



**PART I**

## **ARC 1: Introduction to 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, Philip Nigst, John Robb, Marie-Louise Stig Sørensen, Hratch Papazian, Jianjun Mei, 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 May, details tbc)

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

**Mode of examination:** Final written paper = 100% of the final mark

**Paper 1: Introduction to 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 **Paper 1: Introduction to 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:*

**Paper 1: Introduction to Archaeology** is taught through a combination of lectures and practical classes. There are 33 lectures for **Paper 1: Introduction to 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 2014-2015****Michaelmas** (lecturers: E DeMarras [EDM], C Brookbank [CB]; P Nigst [PN], J Robb [JER]; practicals: S Kohring [SEK], I Gunn [IG])

Lectures: Tues &amp; Weds, 12 noon, Mill Lane Lecture Room 5

Practicals: Weds, Thurs 2-3 &amp; 3-4 pm Keyser Room, Museum

**Introduction to Archaeology**

Date	Topic	Lecturer	Date	Topic	Lecturer
13 Oct	Archaeology as the study of the past: Introduction and course overview	EDM	14 Oct	What happened in the past? A deep history for the planet	CB

**Themes in Archaeology I – from human origins to monuments**

20 Oct	Material culture: what can we learn from artefacts, art, and symbols?	EDM	21 Oct	<b>Practical 1: Under your feet: Cambridge in the past [SEE PRAC TIMETABLE BELOW]</b>	SEK/IG
27 Oct	African roots and human origins	PN	28 Oct	Out of Africa - how did humans populate the world?	PN
3 Nov	The Neanderthals - what is their place in human evolution?	PN	4 Nov	Modern humans: what are the origins of symbolic behaviour, culture, and 'art'?	PN
10 Nov	Agriculture: How NOT to think about early farming	JER	11 Nov	<b>Practical 2: Cognition &amp; technology [SEE PRAC TIMETABLE BELOW]</b>	SEK/IG
17 Nov	Producing food, producing domesticates, producing society	JER	18 Nov	The worldwide spread of farming: co-evolutionary stories	JER

**Themes in Archaeology II – the archaeology of complex societies**

24 Nov	Monumental histories	JER	25 Nov	What was life like in early villages? The American Southwest	EDM
1 Dec	Beyond villages: Making more of agriculture	CB	2 Dec	How did innovations in transport and metallurgy affect early village societies in Europe?	CB

**Lent** (lecturers: E DeMarrais [EDM], C Broodbank [CB], 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 5

Practicals: Weds, Thurs 2-3 & 3-4 pm Keyser Room, Museum

**Themes in Archaeology II – the archaeology of complex societies (continued)**

Date	Topic	Lecturer	Date	Topic	Lecturer
19 Jan	Emerging regional polities: What are the origins of leadership?	EDM	20 Jan	How do archaeologists investigate and explain archaic states? The Valley of Oaxaca, Mexico	EDM
26 Jan	How and why do people live in cities? <b>The origins of cities in Mesopotamia</b>	AMM	27 Jan	<b>Practical 3: New materialities &amp; complex societies [SEE PRAC TIMETABLE BELOW]</b>	SEK/IG
02 Feb	Power and the state: States and how writing changed everything	AMM	03 Feb	The materiality of texts in Egypt	HP
09 Feb	What is an empire?	EDM	10 Feb	How do we understand extreme ideologies? The Aztecs	EDM
16 Feb	The Inkas: how did they build an empire without writing, the wheel, or draft animals?	EDM	17 Feb	Archaeology and complexity in China	JM
23 Feb	Early empires and city-states of western Eurasia	CB	24 Feb	Complex societies of Africa	CB
1 Mar	Themes in complex societies: Why do so many societies make art?	EDM	2 Mar	<b>Practical 4: Materialising power [SEE PRAC TIMETABLE BELOW]</b>	SEK/IG
8 Mar	What is historical archaeology? Part I	EDM	09 Mar	What is historical archaeology? Part II	EDM

**Easter Term****(Lecturers: Cyprian Broodbank [CB], Marie-Louise Stig Sørensen [MLSS]; Elizabeth DeMarrais [EDM])****Lectures: Tues & Weds, 12 noon, Mill Lane Lecture Room 5****(NO practicals in Easter Term)*****Themes in Archaeology III – Beyond empires***

<i>Date</i>	<i>Topic</i>	<i>Lecturer</i>	<i>Date</i>	<i>Topic</i>	<i>Lecturer</i>
26 April	The uttermost ends of the earth	CB	27 April	1492 and its consequences	CB

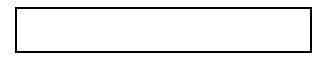
***Looking forward: archaeology today (and tomorrow)***

