapter 6

Mellars 1996

Scarre (ed.) 2009, Chapter 3

Lecture 6. 25 October 2017

Modern Humans in and after the Ice [PTM]

In this lecture we will consider our own species' origins and dispersal in nearly all parts of the planet. What makes modern humans in Africa different to contemporary Neanderthals in Europe? Where and when do we see the first evidence of symbolic behaviour and "art"? This also includes an overview of the art-rich Upper Palaeolithic in Europe.

Reading(find the full references at the end of this document)

Gamble 1999, Chapter 7
 Klein 2009, Chapters 6-7
 Scarre (ed.) 2009, Chapter 4

Lecture 7. 31 October 2017

How NOT to think about early farming (JER)

Agriculture supports almost all human populations worldwide, yet humans have been farmers only for the most recent few millennia or so. How did we become farmers? This lecture (the first of three on the subject) presents the conceptual framework of the problem. To understand the origin of farming and herding, we need to get rid of some centuries-old myths about how humans live and relate to nature, and we need to understand the basics of how foragers and early farmers lived.

Reading(find the full references at the end of this document)

Scarre (ed.) 2009, Chapters 5-11

Current Anthropology, Volume 52, Supplementary Issue 4 (October 2011) has a special-issue region-by-region review of recent research on the origins of agriculture with short articles by noted specialists. It includes up to date summaries on the various regions discussed in the following lecture.

Current Anthropology, Volume 50, Issue 5 (October 2009) has a special section on the origins of agriculture which shows the kind of concepts scholars are using to understand this transition (many of them opposed to each other).

You should browse through both of these. Note that *Current Anthropology* is available online through the University Library's e-journals site.

Lecture 8: 1 November 2017

Producing food, producing domesticates, producing society (JER)

This lecture continues the previous one by looking at case studies of how people first began using domesticated plants and animals around the world, with a range of capsule case studies (the Near East, Mesoamerica, temperate North America, the tropical world and some cases in which domestication and/or farming did not happen). It emphasises the socio-ecological and contingent nature of how humans earn a living.

Reading(find the full references at the end of this document)

Scarre (ed.) 2009, Chapters 5-11

Barker 2008

Zeder 2009

In addition, the readings for 11 November remain relevant for this lecture.

Lecture 9: 7 November 2017

The worldwide spread of farming: co-evolutionary stories (JER)

The final of three lectures on early farming, this lecture traces how farming spread out from its original centres of origin to absorb almost all foraging populations and become the economic mainstay of humanity. The spread of farming from the Near East throughout prehistoric Europe in the Neolithic provides the main case study, with some comparative commentary from other regions. We close with a few ethical reflections about resilience, specialisation, productivity and sustainability.

Reading(find the full references at the end of this document)

Scarre (ed.) 2009, Chapters 5-11

Price (ed.) 2000

Robb (2013)

Lecture 10: 8 November 2017

Comparative village farming: SW Asia and the SW United States [EDM/CB]

What are the consequences of settled village life? Settling down in villages generated problems (social stress, the need to defend private property, disease) and created opportunities (craft specialisation, cooperative labour projects, and leadership). This lecture examines these opportunities and challenges using case studies from the American Southwest and SW Asia, with an emphasis on the emergence of social inequality and leadership.

Reading: (find the full references at the end of this document)

Ames 2005

DeMarrais 2011

Johnson and Earle 2000, Introduction, Chapters 1 & 5; also see case studies

Scarre (ed.) 2009, Chapters 5, 12-18

Bandy & Fox 2010, Chapters 1& 9

Price & Feinman, eds., 1995

Add SW Asia readings from CB here

Practical 2: 8, 9, 10 November: Cognition and Technology (SEK/IG)

Lecture 11: 14 November 2017

Other pathways into the Holocene: Africa and America (EDM/TBC)

This lecture traces the archaeology of early settled life in Africa and the Americas. Readings tbc.

