



UNIVERSITY OF OXFORD

The School of Archaeology and the School of Anthropology and Museum  
Ethnography

# The Green Book

## **Course syllabus handbook for candidates taking BA Archaeology and Anthropology in 2022-23**

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While we hope that everything indicated herein will go ahead as planned some aspects (such as fieldwork requirements and practical classes) may need to be reassessed depending on the public health situation prevailing in the UK and globally.

## Foreword

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Dear Students

As the Heads of the School for Archaeology and the School of Anthropology and Museum Ethnography, it is our pleasure to congratulate and welcome you as the newest members of our dynamic community here within the University of Oxford. We hope that the next three years will be fulfilling and enjoyable.

You have chosen to study human cultures, past and present. Our two disciplines are fundamental to gaining an understanding of who we humans are. Our BA programme in Archaeology and Anthropology is unusual in the way it combines both subjects throughout the course, offering a comprehensive and broad guide to the richness and diversity of human cultural experience through space and time. Six institutions at Oxford are involved: the Institutes of Archaeology and of Social and Cultural Anthropology, the Research Laboratory for Archaeology and the History of Art, the Ashmolean Museum, the Pitt Rivers Museum, and the Oxford University Museum of Natural History. If you haven't visited any of these museums yet, don't worry, you'll be taking lessons and practical sessions in them throughout the course and you may even get to work as an intern in one.

Whilst studying with us you will also take advantage of Oxford's world-leading libraries - the Bodleian, the Sackler, the Balfour and Tylor libraries, and of course your college libraries. But it's not all reading! At the end of your first year the world is your oyster as you undertake your own four-week archaeological or anthropological project (subject to approval, of course!).

The 'Green Book' serves as the syllabus for the course, detailing each module and option. Its sister publication 'The Yellow Book', focuses on guidelines for good practice. If you have any questions our administrative and academic staff are ready to hear from you and look forward to supporting you throughout your degree.

We wish you all the best in your studies, and for your time at Oxford!

Prof Amy Bogaard and Prof David Pratten

# BA Archaeology and Anthropology at the University of Oxford

[www.arch.ox.ac.uk/undergraduate-studies](http://www.arch.ox.ac.uk/undergraduate-studies)



## Dates of Full Terms

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|         |                 |                   |                     |
|---------|-----------------|-------------------|---------------------|
| 2022-23 | Michaelmas 2022 | Sunday 9 October  | Saturday 3 December |
|         | Hilary 2023     | Sunday 15 January | Saturday 11 March   |
|         | Trinity 2023    | Sunday 23 April   | Saturday 17 June    |

## Disclaimer

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This is a guide for the convenience of students and staff. The definitive record of the course can be found in the *Examination Regulations* (<http://www.admin.ox.ac.uk/examregs/>). Should there be, or appear to be, any conflict between statements in this handbook and the *Examination Regulations* then the latter shall prevail.

Although the information in this handbook is accurate at the time of publication, aspects of the programme and of department practice may be subject to modification and revision. The University reserves the right to modify the programme in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, revised information will be issued.

## Data Protection Act 1998

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You should have received from your College a statement regarding student personal data, including a declaration for you to sign indicating your acceptance of that statement. Please contact your College's Data Protection Officer if you have not. Further information on the Act can be obtained at [www.admin.ox.ac.uk/councilsec/dp/index.shtml](http://www.admin.ox.ac.uk/councilsec/dp/index.shtml).

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## 1. Introduction

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This Handbook is only for those taking BA Archaeology and Anthropology in 2022 - 2023. We have tried our best to make it accurate. Any corrections to this Handbook will be circulated to the Archaeology and Anthropology mailing lists.

Comments and corrections should be addressed to [ugsupport@arch.ox.ac.uk](mailto:ugsupport@arch.ox.ac.uk). You should also consult Essential Information for Students (Proctors' and Assessor's Memorandum), which can be found at [www.admin.ox.ac.uk/proctors/pam](http://www.admin.ox.ac.uk/proctors/pam); this covers welfare matters; safety and security; the students' union; sport, clubs, and recreations; transport; the rules for residence; disciplinary procedures; guidance on conduct; and a more general account of examinations, libraries, the Language Centre, and Computing and Careers Service.

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## 2. Course Overview

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The BA in Archaeology and Anthropology offers an integrated undergraduate degree in archaeology and anthropology (social, cultural and biological), sustained over the entire three years, taking advantage of the lively centres of teaching and research which Oxford maintains in each of these complementary areas. Its temporal scope extends from human origins in the Palaeolithic period down to modern society, and its geographical scope includes communities across the entire globe. Within this broad span, it offers multiple complementary perspectives on human diversity that include the biological study of the human species and the cultural interpretation of social and material life in its historical and comparative aspects. Whilst no single academic institution can offer an encyclopaedic study of all human cultures, the detailed understanding of a diverse range of ancient societies and more recent overseas communities offers a unique intellectual experience which is of direct relevance to understanding important aspects of the contemporary world.

Oxford offers two principal areas of expertise. One, centred around the Ashmolean Museum and the emerging Humanities Complex, is concerned with the cultural development of the Old World, from the beginnings of complex societies in Mesopotamia and China, through the classical civilisations and their prehistoric neighbours, down to the Islamic and early medieval period. The other, located in the science area (including the Pitt Rivers Museum and Banbury Road), covers the diversity of peoples and cultures in Africa, the New World and the Pacific region, as well as the small-scale societies of Eurasia which have survived in the interstices of larger states. Their study involves a wide variety of complementary disciplines. From genetics and radiometric dating to the study of social structures and the interpretation of many forms of artistic creativity the comparative approach adopted in this course emphasises the common principles underlying these regional and temporal manifestations. Although some of these topics can be studied as part of other subjects (such as Human Sciences or Classics), together they provide a coherent perspective on human existence which complements that of more traditional courses centred on particular cultures or periods. Their integration within a single course provides a valuable educational experience.

It is evident, then, that this course places a premium on the ability to integrate different forms of evidence in terms of a set of biological, cultural and social principles. This combines a local understanding of the complexities of individual human groups with a comprehension of their wider setting in time and space. The course has been designed to maintain a balance between these two objectives: a broad interpretative perspective and a detailed command of how particular societies work and how they use their material environment.

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## 2.1. Honour Moderations (Mods)

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While some relevant aspects of the Honour School may have been covered in subjects studied at school, most parts of it will be largely unfamiliar. The Honour Moderations course (Mods), taken in the first year, thus offers a broad introduction which assumes no prior knowledge of the constituent disciplines.

**Paper 1 (*Introduction to World Archaeology*)** offers a synoptic view of human development from the beginnings of farming in several parts of the world through the origins and spread of urban societies, and the establishment of empires and inter-continental systems of trade.

**Paper 2 (*Introduction to Anthropological Theory*)** looks at the principal approaches to understanding human societies and the role of anthropology in relation to them, and especially at ways of understanding the diversity of cultures and their symbolic structures

**Paper 3 (*Perspectives on Human Evolution*)** examines the biological basis of human existence, including human evolution, demography, nutrition and health, and the variety of human subsistence systems in a diversity of environments.

**Paper 4 (*The Nature of Archaeological and Anthropological Enquiry*)** complements Paper 1 with an account of the growth of knowledge of past cultures and a consideration of the basic principles involved in reconstructing their ways of life using material evidence.

### **Assessment Method**

*These subjects are examined in the Trinity Term of the first year by four three-hour papers of three questions each.*

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## 2.2. Final Honour School (FHS)

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The FHS continues the principle of balancing detailed knowledge of particular periods and areas (or scientific topics), which are explored as option subjects, with broadly comparative courses which strive to integrate the insights of the different disciplines. Where possible, these include both an archaeological and an anthropological dimension, and candidates are encouraged to mobilize their knowledge of each of these disciplines in understanding the others. Material from option subjects and from the dissertation should also inform wider questions.

**Paper 1 (*Social Analysis and Interpretation*)** examines forms of social and political structure and economic transactions, within a framework which includes historical analysis and a consideration of gender-related aspects.

**Paper 2 (*Cultural Representations, Beliefs and Practices*)** considers symbolic systems, including moral and religious aspects as well as performative and aesthetic ones, and a consideration of the nature of ritual action.

**Paper 3 (*Landscape and Ecology*)** examines human cultural and biological adaptations within the related context of ecology and landscape and against a background of climatic and environmental change.

**Paper 4 (*Urbanism and Society*)** involves a historical and comparative study of the characteristics of urban networks and their economic interactions, principally in the Old World from 3500 BC to AD 1000, in the light of anthropology and historical sociology.

### Paper 5 (*Fieldwork and Methods*)

**Option Papers.** Three option subjects, either anthropological or archaeological, are chosen from a schedule of specified topics which give the opportunity to develop expertise in particular areas and/or periods.

It is intended that candidates should gain a broad knowledge of the organization and dynamics of human societies, their biological and subsistence bases, and the way in which symbolic systems are expressed both in ideas and in material culture. Although such topics are exemplified in the course principally in the study of ancient and small-scale societies, they can be very widely applied, and theses offer the opportunity to investigate them in sometimes unexpected contexts and combinations.

The course demands sustained effort across a wide diversity of fields, but provides rewarding insights into fundamental aspects of human existence.

### Assessment Method

*The second and third years are occupied in preparation for the five core papers and three optional papers of the Final Honour School, and the writing of a 15,000-word dissertation (double weighted) on a subject approved by the Standing Committee. The first Long (i.e. summer) Vacation includes a period of compulsory fieldwork*

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## 2.3. Aims and Objectives

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### Aims

- (i) To build and encourage intellectual confidence in students, enabling them to work independently but in a well-guided framework.
- (ii) To use the study of key texts, artefacts and issues to examine systematically other cultures in a multidisciplinary way.
- (iii) To provide for students a sustained, carefully designed and progressively structured course which requires effort and rigour from them and which yields consistent intellectual reward and satisfaction.
- (iv) To train and encourage students in appropriate analytical, research and presentational skills to the highest possible standards.
- (v) To equip students to approach major issues in their own as well as other cultures with a thoughtful and critical attitude.
- (vi) To produce graduates who are able to deal with challenging intellectual problems systematically, analytically and efficiently, and who are suitable for a wide range of demanding occupations and professions, including teaching our subject in schools and higher education.

### Objectives

- (i) To provide expert guidance over a very wide range of options in challenging fields of study.
- (ii) To help students to acquire the ability to read accurately and critically texts and documents.
- (iii) To help students to acquire the skills to assess considerable amounts of material of diverse types, and to select, summarise and evaluate key aspects.
- (iv) To foster in students both the skills of clear and effective communication in written and oral discourse and the organisational skills needed to plan work and meet demanding deadlines.
- (v) To provide a teaching environment in which the key features are close and regular personal attention to students, constructive criticism and evaluation of their work, and continuous monitoring of their academic progress.
- (vi) To provide effective mechanisms through which able students at different levels of experience can rapidly acquire the linguistic and other skills

- needed to achieve their potential in the subject.
- (vii) To make full and effective use in our courses of the very wide range of research expertise in our Faculty and the excellent specialist resources and collections available in the University.
  - (viii) To offer courses which are kept under continuous review and scrutiny.

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### 3. Honour Moderation Papers 1-4

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#### 3.1. Mods Paper 1: Introduction to World Archaeology

Course Co-ordinator: Dr Jade Whitlam, (School of Archaeology)

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This paper sets out to provide a basic introduction to the major cultural developments of the Holocene, roughly the last 10,000 years. It thus continues on chronologically from Paper 3. The emphasis of Paper 1 is partly chronological, ranging from the effects on human societies of post-glacial climatic amelioration to the consequences of European colonial expansion in and after the fifteenth century AD, and partly thematic, treating issues such as the relationship between environmental and cultural change and the role of trade in the emergence of social complexity. In Michaelmas Term the focus lies on the variety of food-production systems developed during the Holocene and the ways in which they evolved and spread. Then, in Hilary Term, the course examines the emergence of urban societies and the growth and collapse of early states and empires. Throughout the paper, examples are drawn from many different parts of the world in order to encourage cross-cultural comparisons. At the same time the lectures aim to provide a sense of the continuity of historical developments in key regions of both the Old and New Worlds.

