

ANTH 348: Mammoths to Megaliths A Study of European Prehistory

(Topics in Old World Prehistory)

Lectures to be held in 313 Condon Hall

Instructor: Thomas Evans

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Office: Condon 355 (office hours: Thursdays 12-3PM and by appointment)

Required Texts:

- Cunliffe, B (1994) *The Oxford Illustrated Prehistory of Europe*. Oxford.
- Champion, T., Gamble, C., Shennan S., Whittle, A. (1984) *Prehistoric Europe*. London.
- Milisuaskas, S. (2002) *European Prehistory: A Survey (Interdisciplinary Contributions to Archaeology)*. New York.

A supplemental reading list will be provided to the students at the beginning of class.

Course Description:

This course will introduce students to Europe before history, charting its development from a primitive cultural backwater to the point when all roads led to Rome. Beginning with the earliest known occupations of the continent, students will be challenged to look at Europe in a new light, and more deeply examine a past that is often discussed, but seldom understood. The course begins its review in the Ice Age, discussing Neanderthals and other early hominids, and examining the impact of the coming of modern humans. It then moves forward by exploring the development of various cultures and technologies as they affected the different regions upon the continent. Through this process, students will learn that the social behaviors which the modern western world holds as the norm have not always been so, and that ideas that we hold as true regarding the past are frequently nothing more than romanticized myths. The course covers such topics as the Celts, the Germans, the Iberians, the Scythians, the rise of the Greek City States, and the conquests of Rome.

Course Goals for each student include the following abilities and knowledge:

- To develop a temporally relativistic view of the Western society and the changes in its comparative importance over time;
- To gain an understanding of the underlying cultures and concepts from which differing elements of modern western society eventually developed;
- To distinguish the causes and trajectories of social and economic change;
- To acquire a deeper understanding of the way in which societies have used ethnic stereotypes to distinguish themselves from the "other";

- To gain a concept of cultural identities, and how we can explore through their material remains;
- To write and express oneself critically.

Requirements and Grading

The course will be presented as a series of lectures with additional discussions and/or learning periods provided at the end of each class and through electronic media (the course was initially designed to have discussion sections, but last minute changes in academic scheduling has required an alteration in the design including a greater reliance on Blackboard and publically available multimedia platforms). Class participation is required, either in the form of discussion/question in class, discussion and/or questions after class, and/or use of the journal, blog and other features provided through electronic long distance learning media (e.g. Blackboard).

Course readings are also required, and while the lectures will in part synthesize these readings, they will supplement and summarize, not replace the information contained within the course books. Students will be expected to know the materials from both the class room and the readings, and will be held responsible for said material within the examinations and papers.

Examinations (2): 15% of grade each

- Midterm - October 30th
- Final Exam – Thursday, December 11th at 12:30 pm

Paper Assignments (3 x 5 page): 20% of grade each

- Paper 1 (5 pages) due - October 21st
- Paper 2 (5 pages) due - November 10th
- Paper 3 (5 pages) due - December 2nd

Class Participation: 10% of final grade.

Note, dates are subject to change due to alterations in the academic schedule

The bulk of grading shall be based upon three paper assignments, which will be submitted to the instructor at the beginning of the lectures on the Tuesdays of Weeks 4 (10/21/14), 7 (11/11/14) and 10 (12/2/14). ***All dates may vary based upon the specifics of each term and changes within the results of the class***, but are intended to fall evenly across the term to give adequate time for the students to complete the work. Additional office hours (and after class time) will be held to assist students further develop writing styles and techniques. Examinations will consist of combined multiple choice and written essays and occur at the end of the second and fourth week respectively. Class participation is considered mandatory and good and attentive contributions will be considered and added to the final evaluations of the grade. This will be awarded at the discretion of the instructor.

This class will not be graded on a curve. The following thresholds will be used:

A+ = 97-100%	A = 93-96.9%	A- = 90-92.9%
B+ = 87-89.9%	B = 83-86.9%	B- = 80-82.9%
C+ = 77-79.9%	C = 73-76.9%	C- = 70-72.9%
D+ = 67-69.9%	D = 63-66.9%	D- = 60-62.9%
F = < 59.9%		

If the class is taken P/NP, a C- or higher is required to pass the course

The expected distribution of grades is ca. 25% A, 45% B, 20%-25% C, 5-10% D and F, but as that no curve is to be used, the actual range and shape of the distribution will vary based solely upon the results of student performance.