Lecture 12. 15 November 2017

Monumental histories (JER)

Following the beginning of farming, early farming societies around the world often engaged in extravagant ritual practices. Why? This lecture discusses ritualism in early farming societies, particularly those of Neolithic Europe. We consider megaliths such as those of Malta, Brittany, and Wessex in terms of their ability to create places for performance, participation in collective social orders, cosmology, and the role of ritual knowledge in politics.

Reading(find the full references at the end of this document)

Scarre (ed.) 2009, Chapters 5-11

Bradley 1991
 Parker Pearson et al. 1998
 Thomas 2000

Lecture 13. 21 November 2017

Beyond villages: Making more of agriculture (CB)

Beyond the primary domestication of limited sets of plants and animals early in Eurasia's various Neolithics, a wider range of plants and animals, and of animal and plant 'secondary' products', were added over the ensuing millennia, with dramatic impacts on Eurasian social structures and sumptuary cultures. A few of these, notably using animals' milk as well as meat, for dairy products, are probably almost as old as farming, but other key developments such as animal traction, portage and wool production, as well as investment in vines and tree-crops (for example, for wine, oil and sugar-rich foods) ensued later. Taken as a group, these developments are woven into explanations for the exceptional trajectories witnessed in later prehistoric Eurasia.

Reading(find the full references at the end of this document)

Anthony and Brown 2011.
 Sherratt, 1981 (see Halstead and Isaakidou update below)
 Sherratt, 1999.
 Anthony, 2010.
 Clutton-Brock, 2012.
 Evershed et al. 2008.
 Fuller and Rowlands, 2011
 Fuller, van Etten, Manning, Castillo, Kingwell-Banham, Weisskopf, Qin, Sato, and Hijmans 2011.
 Halstead and Isaakidou 2011
 Sherratt, 1995b.

Lecture 14. 22 November 2017

How did innovations in transport and metallurgy affect early village societies in Europe? (CB)

Between the spread of farming and emergence of early states lies a series of further developments, to varying degrees initially concentrated in, if far from unique to, parts of Eurasia. This lecture looks at two of these in particular, from a comparative perspective. Metallurgy triggered fundamental economic, social and cultural changes, which in part explains why use of particular metals had a prominent place in chronological schemes for later prehistory (Copper, Bronze and Iron Ages). And while long-distance movements of materials and objects had been one of the hallmarks of modern human behaviour since the Upper Palaeolithic, and continued through the transition to farming despite increasing sedentism, the evidence that such movements involved exchanges, social prestige and profit-tinged trade grows steadily, and such interactions by land and sea accompanied emergent social complexity in many parts of the world. This lecture explores the wider significance of this phenomenon, and various analytical and cultural approaches to explaining the patterning seen.

Reading(find the full references at the end of this document)

Anderson, 2010.
 Renfrew and Bahn 2012. Chapter 9.
 Thornton and Roberts, 2009.
 Appadurai, 1986.
 Broodbank, 2010.
 Linduff and Mei, 2009.
 Rahmstorf, 2011.

Renfrew, 1986.
Robb and Farr, 2005.
Shennan, 1999.
Skeates, 2009.
Wengrow, 2010.

Lecture 15. 28 November 2017.

What are the origins of social inequalities and leadership? (EDM)

Why are people willing to give up their freedom and accept the authority of leaders? Questions about leadership, monumentality, and warfare are explored in relation to the emergence of villages, towns, and regional polities.

Reading (find the full references at the end of this document)

Bandy & Fox, eds., 2010, Introduction and Ch. 9
Carneiro, 1981.
Clark & Blake 1994
DeMarrais, 2016
Earle 1997 (or 1987)
Earle 2002 (This useful volume reprints many of Earle's articles)
Johnson & Earle 2000, Introduction, Chapter 9; see also see case studies
Fried 1967
Service 1962

Lecture 16. 29 November 2017.