Some of the analytical techniques or theoretical approaches applied to these questions are examined in greater depth in Paper 4. Students are also encouraged to develop some familiarity through tutorials and reading with the archaeology of those parts of the world not covered in lectures.

**Note** – Lectures are an integral part of the examined syllabus and your attendance is expected at all of them. You will find yourself at a severe disadvantage in Honour Moderations if you attempt to rely solely upon tutorial readings.

#### **Lectures:**

##### **Michaelmas Term [16 lectures]**

*Lecturers: Prof. S. Chirikure, Dr A. Geurds, M. Leadbetter, Prof. R. Schulting, Dr J. Whitlam*

1. Coping with the Pleistocene-Holocene transition (JW)
2. Understanding agricultural origins (JW)
3. Farming and its alternatives: Holocene Sahul (JW)
4. Alternatives to farming: intensification in northwestern North America (RS)
5. The origins of farming in Western Asia (JW)
6. First farmers of Western Asia (JW)
7. Çatalhöyük: a Neolithic village of Western Asia (JW)
8. Established farming communities of Western Asia (JW)

9. The spread of farming in Europe (JW)
10. Established farming communities in Europe (JW)
11. Origins of agriculture and sedentism in China (ML)
12. Pathways to food-production in Mesoamerica (AG) [*Lecture to be given remotely*]
13. Pathways to food-production in South America (AG)
14. Pathways to food-production in North America (AG)
15. Early food-production in Africa (SC)
16. Early farming communities in southern Africa (SC)

### **Hilary Term [16 lectures]**

*Lecturers: Dr L. Bendall, Prof. M. Charles, Prof. S. Chirikure, Dr A. Geurds, Prof. C. Gosden, Dr G. Green, Prof. H. Hamerow, Dr L. Hulin, M. Leadbetter, Dr L. McNamara, Dr J. Whitlam*

17. Understanding state formation and urban origins (LH)
18. The emergence of complex societies in Mesopotamia (MC)
19. The emergence of complex societies in Egypt (LM)
20. The emergence of social complexity in early China (AH)
21. The emergence of complex societies in the Aegean (LB)
22. Bronze to Iron in the Mediterranean and continental Europe 1100-500 BC (CG)
23. Core, periphery and the coming of Rome 500 BC - AD 100 (CG)
24. Rome and the archaeology of Empire (GG)
25. Themes in Roman archaeology (GG)
26. Towns and trade in Early Medieval Europe (HH)
27. Complex societies in the Americas: Teotihuacan (AG)
28. Complex societies in the Americas: the rise and fall of the Classic Maya (AG)
29. Complex societies in the Americas: the Inka and the archaeology of empire (AG)
30. Social complexity in southern Africa: Great Zimbabwe (SC)
31. Heterarchy, trade and world religions: Africa's Sahel (SC)
32. Europe and the world: an archaeological perspective (JW)

***Note - Lectures are an integral part of the examined syllabus and your attendance is expected at all of them. YOU WILL FIND YOURSELF AT A SEVERE DISADVANTAGE IN HONOUR MODERATIONS IF YOU ATTEMPT TO RELY SOLELY UPON TUTORIAL READINGS***

## Recommended Reading

### General Texts

Cunliffe, B., 2008, *Europe Between the Oceans*, New Haven: Yale University Press.

Cunliffe, B., 2015, *By Steppe, Desert and Ocean*, Oxford: OUP.

Fagan, B., Durrani, N. 2018, *People of the Earth* (fifteenth edition), London: Collins.

Graeber, D. & Wengrow, D. 2021. *The dawn of everything. A new history of humanity*. Allen Lane

Reichs, D., 2018, *Who We Are and How We Got Here*, Oxford: OUP.

Scarre. C. (ed.), 2018, *The Human Past* (fourth edition), Thames & Hudson

### Suggested tutorial topics:

Tutorials for Paper 1 should focus on the key questions tackled by the various case studies presented in the lectures. A primary aim should be developing an understanding of general processes of sociocultural development and it may be helpful for at least some tutorials to be framed in comparative terms (e.g. between Old World and New World or temperate and tropical examples, or between other selected case studies). Key themes that may be suitable for discussion include:

- Coping with the environmental opportunities of the Pleistocene/Holocene transition.
- The development and expansion of systems of food production.
- Competing explanations for agricultural and non-agricultural pathways to intensification during the Holocene.
- The emergence of social stratification in early farming communities.
- The archaeological identification of civilization, urbanism and the state and the processes leading to the development of urban and state-level societies.
- The usefulness and limitations of core-periphery models.
- The roles of monumental architecture, iconography, writing, prestige goods and other forms of material culture in the establishment and maintenance of elite power.
- Civilizational collapse and strategies for the growth and survival of imperial systems.
- The role of archaeology in understanding European colonial expansion.

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### **3.2. Mods Paper 2 Introduction to Anthropological Theory**

Course Co-ordinator: Prof David Gellner

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Phone: 01865 (2)74674

This paper sets out to provide a broad introduction to the field of social and cultural anthropology, covering both the organization of society, and the relationship between society, culture and environment. The emphasis is primarily on theory and method: thus the course focuses on the sorts of questions anthropologists ask, and how they go about answering them. Such issues can only be tackled by reference to ethnography – the detailed description of actual social relationships in the world, from urban Indians, to East African pastoralists, to North American gatherer-hunters. However, the main aim is to help students towards an ability to think anthropologically; since styles of anthropological thought have varied over the last century and a half, some awareness is required of the history of the discipline. The course is taught through a series of 16 lectures and 8 tutorials; students should also make use in their own time of the ethnographic films in the ISCA Video Library (housed at the Pitt Rivers Museum). Catalogues are available in the Tylor and Balfour Libraries. The Video Library also contains copies of the Central Television Series, “Strangers Abroad”, detailing the life and work of Baldwin Spencer, Rivers, Boas, Mead, Malinowski, and Evans-Pritchard, which may prove useful in giving an overview of the history of the discipline.

#### **Learning outcomes**

By the end of the paper students will:

- have a basic understanding of the development of anthropological theory;
- be familiar with the ethnography of a broad range of contemporary human societies, with reference both to human social relationships and human environmental relationships;
- have acquired a conception of society as a unit of analysis.

#### **Transferable skills**

Students should have learned to guard against making ethnocentric assumptions in assessing the life courses of non-Euro-American peoples.

#### **Lectures**

*Note – Lectures are an integral part of the examined syllabus and your attendance is expected at all of them.*

#### **Michaelmas Term (8 lectures)**

Lecturers: David Gellner (DG), Dolores (Lola) Martinez (DM), Rosalie Allain (RA), Ina Zharkevich (IZ).

1. Introduction: What is anthropology? (DG)
2. Where did it come from? (DM)
3. Egalitarian Societies (RA)
4. Kinship and Relationality (RA)
5. Personhood and Gender (RA)
6. State, Power and Resistance (RA)
7. Religion and Ritual (IZ)

## 8. Witchcraft and Rationality (IZ)

### **Hilary Term** (8 lectures)

Lecturers: Charlotte Linton (CL), Elizabeth (Liz) Hallam (EH), Ina Zharkevich (IZ), Inge Daniels (ID), Dolores (Lola) Martinez (DM).

1. Anthropology of art (CL)
2. Approaches to material culture (EH)
3. The past, present, and future of ethnographic museums (CL)
4. Gifts and exchange (IZ)
5. An introduction to economic anthropology (IZ)
6. Space and the built environment I: Architecture (ID)
7. Space and the built environment II: Infrastructure (ID)
8. Ethnography in digital environments: Identity and Fandom (DM)

### **Suggested tutorial topics**

- In what sense can it be said that people in different cultures ‘think differently’?
- How is the notion of ‘transition’ useful in analysing ritual?
- What do studies of contemporary gatherer-hunter peoples tell us about the past?
- How can ethnographic museum collections be brought alive?
- How has colonialism affected peoples’ relationship with the landscape?
- Explore the contrast between ‘conflict’ and ‘consensus’ models of society.
- Beauty in art is just a matter of personal opinion.
- Are landscapes natural?
- How can accusations of witchcraft possibly promote social order?
- The differences between giving/receiving gifts and buying/selling commodities.
- Evaluate biology versus sociology in the study of gender.
- Is the study of kinship important for societies or just for anthropologists?

These are just suggestions, to provoke ideas following lectures and to aid tutors in devising a tutorial scheme. *Students should also consult recent past examination papers on OXAM.*

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### **3.3. Mods Paper 3 Perspectives on Human Evolution**

Course Co-ordinator: Prof. Nick Barton (School of Archaeology)

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Phone: 01865 (2)78240

This is an interdisciplinary course that offers archaeological, biological and palaeoanthropological perspectives on the evolution of the human species. Beginning in Africa the lectures will consider biological and cultural variation in early African hominins leading to the emergence of our own genus *Homo*. Themes to be considered include notions of 'culture' and tool use, as well as ideas concerning brain size expansion over the last 2.0 million years and the great regional diversity in early hominin behaviour. Topics relating to the successive human dispersals from Africa into Asia and Europe will also be explored as well as the origins of language and the appearance of symbolic and artistic expression in *Homo sapiens*. Emphasis will likewise be placed on examining the variability of humans across the globe and how some forms such as the Neanderthals became extinct. The adaptation of humans to new environments at the end of the last ice age will form the final part of this lecture series.

Students are encouraged to visit the University Museum, which displays material relating to human evolution.

#### **Learning outcomes**

The aim of this paper is to provide an understanding of the broad outlines of hominin evolution using the combined perspectives of fossil and archaeological data, as well as the genetics and ecology of modern human populations. At the end of the course you should have acquired a knowledge of the major contemporary debates in these fields, have an appreciation of the potential of archaeology and biological anthropology for answering the questions raised and have developed an awareness of the ways in which these different, but related, disciplines complement each other.

#### **Transferable skills**

Critical assessment and evaluation of the potential and limitations of archaeological and anthropological evidence.

#### **Lectures:**

*Note – Lectures are an integral part of the examined syllabus and attendance at all of them is essential*

#### **Michaelmas Term** (8 lectures)

*Lecturers: Prof N Barton, Dr P Ditchfield, Dr R Bobe Quinteros, Dr T. Clack*

1. Culture and cognition across species (TC)
2. Hominoids and Miocene hominin origins (RBQ)
3. Pliocene hominin diversity (RBQ)
4. Australopithecines and early *Homo* (PD)
5. Hominin lifeways and site formation (PD)

6. Interpreting Oldowan tool users (NB)
7. *Homo* moves out of Africa: early dispersals towards Eastern Asia (NB)
8. Origin and dispersal of Anatomically Modern Humans (NB)

**Hilary Term** (8 lectures)

*Lecturers: Prof N. Barton, Dr T. Clack, Dr R. Schulting & Dr J Whitlam*

9. Populating Europe: early *Homo* in middle and northern latitudes (NB)
10. The emergence of Neanderthals and adaptations (NB)
11. *Homo* and concepts of behavioural modernity (TC)
12. The demise of the Neanderthals (TC)
13. Art and ideology in modern humans (TC)
14. Cultural transitions and climatic change during the Upper Palaeolithic (NB)
15. Human adaptations into the Holocene of Europe (RS)
16. Evolution and the Holocene (JW)

**Suggested tutorial topics:**

- What can animal culture tell us about the human past?
- Archaeology is not the only tool for understanding human evolution. Discuss.
- Who were the earliest hominins?
- What are the dietary niches of early hominins?
- Were Oldowan hominins like chimpanzees?
- When did hominins first colonise Asia?
- When did hominins first colonise Europe?
- Did early hominins hunt?
- What can stone tools tell us about past hominin societies?
- How do we best explain Upper Palaeolithic art?
- How did humans cope with the changing environments of northern Europe at the end of the Last Ice Age?
- What is the place of Neanderthals in human evolution?
- Regional continuity or replacement –which model best explains modern human origins?
- How do we explain the origins of language?
- What is the most convincing evidence for the movement of modern humans along the Indian Ocean rim?

