

Reading prehistoric figurines

Date 12th May 2018 **Time** 10:00 – 16:45

Venue Madingley Hall
Madingley
Cambridge

Academic Director Dr Isabelle Vella **Course code** 1718NDX031
Gregory

Director of Programmes Emma Jennings

For further information on this course, please contact Clare Kerr, Public Programmes Coordinator
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To book See: www.ice.cam.ac.uk or telephone 01223 746262

Tutor biography

Dr Vella Gregory is affiliate scholar at the McDonald Institute for Archaeological Research, University of Cambridge. She was previously Junior Research Fellow at Christ's College, Cambridge. Her research interests include the prehistoric Mediterranean and the Maghreb, figurines and ceramics.

Course programme:

09:30	Terrace bar open for pre-course tea/ coffee
10:00 – 11:15	An introduction to the world of figurines and a history of figurine studies
11:15	Coffee
11:45 – 13:00	Palaeolithic figurines
13:00	Lunch
14:00 – 15:15	Neolithic figurines
15:15	Tea
15:30 – 16:45	Figurines and interpretation
16:45	Day school ends

Aims:

1. Develop a good understanding and knowledge of prehistoric figurines as taught through the lectures and which is tested during the discussion sessions
2. Enhance analytical and critical thinking skills through the group and individual exercises under the guidance of the lecturer
3. Increased appreciation of the complexities of human ingenuity in expressing actions and ideas through material presentation, combining both the materials presented and discussed during the lectures and their personal experiences

Content:

Prehistoric figurines elicit many reactions and emotions. They show the human body in many fascinating ways and, in many ways, are the closest we can get to seeing prehistoric people. This course will explore the diversity in prehistoric figurines and engage with questions of art, what figurines mean to the viewer, how figurines have been interpreted and how we can come to grips with their meaning. This course will engage with the artefacts and their meaning. It will also explore questions of interpretation and how we construct our knowledge of visual imagery. The course will be highly illustrated and user participation and discussion is welcomed.

Presentation of the course:

Lectures, discussion, plenty of slides and also group activities.

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

- To identify and understand the major figurines from prehistory.
- To apply analytical skills to other related material.
- To understand how and why humans create visual representation in specific contexts.
- To pursue further independent study using the tools acquired in this course.

Reading and resources list

Listed below are a number of texts that might be of interest for future reference, but do not need to be bought (or consulted) for the course.

Bailey, D. 1994. Reading prehistoric figurines as individuals. *World Archaeology* 25: 321-331.

Beck, M. 2000. Female figurines in the European Upper Paleolithic: Politics and bias in archaeological interpretation, in Rautman, A.E. (ed.) *Reading the body: Representation and remains in the archaeological record*: 202-214. Philadelphia: University of Pennsylvania Press.

Bolger, D. 1996. Figurines, fertility and the emergence of complex society in prehistoric Cyprus. *Current Anthropology* 37: 365-373.

Holmes, K. & Whitehouse, R.D. 1998. Anthropomorphic figurines and the construction of gender in Neolithic Italy, in Whitehouse, R.D. (ed.) *Gender and Italian archaeology: Challenging the stereotypes*: 95-126. London: Accordia Research Institute, University of London.

Kokkinidou, D. & Nikolaidou, M. 1997. Body imagery in the Aegean Neolithic: Ideological implications of anthropomorphic figurines, in Moore, J. & Scott, E. (ed.) *Invisible people and processes: Writing gender and childhood into European archaeology*: 88-112. London: Leicester University Press.

Lesure, R. 2011. *Interpreting ancient figurines: Context, comparison and prehistoric art*. Cambridge: Cambridge University Press.

Marcus, J. 1996. The importance of context in interpreting figurines. *Cambridge Archaeological Journal* 6: 285-291.

McDermott, L. 1996. Self-representation in Upper Palaeolithic female figurines. *Current Anthropology* 37: 227-275.

Renfrew, C. & Morley, I. (ed.) 2007. *Image and imagination: A global prehistory of figurative representation*. Cambridge: McDonald Institute for Archaeological Research.

Vella Gregory, I. 2005. *The human form in Neolithic Malta*. Malta: Midsea Books.

I will bring a selection of books and articles which participants are very welcome to consult.

Additional information

Venue

Details of how to find Madingley Hall can be found on our website:

<http://www.ice.cam.ac.uk/who-we-are/how-to-find-the-institute>

Refreshments

Tea and coffee and a light sandwich lunch will be provided. If you have any specific dietary requirements or allergies and have not already advised us, please inform our Admissions Team on ice.admissions@ice.cam.ac.uk or +44 (0)1223 746262.

Note Students of the Institute of Continuing Education are entitled to 20% discount on books published by Cambridge University Press (CUP) which are purchased at the Press bookshop, 1 Trinity Street, Cambridge (Mon-Sat 9am – 5:30pm, Sun 11am – 5pm). A letter or email confirming acceptance on to a current Institute course should be taken as evidence of enrolment.

Information correct as of: 14 December 2017