

# **Undergraduate Diploma in Archaeology I**

## **2016-2017**

Course code: 1617DCR601

### **COURSE SPECIFICATION**

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University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ  
Tel 01223 746222 [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)

Welcome to the **Undergraduate Diploma in Archaeology I**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 5 (i.e. second-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course specification.

The Undergraduate Diploma in Archaeology programme is made up of three free-standing, complementary pathways, each leading to the award of the Diploma. Each is designed to mirror units which are typical of full-time undergraduate archaeology degree courses. The first pathway (Diploma I) acts as a more advanced and in-depth version of Certificate I, combining advanced study of two archaeological periods or societies already introduced at Certificate level, with osteoarchaeology and palaeopathology giving students an insight into funerary remains, so vital in the interpretation of prehistoric and historic periods.

Because of the varying nature of the units within the Diplomas in Archaeology, the aims of each are diverse and specific to that course. However, broadly speaking, the Diploma as a whole aims:

- To provide students with a sound grounding in archaeological theory in order that they may understand how the discipline and archaeological interpretation progresses with time.
- To provide students with a practical and hands-on approach to the field, so that they may develop key laboratory-based skills and a familiarity with and overview of practical techniques relating to a variety of different archaeological materials.
- To provide students with an in-depth knowledge and understanding of particular chronological and geographical areas within the discipline.
- To prepare students for putting into practice in the field, through archaeological excavation and survey, the concepts that they have learned during their Certificate and Diploma studies.
- To give students an opportunity to expand their research skills and abilities in writing extended documents and analysing data.
- To provide students with exposure to issues in public archaeology which confront the heritage professional.

## Teaching staff

### Course Director

The Course Director for the Undergraduate Diploma in Archaeology I is **Dr Gilly Carr**. Gilly Carr is a Senior Lecturer and Academic Director in Archaeology at the Institute of Continuing Education, a Fellow of St Catharine's College and a Member of the McDonald Institute of Archaeological Research. She works in the field of Conflict Archaeology, POW Archaeology and Heritage Studies and her current research projects are based in the Channel Islands.

### Tutors

**Dr Corinne Duhig** teaches archaeology and Egyptology, mainly at Cambridge University, and runs the osteoarchaeology and funerary-archaeology consultancy Gone to Earth. She also spent 15 years assisting the police and coroners in suspicious-death cases and teaching forensic and biological sciences. Corinne's research is primarily on taphonomy and depositional ritual, interpretation of trauma, and physiological stress indicators.

**Dr Nicolas James** is a consultant in management and interpretation of historical resources. He is lecturer and director of studies in social anthropology at Magdalene College. He teaches a range of topics in history and anthropology for the Institute. Since learning is achieved by learners, he encourages his students to take an active part with him, including on excursions for

assessing evidence directly. His priority is that of the Institute's founder: to encourage intellectual acumen for tackling public issues.

**Dr Corinne Roughley** is an Affiliated Lecturer in the Department of Archaeology and Anthropology and a Fellow of Hughes Hall. She studied for a BA in Archaeology and Anthropology at Cambridge (1996), followed by an MPhil in Geographic Information Systems and Remote Sensing (1997). Her PhD was on the use of GIS and visualisation techniques for understanding the Neolithic landscape of the area of Brittany around Carnac.

### Administrative staff

**Academic Programme Manager:** Linda Fisher, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 746218, [linda.fisher@ice.cam.ac.uk](mailto:linda.fisher@ice.cam.ac.uk)

**Programme Administrator:** Liz Deacon, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 746227, [liz.deacon@ice.cam.ac.uk](mailto:liz.deacon@ice.cam.ac.uk)

### Venue

Madingley Hall is an historic Tudor mansion on the outskirts of Cambridge with one of the finest gardens in the region and will be the venue for your classes unless otherwise specified.

The Hall is situated in the village of Madingley, three miles west of Cambridge with easy access from the M11 and the A14. Full directions are given on our website at [www.ice.cam.ac.uk/directions](http://www.ice.cam.ac.uk/directions).

Classes are held at Madingley Hall (unless otherwise stated) which has a variety of teaching rooms ranging from the newly refurbished Courtyard Suite to rooms in the historic Hall. Classes may be scheduled in different teaching rooms each term.