03 May	The past in the present I	MLSS	04 May	The past in the present II	MLSS
10 May	What are the effects of climate change on societal collapse?	CB	11 May	Course overview and synthesis	CB & EDM

**Paper 1. Practical Timetable 2015-2016 (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>
<b>Practical 1.</b> Under your feet, Cambridge in the past	21 Oct	Weds	2-3 OR 3-4 pm	SK/IG
	22 Oct	Thurs	2-3 OR 3-4 pm	SK/IG
<b>Practical 2.</b> Cognition and technology	11 Nov	Weds	2-3 OR 3-4 pm	SK/IG
	12 Nov	Thurs	2-3 OR 3-4 pm	SK/IG
<b>Practical 3.</b> New materialities and complex societies	27 Jan	Weds	2-3 OR 3-4 pm	SK/IG
	28 Jan	Thurs	2-3 OR 3-4 pm	SK/IG
<b>Practical 4.</b> Materialising power	2 Mar	Weds	2-3 OR 3-4 pm	SK/IG
	3 Mar	Thurs	2-3 OR 3-4 pm	SK/IG



## **Michaelmas Term**

### **Introduction to Archaeology and Archaeological Evidence**

#### **Lecture 1. 13 October 2015**

##### **Introduction to Paper ARC 1: 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

#### **Lecture 2. 14 October 2015**

##### **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. 20 October 2015**

##### **What is material culture? What can we learn from artefacts, art, and symbols? (EDM)**

Why do the things of the world matter and what do they tell us? How did past peoples use material culture to signal social position, identity, or ethnicity? Archaeologists excavate material culture (tools, clothing, symbols, and art) in varied and diverse forms. This introductory lecture considers how archaeologists study material culture and what it tells us about the ways people conceived, created, used, and disposed of things in the past.

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

Appadurai 1986, Introduction and/or Chapter 2

Miller, 2010.

DeMarrais et al. 2004, Introduction and/or Chapter 2.

Hicks and Beaudry, eds., 2010, [An up-to-date collection – browse this volume]

Renfrew 2001.

Gosden & Marshall 1999.

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**Practical 1: 21, 22 October 2015 (SEK/IG) (no lecture on Weds 21 Oct)**

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***Themes in archaeology I: from human origins to monuments***

**Lecture 4. 27 October 2015**

**African Roots [PN]**

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 5. 28 October 2015**

**Out of Africa: How did humans populate the world? [PN]**

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

**Lecture 6. 3 November 2015**

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

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 7: 4 November 2015**

#### **Modern Humans - what are the origins of symbolic behaviour, culture and “art”? (PN)**

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 8: 10 November 2015**

#### **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.

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## **Practical 2: 11, 12 November: Cognition and Technology**

**(SEK/IG)**

**(NO lecture on Weds 11 Nov)**

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**Lecture 9: 17 November 2015**

**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 10. 18 November 2015**

**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 11. 24 November 2015**

**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

**Themes in archaeology II: the archaeology of complex societies**

**Lecture 12. 25 November 2015**

**What was life like in early village societies? (EDM)**

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, 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

### **Lecture 13. 1 December 2015. 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. 2 December 2015. 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.

## ***Themes in archaeology II: the archaeology of complex societies (continued)***

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### **Lecture 15. 19 January 2016**

#### **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  
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. 20 January 2016**

#### **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  
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 17. 26 January 2016.**

**How and why do people live in cities? The origins of urbanism in Mesopotamia (AMM)**

What defines a city in the past versus the present? How did the first cities develop -- from internal growth or mass immigration or a combination of the two? Were modern problems of urban sprawl, pollution and resource sustainability already present in the world's first cities, which developed in Mesopotamia (modern Iraq and Syria) in the 4th millennium BC?

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

Matthews 2003, Chapter 4

Postgate 1992, Chapter 2

Scarre (ed.) 2009, Chapters 5 & 12

Van de Mieroop 1997

Van de Mieroop 2004, p. 19-28 and Chapter 3

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**Practical 3: 27, 28 January 2016**

**New materialities & complex societies (SEK/IG) (no lecture on 27 Jan)**

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**Lecture 18. 2 February 2016**

**Power and the state: What was the impact of writing? (AMM)**

Who invented writing, and why? The inhabitants of southern Mesopotamia (south Iraq) were the world's first literate population, and the earliest written documents in particular supported and enabled the state-controlled economy. How did the first authors make the shift from symbols and pictures to signs and letters? Did the first written language reflect contemporary spoken language? What role did writing play in religion, politics and power?

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

Cooper 2004

Scarre (ed.) 2009, Chapters 5 & 12

Schmandt-Besserat 1996

Postgate 1992, Chapter 3.

Van de Mieroop 2004, p. 28-33.