Expected levels of performance will be judged as follows:

- A- Students demonstrate a detailed knowledge of the course material, including major characteristics of the cultures covered in each temporal division of the course. Students participate in class with both questions and, when appropriate comments. Students demonstrate substantial research and writing ability in either the synthesis of data or the demonstration of critical thinking through a written medium.
- B- Students demonstrate substantive knowledge of the course material, including major characteristics of at least some of the cultures covered in each temporal division of the course. Students participate in class with questions and/or appropriate comments. Students demonstrate solid research and writing ability in either the synthesis of data or the demonstration of critical thinking through a written medium.
- C- Students demonstrate reasonable knowledge of the course material including characteristics of at least some of the cultures covered in each temporal division of the course. Students participate in class with questions. Students demonstrate acceptable writing ability and/or research capacity in either the synthesis of data or the demonstration of critical thinking through a written medium.
- D- Students demonstrate some knowledge of the course material including some characteristics of some of the cultures covered in each temporal division of the course. Students participate in class in some form. Students demonstrate some degree of writing ability and the capacity to synthesize or critically comment in a written medium.
- F- Students demonstrate minimal knowledge of the course material, fail to understand the characteristics of different cultures covered in the class, and/or make little or no effort to integrate this material within an analytical framework. Students do not adequately participate in class and demonstrate poor written communication skills and/or inadequate research skills.

Preliminary Course Outline (subject to change)

1. Week 1 (9/29/14, 10/2/14): Concepts of the Past – Facing Our Biases The Paleolithic Part I

- Course Structure and General Introduction, including how to read efficiently
- The Geography of Europe through time
- Synopsis of the Archaeology of North Africa and the Middle East
- The Lower and Middle Paleolithic (very brief overview)
 - Ice Aged Europe and its Environment
 - Homo Erectus, homo antecessor and/or homo heidelbergensis (debate)

Readings (Cunliffe pp 1-42; Milisaukas, pp 1-63)

2. Week 2 (10/7/14, 10/9/14): The Paleolithic Part II and the Mesolithic

- Neanderthals (very brief overview)
- The Upper Paleolithic
 - The Coming of Modern Humans
 - Homo Sapiens and Homo Neanderthalus
 - Modern Humans and the Land Around Them
- The Mesolithic
 - Settlements and Subsistence
 - Population, Art and Society
 - A Prelude to the Neolithic

Readings (Cunliffe pp 42-136 and/or Milisaukas, pp 67-148)

3. Week 3 (10/14/14, 10/17/14): The Neolithic

- An Overview of the Neolithic
 - Mesopotamia, Egypt and the Near East: Agriculture and the Rise Civilization
 - The Introduction of Agriculture to Europe
- Neolithic in the Mediterranean
 - The Aegean
 - The Adriatic
 - The Iberian Peninsula

Readings (Cunliffe pp 136-167; Milisaukas, pp 153-206)

4. Week 4 (10/21/14 (FIRST PAPER DUE!), 10/23/14): Neolithic in the Rest of Europe and the Chalcolithic

- First Paper (20% of your grade) due.
- Neolithic in Extra-Mediterranean Europe
 - Megaliths, Tombs and Stonehenge
 - Western Europe
 - Eastern Europe
- The Chalcolithic and Transition to Bronze
 - The Aegean and evidence of early cities
 - The Tombs of the West and Kurgans of the East: a change in social forms?

Readings (Cunliffe pp 167-202 and/or Milisaukas, pp 206-293)

5. Week 5 (10/28/14, 10/30/14) : Mid-Terms

- Review of Papers during office hours
- Midterm Exam (10/30/14)

Readings (Review Handouts and Material Read to date)

6. Week 6 (11/3/14, 11/6/14): The Bronze Age Part I

- Bronze and the West – an Overview of the Bronze Age in Europe
 - The Introduction to Bronze
 - Bronze and the Aegean
 - Civilization Comes Westward - Bronze Age in the Mediterranean
 - Minoans
 - Mycenaeans
 - Rise of the City States

Readings (Cunliffe pp 202-277; Milisaukas, pp 293-327)

7. Week 7 (11/11/14 (SECOND PAPER DUE!), 11/13/14: Bronze Age Part II

- Second Paper (20% of your grade) due.
- Cultural Exchange and the Rise of the Elites: Bronze Age in the Rest of Europe
 - Bronze Age in Central/Eastern Europe
 - Bronze Age in Western/Atlantic Europe
- Social Reformation and the Transition to the Iron Age
 - Concepts of Core, Periphery and Prestige Giving/Events in the Mediterranean
 - The Hallstatt Finale and the beginning of social transformation
 - The Early La Tène – a new culture emerges