### Contact details of ICE

Institute of Continuing Education  
University of Cambridge  
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*Please also refer to the 'information for students' section on our website <http://www.ice.cam.ac.uk/studying-with-us/information-for-students> and the 16/17 Student Handbook for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.*

*Information correct as at 26/08/2016*

# Syllabus for Unit 1

Michaelmas term 2016

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## Osteoarchaeology and Palaeopathology

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<b>Start date</b>	5 October 2016	<b>End date</b>	14 December 2016
<b>Day</b>	Wednesday evenings	<b>Time</b>	7.15pm-9.15pm
<b>Venues</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ Department of Archaeology and Anthropology, Downing Street, Cambridge, CB2 3DZ		
<b>Tutor</b>	Dr Corinne Duhig	<b>No of meetings</b>	11 evening classes plus 1 day school (date to be confirmed)

### Aims

This course aims to:

1. provide a basic training in osteoarchaeological methods, both theoretical and practical;
2. set the osteological and palaeopathological specialisms within the context of the wider archaeological discipline;
3. enable students to critically examine osteoarchaeological reports in the archaeological literature and the media.

### Content

The course will introduce the human skeleton in its evolutionary context and the skills of osteology: basic anatomy and physiology of the hard tissues; the preparation of a skeletal inventory and determination of the 'Big Four' of demography (race, sex, age and stature); recording and interpreting of pathological changes.

Excavation and handling of human remains will be explained and the ethical and legal aspects of osteoarchaeology discussed. Finally, cultural and environmental factors (funerary archaeology and taphonomy) and population studies are introduced. There will be a short introduction to forensic archaeology and anthropology.

### Presentation of the unit

The heavily-illustrated lectures begin by setting osteoarchaeological work in context, then provide the basis for interleaved practical work in the laboratory. This is a unique opportunity for hands-on learning, involving examination and recording of anatomical and archaeological bone, and applying

methods of recording and interpretation, both of the bones themselves and of skeletal assemblages generally. Textbooks are provided and handouts build up into a basic mini-guide to practical osteoarchaeology, which students might potentially use in their archaeological excavations.

There is a day school at the Royal College of Surgeons' Hunterian Museum: this is partly a 'scavenger hunt' based on a worksheet and partly the opportunity for students to search out specimens of particular interest to them and discuss them with the Tutor. Please note that students are normally responsible for their own travelling costs to the venue.

### Weekly lecture list

Session	Date	Content
Lecture 1	05/10/2016	<b>Introduction to the human skeleton</b> <b>Anatomy and physiology of the hard tissues</b> (Bone and tooth formation, growth and renewal, anatomy at micro and macro levels) <b>Excavation and post-excavation treatment of human remains</b> (Standards for recovery of inhumations/cremations, sampling, post-excavation processing and curation, the ethics and legal constraints of working with human remains)
Lecture 2	12/10/2016	<b>Practical: skeletal anatomy</b> (laboratory)
Lecture 3	19/10/2016	<b>The Big Four</b> (Identification of genetic heritage and familial relationships through morphological and biochemical methods, determination of sex, determination of age in children and adults, determination of stature and body build, reconstruction of appearance)
Lecture 4	26/10/2016	<b>Practical: the Big Four</b> (laboratory)
Lecture 5	02/11/2016	<b>Palaeopathology</b> (Bone disease processes and healing; disease groups)
Lecture 6	09/11/2016	<b>Practical: palaeopathology</b> (laboratory)
Lecture 7	16/11/2016	<b>Funerary behaviour and taphonomy</b> (Variations in treatment of the body and its deposition, natural and human effects on the body and the assemblage) <b>Population studies</b> (Composition of death assemblages, intra- and inter-cemetery patterns of demography and pathology, synchronic and diachronic comparison)
Lecture 8	23/11/2016	<b>Practical own skeleton: inventory and begin Big Four</b> (laboratory)
Lecture 9	30/11/2016	<b>Practical own skeleton: Big Four and/or pathology</b> (laboratory)
Lecture 10	07/12/2016	<b>Forensic Archaeology and Anthropology</b> (A brief introduction to the application of archaeology and anthropology to forensic issues, with case studies.) <b>Final discussion of specific areas of interest and / or problems</b>
Lecture 11	14/12/2016	<b>Practical own skeleton: completion of pathology and final recording</b> (laboratory)
Saturday day-school	TBC	<b>Hunterian Museum of the Royal College of Surgeons</b>

## Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- carry out standard skeletal recording and reporting using appropriate methodologies;
- thoroughly record pathological changes on bone and explore differential diagnoses;
- interpret skeletal data presented in various ways (e.g. text, photographs, plans, tables, graphs) and critically examine osteological reports;
- demonstrate a knowledge of the archaeological contexts to which skeletal data can contribute including cemetery and population analyses, the variations of funerary behaviour and effects of taphonomic processes;
- discuss the ethical arguments around working with ancient or modern human remains

## Student assignments

The course requires a commitment to reading and pre-class preparation, students will be expected to read material provided by the Tutor in advance of lectures, participate in laboratory activities and classroom discussions.

Students are expected to write **two** assignments totalling 3,000 – 4,000 words overall, **weighted 60:40**, with 60% of the weighting on the skeletal report and 40% on the short essay.