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### 3.4. Mods Paper 4 The Nature of Archaeological and Anthropological Enquiry

**Paper Co-ordinator:** Prof. Amy Bogaard (School of Archaeology)

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**Phone:** 01865 (2)78281

The aim of this paper is to introduce students to key methods of enquiry in archaeology and anthropology. Lectures in Michaelmas Term typically take a historical perspective to show how disciplinary questions and methodologies have built up and changed over time. Historical and present links between archaeology, anthropology and cognate disciplines (such as geology and history) are explored. In Hilary Term lectures explicitly survey conceptual developments, with a particular focus on contemporary themes in archaeological and anthropological theory.

The aim of the course is to provide an understanding of the practice and possibilities of these disciplines, past and present; the main methodologies practitioners use; the strengths and weaknesses of different approaches and an overview of some of the main questions addressed by archaeologists and anthropologists today.

The paper complements both *Introduction to World Archaeology*, which covers the results of archaeological fieldwork and the pictures we can build of world prehistory, and *Introduction to Anthropological Theory*, which focuses on understandings of society from ethnography.

The course is also linked with a series of practical classes running in Hilary and Trinity Terms (see *Practical classes* for Honours Moderations) that build on archaeological topics and methodologies introduced in the Michaelmas term lectures.

#### **Learning Outcomes**

Students will gain a good understanding of the major issues confronting contemporary archaeology and anthropology, and how the history of these disciplines has shaped the questions asked; they should also gain an appreciation of the methods available to the practitioner and their genesis, including both field and analytical methods.

#### **Transferable Skills**

Students will develop their powers of critical thought when evaluating competing approaches to archaeological and anthropological enquiry; they should also start to develop some practical appreciation of the disciplines and their methodologies.

#### **Lectures:**

*Note – Lectures are an integral part of the examined syllabus and attendance at all of them is strongly recommended.*

**Michaelmas Term** (16 lectures)

*Lecturers: Prof. C. Bronk Ramsey, Prof. S. Chirikure, Prof. M. Clarke, Prof. I. Daniels, Dr L. Fortunato, Prof. G. Larson, Dr Z. Olszewska, Dr A. Styring, Dr L. van Broekhoven, Dr J. Whitlam*

1. Introduction to archaeology, part 1: emergence of the discipline (JW)
2. Introduction to archaeology, part 2: what/where/how/why? (JW)
3. Relative chronology (JW)
4. Absolute chronology (CBR)
5. Bioarchaeology, part 1: plants, fauna, humans, diet and stable isotopes (AS)
6. Bioarchaeology, part 2: ancient DNA (GL)
7. Approaches to the production and exchange of objects (JW)
8. Scientific analysis of materials (SC)
9. Introduction: what is anthropology and what are its methods? Fieldwork (MC)
10. Participant observation (ZO)
11. The status of ethnography (MC)
12. Space and material environments (ID)
13. The ethics of anthropology (MC)
14. Visual and material culture - the Role of the Museum (LvB)
15. Theory and comparison in social anthropology (MC)
16. Systematic comparison in anthropological and archaeology - interdisciplinary approaches (LF)

*Contemporary themes at the intersection of archaeological and anthropological enquiry*

**Hilary Term** (8 lectures)

*Lecturer: Dr L. Malafouris*

17. Understanding material relations
18. Making, creativity and innovation
19. Technology, skills and techniques
20. Art and aesthetics
21. Time and temporality
22. Social and material memory
23. Personhood
24. Modes of human becoming

**Key readings** (additional readings will be given in lecture handouts):

Ellen, R. (ed.) 1984, *Ethnographic research: a guide to general conduct*.

Ingold, T. 2013, *Making: Anthropology, archaeology, art and architecture*.  
London: Routledge

Johnson, M.H., 2019, *Archaeological Theory: an introduction* (third edition).  
Chichester: Wiley Blackwell

Monaghan, J. and Just, P. 2000, *Social and cultural anthropology: a very short introduction*. Oxford: Oxford University Press

Renfrew, C. 2007, *Prehistory: the making of the human mind*. London: Weidenfeld & Nicolson

Renfrew, C., & Bahn, P. 2020, *Archaeology: theories, methods and practice* (eighth edition). London: Thames and Hudson

Trigger, B.G., 2006, *A History of Archaeological Thought* (second edition).  
Cambridge: Cambridge University Press

**Suggested tutorial topics – archaeology:**

- Assess the ongoing colonial legacies of archaeology as a discipline.
- Using case studies, consider how preservation conditions and site formation processes both constrain and inform interpretation of archaeological evidence.
- Compare and contrast the historical relationship between geology and archaeology, on the one hand, and anthropology and archaeology, on the other.
- Problematise the definition and conceptualisation of archaeological ‘cultures’.
- What are the different ways in which we might approach landscape archaeology? How do these approaches challenge the traditional notion of ‘archaeological sites’?
- Assess the potential and limitations of different methodologies for reconstructing production techniques and movement of objects.
- Using case studies, assess how new dating techniques and applications have led to re-interpretation in archaeology.
- Why is food important in archaeological accounts of the past, and how can we infer the nature of diet and food-related practices?

**Suggested tutorial topics – anthropology:**

It would be advisable to undertake at least two anthropological tutorial topics, one focusing on ethnographic methods, the other on the place of material culture in anthropological enquiry. Examples include:

- What is ethnography and what are its strengths and weaknesses as a source of anthropological data?
- What role does material culture have in anthropological analysis?

**Suggested tutorial topics – contemporary themes in archaeological and anthropological enquiry:**

- Critically review the agency debate in archaeology and anthropology.
- How can we document skill from an archaeological and anthropological perspective?
- Does the body, as a cross-culturally applicable concept, exist?
- Critically review temporality as a theoretical concept and how it is understood and employed in contemporary archaeology and anthropology.

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### **3.5 Practical Classes**

Paper Co-ordinator: Prof. Amy Bogaard (School of Archaeology)

Email: [amy.bogaard@arch.ox.ac.uk](mailto:amy.bogaard@arch.ox.ac.uk)

Phone: 01865 (2)78281

**Students are required to attend all practical classes, including laboratory work.**

These classes provide a practical aspect to some of the teaching for Paper 4, and usually take place across Hilary and Trinity term.

#### **Chronometric Dating**

The class will be based mainly around radiocarbon and luminescence dating. Students will be shown the main laboratories and instruments used in these two techniques.

#### **Diet and Bioarchaeology**

Students will cover the basic practical aspects of studying past diets through isotopic measurements. Students will be able to analyse their own diet by examining strands of their hair.

#### **Environmental Archaeology**

An introduction is given to environmental archaeology including soils and sediments, preservation of biological remains and interpretation of the evidence. Students will have the opportunity to handle specimens and sort samples for biological remains.

#### **Materials and Technology**

Students will be introduced to the main approaches to analysing archaeological materials. The students will be given a short, hands-on, introduction to the classification of specific materials using microscopic and chemical techniques.

#### **Animal Bones**

This practical introduces students to the types of archaeological information that can be gleaned through the study of animal bones and to the basic principles of animal bone identification. Handling of animal bones is an important component of the course. The aim of the class is to help students make connections between the animal bones and other aspects of their archaeological course, and to introduce the field of zooarchaeology, its relevance and potential, should they wish to pursue it further.

#### **Human Bones for Archaeologists**

This class provides the opportunity to explore and consider the great plasticity found within and between modern human population groups. The two-hour class allows a fully ecological approach to an understanding the variation and similarities found between different hominins as well as members of the same species.

#### **Learning Outcomes**

1. To obtain direct experience of the skills involved in the acquisition and interpretation of scientific data relating to archaeology.
2. To extend understanding gained from lectures on archaeological science.

### **Transferable skills**

The ability to interpret and support an argument with a range of experimental scientific data.

### **Recommended reading:**

Aitken, M., 1990, *Science-based dating in archaeology*, London: Longman.

Brothwell, D.R. & Pollard, A.M. (eds), 2001, *Handbook of Archaeological Sciences*, Chichester: John Wiley & Sons.

Davis, S.J.M. 1987. *The Archaeology of animals*. London: B.T. Batsford Ltd.

Dimbleby, G.W., 1977, *Ecology and archaeology*, London: Arnold.

Henderson, J. (ed), *Scientific analysis in archaeology*, Oxford: Committee for Archaeology.

O'Connor, T.P. 2000. *The archaeology of animal bones*. Stroud: Sutton. Hodges, H., 1989, *Artefacts*, London: Duckworth.

Pollard, A.M. and Heron, C. (2008). *Archaeological Chemistry* (2<sup>nd</sup> edn). Royal Society of Chemistry, Cambridge.

Wilkinson, K. and Stevens, C., 2003, *Environmental archaeology. Approaches, techniques and applications*, Stroud: Tempus.

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## **4. Final Honour School Papers 1-4**

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### **4.1 FHS Paper 1 Social Analysis and Interpretation**

**Course Co-ordinator:** Prof. Morgan Clarke

**Email:** [morgan.clarke@anthro.ox.ac.uk](mailto:morgan.clarke@anthro.ox.ac.uk)

This paper is intended to introduce students to principal issues in understanding social relations and identity. It aims to review major archaeological and anthropological approaches to these issues and to show the links between them. The main topics covered include domestic structures and their reproduction, kinship, sex and gender, personhood, economic systems, exchange, social and political systems, forms of community and identity, law and warfare, ethics, heritage and the relevance of the past in the present. There is a considerable overlap with FHS2; all the readings for one paper are highly relevant to the other.

The bulk of the teaching for this course should take place in the student's second year and this is therefore the most appropriate time for the relevant tutorials. The lectures will refer to the readings in the accompanying lists, which can be found on Weblearn and will be handed out at the start of each lecture. Tutorial readings should ideally include some titles from this list. The accompanying list of tutorial topics indicates appropriate topics, although tutors and students will need to make their own selections and modifications. Students should prepare up to eight tutorials for this course.

**Students are reminded that the examined syllabus for this paper covers both lectures as well as tutorials.**

#### **Learning outcomes**

To acquire an appreciation of the forms and meanings of social organization and domestic arrangements as they relate to personal and collective identity and to understandings of biology and the environment. To gain an understanding of the mutually intertwined nature of ethnography and theory, both in contemporary contexts as well as in the history of social anthropology. To gain an appreciation of different perspectives on the past and the relevance of heritage in the contemporary world.

#### **Transferable skills**

Social and cultural anthropological knowledge of social variation. Critical reading and analytical skills. The ability to evaluate and deploy ethnographic evidence in pursuit of particular arguments.

#### **Lectures:**

Note – Lectures are an integral part of the examined syllabus and attendance at all of them is strongly recommended.