Readings (Cunliffe pp 277-336 and/or Milisaukas, pp 327-393)

8. Week 8 (11/18/14, 11/20/14): The Early Iron Age

- Early Day 1: Middle Iron Age In Europe
 - Middle Iron Age in Germany and Central Europe
 - Middle Iron Age in Gaul and Iberia (end of Iberian Prehistoric)
 - Middle Iron Age in the British Isles

Readings (Cunliffe pp 336-373; Milisaukas, pp 405-448)

9. Week 9 (11/25/14, no class on 11/27/14): The Late Iron Age and the Coming of 'Civilization'

- Later Iron Age in Germany and Central Europe
- Later Iron Age in Gaul and Iberia (end of Iberian Prehistoric)
- Later Iron Age in the British Isles
- The Coming of Civilization: Greeks, Romans and the End of the Prehistoric Part I

Readings (Cunliffe pp 373-411)

10. Week 10: Then end of Prehistory in Europe and the Coming of 'Civilization', Final Examinations, Papers and Review

- Third Paper (20% of your grade) due.
- Developments in Greece
- Developments in Rome Roman Expansion and the Coming of History
- Review for Final Exam and Papers Due
- Final Exam

Readings (Cunliffe pp 411-447)

Suggested Paper Topics

1. Argue for or against the evolutionary model in relation to the appearance of hominins within the European context. Be specific and attend to individual points.
2. Discuss the Out-of-Africa and Mitochondrial Eve Theories as they relate to the Prehistory of Europe. Give arguments for and against.
3. Discuss the nature of Pleistocene climate change and its relationship to the development of hominins in general.
4. Discuss the differences between Neanderthals and modern humans in both biological and archaeological terms. Are they different species?

5. Discuss the change between the Upper Paleolithic and the Mesolithic. What is the nature of the difference in material culture? What is the relationship between these differences and the environment?
6. Choose a single region from Europe and compare and contrast the cultural adoption and/or foreign colonization models for the appearance of Neolithic technologies.
7. Choose a single region from Neolithic Europe and discuss the relationship, or lack thereof, between the introduction of agriculture and increased social hierarchy and/or complexity.
8. With the coming of the Neolithic, Megalithic structures begin to appear in Western Europe. Describe and discuss what the appearance of these sites seems to imply about: 1) The culture's relationship to Landscape, OR 2) Social hierarchy.
9. Indo-Europeans: A linguistic clue towards the archaeological past or thinly disguised racist propaganda?
10. Discuss and compare the concepts of drug and/or alcohol consumption as a form of cultural exchange media in relation to the Beaker culture.
11. Choose a single region from Europe and compare and contrast the cultural adoption and/or foreign colonization models for the appearance of Neolithic technologies.
12. Choose a single region from Neolithic Europe and discuss the relationship, or lack thereof, between the introduction of agriculture and increased social hierarchy and/or complexity.
13. With the coming of the Neolithic, Megalithic structures begin to appear in Western Europe. Describe and discuss what the appearance of these sites seems to imply about: 1) The culture's relationship to Landscape, OR 2) Social hierarchy.
14. Discuss the concepts of long distance exchange networks.
15. Discuss models for the rise of social stratification, comparing evidence from Neolithic and Bronze ages.
16. Discuss the roles of gender and identity as reflected in Early and middle Bronze age burials.
17. Discuss the development of social status as reflected in Early and middle Bronze age burials.
18. Compare and contrast arguments regarding the role of women as reflected in Minoan and/or Mycenaean civilizations.
19. Discuss the rise and fall of Minoan Palace civilization. Discuss the different theories for the development and disappearance of Crete Bronze Age society, critiquing and/or defending each position.
20. Discuss the development of Bronze technology and its impact on society and contrast this with the development of Iron technology. Did each cause social changes or were they merely the reflection of it?
21. Discuss the role of drug and alcohol use among Bronze Age Populations and models by which that lead to cultural growth and/or decline.
22. Concepts of prestige gift exchange systems and paramount chiefdoms have been used to explain social and technological change in both the Bronze and Iron Ages. Critically examine either or both of these concepts in either or both time periods.
23. Some have put the fall of Mycenaean Greece at the hands of the Etruscans. Argue for or against this point and provide data to support your position.