### Essay titles

(i) Prepare a skeletal report of 2000–2500 words, following the standard form as covered in class, on the skeleton examined by the student's group during the course.

(ii) Write a short essay of 1000–1500 words on a topic from the list below or (if approved) of the student's own choosing; use of the resource list will provide the core readings and the Tutor can suggest other references if necessary.

The essay should review current practice in the recording and interpretation of one of the topics. You will need to consider the methodologies used, their advantages and limitations, and their reliability or otherwise; one or more case studies should be mentioned to illustrate how the data is used in interpretation.

- The methods, scope and limitations of cremation analysis
- The sero-negative arthropathies
- How anthropology has contributed to forensic investigations
- The Treponemal group of infections
- Minimally-invasive techniques in the examination of mummies
- repatriation/reburial issues
- Disorders of developmental delay
- Trauma analysis (for a chosen location or time period)
- Taphonomic effects on bone
- Dental disease (for a chosen location or time period)

Students are expected to submit their assignments online and feedback on assignments is delivered online.

**Closing date for the submission of assignments: Monday 16 January 2017 by 12.00 (noon) UTC/GMT\*.**

\*Co-ordinated Universal Time/Greenwich Mean Time

## Reading and resource list

§ = osteology manual

¶ = palaeopathology manual

§ Bass, W. M., Human osteology: a laboratory and field manual. Missouri Archaeological Society, 1987.

Brickley, M. B. & R. Ferllini. Forensic anthropology. Case studies from Europe. Thomas, 2007.

Brothwell, D. Digging up bones. OUP, 1981.

Cox, M. & S. Mays. Human osteology in archaeology and forensic science. Greenwich Medical Media, 2000.

Iskan, M. Y. & K. A. R. Kennedy. Reconstruction of life from the skeleton. Wiley, 1994.

Larsen. C. S. Bioarchaeology. Interpreting behavior from the human skeleton. CUP, 1997.

Mays, S. The archaeology of human bones. Routledge, 1998.

¶ Ortner, D. & W. G. J. Putschar. Identification of pathological conditions in human skeletal remains. Smithsonian Institution Press, 1985.

§ Scheuer, L. & S. Black. Developmental juvenile osteology. Elsevier, 2000.

§ Steele, D. G. & C. A. Bramblett. The anatomy and biology of the human skeleton. Texas A & M University Press, 1988.

Ubelaker, D. H. Human skeletal remains: excavation, analysis, interpretation. Taraxacum for Smithsonian Institution, 1989.

§ White, T. & P. A. Folkens. Human osteology. Academic Press, 2000.

Skeletal reports will be referenced as they are mentioned during the course.

**Principal journals:** International Journal of Osteoarchaeology, American Journal of Physical Anthropology, International Journal of Paleopathology

**Useful websites:** British Association for Biological Anthropology and Osteoarchaeology (BABAO: guidelines, codes of practice and conference abstracts); British Association for Human Identification (BAHID); Paleopathology Association (use their vast 'Interesting Links' list to find other organisations and their publications)

## Syllabus for Unit 2

Lent term 2017

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# Archaeology of Latin America: The Aztecs and Inka, AD 1400-1600

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<b>Start date</b>	11 January 2017	<b>End date</b>	5 April 2017
<b>Day</b>	Wednesday evenings	<b>Time</b>	7.15pm-9.15pm
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Tutor</b>	Dr Nicholas James	<b>No of meetings</b>	10 evening classes plus 1 Saturday Day School and 1 Saturday fieldtrip (dates to be confirmed)

### Aims

- To define the archaeological periods of the Aztec and Inka empires and later colonialism under Spanish rule (AD 1400-1600).
- To identify the context of the socio-economic and cultural experiences that have contributed to the development of Latin America and the importance of archaeology to that development.
- Have a better understanding of the impact of conquest and colonialism on the Aztecs and Inkas using European and Indigenous documentary sources, in addition to archaeology from modern day Mexico and Peru.

### Content

This course will introduce students to major themes in the social, political, and cultural history of Latin America, from pre-Columbian times to the present, using an archaeological narrative. Both the Aztec and Inka cultures created civilisations in extreme environments that had sophisticated trade systems, monumental architecture, and complex ideology. The scope of the term compares and contrasts these two groups through a series of topics including European exploration throughout Central and South America, the biological impact of conquest, the start of new nationalities, and the residual impact of colonialism in contemporary Mexico and Peru. The course focuses primarily on archaeological evidence for the past but is informed by ethnographic and documentary sources that enrich our understanding of Andean and Mexican cultures, myths, and rituals, as well as the practices of daily life.