**Michaelmas Term** (16 lectures)

**Comparing Cultures Part I** (7 lectures)

*Lecturers: Dr Zuzanna Olszewska, Prof. Morgan Clarke, Prof. David Gellner, Prof. David Pratten, Prof. Inge Daniels, and Dr Thomas Cousins*

*Convenor: Dr Zuzanna Olszewska*

1. Comparing Cultures (ZO)
2. Kinship (MC)
3. Gender & Personhood (ZO)
4. Ethnicity & Nationalism (DG)
5. Colonialism & Post-colonialism (DP)
6. Exchange (ID)
7. Religion & Ritual (DG)
8. Anthropological Approaches to the Environment (TC)

**[NB: Week 7 relates to topics falling under FHS 2; Week 5 is relevant to both papers]**

### **Comparing Cultures Part I (7 lectures)**

*Lecturers: Dr Zuzanna Olszewska, Prof. Morgan Clarke, Prof. David Gellner, Prof. David Pratten, Prof. Inge Daniels, and Dr Thomas Cousins*

*Convenor: Dr Zuzanna Olszewska*

1. Comparing Cultures (ZO)
2. Kinship (MC)
3. Gender & Personhood (ZO)
4. Ethnicity & Nationalism (DG)
5. Colonialism & Post-colonialism (DP)
6. Exchange (ID)
7. Religion & Ritual (DG)
8. Anthropological Approaches to the Environment (TC)

**[NB: Week 7 relates to topics falling under FHS 2; Week 5 is relevant to both papers]**

### **Theories and Approaches (8 lectures)**

*Lecturers: Dr Morgan Clarke and Dr David Pratten*

1. Theories and approaches. What is theory? (DP)
2. Deep History and 'the primitive' (MC)
3. Structure, function and fieldwork (MC)
4. From function to meaning (MC)

5. Interpretive anthropology and postmodernity (MC)
6. History: continuity vs change (DP)
7. Practice: structure vs agency (DP)
8. Power - Dark anthropology? (DP)

## **Hilary Term**

### **Comparing Cultures Part II (6 lectures)**

*Lecturers: Prof. Inge Daniels, Prof. Harvey Whitehouse, Prof. Morgan Clarke, Prof. David Gellner, Prof. David Pratten, and Dr Thomas Cousins*

*Convenor: Dr Zuzanna Olszewska*

#### **Anthropology of Religion**

1. Anthropology of Religion (ID)
2. Cognitive approaches to ritual (HW)

#### **Kinship and Social Reproduction**

3. New Kinship and the New Reproductive Technologies (MC)
4. Kinship, Globalisation and the Nation State (MC)

#### **Ethnicity and Identity**

5. Nationalism and Identity (DG)
6. 'Race', Indigeneity, Transnationalism, Cosmopolitanism (DG)

#### **Economic Anthropology**

7. Economic Anthropology I (ID)
8. Economic Anthropology II (ID)

**[NB: Weeks 1-2 relate to topics falling under FHS 2]**

## **Anthropology in the World**

Convenor: Dr David Pratten

1. Uncertainty (David Pratten)
2. Ethics and Morality (Morgan Clarke)
3. Emotion and Affect (Zuzanna Olszewska)
4. Politics and the Political (Gwen Burnyeat)
5. Multispecies Ethnography, Disaster and Hope (Eben Kirksey)
6. Social Suffering and Dark Anthropology (Ina Zharkevich)
7. Modernity (David Gellner)

## 8. Technology (Rosalie Allain)

**NB: This series is relevant to both FHS1 and FHS2**

### **Suggested tutorial topics:**

- How does anthropology distinguish the biological and social in kinship?
- What can anthropology contribute to understanding new reproductive technologies?
- Is a consideration of gender relations important to the analysis of kinship?
- Consider with the aid of examples what difference the increase in gender awareness over recent decades has made to archaeology and/or anthropology.
- Economics is sometimes called ‘the dismal science’. Using empirical data argue the case that economic anthropology is an exciting and attractive field.
- How helpful is it to think of human behaviour in terms of individual maximisation?
- Identities come in many forms, ranging from member of the human race down to spouse (or the like). Choose some intermediate level of identity and consider how it can best be conceptualised.
- ‘The nation-state is an idea that transcends politics.’ Discuss.
- What differences would you expect to find between the views of the past held by lay members of a society and those held by an archaeologist/anthropologist studying the same society?
- What attitude should we nowadays adopt towards ‘evolutionism’?
- How would you set about constructing a typology of modes of social organisation?
- Can people ever hope to escape the power structures that govern society?
- Select one theory or theoretical approach that relates to the analysis of society and that you either particularly favour, or particularly dislike, and justify your attitude.
- Discuss some ways in which male and female patterns of discourse may vary.
- To what extent is sexuality, like gender, a social construct?
- How may the moral implications of exchange vary from society to society?
- What links may there be between ideas of parenthood and social structure?
- Discuss some common metaphors of community other than that of the ‘house’.
- Discuss the relevance of boundaries for maintaining ethnic identity.
- What is the utility of the notion of ‘ethnicity’?
- Who owns the past?
- What challenges does globalisation introduce to archaeology and/or anthropology?
- How do notions of the human person vary?
- In order to understand the present you need to know about the past. How true is this with regards to our understanding of anthropology?

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## 4.2 FHS Paper 2 Cultural Representations, Beliefs and Practices

**Course Co-ordinator:** Dr Chihab El Khachab

**Email:** [chihab.elkhachab@anthro.ox.ac.uk](mailto:chihab.elkhachab@anthro.ox.ac.uk)

The aim of the course is to give students a qualitative understanding of how social and cultural anthropologists approach the study of knowledge, values and beliefs, made manifest in artistic and religious practice and other embodied realms, both through field investigation and in analysis. While there is a primary focus on religion and representation, the paper also explores topics such as classification (of space, time and person); conceptions of the past; ritual practice and religious experience; the transformations wrought (or perhaps not) by literacy and other communication technologies; moral ideas and values, aesthetics and symbolism; arguments over how to represent 'a culture'; language, translation problems, truth claims and relativism. The course combines ethnography and theory, building on exemplary first-hand studies from different parts of the world. It also presents some archaeological approaches to history and representation, suggesting how the disciplines can interact in this area.

The course is generally followed in the second year of the BA. Most of the recommended lectures are given each year, but some may only be available within a two-year cycle, so students should check the lists carefully in their third year for new lectures. Some of the lectures, and much of the reading, are also relevant to FHS Paper 1, and *vice versa*. Anthropology is an inherently holistic discipline, and students should expect material and arguments to flow across the Paper borders! The Paper is normally supported by eight tutorials with a socio-cultural anthropologist in the course of the second or, occasionally, third year, but – again – expect to benefit from tutorials for Paper 1.

### Learning outcomes

To gain a critical appreciation of the variations in human culture as expressed in forms of knowledge, values and beliefs, as well as artistic and religious practice.

### Transferable skills

Awareness of the possibilities and limitations of social and cultural anthropological explanation of these topics.

### Lectures

*Note - Lectures are an integral part of the examined syllabus and attendance at all of them is strongly recommended*

### Michaelmas Term

#### Cultural Representations (8 lectures)

*Lecturers: Inge Daniels (ID), Chihab El Khachab (CEK), Liz Hallam (LH), Charlotte Linton (CL), Emily Stevenson (ES)*

| <b>Cultural Representations MT22</b> |                                            |
|--------------------------------------|--------------------------------------------|
| Wk 1                                 | Histories of Visual Anthropology (CEK)     |
| Wk 2                                 | Social Lives of Things (LH)                |
| Wk 3                                 | Anthropology, Museums, and Extraction (CL) |

|      |                                      |
|------|--------------------------------------|
| Wk 4 | Consumption (ID)                     |
| Wk 5 | Photography and Anthropology (ES)    |
| Wk 6 | Anthropology, Film, and Cinema (CEK) |
| Wk 7 | Sound and Mediation (CEK)            |
| Wk 8 | Digital Anthropology (CEK)           |

### Hilary Term

#### Cultural Representations Part II (8 lectures)

*Lecturers: Inge Daniels (ID), Liz Hallam (LH), Charlotte Linton (CL), Emily Stevenson (ES), David Zeitlyn (DZ)*

| Cultural Representations HT23 |                                                        |
|-------------------------------|--------------------------------------------------------|
| Wk 1                          | Text and Materiality (LH)                              |
| Wk 2                          | Bodies in Anthropology (LH)                            |
| Wk 3                          | Materials: Anthropological Debates (LH)                |
| Wk 4                          | Material Environments and Spatial Phenomena (ID)       |
| Wk 5                          | Colonialism, Collecting and Contemporary Debates (TBC) |
| Wk 6                          | Anthropology and Archives (DZ)                         |
| Wk 7                          | Anthropology, Art, and Aesthetics (ES)                 |
| Wk 8                          | Anthropology and Design (CL)                           |

#### Comparing Cultures Part II (2 lectures)

***[NB. These FHS2 topics are covered in Weeks 1-2; the remaining weeks of this series fall under FHS1]***

*Lecturers: Prof. Harvey Whitehouse, Dr Inge Daniels*

17. Anthropology of Religion (ID)
18. Cognitive approaches to ritual (HW)

#### Anthropology in the World (4 lectures)

***[NB. FHS2 topics are covered in Weeks 1-4. Weeks 5-8 fall under FHS1, but you can expect much crossover between the two papers in this series.]***

*Lecturers: Dr David Pratten, Dr Morgan Clarke, Dr Zuzanna Olszewska, Dr Gwen Burnyeat*

19. Uncertainty (DP)
20. Ethics and Morality (MC)
21. Emotion and Affect (ZO)
22. Politics and the Political (GB)

### Trinity Term (4 lectures)

#### Perspectives on the Past (4 lectures)

*[NB. This course is relevant to all the subjects covered in FHS]*

*Lecturer: Dr Jade Whitlam*

23. The early tangled history of archaeology and anthropology
24. Understanding time in archaeology and anthropology
25. Understanding human relations in archaeology and anthropology
26. Human relations with the material world

### Essential readings

- Durkheim, Emile. 1915. *The elementary forms of the religious life*.
- Lévi-Strauss, Claude. 1978. *Myth and meaning*. London: Routledge & Kegan Paul.
- Miller, Daniel. 1987. *Material culture and mass consumption*. Oxford: Blackwell.
- Lambek, Michael. 2008. *A Reader in the Anthropology of Religion*. 2nd ed. Malden: Blackwell.
- Banks, Marcus and Jay Ruby (eds). 2011. *Made to be seen: perspectives on the history of visual anthropology*. Chicago: University of Chicago Press.
- Bouquet, Mary. 2012. *Museums: a visual anthropology*. London: Berg.
- Sansi, Roger. 2014. *Art, Anthropology and the Gift*, London: Bloomsbury.

### Suggested tutorial topics

- What defines a 'world' religion?
- Does 'protestantism' have an 'elective affinity' with modernity?
- What are the essential differences between oral and written discourse?
- What are the benefits of seeing literacy as simply one among many communication technologies that humanity has developed?
- In your reading on the ethnography of religion, why is it important to pay attention to problems of translation?
- Are rituals conservative?
- Compare two representations of the 'spirit world' noting in each case how it impinges on human affairs. How have anthropologists interpreted such phenomena?
- Write an assessment of theoretical approaches to one of the following: myth, genealogies, oral history, social memory.
- Examine the connection between religious/medical ideas and therapeutic practice in one or two societies of your choice.
- Are photographic technologies socially neutral?
- What advantage does one enjoy when studying the arts of a living culture as distinct from those of a past civilization?
- Is aesthetics a cross-cultural category?
- How do the visual and material properties of things exchanged influence the nature of exchange?
- Do things [or works of art] have agency?
- What role do images and objects play in maintaining social memory?
- How can collaborations between anthropologists and artists, filmmakers or photographers advance anthropological theory?

- What approaches have anthropologists taken to understanding the built environment?
- Is there an ethnographic future for objects and images in the world of social media?
- Compare and contrast Bird David's and Descola's theories of animism.
- Are ethnographic museums inherently museums of colonial history?
- What do sacred landscapes reveal about human/nature interactions?
- Explore the similarities and differences between archaeological and anthropological approaches to material culture.
- How far do religions offer alternatives for women and how far do they constrain or oppress them?
- What can an anthropologist learn from a society's classification of space and/or time?
- The language we speak entirely determines our experience of the world. Discuss.