The World at 3000 BC (CB)

Blurb needed here, plus readings

LENT TERM

Lecture 17. 23 January 2018**How do archaeologists investigate and explain archaic states? (EDM)**

What are the characteristics of archaic states? How and where did pristine states emerge, and what features did they share in common? What are the implications of the Valley of Oaxaca (Mexico) case, discussed here in detail, for a more general understanding of the dynamics of archaic states?

Reading (*find the full references at the end of this document*)

*Blanton et al. 1993, see Chapter on Oaxaca (and also Introduction)

Feinman and Marcus, 1998

Nichols and Pool, 2012.

Coe and Koontz 2008

*Marcus and Flannery 1996

*Marcus and Flannery 2000

Whitecotton 1977

See also readings for Lecture 20.

Background readings for theories about the origins of the state

Carneiro 1970; Childe 1951; Flannery 1972; Fried 1967; Rathje 1971; Service 1962, 1975; Steward 1955; Wittfogel 1957

Lecture 18. 24 January 2018**Themes in complex societies: why do so many societies create art? (EDM)**

Archaeologists (and others) have, in recent years, moved away from thinking about art purely in aesthetic terms, instead asking how 'art' has significance in particular social and cultural contexts. This lecture considers the idea that art is participatory as well as visually affecting. That is to say, art creates sites of activity for shared interaction, it creates models for social relations, and it may be used to resist or challenge authority and power relationships. A wide range of examples is given.

Reading (*find the full references at the end of this document*)

DeMarrais and Robb 2013

Dissanayake 1995

Gell 1992, 1998

DeMarrais, 2011

Brumfiel, 1996

Lecture 19. 30 January 2018**The origins of complex societies in Mesopotamia and Egypt (AMM)**

Blurb needed, plus readings

Lecture 20. 31 January 2018**Early Writing and its Materiality (HP)**

When is an ancient text not just a text? Using ancient Egypt as a case study, this lecture will discuss ancient writing through the prism of materiality. The media of ancient Egyptian written sources (papyrus, stone, ceramic sherds, clay tablets) compel us to study them first and foremost as objects,

with a distinct archaeological context and a life of their own that are more or less independent of the layer of writing that they bear. Furthermore, even if most modern specialists tend to privilege the written component of such objects, it is important to try to determine whether the ancients attached the same degree of importance to these documents.

Reading (full references at the end of this document; please read these sources in the order given below):

Johnson, J. H. (2005); Eyre, C. J. (2013); Dieleman, J. (2015).

Practical 3: 31 January, 1, 2 February 2018 **New materialities & complex societies (SEK/IG)**

Lecture 21. 6 February 2018 **Bronze Age Near East and the Mediterranean 'world system' (CB)** **Blurb needed**

Lecture 22. 7 February 2018 **From Civilizational Collapse to the Emergence of Empires: Indus and later South Asian archaeology (JH)**

The Indus Valley Civilization was one of the great Old World civilizations, but in the second millennium BC it seemingly collapsed, with cities and states not appearing in South Asia for another thousand years. At face value this is one of archaeology's most enduring mysteries. Yet when we look more closely we see a complex story of environmental changes, and social, economic and political transformations. These included: the spread of iron, a reorientation of settlement, expansion of trade, new social hierarchies and the birth of Buddhism. This lecture will examine these interrelationships from the decline of one complex society to the emergence of the first pan-Indian empire in the fourth century BC.

Agrawal 2007

Allchin and Allchin 1982, Chapters 7 & 8

Allchin and Allchin 1995, Chapters 5, 7 & 10

Chakrabarti 1999, Chapter 7

Thapar 2002, Chapters 3 & 4

Lecture 23. 13 February 2018 **Archaic states in the Americas (EDM)**

This lecture surveys the emergence of the state in three areas: the Maya lowlands, Teotihuacan in Mexico, and Moche on the coast of Peru. The utility of a comparative approach is discussed, with emphasis on understanding the dynamics of power and the nature of political economies in the past in the Americas.