24. Examine the rise and fall of the Villanovan period within Etruscan culture.
25. The concept of the Celts is one that has come under recent critique by some modern European archaeologists. Examine the arguments for and against the use of the term Celt within the study of the ancient past, and present your own views on this topic.
26. Discuss and debate the arguments for and against the Core-Periphery model in European Prehistory using a single period to exemplify the advantage and disadvantages for this approach.
27. How does the study of prehistoric Europe relate to the study of early historic Europe? What preconceptions from each influence our understanding of the past?
28. How do modern concepts of gender, social status and or national identity influence our study of the prehistoric past? Use at least three examples from the study of European Prehistory to illustrate or otherwise examine your impressions.

29. Supplemental Readings General:

- Boardman, John (1994) Diffusion of Classical Art in Antiquity. In *A.W. Mellon Lectures in Fin Arts 1993, Bellington Series, XXXV. 42*. Princeton.
- Brown, M.A. and Powell, TGE (1971) *The European Community in Later Prehistory: Studies in honour of C.F.C. Hawkes*. London.
- Champion, T.C. ed. (1989) *Centre and Periphery*. London, Boston.
- Champion, T.C. and McGaw, J.V.S. eds. (1985) *Settlement and Society: Aspects of West European Prehistory in the First Millenium BC*. Leicester.
- Gero, Joan M. and Conkey, Margaret W eds. (1991) *Engendering Archaeology: Women and Prehistory*.
- Renfrew, Colin (1979) *Problems in European Prehistory: A collection of 18 papers, each with a new introduction and Bibliography and an original introductory Essay by Colin Renfrew*. New York.

Supplemental Readings by Week/Period

Paleolithic to Mesolithic

- Bower, John R.F. (2002) *A Comparative Study of Prehistoric Foragers in Europe and North America: cultural responses to the end of the ice Age*. Lewiston.
- Clark, Geoffrey A. (1983) *The Asturian of Cantabria: Early Holocene hunter gatherers in northern Spain*. Tuscan.
- Finalyson, Clive (2004) *Neanderthals and Modern humans: an ecological and Evolutionary Perspective*. Cambridge, New York.
- Fischer, Anders ed (1995) *International Symposium on Man and Sea in the Mesolithic (1993 Kolundborge, Denmark)*. Oxford.
- Grøn, Ole (1995) *Te Maglemose Culture: the reconstruction of the social organization of a Mesolithic culture in Northern Europe*. Oxford.
- Herskovitz, Israel (1989) *Symposium on Upper Paleolithic, Mesolithic and Neolithic Populations of Europe and the Mediterranean Basin: BAR International Series 508*. Oxford.
- Hoffecker, John F. (2005) *A Prehistory of the North: human settlement of the higher latitudes*. New Brunswick.
- Johnson, Norman A. (2007) *Darwinian Detectives: revealing the natural history of genes and genomes*. Oxford, New York.

Kristiansen, Kristian and Jenson, Jorgen (1994) *Europe in the First Millennium BC*. Sheffield.

Vermeersch, Pierre and Van Poor, Phillip (1990) *Contributions to the Mesolithic in Europe: Papers Presented at the 4th International Symposium, the Mesolithic and Europe*. Leuven.

Clark, Royston (2000) *The Mesolithic Hunters of Trentino: a case study in Hunter-Gatherer Settlement and subsistence from Northern Italy*. Oxford.

Neolithic to Chalcolithic

Bogaard, Amy (2004) *Neolithic Farming in Central Europe: an archaeological study of crop husbandry practices*. London, New York.

Bradley, Richard (1996) *Neolithic Houses in Northwest Europe and Beyond*. Oxford.

*Bradley, Richard (1998) *The Significance of Monuments: on the shaping of human experience in Neolithic and Bronze Age Europe*. London and New York.

Chippendale, Christopher (1983) *Stonehenge Complete*. Ithaca.

Eogan, George (1986) *Knowth and the Passage Tombs of Ireland*. London.

Herskovitz, Israel, (1989): *see Week 1*.

*Hodder, Ian (1990) *The Domestication of Europe: structure and contingency in Neolithic Societies*. Oxford.

Parker Pearson, Michael and Richards, Colin (1997) *Architecture and Order: Approaches to Social Space*. London.

Scarre, Chris (2002) *Monuments and Landscape in Atlantic Europe: perception and society during the Neolithic and Early Bronze Age*. London. New York.

Sturkley, William (2005) *Sturkley's Stonehenge, and unpublished manuscript 1721-1724*. York

Perlès, Catherine (2001) *The Early Neolithic in Greece: the first farming communities in Europe*. Cambridge, New York.