### Presentation of the unit

This course will be taught via illustrated lectures using PowerPoint, documentary sources, maps, student discussion, an artefact-handling practical, and fieldtrips (please note that students are normally responsible for their own travelling costs to the venue and for any venue entry fees).



### Weekly lecture list

Session	Date	Content
Lecture 1	11/01/2017	Introduction to the course Overview of the archaeological and environmental landscape of Latin America
Lecture 2	18/01/2017	The Aztecs – introduction to Tenochtitlan, trade and economy
Lecture 3	25/01/2017	The Aztecs – materials of power and social structure
Lecture 4	01/02/2017	The Aztecs – sacrifice, belief systems and the underworld
Lecture 5	08/02/2017	Conquest and the clash of cultures – Hernan Cortes, health and disease
<i>HALF TERM BREAK</i>	<i>15/02/2017</i>	<i>No class</i>
Lecture 6	22/02/2017	The Inka – introduction to Cusco, trade and economy
Lecture 7	01/03/2017	The Inka – imperialism and empire, art and architecture
Lecture 8	08/03/2017	The Inka – material culture and ideology, ancestor veneration and mummification
Lecture 9	15/03/2017	Conquest and the clash of cultures – Francisco Pizarro
Lecture 10	22/03/2017	Latin American cultures and archaeology today
Saturday day-school	TBC	Ceramics and textiles practical at Museum of Archaeology & Anthropology – PRACTICAL REPORT
Saturday day-school	TBC	Fieldtrip to the British Museum

### Outcomes

Upon successful completion of the course the student will be able to:

1. Discuss the importance of archaeological evidence in studying the formulation of empires.
2. Recognise the principal sources of archaeological evidence, in addition to documentary sources, their strengths and weaknesses.
3. Identify the broad effects of colonialism on an indigenous population.
4. Evaluate the importance of environmental conditions for the expansion of cultural groups and their subsistence strategies; and then to their collapse.

### Student assignments

Students will complete two assignments for the term. **Each assignment should be 1,500-2,000 words and the assignments will be weighted equally (50/50).** The two assignments together should come to 3,000-4,000 words.

The first assignment is an **Essay** for which the topic can be chosen from the list below:

1. Environment and Culture in the Andes: In your view, do archaeologists need to consider a wider, or more significant, role for the environment in the Andes than elsewhere in the New World (or Europe), given the extremes of elevation, aridity, and temperature? What role has social/cultural adaptation played in helping Andean peoples to cope with this setting?
2. Inka Empire: the Inka used several tactics for control and conquest (other than warfare) of provincial regions. Give examples of these and rank them using evidence discussed from lectures and discussions of documentary sources.

3. How have archaeologists understood Aztec ideology – particularly its vividness and violence – as part of imperial expansion? Are these views valid, in your view? Give specific support for your argument.
4. Compare and contrast the capitals of the Aztec and Inka empires. Discuss their locales, structures, transport, trade systems, religious centres, etc.
5. Blood appears frequently, both metaphorically and graphically, in Aztec art. Why was this substance so commonly depicted, and what does its presence reveal about Aztec politics, social relations, and spirituality?
6. How did markets and/or the exchange of craft goods affect the political dynamics of the Aztecs with surrounding groups? And how did the Spanish capitalise on it once Emperor Moctezuma was killed?
7. Indigenous societies of the Andes and Mexico were conquered first by the Inkas and, about a century later, by the Spaniards. Compare and contrast the impacts of these two events on local populations.
8. The Columbian Exchange changed the world in several ways including (A) food production, (B) trade and commerce, (C) health and disease, and (D) the ethnic diversity of the New World. Pick one from A-D. How is archaeological evidence in Latin America still contributing to the contemporary understanding of this important period of time (15<sup>th</sup>-18<sup>th</sup> century)?

The second assignment is an **Artefact Practical Report**. Through practical experience with ceramics, textiles, metals, and stone, students will choose one object to gather primary data on and consider its relevance for the culture to which it belonged. A **handout** for key points for the project will be given on the first day. A guidance sheet for this assignment will be added to the VLE.

**If students wish to create their own titles from the list, this must be agreed in writing with the tutor first.**

**Closing date for the submission of assignments: Thursday 20 April 2017 by 12.00 (noon) BST\* (11.00 UTC).**

\*British Summer Time

## **Reading and resource list**

### **General Reading List for Andean Archaeology**

Alcock, S. et al. (eds) *Empires*. Cambridge Univ. Press, 2001.

Bruhns, K. and K. Stothert. *Women in ancient America*. University of Oklahoma Press, 1999.  
*Haddon Library*

D'Altroy, T. *The Incas*. Blackwell, 2014. (2nd edition).

Isbell, W and H. Silverman (eds.) *Andean Archaeology*, 3 volumes, New York: Kluwer/Plenum Press, 2002.