Blanton et al. 1993

Blanton et al. 1996

Lecture 24. 14 February 2018**What was the nature of early complex societies in Africa? (CB)**

Outside of the Nile Valley, Sub-Saharan Africa witnessed several foci of early complexity and statehood, many of which challenge Eurasian models and thereby expand our conceptual range. The longest traditions lay in arid west Africa, where they extend back into the second millennium BC. The states of eastern and southern Africa emerged in three broad zones: the Indian Ocean coast, the Zimbabwe plateau plus neighbouring regions, and the Great Lakes. Whereas these states were once considered to result from outside initiative, all three areas demonstrate a range of indigenous political formations. On the coast, African elites controlled materials emerging from the continent, whilst adopting elements of Middle Eastern society, such as Islam. On the Zimbabwe Plateau an indigenous emphasis on the control of cattle overlapped with the manipulation of gold production and trading of gold to the coast. In the Great Lakes where there was almost no penetration by long distance trade, elites exploited a range of resources in establishing and maintaining their power.

Reading(find the full references at the end of this document)

Connah, 2001. Chapters 1 and either 4, 6-7, or 8.

Scarre, (ed.), 2013, Chapter 10.

Connah, 2004.

Goody, 1971.

Hall, 1987.

Huffman, 1996.

MacDonald, 1998.

McIntosh, (ed.), 1999.

Mitchell, 2005.

Phillipson, 2005.

Pikirayi, 2001.

Reid A. 1997.

Stahl, (ed.) 2005.

Lecture 25. 20 February 2018**What is an empire? (EDM)**

How did the first empires differ from archaic states? What were the sources of power, authority, and legitimacy in early empires? How was the political economy organized? This lecture will include an overview of theoretical approaches, including post-colonial theory, and will examine archaeological examples. The meteoric rise to power of the Inkas will be examined through Inka archaeology, emphasising the importance of ideology, ceremonial hospitality, and militarism in the trajectory of this early empire.

Reading (find the full references at the end of this document)Empires -theory

Alcock et al. (eds) 2001, Preface and Part I - Introduction

D'Altroy and Schreiber 1994

DeMarras et al. 1996

Millett 1990

Scarre (ed.) 2009, Chapters 5, 12-18

Trigger 2003

Wolf 1982

Inkas

Alcock et al. (eds) 2001, Preface and Chapter 8

D'Altroy 2015

Feinman and Marcus 1998, Chapter 9.

Scarre (ed.) 2009, Chapters 5 & 17

Lecture 26. 21 February 2018

How and why did early empires and city-states emerge in western Eurasia? (CB)

During the early to middle of the first millennium BC, in the period known as the Iron Age over much of western Eurasia, a sequence of newly ordered empires with unprecedented capabilities for expansion emerged in and around Mesopotamia. The earliest of these, Assyria, displays traits, such as royal road networks and professional armies, that would become standard in later empires such as those of Babylon and Persia. Meanwhile, in tandem, and intimately connected through trading ties and tribute, the shores of the Mediterranean saw the rise of numerous smaller, urban polities known as city-states, of which the polis societies of Greece are the best attested, with different versions in the Levant (including ancient Israel and Phoenicia), Italy, north Africa and Spain. Trade promoted shared cultural practices fundamental to later 'Classical' civilization. As the Mediterranean economy grew, it drew in societies round the Black Sea and in temperate Europe, which altered in the process. These developments laid the foundations for larger imperial units, culminating in Rome.

Reading (find the full references at the end of this document)

Bedford, 2009.

Scarre, C. (ed.) 2013. Chapter 13, especially pp. 486-517.

Sherratt and Sherratt, 1993.

Aubert, 2001.

Barker and Rasmussen, 1998.

Broodbank, 2013, Chapters 9-10.

Cunliffe, 2008, Chapters 8-10.

Dietler, 2007.

Grayson, 1995.

Kuhrt, 1995.

Morris, 2003.

Osborne, 2009.

Van De Mieroop, 2007.