Wittle, A.W.R. (1996) *Europe in the Neolithic: creation of new worlds*. Cambridge. New York.

Bronze Age to Early Iron Age

Barber, Martyn (1999) *European Bronze Age Monuments: A Multilingual Glossary of Archaeological Terminology*. Strasbourg.

- Bhreathnach, Edel (2005). *The Kingship and Landscape of Tara*. Dublin.
- Branigan, Kenneth (1998) *Cemetery and society in the Aegean Bronze Age*. Sheffield.
- Bouzec, Jan (1995) *The Aegean, Anatolia and Europe: cultural interrelations in the second millennium BC*. Göteborg.
- Chapman, Robert (1990) *Emerging Complexity: The later prehistory of South-East Spain, Iberia and the Western Mediterranean*. Cambridge, New York
- Coles, John M. and Harding, A.F. (1975) *The Bronze Age in Europe: an introduction to the Prehistory of Europe 2000-700 BC*. London.
- Cornell, Tim (1995) *The Beginnings of Rome: Italy and Rome from the Bronze Age to the Punic Wars, c. 1000-263 BC*. London.
- Fittion, J Leslie (1996) *The Discovery of the Greek Bronze Age*. Cambridge, New York.
- *Frankenstien, Susan and Rolands Michael J. (1978) The internal structure and regional context of early Iron Age society in southwestern Germany. *Institute of Archaeology Bulletin*. 15. 73-112.
- Gibson, D. Blair and Geselowitz, Michael N. (1988) *Tribe and Polity in Later European Prehistory: demography, production and exchange in the evolution of complex social systems*. New York.
- Gilman, Antonio (1985) *Land Use and Prehistory in South-east Spain*. London.
- Hamilikis, Yannis (2002) *Labyrinth Revisited: Rethinking 'Minoan' Archaeology*. Oxford.
- Harding, A.F. (2000) *European Societies in the Bronze Age*. Cambridge, New York.
- Holloway, R. Ross (1981) *Italy and the Aegean, 3000-700 B.C.* Érasme.
- Kristiansen, Kristian (1998) *Europe Before History*. Cambridge, New York.
- Osgood, Richard, Monks, Sarah, and Toms, Judith (2001) *Bronze Age Warfare*. London.
- Rabinowitz, Nancy Sorkin and Auanger, Lisa eds. (2002) *Among Women: from the homosocial to the homoerotic in the ancient world*. Austin
- Sørensen, Marie-Louis Stig and Thomas, Roger (1989) *The Bronze Age –Iron Age Transition in Europe: aspects of continuity and change in European Society; 1200 to 500 BC*. BAR. London.
- Souyouzoglou-Haywood, Christina (1999) *Ionian Islands in the Bronze Age and Early Iron Age 3000-800 BC*. Liverpool.

Iron Age to Early Historic

Collis, John (1984) *The European Iron Age*. London.

Collis, John, (1997) 'Celtic myths' *Antiquity*. 71.

Cunliffe, B.W. (1988) *Greeks Romans and barbarians: spheres of interaction*. New York.

Cunliffe, B.W. (1992) *The Celtic World*. London.

*Cunliffe, B.W. (1997) *The Ancient Celts*. London.

Cunliffe, B.W (2001) *Facing the Ocean: the Atlantic and its People*. Oxford

Cunliffe, B.W (2004) *Iron Age Britain*. London.

Evans, T. L. (2004) *Quantified Identities: A Statistical Summary and Analysis of Iron Age Cemeteries in North-Eastern France 600 -130 BC*. Oxford.

Hill, J.D. (1995) *Ritual and rubbish in the Iron age of Wessex: a study on the formation of a specific archaeological record*. Oxford.

*James, Simon (1999) *The Atlantic Celts, Ancient People of Modern Invention?* London.

*Moscatti, S., Frey, O.H., Kruta, V., Rafferty, B., Szaró, M. (1991) *The Celts*. London.

Osborne, R, and Cunliffe, B. (2005) *Mediterranean urbanization 800-600 BC / edited by Robin Osborne & Barry Cunliffe*. Oxford.

Stead, I. M. (1979) *The Arras Culture*. York.

Stead, I. M. (1985) *Celtic Art: in Britain Before the Roman Conquest*. London.

Wells, P.S. (1984) *Farms, villages and Cities: Commerce and Urban Origins in Late Prehistoric Europe*. Ithaca.

Wells P.S. (2001) *Beyond Celts, Germans and Scythians: archaeology and identity in Iron Age Europe*. London.