These are just suggestions, to provoke ideas following lectures and to aid tutors in devising a tutorial scheme. Students should also consult recent past examination papers on OXAM.

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### 4.3 **FHS Paper 3 Landscape and Ecology**

**Course Co-ordinator:** Dr. Rick Schulting (School of Archaeology)

**Email:** [rick.schulting@arch.ox.ac.uk](mailto:rick.schulting@arch.ox.ac.uk)

**Phone:** 01865 (2)78309

The aim of this paper is to examine human cultural adaptations within the related contexts of ecology and landscape and against a background of climatic and environmental change. Themes running through the course consider theoretical and practical aspects of how we consider people, landscapes, and the environment in archaeology. You will be able to explore the methods of collecting field data and how this information is integrated and used, for example, to construct models of social and cognitive landscapes, as tools for understanding life in prehistoric and early historic societies. The colonisation of new landscapes, and its effects on people, as well as flora and fauna, provides a series of case studies. Finally, the last part of the course considers funerary archaeology, with an emphasis on the placing of the dead in the landscape.

#### **Learning outcomes**

Primary learning outcomes are:

- to understand the principles and procedures of landscape studies and environmental archaeology;
- and thus, to gain an appreciation of the potential and limitations of these methods

Secondary learning outcomes are to be able:

- to apply the results of landscape and environmental studies to real world archaeological projects;
- and to assess realistically the usefulness of their contributions

#### **Transferable skills**

To be able to assimilate diverse information sources; to write about complex issues associated with them and to discuss them; to be able to use and assess quantitative data.

#### **Lectures**

*Note – Lectures are an integral part of the examined syllabus and attendance at all of them is strongly recommended.*

**Michaelmas Term** (16 lectures)

*Lecturers: Dr J. Pouncett, & Dr R. Schulting*

#### **Section 1. Landscape, Material Culture and Society**

The section is designed to demonstrate how archaeological data is generated and how it is used to build up a picture of the systems at work in society. Stress will be placed on structured data gathering within carefully formulated research designs and upon the importance of understanding (and accepting) the limitations of archaeological

evidence. Examples will be chosen largely, but not exclusively, from prehistoric Europe.

1. Approaches to landscapes and landscape archaeology. (RS)

2. Sites, non-sites and sampling. (RS)

3. Landscape archaeology: the Hillforts of the Ridgeway. (RS)

4-5 Material culture studies and spatial distributions.

These lectures outline different approaches to material culture studies, including spatial patterning, the use and abuse of distribution maps, and the nature of trade and means of its detection in the archaeological record. (RS)

6-7. Landscape and GIS.

Spatial technologies and building a spatial database, types of data. History of GIS in archaeology. Theoretical approaches, representing space and time, social and economic models, landscape perception, case studies. (JP)

8. 'Contested landscapes: anthropological approaches' (RS)

*Lecturers: Dr M. Charles*

## **Section 2. Environmental archaeology of sites and landscapes**

9. Historical and theoretical background to environmental archaeology (MC)

10. Environmental methods 1: sediments and soils (MC)

11. Environmental methods 2: plants (MC)

12. Environmental methods 3: faunal remains (MC)

13. Glacial to postglacial Britain and Ireland (MC)

14. Britain and Ireland from the 4<sup>th</sup> to 1<sup>st</sup> millennia BC (MC)

15. Roman Britain (MC)

16. Britain and Ireland until the Little Ice Age (MC)

## **Hilary Term (8 lectures)**

*Lecturers: Dr Elizabeth Ewart, Dr Jade Whitlam*

## **Section 3. Food in anthropological perspective**

17. What is food? (EE)

18. Food and identity (EE)

19. Identifying food archaeologically (JW)

20. Archaeological case studies in food and identity (JW)

*Lecturers: Dr J Whitlam*

## **Section 4. Colonisation of new landscapes**

21. The colonisation of islands (JW)
22. Colonising Australasia (JW)
23. Colonising the New World (JW)
24. Uncolonising landscapes: the Norse North Atlantic (JW)

**Trinity Term** (8 lectures)

*Lecturers: Prof. N. Barton, Dr R. Schulting and Prof H. Hamerow*

**Section 5. Placing the dead in the landscape: funerary archaeology**

25. An introduction to funerary archaeology (RS)
26. The dead do tell tales (RS)
27. Gathering the dead: the origins of cemeteries (NB)
28. Monumentalising the landscape: the British Neolithic funerary record (RS)
29. Landscape and Identity (RS)
30. From many to one: the shift to individual burial (RS)
31. Contested landscapes: battlefield archaeology (RS)
32. Placing the dead in the Anglo-Saxon landscape (HH)

**Suggested tutorial topics**

- What *is* an archaeological site? Discuss how best to approach and study a ‘virgin’ archaeological landscape.
- Are distribution maps of artefacts of any value? Discuss with fully presented examples.
- Compare GIS models of site location with recent phenomenological approaches to landscape.
- How is long-term history emeshed in the landscape around Uffington Castle?
- Contrast the different types of environmental information that can be obtained from, for example, well-drained calcareous, well-drained acidic and waterlogged sites.
- Compare the environmental archaeology of rural settlements and towns.
- What happens when humans first arrive in a new landscape?
- In what ways did the Greenland Norse adapt to their environment, and how can their eventual failure be explained?
- What caused Late Pleistocene mammalian extinctions?
- Traditional peoples live in harmony with nature. Discuss.
- How can studies of landscape history become politicised?
- How can the origins of cemeteries be explained?
- What does the change from communal burial in the British Neolithic to individual burial in the Early Bronze Age signify?
- What does a landscape approach have to contribute to the study of both ancient and modern battlefields?

- How do earlier prehistoric or early historic cemeteries and funerary monuments reference the landscape, and how does this change over time?
- How does landscape link with identity? What can scientific approaches to 'identity' contribute to this discussion?

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#### 4.4 **FHS Paper 4 Urbanism and Society**

**Course Co-ordinator:** Dr. Damian Robinson (School of Archaeology)

**Email:** [damian.robinson@arch.ox.ac.uk](mailto:damian.robinson@arch.ox.ac.uk)

**Phone:** 01865 623791

This paper offers the opportunity to make a comparative study of urban or state-organized) pre-industrial societies, using archaeological evidence for their origins and patterns of development, and anthropological insights into their character. It investigates the character and organisation of these societies and asks in what ways power structures of power and inequality have been maintained across a range of early states. The paper explores state formation and political geography; production, consumption, trade and their roles in the working of state economies; power, political exploitation, and how elite and non-elite identities are established and maintained. There is an emphasis on the common characteristics of towns and cities, such as their role in local and long-distance trading networks and as centres of cultural life. Particular emphasis is paid to certain periods and regions, such as early Mesopotamia, the eastern Mediterranean in the Bronze Age, the Roman Empire, Late Antique and Medieval Europe, and China, but the questions asked are of general relevance to all pre-industrial societies, and indeed have resonance for societies of today.

#### **Learning outcomes**

- To acquire a broad overview of societies in the Old World and of the social, economic and political systems which underlay them;
- To understand the processes leading to the emergence and spread of urban centres and networks;
- To develop a sufficient knowledge of urban morphology to allow comparative studies to be undertaken diachronically and cross-culturally;

#### **Transferable skills**

Students will develop their critical ability when assessing archaeological evidence of 'urban' development and the use of definitions in the discipline. Students will also learn to evaluate and analyse material culture evidence within the practical sessions.

#### **Recommended reading - general texts**

Bang, P. F. and Scheidel, W. 2013. *The Oxford Handbook of the State in the Near East and Mediterranean*. Oxford.

Broodbank, C. 2013. *The Making of the Middle Sea: A History of the Mediterranean from the Beginning to the Formation of the Classical World (2 million to 500 BC)*. London.

Clark, P. (ed.) 2013. *The Oxford Handbook of Cities in World History*. Oxford: OUP.

Gates, C. 2003. *Ancient Cities: The Archaeology of Urban Life in the Ancient Near East and Egypt, Greece, and Rome*. London: Routledge.

Reader, J., 2005. *Cities*. London: Vintage.

Trigger, B. G. 2003. *Understanding Early Civilisations*. Cambridge.

Nichols, D.L. & Charlton, T.H. (eds) 1997. *The Archaeology of City-States*.  
Smithsonian Institution Press.

Renfrew, C. & Cherry, J.F. (eds) 1986. *Peer Polity Interaction and Socio-Political  
Change*. Cambridge.

Sherratt, A., 1993., What would a Bronze-Age world system look like? Relations  
between temperate Europe and the Mediterranean in later prehistory. *Journal of  
European Archaeology* 1:1-57.

Wallerstein, I. 2011. *The Modern World-System I: Capitalist Agriculture and the Origins  
of the European World-Economy in the Sixteenth Century, with a new prologue*.  
University of California Press.

Wolf, E.A., 1982. *Europe and the People without History*. London and Berkeley.

## Lectures

**Michaelmas Term** (8 lectures)

### The role of urbanization in state formation

*Lecturers: Dr D. Robinson, Dr C. Bachhuber, Dr L. Hulin, Prof. S. Chirikure*

1. *Urbanitas* and city living: an introduction to the archaeology of urban life (DR)
2. The political economy of the world's first city-states in Iraq (CB)
3. African challenges to neoevolutionary models (SC)
4. Secondary state formation: the case of Cyprus (LH)

### Ancient urban landscapes – scales, planning, density, demography

*Lecturers: Dr C. Bachhuber, Dr L. Bendall, Prof. S. Chirikure, M Leadbetter*

5. A question of scale: archaeological approaches to ancient urban landscapes (CB)
6. Urbanism in pre-imperial China – 'cities' or 'walled sites'? (ML)
7. Political geography in Bronze Age Crete (LB)
8. Mobile capitals and walls in sub-Saharan Africa (SC)

**Hilary Term** (8 lectures)

### Production and Consumption

*Lecturers: Dr Jade Whitlam, Dr M Charles, Dr L. Hulin, Dr D. Robinson, M  
Leadbetter.*

9. Feeding the city (JW)
10. Ceramic production, usage, and exchange: painted pottery in Northern China  
(ML)

11. Production, consumption, and disposal in northern Mesopotamia, 3800-3500 BC (MC)
12. Economic production and social consumption of goods across the Late Bronze Age eastern Mediterranean (LH)
13. Producing and consuming things in the Roman Empire (DR)

### **Transport and Trade**

*Lecturers: Dr L. Hulin, Dr D. Robinson, Prof. H Hamerow*

14. The maritime revolution: technology and transport in the Bronze Age eastern Mediterranean and Egypt (LH)
15. Maritime trade in and beyond the Roman world (DR)
16. Early medieval emporia and the revival of long-distance trade (HH)

**Trinity Term** (8 lectures – 2 per week)

### **Urban Identities**

*Lecturers: Dr E. Page-Perron, Dr D. Robinson, Dr I. Jacobs, Prof. H Hamerow*

17. Sumerian communities of the living and the dead (EPP)
18. Roman urban identities (DR)
19. Urban architecture and civic pride (IJ)
20. Later medieval urban identities in Europe: religion, consumption, and households (HH)

### **Power and Performance**

*Dr C. Bachhuber, Dr D. Robinson, Dr I. Jacobs, Prof H Hamerow, Dr A. Shapland.*

21. Monuments and spectacle in the ancient Near East (CB)
22. Feasting and festivals in the Mycenaean World (AS)
23. Public performance and the expression of power in the Roman city (DR)
24. Imperial power and urban foundations in Late Antiquity (IJ)
25. Medieval power and performance in Roman towns (HH)
26. Performance, piety, and place in later medieval urban settlements (HH)

### **Museum Classes**

Three artefact handling classes will be held in the Ashmolean Museum. They are intended to underpin students' understanding of the material culture of select key areas covered by the syllabus.