Lecture 27: 27 February 2018

The archaeology of the Roman empire: imperialism and integration

The Roman Empire extended from Northern Britain to the deserts of Northern Africa, from Spain to Arabia (and beyond), encompassing very different environments and civilizations. Archaeology has contributed a great deal towards illuminating what kept this mosaic of people and cultures together, highlighting a fundamental relationship between imperialism and integration.

Mattingly, D.J. 2011. *Imperialism, Power and Identity. Experiencing the Roman Empire*. Princeton. [esp. 3-72, 246-68]

K. Greene 1986. *The Archaeology of the Roman Economy*. Berkeley and Los Angeles. [esp. 17-66]

Hopkins, K. 2010. *The political economy of the Roman Empire*. In I. Morrius and W. Scheidel (eds.), *The Dynamics of Ancient Empires. State Power from Assyria to Byzantium*. Oxford. 178-204.

Lecture 28: 28 February 2018

How do we understand extreme ideologies? The Aztecs (EDM)

Why did the Aztecs practice sacrifice? Is there a 'cultural logic' behind the practice? This lecture examines the role of ideology and religion in early empires, using the Aztecs as a case study. Craft specialization and the roles of merchants in the political economy are also highlighted.

Reading(find the full references at the end of this document)

Alcock et al. (eds) 2001, Preface and Chapter 5

Scarre (ed.) 2009, Chapters 5 & 16

Smith 2002

Wolf 1999, Introduction and chapter on Aztecs.

Brumfiel, E. and G. Feinman, eds, 2008

Lecture 29: 6 March 2018

The Early Empires and States of East and Southeast Asia (JH)

For over a millennium, city states and empires developed in East and Southeast Asia that were largely removed from other contexts in the West. They developed unique cultural and linguistic identities of their own. Yet transformations in these regions did not follow the same trajectory. In East Asia, following a long period of inter-regional interaction and state formation, we see the development of the first Chinese empire in the third century BC. Imperial China then grew to become culturally dominant and Asia's first superpower. While in Southeast Asia, we see a series of kingdoms and states emerging at the edges of empire in Myanmar, Vietnam, Thailand and Cambodia – all of which exhibit the influence of interactions with neighbouring empires in China and India. This lecture will examine developments in each region, focussing on strategies of imperial power and the impact of cultural interactions on the formulation of new regional cultures throughout the first millennium AD.

Readings:

Barnes 1999, Chapters 12, 13 & 14

Barnes 2015

Glover and Bellwood 2004

Heidhues 2000

Higham 2014, Chapters 7 & 8

Stark 2005, Chapters 1, 10, 11 & 15

Lecture 30: 7 March 2018

Topic tbc

Practical 4: 7, 8 or 9 March 2018

Materializing Power

Lecture 31: 13 March 2018

The transformation of Eurasia 4000 BC-500 AD (CB)

Blurb and readings needed from CB

Lecture 32. 14 March 2018

What are the effects of climate change on societal collapse? (CB)

This lecture explores what can archaeology teach us about long-term relations between humans and the environment, and particularly how are archaeologists addressing modern climate change. It will look at the relationship between climate change and the transformation of the Maya and the Indus Civilisations.

Reading (find the full references at the end of this document)

Aimers and Hodell 2011 (also Petrie et al. in press (email cap59@cam.ac.uk)

Renfrew and Bahn 2012, Chapters 6 & 12

Rosen 2007, Chapters 1 & 9

Easter Term 2018

9 May 2018

1492 and its consequences (CB)

The Atlantic was Earth's last great dividing ocean. The permanent breaching of that divide in AD 1492 marked one of the most dramatic moments in an age of exploration that brought Eurasian navigators, and all that traveled with them, to the farthest reaches of the planet. This lecture takes a summary look at societies around the planet on the eve of this connection, explores the drastic consequences of the Columbian exchange (a highly uneven one for the people concerned on either side of the Atlantic), comparing it to previous long-range contacts within Eurasia, and glances forward into the centuries that followed. Since Columbus, the world has become increasingly tied together into a single, often devastatingly exploitative global system, with European trading, colonial and military interests in the fore during the formative centuries. Despite the enormous mass of textual evidence, archaeology still has a crucial role to play. Historical sources often present a single-sided view where Europeans appear as agents of knowledge and progress, whereas indigenous

people are rapidly extinguished or at best passive recipients. Archaeological research reveals a more diverse, balanced picture, albeit with contrasting worldviews and values.