Moore, Jerry D. *A prehistory of South America: ancient cultural diversity on the least known continent*. University Press of Colorado, 2014.

Moseley, M. *The Incas and their ancestors*. Thames & Hudson, 2001 (2nd ed.).

Salomon, F. Testimonies: the making and reading of Native South American Historical sources. In F. Salomon & S. Schwartz (eds) *The Cambridge History of the native peoples of the Americas*, Vol III Part I, 19-95. CUP, 1999.

Silverblatt, I. *Moon, sun and witches: Gender ideologies and class in Inca and Colonial Peru*. Princeton University Press, 1987.

Silverman, H. and W. H. Isbell. *Handbook of South American Archaeology*. New York: Springer, 2008.

*The Cambridge history of the native peoples of the Americas*, Vol. 3, edited by Frank Salomon & Stuart B. Schwartz, Cambridge: CUP, 1999.

### **The Late Horizon – The Inkas**

\*Costin, C. Housewives, chosen women, skilled men: Cloth production and social identity in the late prehispanic Andes. In Costin, C. and R. Wright (eds.) *Craft and social identity. Archeological papers of the American Anthropological Assn.*, Number 8, 1998, pp. 123-141.

\*D'Altroy, T.N., & Schreiber, K.J. Andean empires. In H. Silverman (ed) *Andean Archaeology*, 255-279. Oxford: Blackwell, 2004.

\*DeMarrais, E. A view from the Americas: 'Internal colonization', material culture and power in the Inka empire. In *Ancient colonizations: analogy, similarity and difference*, eds H. Hurst and S. Owen, pp. 73-96. Duckworth, 2005.

Bauer, B. Legitimization of the state in Inca myth and ritual. *American Anthropologist* 98:327-337, 1996.

Bauer, B. *The Sacred Landscape of the Inca: The Cusco Ceque System*. University of Texas Press, 1998.

Bauer, B. *The development of the Inca state*. Austin, University of Texas Press, 1992.

Burger, R. et al. *Variations in the expression of Inka power*. Washington DC: Dumbarton Oaks, 2007.

Cobo, Bernabé. *History of the Inca Empire*, trans. R. Hamilton. University of Texas, Austin, 1979 [1653].

Cobo, Bernabé. *Inca Religion and Customs*, trans. R. Hamilton. University of Texas, Austin, 1990 [1653].

Costin, C. and T. Earle. Status distinction and legitimation of power as reflected in changing patterns of consumption in Late Prehispanic Peru. *American Antiquity* 54(4): 691-714, 1989.

D'Altroy, T. *Provincial Power in the Inka Empire*. Washington DC: Smithsonian, 1992.

Hiltunen, J. and McEwan, G.F. Knowing the Inca Past. In H. Silverman (ed.) *Andean Archaeology*, 237–254. Oxford: Blackwell Press, 2004.

Julien, C. *Reading Inca history*. Iowa, 2000.

Murra, J.V. *The economic organization of the Inka state*. Greenwich, Conn.: JAI Press, 1980 [1956].

Rostworowski, M. and Morris, C. The Fourfold Domain: Inka Power and Its Social Foundations. In Salomon, F. and Schwartz, S.B. (eds.) The Cambridge History of the Native Peoples of the Americas, Vol. III, Part 1, pp. 769-863, 1999.

Rowe, J. Inca Culture at the Time of the Spanish Conquest. In J. Steward, ed., Handbook of South American Indians, vol. 2, pp. 183-330. Bureau of American Ethnology Bulletin 143. Washington, D.C., 1946.

Rowe, J. Inca policies and institutions relating to the cultural unification of the empire. In G. Collier et al., eds., The Inca and Aztec states, 1400-1800, pp. 93-118. Academic Press, New York, 1982.

Urton, G. Inca Myths. London: British Museum Press, 1999.

### **General Reading List for Mesoamerican Archaeology**

Blanton, R. et al. Ancient Mesoamerica. Cambridge University Press, 2nd Ed, 1993.

Bruhns, K. and K. Stothert. Women in ancient America. Oklahoma, 1999.

Coe, M. and R. Coontz Mexico: From the Olmecs to the Aztecs 7th Ed. Thames and Hudson, 2013.

Evans, Susan T. Ancient Mexico and Central America: archaeology and culture history. London, Thames and Hudson, 2013 (3rd edition).

Joyce, Rosemary. Gender and Power in Prehispanic Mesoamerica. University of Texas Press, Austin, 2001.

Klein, C.F. Gender in pre-hispanic America. A symposium at Dumbarton Oaks. Washington D.C.: Dumbarton Oaks, 2001.