#### **Michaelmas Term**

The Aegean Bronze Age (*Dr A. Shapland*)

#### **Hilary Term**

The Ancient Near East (*Dr Christoph Bachhuber*)

#### **Trinity Term**

Medieval Europe (*TBC*)

### **Suggested tutorial topics**

- What sort of significance should we attach to a long-distance exchange in the Bronze Age of the Near East and Eastern Mediterranean?
- How much did Roman towns in temperate Europe owe to pre-Roman traditions of settlement?

- What kinds of economic activity were associated with the Roman urban system?
- What do changes in urban form and function between 200 and 700 AD contribute to understanding the transformation of ancient society?
- Assess the importance of religion in influencing the forms, functions and development of towns in at least two different societies.
- Critically assess the definition of Urban.
- What is a state? What is a city? What is the relationship between state societies and urbanisation? Is there a necessary link?
- Secondary state formation: can the emergence of towns in Cyprus be linked to a single commodity?
- Was there a distinctly sub-Saharan path to urbanism?
- How are the methodologies of landscape archaeology being developed to study ancient urban landscapes?
- Use at least two case studies to explain differences and overlaps between economic, phenomenological and spatial (remote) approaches to ancient urban landscapes.
- Urban planning in early China: fiction or reality?
- What were the roles and functions of a Minoan palace?
- How were Minoan palaces and settlements different from or similar to Sumerian city-states? [or Chinese, or Roman]
- How did patterns of long-distance trade shape ancient cities?
- Why do rulers move?
- How did donkeys transform the scale of Bronze Age trade?
- How did changes in shipbuilding impact upon sailing routes?
- How are terrestrial trade routes and maritime sea lanes related?
- Cultures, identities, technologies: what can the distribution of painted pottery in China tell us?
- Critique the methodologies being used to reconstruct systems of production in early Mesopotamian cities.
- How far can the evidence for discard and waste management be used to reconstruct aspects of the social, economic, and political life of early Mesopotamian cities?
- How does diplomacy regulate trade in the Late Bronze Age Eastern Mediterranean?
- How do we identify taste in the material record?
- Discuss the factors that led to the Roman consumer revolution.
- Urban production was aimed at a local market: Discuss.
- To what extent were the inhabitants of towns and the countryside consumers as well as producers?
- Do the patterns of production and consumption suggest that the Roman world was 'globalised'?
- Use case studies from two Iron Age cities (and relevant plans and images) to explain the spatial and ideological relationship between monumentality, visual culture, and the performance of power.
- What role did ceremonial banqueting play in the legitimization of political power in the Mycenaean world?
- In what ways were feasting and festivals involved in the development of Mycenaean identity?



- Use case studies from two cities (and relevant plans and images) to explain the spatial and ideological relationship between monumentality, visual culture, and the performance of power.
- To what extent was the 'performance of power' in the towns of Late Antiquity in the East AND West merely an imitation of Roman practices?
- To what extent was the layout of urban spaces designed to accommodate the performance of religious and/or secular power? Discuss with reference to 3 case studies.
- Compare and contrast the nature of elite housing with reference to towns from three different regions or time periods.

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## 4.5 FHS Paper 5 Fieldwork and Methods

**Course Co-ordinator:** Dr Zuzanna Olszewska (SAME)

**Email:** [zuzanna.olszewska@anthro.ox.ac.uk](mailto:zuzanna.olszewska@anthro.ox.ac.uk)

**Phone:** 01865 (2)81402

This paper is intended to consolidate the learning you have done and will continue to do across a number of fieldwork, training and practical opportunities in archaeology and anthropology, including your first-year summer fieldwork and practical classes throughout your second year. It is assessed through a portfolio of written reports from these activities, including the 5,000-word fieldwork report and three practical session write-ups (each 1,000 words). It includes a series of workshops in ethnographic training methods, with exercises to be completed in advance, and is also linked to the practical classes for FHS 4, reports on which may be submitted as part of your portfolio. You must submit one practical report per term, choosing either the anthropological or the archaeological class – with **at least one** in each subject over the course of the year. **Attendance at the practical classes is compulsory and will be monitored; if you do not attend any class without good reason, you may lose up to 10% of the marks for this paper.** You may receive feedback from your tutors on your fieldwork and practical reports from your tutors; please share your drafts with them in plenty of time to receive their comments.

Please see the Yellow Book for submission deadlines for the components of the portfolio.

### **Learning outcomes**

- To acquire practical knowledge of different methods and approaches to ethnographic research and analysis of archaeological evidence and museum collections;
- To evaluate the suitability of different methods and approaches to particular field settings and research aims;
- To develop the ability to succinctly describe, analyse and evaluate the findings of this research in oral and written formats.

### **Transferable skills**

Students will learn a number of methods of qualitative data collection, including interviewing, which may be applied in a wide range of life and professional situations. They will develop their critical ability when evaluating and assessing the quality of this information and different approaches to collecting it. Students will also learn to evaluate and analyse material culture evidence within the practical sessions. They will develop their communication skills in presenting these analyses in group discussions and written form.

### **Recommended reading - general texts**

Banks, M. & D. Zeitzyn. (2015) *Visual Methods in Social Research*, 2nd edition. London: SAGE

Dresch, P., W. James and D. Parkin (eds.) (2000) *Anthropologists in a Wider World: essays on field research*. New York; Oxford: Berghahn.

Faubion, J. and G. Marcus (2009) *Fieldwork is not what it used to be: learning anthropology's method in a time of transition*. Ithaca: Cornell University Press.

Ingold, T. (2014) That's enough about Ethnography! In *Hau: Journal of Ethnographic Theory* 4 (1): 383–395.

Ingold, T., & Vergunst, J. (2008) *Ways of walking: Ethnography and practice on foot*. Aldershot: Ashgate.

Laplante, J., Gandsman, A., & Scobie, W. (2020) *Search after method: Sensing, moving, and imagining in anthropological fieldwork*. New York: Berghahn.

Pandian, A. (2019) *A Possible Anthropology: Methods for Uneasy Times*. Durham: Duke University Press.

Skinner, J. (ed.) (2012) *The Interview: An Ethnographic Approach*. London: Bloomsbury Academic.

## Museum Classes

Three artefact handling classes will be held in the Ashmolean Museum, shared with FHS 4 (see listing for FHS 4) – one per term. Please note that although these are thematically linked with FHS 4, they are part of the assessment for FHS 5, and therefore **attendance at them is compulsory**.

## Ethnographic Training Classes

Three ethnographic methods training classes will be held throughout the year, one per term. These will operate on a 'flipped classroom' basis, with the instructions/reading lists being released at the beginning of the term, together with a short video from the instructor highlighting main themes, approaches and practical issues that students may encounter. Students will then carry out exercises independently and come together to discuss them in the classes. Classes will last 1.5-2 hours and will be convened in Week 4 or 5 of each term. Students will work in small groups to present and discuss their projects and findings with each other, coming together at the end of the class with the instructor to summarise each group's key findings of the practical experiences and challenges their projects brought to light.

### 1. Michaelmas Term:

#### Interviewing (Dr. Zuzanna Olszewska)

In advance of this session, students will be asked to explore different interviewing techniques. Pairing up with a course-mate, they will interview each other, trying first a structured interview (a fixed list of questions), followed by a semi-structured or completely unstructured interview on a particular topic (e.g. the subject's life history or a hobby or event). They will also be asked to experiment with open-ended vs. 'leading' questions to see what difference these can make. They will then be asked

to transcribe the interviews in whole or in part to gain experience with transcription software. In the discussions, online interviews will also be discussed.

## 2. Hilary Term:

### **Photo Elicitation: 'Working Things out Together' (plus introduction to Pitt Rivers Museum Photographic Collections)** (Dr. Emily Stevenson)

This session will introduce photo elicitation as a method for anthropological research and will involve a visit to the Pitt Rivers Museum. Established as a formal research method in the 1960s, photo elicitation can be simply explained as the use of photographs in an interview. Whilst this may seem straightforward, more recent uses and discussions of the method have highlighted the complex, varied and unexpected understandings and relations that it can lead to as well as the ethical dimensions of using photographs in this way. In advance of the session, students will carry out interviews using photo elicitation and come prepared to discuss them.

## 3. Trinity Term:

### **Multimodal Research Methods** (Dr. Zuzanna Olszewska and others)

This session introduces a number of multimodal research methods, including sensory ethnography, urban mapping, soundwalks, etc. Students sign up to carry out one of these methods, in order to ensure a mix of methods in each class discussion group. The focus will be on ways of enriching 'classic' ethnography by stimulating the generation of and gaining skills in engaging with other kinds of data. Discussions will include a consideration of appropriate situations in which each method might be used.

## Lectures

There are no lectures specifically for this paper. However, you may benefit from attending some lectures in the series **Fieldwork: Theories and Methods**, aimed primarily at postgraduates, or watching some of the lecture recordings later in the year (due to an unavoidable timetable clash, this series conflicts with another core paper lecture).

### **Michaelmas Term** (8 lectures)

#### **Fieldwork: Theory and Methods**

*Lecturers: Dr Zuzanna Olszewska, Dr Ina Zharkevich, Prof. Inge Daniels, Prof. David Zeitlyn, Prof. David Pratten, Dr Chihab El Khachab, Dr Thomas Cousins, Dr Charlotte Linton.*

1. History and Participant Observation (ZO)
2. Ethics in the Field (IZ)
3. Multi-Sited Fieldwork (ID)
4. Digital Ethnography (DZ)

5. Interviewing (DP)
6. Audiovisual Methods (CEK)
7. Fieldnotes and Writing (TDC)
8. Working with Material Culture (CL)

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## 5. Option Papers

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In Hillary Term of their first & second year students must choose (in discussion with their tutors) **three** of the following alphabetically listed options to study. One option is studied in the second year and two in the third year. The selected options shall be chosen in such a way that they constitute three independent, non-overlapping subjects to encourage a wide-ranging understanding of archaeology and anthropology.

- [Anglo-Saxon Society & Economy in the Early Christian Period.](#)
- [The Anthropology of Buddhism](#)
- [The Archaeology of Minoan Crete, 3200-1000 BC.](#)
- [Archaeology of Modern Human Origins.](#)
- [The Archaeology of Southern African Hunter-gatherers.](#)
- [Art under the Roman Empire, AD 14-336.](#)
- [Byzantium: the Transition from Antiquity to the Middle Ages AD 500-1100](#)
- [Chinese Archaeology](#)
- [Culture at War: Archaeology, Anthropology and Conflict](#)
- [The Emergence of Medieval Europe, AD 400-900.](#)
- [Farming & Early States in Sub-Saharan Africa.](#)
- [From Hunting & Gathering to States & Empires in Southwest Asia.](#)
- [Gender Theories: Cross-cultural Perspectives.](#)
- [Greek Archaeology & Art, c. 500-323 BC.](#)
- [The Greeks & the Mediterranean World, c. 950-500 BC.](#)
- [Hellenistic Art & Archaeology, 330-30 BC.](#)
- [The Human and Primate Interface: Past and Present](#)
- [Japanese Society.](#)
- [Language and Anthropology](#)
- [The Late Bronze Age & Early Iron Age Aegean.](#)
- [The Later Prehistory of Europe.](#)
- [Lowland South America.](#)
- [Medical Anthropology: Sensory Experience, the Sentient Body and Therapeutics.](#)
- [Mediterranean Maritime Archaeology.](#)
- [Mesopotamia & Egypt from the Emergence of Complex Society to c. 2000 BC.](#)
- [Objects in Motion – Debates in Visual, Material and Economic Anthropology](#)
- [Physical Anthropology & Human Osteoarchaeology.](#)
- [Roman Archaeology: Cities & Settlements under the Empire.](#)
- [Science-Based Methods in Archaeology.](#)
- [South Asia.](#)
- [Themes in African Anthropology](#)

## **Anglo-Saxon Society & Economy in the Early Christian Period**

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**Option Co-ordinator:** Dr Toby Martin (School of Archaeology)

**Schedule:** Lectures in HT, tutorials in HT

**Available:** 2022-23

**Restriction:** 5 students only per class

### **Course Description**

In AD 600 the peoples who came to be known collectively as ‘the Anglo-Saxons’ were ethnically diverse, politically fragmented and essentially pagan. By 750, they had emerged as one of the major cultures of post-Roman Europe, with towns, a complex and monetized economy and a network of richly-endowed churches. The fusion of Germanic, Celtic and Mediterranean traditions produced a material culture of astonishing richness and originality, including the Sutton Hoo grave goods, the Staffordshire Hoard, the Ruthwell and Bewcastle crosses and the Lindisfarne Gospels. In this course, ‘material culture’ is defined in its widest sense, to include standing buildings, coinage, manuscripts and sculpture, as well as excavated sites and artefacts. A central theme of the course is the rapid transformation of ‘English’ society and culture in response to renewed ties with the rest of Europe, following the conversion to Christianity.