**Lecture 19. 3 February 2016**

**The materiality of texts in Egypt (HP)**

**Readings tba**

**Lecture 20. 9 February 2016**

**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.

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

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

D'Altroy and Schreiber 1994

DeMarrais et al. 1996

Millett 1990

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

Trigger 2003

Wolf 1982

**Lecture 21. 10 February 2016 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 22. 16 February 2016**

**How did the Inkas conquer 12 million people in the Andes without the wheel, draft animals, writing, or a market economy? (EDM)**

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)*

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

D'Altroy 2002

Feinman and Marcus 1998, Chapter 9.

Scarre (ed.) 2009, Chapters 5 & 17

**Lecture 23. 17 February 2016 Special guest lecture: the archaeology of complexity in China; Dr Jianjun Mei, Director of the Needham Institute**

**Readings tba.**

**Lecture 24: 23 February 2016**

**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.

Aubet, 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 25: 24 February 2016**

**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 26: 1 March 2016**

#### **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

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### **Practical 4: 2-3 March 2016**

#### **Materializing Power (SEK/IG) (no lecture on 2 March)**

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### **Lecture 27: 8 March 2016**

#### **What is historical archaeology? Part I (EDM)**

Why is written evidence seen as different from archaeological evidence and to what extent is this distinction meaningful? 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, not just in terms of the meaning of the written words but also the significance of the form in which they are presented. Texts are a part of material culture, the basic material of archaeological investigation.

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

Foster, 1996  
Higgitt, J et al eds 2001  
Moreland, J., 2001  
Page, R. 1987



**Lecture 28. 09 March 2016**

**What is historical archaeology? Part II (EDM)**

How can archaeology contribute to periods for which there is written evidence, including the very recent past? Archaeology and written documents provide different kinds of information, which must each be understood on their own terms, rather than as filling gaps in each other's evidence. Archaeological evidence provides an alternative way of exploring symbolism and belief, and of interpreting the ways in which religious and other kinds of identity were expressed.

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

Carver, M., ed 2003

Carver, M., et al, eds., 2010

Hoggett, R, 2010

Webster, L., 2012, See esp. Ch. 3.

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**Easter Term 2014****Themes in Archaeology III: Beyond empires****Lecture 29: 26 April 2016****The uttermost ends of the earth (CB)**

Non-agricultural, non-state societies based on hunting and gathering persisted in sequestered parts of the world until the threshold of modern times, when their encounters with outsiders were usually catastrophic. Several existed in regions heavily buffered from external contacts, such as the early-settled island-continent of Australia, or in ones unsuitable for the kinds of farming practiced by their immediate neighbours (including the southern tips of Africa and America). In the case of the high Arctic, however, settlement was late, climate-related and highly specialised. Such societies are neither relics of, nor straightforward models for, those of far earlier times, but contingent creations of their own place, time and traditions; many are among the most threatened communities on the Earth today. Meanwhile, far traveled horticultural groups had for several millennia been expanding between islands in the outer reaches of the vast Pacific Ocean, creating an array of Polynesian chiefly societies, such as those of Hawaii, whose ultimate encounters with Western navigators are among the best-documented extreme cross-cultural encounters on the planet.

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

Gamble, 1992.

Hood, 2009.

Scarre, (ed.) 2013. Chapter 8.

Diamond, 1998. Chapter 15.

Fitzhugh, 2002.

Flannery, 1996.

Hiscock, 2008.

Kirch, 2000. Introduction and Chapters 1, 4, 7 -9.

Irwin, 1992.

McGhee, 1996.

Maschner, Mason and McGhee, (eds.), 2009.

Mitchell, 2009.

Spriggs, 1997.

Terrell, 1986.

**Lecture 30: 27 April 2016****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.

Díaz 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.

### ***Looking Forward: Archaeology Today (and Tomorrow)***

#### **Lecture 31: 3 May 2016. The past in the present I (MLSS)**

The past (as archaeological heritage) is used in a range of contexts (and for a variety of motivations) in the present. This lecture introduces you to some of the diverse contexts in which the 'uses of the past' are embedded. The aim is to illustrate the uses of the past in the present. Particular attention will be given to heritage and memory, identity, contestation and reconciliation, as well as changing conceptions of ownership and understandings of rights over the past have emerged.

*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

Meskill 2002

Moser 2002

Smith & Waterton 2009

Sørensen & Carman 2009

**Lecture 32: 4 May 2016.**

**The past in the present II (MLSS)**

In this lecture a number of specific case studies will be provided. This will include 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)*

See readings for Lecture 31 above.

**Lecture 33: 10 May 2016.**

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

What are the effects of climate change on societal collapse?

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

**Lecture 34: 11 May 2016**

**Course Overview and Synthesis. EDM & CB**

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