Nichols, Deborah L., Pool, Christopher, eds. The Oxford Handbook of Mesoamerican Archaeology. Oxford University Press, 2012.

The Cambridge history of the native peoples of the Americas, Vol. 2, edited by REW Adams & MJ MacLeod, Cambridge: CUP, 2000.

Further reading: Special section in Antiquity: The Spanish quest for Empire. Vol. 66, 1992:115-242. (see articles relevant to Middle America)

### **The Aztecs**

Berdan, F 2014 Aztec archaeology and ethnohistory CUP, 2014

Berdan, F. Central Mexican States and Imperial Tribute Systems, in The Oxford Handbook of Mesoamerican Archaeology, ed. D. Nichols, 2012, available online.

Berdan, F. and P. Anawalt. The Codex Mendoza. University of California Press, 1997.

Berdan, F. et al. Aztec imperial strategies. Washington, D.C.: Dumbarton Oaks Research Library and Collection, 1996.

Brumfiel, E and G Feinman. The Aztec World. Abrams, New York, 2008.

Brumfiel, E. Materiality, Feasts, and Figured Worlds in Aztec Mexico. In E. DeMarrais et al. (eds). Rethinking Materiality. McDonald Institute Monographs, Cambridge, pp. 225-238, 2004.

- Hassig, R. Trade, tribute, and transportation: the sixteenth-century political economy of the Valley of Mexico. University of Oklahoma Press, 1985.
- Hassig, R. Aztec warfare: imperial expansion and political control. University of Oklahoma Press, 1988.
- Hirth, K. Trade and exchange in early Mesoamerica. Albuquerque: University of New Mexico Press, 1984.
- Hirth, K. Markets, Merchants, and Systems of Exchange. In *The Oxford Handbook of Mesoamerican Archaeology*, D. Nichols, ed., 2012. Available Online.
- Klein, Cecelia F. Post-Classic Mexican death imagery as a sign of cyclic completion. In *Death and the afterlife in Pre-Columbian America*, edited by E. Benson, pp. 69-85. Dumbarton Oaks, Washington DC, 1973.
- Leon-Portilla, M. *The Broken Spears: The Aztec Account of the Conquest of Mexico*. Boston, MA: Beacon Press, 1992.
- Parsons, J. Political implications of Prehispanic Chinampa Agriculture in the Valley of Mexico. In *Land and Politics in the Valley of Mexico: A two thousand year perspective*, edited by H.R. Harvey, pp. 17-41, 1991.
- Smith, M. E. *The Aztecs*. Wiley Blackwell (3rd ed.), 2012.
- Smith, Michael E., and Frances Berdan, eds. *The Postclassic Mesoamerican World*. University of Utah Press, Salt Lake City, 2003.
- Smith, Michael. *Aztec City-State Capitals*. University Press of Florida, Gainesville, 2008.
- Townsend, R. *The Aztecs*. Thames and Hudson, 2010 (3rd ed.).
- Umberger, E. and C. Klein. Aztec art and imperial expansion. In D. Rice (ed) *Latin American Horizons*, pp. 295-336, 1993.

# Neolithic Britain: Megaliths and Mobility

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<b>Start date</b>	26 April 2017	<b>End date</b>	5 July 2017
<b>Day</b>	Wednesday evenings	<b>Time</b>	7.15-9.15pm
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Tutor</b>	Dr Corinne Roughley	<b>No of meetings</b>	10 evening classes plus 1 Saturday Day School and 1 Saturday fieldtrip (dates to be confirmed)

### Aims

This course aims to provide students with an understanding of important characteristics of the Neolithic of Britain through consideration of the themes of monumentality and mobility. Recent discoveries, including in the Stonehenge landscape and Orkney, will be considered and situated within a wider European context. Developments in interpretation and theory are also explored. Students will be encouraged to develop their ability to evaluate the use of evidence and assess competing explanations for the changes which took place.

### Content

We begin this course by examining the concept of the “Neolithic”. With the start of the Neolithic, major changes are thought to take place in both subsistence and society across much of Europe. The period has traditionally been associated with increased farming and the development of permanent settlements. Pottery and polished stone tools are also part of this Neolithic “Package”, but in Britain there has been considerable debate regarding these concepts.

Mobility is the first key Neolithic theme explored in the course. In contrast to the traditional view, in Northern and Western Europe there is considerably diversity in both the importance of agriculture and settlement patterns. Furthermore, during middle and late Neolithic Britain, settlement evidence becomes more ephemeral in many areas and arable farming may have significantly declined. We will examine evidence for long distance journeys made by both people and artefacts during the Neolithic. We will consider the extent to which permanent settlements may be the exception, with more local movement, probably on a seasonable basis, also playing a key part of Neolithic life. Scientific techniques for investigating the movement of people and objects are discussed and the challenges for archaeologists attempting to interpret evidence are explored.