The course consists of 8 lectures and 8 tutorials and normally includes handling sessions of Anglo-Saxon coinage and other artefacts in the Ashmolean Museum.

### **Learning outcomes**

The primary learning outcomes for this paper are:

- to understand the key developments in the economy and society of the period c.600-750 (in particular long-distance trade, kingship, towns, the conversion)
- to explore the relationship between the archaeological and written sources pertaining to these topics.

The secondary learning outcomes are:

- the development of skills of source-criticism, writing, and synthesizing primary archaeological data.

### **Transferable skills**

These include the ability to evaluate primary sources and to synthesize wide-ranging issues within the framework of a short essay.

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## **The Anthropology of Buddhism**

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**Option Co-ordinator:** Prof David Gellner (SAME)

**Schedule:** 8 lectures in HT and tutorials HT

**Available:** 2022-23

### **Course Description**

Buddhism, of all the world religions, arguably comes closest to the ideal type of a soteriology or transcendent ideology; it offers a model of personal transformation and social relationships that is radically different from the Abrahamic religions. Its global influence and salience in the modern world, whether in South Asian, Tibetan, Southeast Asian, or East Asian forms, make it a highly relevant focus or way into an understanding of classical anthropological concerns, such as exchange, hierarchy, belief, ritual, migration, modernization, and globalization. The course aims to introduce students to the major themes in the anthropological study of Buddhism across all three major regions (south, north, east), as well as in the globalized extensions in developed countries.

### **Learning outcomes**

- Familiarity with the main themes of the literature.
- Ability to analyse and compare ethnographic accounts of Buddhism.
- A critical awareness of the history of the concepts 'religion', 'Buddhism', and 'secularism'.

### **Lectures**

1. Introduction: History and reception
2. Monks, nuns, and laypeople: Gifts and merit-making rituals
3. Monastic education
4. Buddhist ritual in the context of non-Buddhist ritual systems
5. Buddhism and modernity: Anti-ritual, meditation, education, reform
6. Bhikshunis and laywomen
7. Buddhism, the state, and violence
8. Transnational, missionary, and globalizing Buddhism

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## **The Archaeology of Minoan Crete, 3200-1000 BC**

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**Option Co-ordinator:** Dr. L Bendall (School of Archaeology)

**Schedule:** lectures in MT and HT, tutorials in MT

**Available:** 2022-23

### **Course Description**

This course explores the archaeology of Crete during the Bronze Age, a time of major social, cultural, and political transformation in the Aegean, Near East, and Mediterranean more widely. Crete is the fifth largest island in the Mediterranean after Sicily, Sardinia, Cyprus and Corsica; its insularity allows the examination of internal and external change across clear-cut physical boundaries and the differing ways in which the island has related to wider patterns of economic and political interaction. Crete was a major player in developments which were to have lasting impact in both ancient and modern times, including the early domestication of the classic Mediterranean triad of vine, olive and wheat; the formation of the first state societies of Europe; the opening up of trade routes reaching the western Mediterranean and temperate Europe; and the collapse of the international world order at the end of the Bronze Age. The course will make use of the archaeological materials in the Ashmolean Museum, which thanks to the legacy of Sir Arthur Evans houses the largest collection of Minoan artefacts in the world outside Crete.

### **Learning outcomes**

- To become knowledgeable about the archaeology of Crete and its interactions within the Aegean, the wider Near East and Mediterranean during the Bronze Age
- To understand how archaeological evidence is used to reconstruct ancient societies
- To address wider themes (e.g. state formation, iconography, religion) in a specific context
- To explore how archaeological and textual evidence can be brought together
- To consider how the history of archaeological discovery influences modern interpretations of the past
- To further develop generic skills in essay writing, presentation, and working with material culture

### **Transferable skills**

Critical assessment of a range of sources, essay writing and presentation skills, understanding of approaches to material culture.

### **Lectures**

#### **Aegean Prehistory** [16 lectures of 1 hour each]

1. The discovery of the Aegean Bronze Age and the legacy of the Early Iron Age
2. Chronology, environment and the emergence of complex society in the Aegean
3. The Minoan palaces
4. Neopalatial Crete: politics and religion
5. 'Minoanisation': art and iconography under the volcano

6. The early 'Mycenaean' mainland and the Shaft Graves
7. The Mycenaean palaces: iconography, politics and infrastructure
8. Aegean conundrums: the fall of Knossos and life in LM IIIA and LM IIIB
9. Linear B and the Mycenaean economy
10. Mycenaean religion
11. Mycenaean abroad I: life in the Eastern Mediterranean
12. Mycenaean abroad II: Homer, Anatolia and the archaeology of Troy
13. The 'collapse' of Mycenaean palace society
14. The Aegean in the Early Iron Age

**Minoan Crete lecture series** [8 lectures, biannual]

**Aegean Bronze Age Scripts Seminar** [4 lectures of 2 hours each]

1. Introduction to 2<sup>nd</sup> millennium Aegean scripts; the decipherment of Linear B
2. Society and political geography
3. The Mycenaean economy
4. Mycenaean religion

[There will also be a 2-hour practical session at the Ashmolean Museum open to undergrads who have attended all lectures.]

**Classes**

1. Visit to the Ashmolean with short pottery presentations by students; overview of the material; discussion of chronology and methodology [1.5 hours]
2. Crete in the EBA: interaction with the Cyclades
3. The emergence of palace-based 'civilisation' on Crete
4. Minoan religion
5. Cretan writing and political geography in the Proto and Neopalatial Periods
6. Under the volcano: The Thera eruption and its effects on Crete
7. Crete in LM II-III – la Crète Mycénienne?
8. Handling session in the Ashmolean [2 hours]

**NOTE:**

*Lectures on Minoan Crete (8 hours, Michaelmas Term, biannually); also recommended are Lectures on Aegean Prehistory (16 hours, Michaelmas and Hilary Terms), and Aegean Bronze Age Scripts (8 hours, Hilary Term); core teaching for the option is in 8 classes combining traditional essay writing with student presentations and practical handling sessions at the Ashmolean Museum (always in Michaelmas Term)*

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## Archaeology of Modern Human Origins

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**Option Co-ordinator:** Prof. N Barton (School of Archaeology)

**Schedule:** lectures and tutorials in HT

**Not available:** 2022-23

**Restriction:** 8 students only per class

### Course Description

This course will focus on cultural changes that saw the emergence of our own species: *Homo sapiens*. Traditionally, it has been accepted that major cultural innovations appeared suddenly during the European Upper Palaeolithic and were initiated by the first anatomically modern humans to arrive in this region. However, such a view has increasingly come under challenge in the light of evidence that Neanderthals may already have had the capacity for modern culture before the appearance of the Upper Palaeolithic, and similarly it has been argued that examples of cognitively complex behaviour can be recognised in the earlier African archaeological record, implying a longer and more gradual development overall.

A combination of seminars and lectures will focus on recent debates on 'modern behaviour': how and where did it arise and what were the potential mechanisms for change and innovation that led to more sophisticated tool use, language, self-awareness and group identity in modern humans. Amongst the topics covered will be: Pleistocene human dispersals; the study of Palaeolithic technologies and the use of stone artefacts, human diet and subsistence, the origins of language and the rise of symbolic and artistic expression. Eight tutorials/classes will also be offered in support of these topics. Classes held in the Ashmolean and Pitt Rivers Museums will provide opportunities for the practical study of lithic and bone artefacts.

### Learning outcomes

Primary learning outcomes are:

- To understand the comparative biological and cultural stages in human evolution during the Middle-Upper Pleistocene;
- To appreciate the theoretical issues and debates concerning physical and behavioural developments over this period;
- To be able to identify the characteristic artefacts of the Palaeolithic archaeological record.

Secondary learning outcome is:

- The development of awareness of how archaeological evidence is used to interpret human behaviour from archaeological evidence.

### Transferable skills

The ability to assess and critically evaluate various lines of evidence from a variety of disciplines.

### Seminars and lectures

1. Biological concepts of *Homo sapiens* and debates about human antiquity

2. Early minds and technology
3. Archaic humans in Africa & Europe: the beginnings of cognitive complexity
4. Origins of language and Neanderthals
5. *Homo sapiens* and the emergence of 'behavioural modernity'
6. Early Upper Palaeolithic humans and their Middle Palaeolithic counterparts
7. Art and society
8. Intensification and complexity at the end of the Pleistocene

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## **The Archaeology of Southern African Hunter-Gatherers**

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**Option Co-ordinator:** Prof. P Mitchell (School of Archaeology)

**Schedule:** Lectures and tutorials in MT

**Available:** 2022-23

### **Course Description**

Home to some of the oldest known anatomically modern human fossils and now providing compelling new evidence of the antiquity of modern forms of behaviour, southern Africa also has one of the richest and best understood rock art traditions in the world. In addition, anthropological research here has made a significant contribution to both the development and the critique of general models of hunter-gatherer economic and social organisation.

This course provides a broad overview of some of the main recent developments in the archaeology of southern Africa's hunter-gatherers. The overall treatment is chronological, from the first anatomically and behaviourally modern humans to the present day situation of Bushman communities in the Kalahari. Within this framework, the emphasis is placed on changing paradigms in the explanation of past hunter-gatherer societies and on the relationship between archaeological and anthropological data in understanding social and economic change. In addition to the lectures listed below, eight tutorials provide an opportunity to explore particular issues in greater depth. The extensive southern African collections of the Pitt Rivers Museum are available for teaching this course.

This course can be taken with, or independently of, Farming and Early States in Sub-Saharan Africa

All the literature recommended for reading for this option is in English.

### **Lectures**

1. Introduction: southern African origins of modern humans?
2. Hunter-gatherers of the late Pleistocene
3. A Holocene overview: history, sequence, diversity
4. Ecological approaches to hunter-gatherer archaeology
5. Social approaches to hunter-gatherer archaeology
6. The social and economic context of Bushman rock art
7. Foragers, pastoralists and revisionists
8. Foragers, farmers and colonists

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## **Art under the Roman Empire, AD 14-336**

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**Option Co-ordinator:** Dr. P. Stewart (Classics)

**Schedule:** lectures and tutorials in MT, HT & TT plus revision classes

**Available:** 2022-23

### **Course Description**

The art and visual culture of the Roman Empire is studied in its physical, social and historical contexts. Candidates will be expected to be familiar with major monuments in Rome and Italy and other leading centres of the empire (such as Aphrodisias, Athens, Ephesus and Lepcis Magna) and with the major strands and contexts of representation in the eastern and western provinces. They will be expected to show knowledge of written evidence where relevant as well as of the main media and categories of surviving images – statues, portrait busts, historical reliefs, funerary monuments, cameos, wallpaintings, mosaics, silverware and coins.