Reading (find the full references at the end of this document)

Crosby, 1986. Prologue, Chs. 1, 11 & 12.

Diamond, 1998. Chapter 18.

Diaz del Castillo, 2009.

Bray (ed.), 1993.

Dawdy, 2006.

Deagan and Cruxent, 2002.

Flannery, 2001. Chapters 20-25.

Fernández-Armesto, 2011.

Greenblatt, 1991.

Hall, 2000.

Hicks, 2005.

Jordan and Schrire, 2002.

Kist, 1990.

Mintz, 1985.

Morris, 2010. Chapters 8 and 9.

15 May 2018

Archaeologies of historical periods, colonialism, globalisation (EDM)

Why is written evidence seen as different from archaeological evidence and to what extent is this distinction meaningful? How can archaeology contribute to periods for which there is written evidence, including the very recent past? Early texts are often read as simple factual statements, whereas in fact they usually embody messages about ideology, religion and power. All written documents, including those of the present day, should be interpreted within the wider context of contemporary society. Case studies will be drawn from the UK and the United States.

Reading(find the full references at the end of this document)

Cipolla and Hayes, 2015

Gosden, 2004.

Orser, 1996.

Van Dommelen, 2006.

Van Dommelen, 2011.

Lawrence and Shepherd, 2006.

Silliman, 2005.

Said, 1993.

16 May 2018

The past in the present (MLSS)

The past (as archaeological heritage) is used in a range of contexts in the present and for a variety of motivations. This lecture introduces you to some of these contexts and discusses what kind of 'use' we can observe and some of their consequences. The aim is to make you contemplate how and why such links are made, and to provide you with some examples to

think with. I shall pay particular attention to the connections between issues surrounding memory, identity, contestation and reconciliation, as well as how changing conceptions of ownership and understandings of rights over the past have emerged. I shall also refer to a number of specific case studies including cases recognised as World Heritage (both tangible and intangible), cases of contested heritage, and examples of community archaeology as heritage.

Reading (find the full references at the end of this document)

De Cesari 2010

Graham & Howard (eds) 2008

Hall 1999

S. Jones 2004

Marshall 2002

Meskell 2002

Moser 2002

Smith & Waterton 2009

Sørensen & Carman 2009

Consolidated reading list

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Agrawal, D.P. 2007. *The Indus Civilisation: An Interdisciplinary Perspective*, Delhi, Aryan Books.

Aimers, J. and Hodell, D.A. 2011, Societal collapse: drought and the Maya, *Nature* 479: 44.
[<http://www.nature.com/nature/journal/v479/n7371/full/479044a.html>]

Allchin, F.R. and Allchin, B. 1982. *The Rise of Civilization in India and Pakistan*, Cambridge, CUP.

Allchin, F.R. (ed.) 1995. *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*, Cambridge, CUP. (Early chapters)

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Andren, A. 1998. *Between Artifacts and Texts Historical Archaeology in Global Perspective*, Plenum.

Anthony, D. 2010. *The Horse, the Wheel, and Language: How Bronze-Age Riders from the Eurasian Steppes Shaped the Modern World*. Princeton: Princeton University Press.

Anthony, D. and D. Brown 2011. 'The secondary products revolution, horse-riding, and mounted warfare', *Journal of World Prehistory* 24: 131-160.

Appadurai, A. 1986. *The social life of things: commodities in cultural perspective*. Cambridge: Cambridge University Press. [see particularly Introduction and/or Chapter 2 (Kopytoff)].

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