The second key Neolithic theme addressed on this course is monumentality. Megaliths and other monuments are major features of the Neolithic landscape. In some models, monuments are seen to provide the fixed points in the landscape for communities which have significant degrees of

mobility. The diversity of monument traditions through both space and time will be explored and related to other aspects of the archaeological record. The concept of monumentality will be considered through questions such as what do we mean by a “monument” and how can we identify features of the archaeological record as “monumental”? Developments in landscape archaeology, both theoretical and practical (including lidar and large area geophysics), provide an important context for understanding monuments, helping us to realise that many prehistoric monuments are not the isolated structures we see today.

## Presentation of the unit

The course will be taught through illustrated lectures, a day school, and a Saturday field trip. Most of the lectures will be delivered by the course tutor, supplemented by contributions from specialists where appropriate. A visit to Grimes Graves allows us to explore both key themes from a different angle (please note that students are normally responsible for their own travelling costs to the venue). The Saturday day school provides an opportunity to hear about research from a scholars working across Europe and engage in debate and discussion. The day will be coordinated and chaired by the course tutor.

## Weekly lecture list

CR = Corinne Roughley      EL = Emma Lightfoot      KB = Kate Boulden  
CR / SK = Chaired by Corinne Roughley with contributions from Sheila Kohring

Session	Date	Content
Lecture 1	26/04/2017	Deconstructing the concept of the Neolithic (CR)
Lecture 2	03/05/2017	Farming and sedentism: an inevitable association? (CR)
Lecture 3	10/05/2017	Buildings or houses? Interpreting structures (CR)
Lecture 4	17/05/2017	Applying archaeological science to studies of mobility: DNA and Isotopes (EL)
Lecture 5	24/05/2017	Trails from materials – evidence from artefacts (CR)
HALF TERM BREAK	31/05/2017	No class
Lecture 6	07/06/2017	Monumentality – an introduction to diversity in traditions (CR)
Lecture 7	14/06/2017	New developments in landscape research (CR)
Lecture 8	21/06/2017	The Wessex landscapes (KB)
Saturday day-school	24/06/2017	Britain in context: insights from recent research (CR/SK)
Lecture 9	28/06/2017	Orkney: a luminous centre or the result of coincidence? (CR)
Lecture 10	05/07/2017	Conclusions.... (CR)
Saturday field trip	TBC	Visit to Grimes Graves (CR)

## Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Critically evaluate the evidence for settlement and mobility in Neolithic Britain;
- Demonstrate an understanding of the major debates surrounding the interpretation of Neolithic monuments;
- Understand the impact of scientific techniques for considering mobility and new approaches to landscape scale research (at a level appropriate for the course);
- Demonstrate use of primary material for a specific site and evaluate the evidence for interpretations offered;

- Consider the importance of landscape context for understanding Neolithic monuments and demonstrate this through written work.

## **Student assignments**

In this unit, students are expected to produce two assignments, each of 1,500-2,000 words, such that the two assignments together come to 3,000-4,000 words. The two assignments are equally weighted. Students are expected to complete one essay and one project.

### **Assignment 1: Essay**

All students are required to complete an essay

#### **Essay titles**

**If students wish to create their own titles this must be agreed in writing with the tutor first.**

1. Evaluate the evidence for two or three competing interpretations of the Stonehenge OR Avebury OR Orkney landscape.

*There are many different interpretations of these complex landscapes, so choose two or three that really interest you and have different perspectives so that you can compare, contrast and discuss the evidence on which they are based critically.*

2. To what extent can archaeological science help us elucidate patterns of mobility in the Neolithic? Make reference to specific examples.

*The key part of this question is the impact scientific techniques have had on our understanding of mobility. You should aim to consider the use of specific techniques (isotopes, DNA, etc) and their limitations. However, whilst a good grasp of the principles involved is clearly important, you are not expected to understand all the technical and practical details for this course – the impact on archaeological interpretation should be the main part of the discussion.*

3. Evaluate the impact of new approaches for studying archaeological landscapes on our understanding of Neolithic monuments. Support your answer using selected key case studies.

*You may choose to base your answer round a key landscape (e.g. Stonehenge, Orkney), or review the use of two or three key techniques (e.g. lidar, GIS, landscape scale geophysics, visualization) at several different sites. It is also acceptable to consider recent theoretical approaches for this question.*

### **Assignment 2. Project**

All students are required to complete an illustrated project report of approximately 1,500-2,000 words

**1. Consider the evidence from research at a site of your choice and evaluate the basis for a major aspect of a published interpretation relevant to the themes of the course.**

*This exercise can be completed EITHER through personal research following the class visit to Grimes Graves OR through personal research on another significant Neolithic site of the student's choice. It is strongly advised that proposed alternative sites are discussed with the tutor in advance; a field visit is not essential for this project where significant use is made of primary material (site reports, aerial photography, maps, etc).*

**OR**



**2. Describe the landscape setting of a Neolithic monument of your choice and critically discuss how an understanding of landscape contributes to our understanding of the site. In addition to site reports you should use some of the following: maps, photographs and first hand observations.**

*It is strongly advised that proposed sites are discussed with the tutor in advance.*

**OR**

**3. Critically evaluate the presentation of an important Neolithic monument to the public.**

*You could consider displays and artefacts on display in an interpretation centre, websites, apps, guidebooks etc. Topics to consider should include some of the following: How is recent archaeological research used? To what extent is one particular theoretical approach dominating the interpretations offered? How effectively are finds and/or reconstructions used? Is modern technology used effectively (interactive displays, tours, etc)?*

Students are expected to submit their assignments online and feedback on assignments is delivered online.

**Closing date for the submission of assignments: Wednesday 26 July 2017 by 12.00 (noon) BST\* (11.00 UTC).**

\*British Summer Time

### **Reading and resource list**

Armit, I., Murphy, E., Nelis, E. and Simpson, D. (Eds.) Neolithic Settlement in Ireland and Western Britain, Oxford: Oxbow Books, 2004.

Barber, M., D. Field and P. Topping. The Neolithic Flint Mines of England English Heritage, 1999. (available from the ADS)

Bradley, R.J. The Significance of Monuments. London: Routledge, 1998.

Bradley, R.J. The Prehistory of Britain and Ireland. Cambridge: Cambridge University Press, 2007.

Fowler, C, Harding, J and Hoffman, D (eds.). The Oxford Handbook of Neolithic Europe. Oxford University Press, Oxford, 2015.

Gibson, A. (ed) Enclosing the Neolithic: Recent Studies in Britain and Europe BAR. 2012.

Gillings, M., Pollard, J., Wheatley, D. & Peterson, R. Landscape of the Megaliths. Excavation and fieldwork on the Avebury Monuments. Oxford, Oxbow Books, 2008.

Hoffman, D. & Smyth, J. (Eds.) Tracking the Neolithic House in Europe. Sedentism, Architecture and Practice. London: Springer, 2013.

Noble, G. Neolithic Scotland: Timber, Stone, Earth and Fire. Edinburgh: Edinburgh University Press, 2006.

Thomas, J.S. Understanding the Neolithic. London: Routledge, 1999.

Whittle, A., Healy, F. and Bayliss, A. Gathering Time: Dating the Early Neolithic Enclosures of Southern Britain and Ireland. Oxford: Oxbow, 2011.

A useful website for further resources is <http://www.neolithicbritain.org>

# TIMETABLE

## Michaelmas 2016: Osteoarchaeology and Palaeopathology

Lecture 1	05/10/2016
Lecture 2	12/10/2016 (Department of Archaeology and Anthropology)
Lecture 3	19/10/2016
Lecture 4	26/10/2016 (Department of Archaeology and Anthropology)
Lecture 5	02/11/2016
Lecture 6	09/11/2016 (Department of Archaeology and Anthropology)
Lecture 7	16/11/2016
Lecture 8	23/11/2016 (Department of Archaeology and Anthropology)
Lecture 9	30/11/2016 (Department of Archaeology and Anthropology)
Lecture 10	07/12/2016
Lecture 11	14/12/2016 (Department of Archaeology and Anthropology)
Saturday day-school	TBC

## Lent 2017 : Archaeology of Latin America: The Aztecs and Inka, AD 1400-1600

Lecture 1	11/01/2017
Lecture 2	18/01/2017
Lecture 3	25/01/2017
Lecture 4	01/02/2017
Lecture 5	08/02/2017
<i>Half term break</i>	15/02/2017
Lecture 6	22/02/2017
Lecture 7	01/03/2017
Lecture 8	08/03/2017
Lecture 9	15/03/2017
Lecture 10	22/03/2017
Saturday day-school	TBC
Saturday day-school	TBC

## Easter 2017: Neolithic Britain: Megaliths and Mobility

Lecture 1	26/04/2017
Lecture 2	03/05/2017
Lecture 3	10/05/2017
Lecture 4	17/05/2017
Lecture 5	24/05/2017
<i>Half term break</i>	31/05/2017
Lecture 6	07/06/2017
Lecture 7	14/06/2017
Lecture 8	21/06/2017
Saturday day- school	24/06/2017
Lecture 9	28/06/2017
Lecture 10	05/07/2017
Saturday field trip	TBC

**Assignment submission dates are normally 3 weeks after the final teaching session of term.**

*Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.*

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