### **Learning outcomes**

To understand the development of Roman art of the imperial period and its relationship to contemporary politics and society.

### **Transferable skills**

The transferable skills taught by the course include visual analysis, and the critical distillation of reasoned and well presented arguments from a large body of disparate evidence.

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## Byzantium: The Transition from Antiquity to the Middle Ages AD 500-1100

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**Option Co-ordinator:** Dr. I Jacobs (Classics & School of Archaeology)

**Schedule:** lectures in MT and tutorials in TT

**Not Available:** 2022-23

### Course description

This course will examine the transformation of Byzantium – the Christianised Eastern Roman Empire ruled from Constantinople – from an antique to a medieval society. Far more than medieval western Europe or the Islamic world, Byzantium claimed to be heir to the Graeco-Roman legacy. The course starts in the 6<sup>th</sup> century, when the Byzantine Empire still extended from Spain to Mesopotamia and from Ravenna to Carthage. It then traces Byzantine populations during the so-called 'Dark Ages' (7<sup>th</sup>-8<sup>th</sup> centuries) and examines material culture brought about during Byzantium's economic revival (from the 9<sup>th</sup> century) and political expansion (10<sup>th</sup>-11<sup>th</sup> centuries). Lectures and tutorials deal with small and large settlements, monuments, production and trade from the 6<sup>th</sup> to the 12<sup>th</sup> century AD. Candidates will be expected to be familiar with typical phenomena such as Byzantine iconoclasm and its influence on orthodox Christianity up until today, the cross-in-square church and so on.

### Learning outcomes

- To gain an overview of the characteristic aspects of the Byzantine world and its material culture
- To demonstrate an understanding of what unites and what divides Roman and Byzantine centuries
- To understand and evaluate the vital role of Constantinople

### Transferable skills

- To assess, analyse and criticise various forms of material evidence
- To compare data from different sources and build up a coherent interpretation
- To developing critical analytical skills in verbal and written form

### Lectures

#### Hilary Term

1. General introduction to the period 500-1100
2. The decline of the Roman and the emergence of the Byzantine city
3. Rural settlements and households
4. Archaeology of the Byzantine Dark Ages
5. Church architecture and Byzantine society
6. Iconoclasm and Byzantine material culture
7. Byzantine ceramics
8. Roads, seaways and trade

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## Chinese Archaeology

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**Option Co-ordinator:** Dr Anke Hein (School of Archaeology)

**Schedule:** lectures in MT and HT; tutorials in HT

**Not Available:** 2022-23

This course provides a survey of the archaeology of Ancient China from the early Neolithic (ca. 10,000 BP) through the Qin period (221-208 BC). Each lecture is arranged around a particular set of questions as well as a time period and/or region. In this fashion, this course explores the major cultural developments, focusing on the most important finds in greater detail, while at the same time discussing general archaeological questions and approaches.

The class commences by providing an overview of the environmental back ground as well as the history and organizational structure of archaeological work in China. After setting the stage in this fashion, the course will proceed chronologically, simultaneously covering questions of the emergence of agriculture, settlement patterns, burial practices, beliefs and ritual, craft production, the development of writing, complex societies, urbanization, and finally political unification.

### Learning Outcomes

At the end of this course the students are expected to:

- understand the natural and cultural context of archaeology in China
- have a broad overview of the major archaeological material from the early Neolithic to the time of the first Emperor of China
- know the main debates in Chinese archaeology and how they are related to wider discussions in archaeological theory on the one hand and to the history and current situation of archaeological work in China on the other

### Transferrable Skills

- understand the influence of geographic, political, and cultural factors on research undertakings in general
- think about complex issues based on a variety of sources of information
- critical reading and evaluation of primary and secondary sources
- present ideas clearly in speech and writing

### Lectures

*Prehistory: Neolithic to Bronze Age (Michaelmas)*

1. Chinese Archaeology in Context I: History and Practice of Archaeology in China
2. Chinese Archaeology in Context II: Natural Environment and Early Human Occupation
3. Acorns and Grains: Subsistence Practices in the Early Neolithic
4. Ceramic Production, Usage, and Exchange: Painted Pottery in Northern China
5. Social Inequality and Early Complex Societies: Discussing the “Jade Age”
6. The Origin of Chinese Civilization? The Longshan Interaction Sphere
7. Cities and States: The Early Bronze Age in the Central Plains
8. Speaking through Bronze and Bone: Divination, Ritual, and Early Writing

*Entering History: Shang to Qin (Hilary)*



1. Bronze and Power: Resource Control, Technology, and Ritual from Erlitou to Yinxu
2. The Shang “Periphery”: Dadianzi, Panlongcheng, Xin’gan, and Sanxingdui
3. Changes in Production Processes and Emerging Urbanism: from Shang to Zhou
4. The Zhou Kings as seen through Graves and Texts: Issues in Historical Archaeology
5. Struggle for Supremacy and Unification: The Warring States Period
6. Widening the Gaze: Northern and Western “Frontiers”
7. Bureaucracy and Unification: The Qin Empire
8. Power and Immortality: The Grave of the First Emperor of Qin

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## **Culture at War: Archaeology, Anthropology and Conflict**

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**Option Coordinator:** Dr Tim Clack (School of Archaeology & School of Anthropology and Museum Ethnography)

**Schedule:** lectures and tutorials in Michaelmas Term

**Available:** 2022-23

**Restriction:** 6 students per class only and third years only

This option responds to recent studies devoted to connections between culture and conflict, ethical debates taking place within the archaeological and anthropological disciplines, and varied theoretical advances. Surveying examples from the period of nineteenth-century European imperialism to the present era, the course explores the changing relationship between, and expressions of, culture and conflict. It also scrutinises the different roles played by archaeologists, anthropologists and others in different conflict contexts. The course draws on case studies from around the world, particularly Europe, sub-Saharan Africa and Central Asia. A combination of seminars and lectures focus on contentious issues surrounding, for example, archaeologists and anthropologists in uniform, destruction of heritage prior to and during conflict, use of heritage as a vector of peacebuilding, and the role of heritage (and heritage professionals) in conflict aftermaths. Key topics discussed include: 'spoils of war'; restitution of cultural property; cultural property protection; iconoclasm and destruction of memory; identity politics; and propaganda and influence. A package of eight tutorials supports these topics.

### **Learning outcomes:**

1. To gain understandings of the relationship between culture and conflict and the changing roles played by archaeologists and anthropologists in conflict settings;
2. To demonstrate an understanding of the role and mobilisation of cultural heritage in different conflict contexts;
3. To relate ideas explored in readings, essays and seminars to current world events; and
4. To critically evaluate relevant ethical dimensions.

### **Lectures and seminars:**

Week 1: Material culture: power and resistance

Week 2: Colonialism and its aftermath

Week 3: World War II to the present

Week 4: Looting and dislodged antiquities

Week 5: From commemoration and memorialization to iconoclasm and culturecide

Week 6: Conflict aftermaths: displacement, refugees and migration

Week 7: Catharsis: renewal, therapy and peacebuilding

Week 8: Media representations of culture in conflict

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## **The Emergence of Medieval Europe, AD 400-900**

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**Option Co-ordinator:** Prof. Helena Hamerow (School of Archaeology)

**Schedule:** lectures and tutorials in MT inc. museum handling session in Ashmolean Museum

**Available:** 2022-23

**Restriction:** 5 students per class only

This course considers the cultural development of Europe from the demise of the Western Roman Empire to the Viking Age. It offers an overview of material culture change over a wide geographical region during some 500 years, although the emphasis is on western and northern Europe, including Britain.

The more specific objectives of the course are to explore the changing nature of early medieval identity and communities; the forces driving the enormous economic changes seen in this period; and the relationship between material culture and state formation. What was the influence of the late Roman Empire, the early Church, and the 'barbarian' Iron Age peoples of northern Europe on the culture, especially the material culture, of the early Middle Ages?

Themes include: Social Structure in Early Medieval Europe; Graves and Ritual Deposits; High-status Settlements and Burials; Rural Settlement and Economy; Towns and Trade; The Archaeology of the Conversion.

Tutorials include a handling session in the Ashmolean Museum.

### **Primary learning outcomes for this paper are:**

- to understand the key developments in the economy and society of NW Europe from AD 400-900, in particular those relating to the interaction of late Roman and barbarian cultures
- early state formation; towns and trade
- the impact of the conversion
- changes in the relationship between land and power.

### **Secondary learning outcomes are:**

- the development of writing skills
- source-criticism
- the ability to evaluate primary archaeological data.

### **Transferable skills**

Include the ability to evaluate primary sources and to synthesise wide-ranging issues within the framework of a short essay.

### **Lectures**

Week 1: The Roman World & the Barbarians I: Central and Eastern Europe

Week 2: The Roman World & the Barbarians II: the West

Week 3: Sacrifice, Social Structure, and Identity

Week 4: The Transformation of Elites: Gift-giving and mortuary rituals

Week 5. Rural Settlement, Farming & Economic transformations

Week 6: The Rise of Town Life  
Week 7: The Archaeology of the Conversion  
Week 8: The Vikings in Europe

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## **Farming & Early States in Sub-Saharan Africa**

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**Option Co-ordinator:** Prof. P Mitchell (School of Archaeology)

**Schedule:** Lectures in MT and tutorials in HT

**Not available:** 2022-23

Despite the extensive research conducted there over the last three decades, the archaeology of Sub-Saharan Africa is still largely unknown to most western audiences. This course focuses on two key processes in world prehistory over the last 10,000 years; the development and spread of systems of food-production and the formation of state societies. These processes are examined using data from several regions of Africa south of the Sahara in order to illustrate the diversity of the African experience. In addition to this comparative focus, particular themes examined will include the relevance of oral tradition and linguistics to reconstructions of prehistory, the symbolic role of metallurgy in many African societies and the extent to which influences from outside Africa were of importance to the continent's development.

The course of eight lectures outlined below proves a chronological and thematic framework for the option, with eight tutorials offering an opportunity to explore particular issues in greater depth.

All the basic reading for this course is in English, but some knowledge of French is necessary for those wishing to investigate original papers on some aspects of West and Central African prehistory.

This course can be taken with, or independently of, African hunter-gatherers. Note that lectures on African topics in Mods I and FHS IV amplify the material covered here and can also be pursued in tutorials.

### **Lectures**

1. Cattle before crops: the early development of food-production in northern and Saharan Africa
2. Food-production south of the Sahara: the Sahel, the forests and East Africa
3. African metalworking: the origins and significance of iron and copper metallurgy
4. A Bantu expansion? The spread of iron-working communities south of the Equator
5. State formation and trade: the West African Sudan
6. State formation and trade: the West African Forest Zone
7. Urbanism and state formation in East Africa
8. History and archaeology in nineteenth-century southern Africa

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## **From Hunting & Gathering to States & Empires in Southwest Asia**

**Option Co-ordinator:** Prof. A Bogaard and Dr L Hulin (School of Archaeology)

**Schedule:** lectures and tutorials in HT

**Not Available:** 2022-23

This paper surveys the archaeology of south-west Asia from the emergence of sedentary lifeways in the late Pleistocene to the collapse of Bronze Age civilisations at the close of the second millennium cal B.C. For the Chalcolithic and Bronze Age, emphasis is placed on the Levant (including modern Syria, Lebanon, Jordan and Israel), to complement the Mesopotamian component of FHS paper 4. Key issues include the origins and nature of early agriculture, the emergence of social stratification and institutionalised authority and the archaeology of identity in the context of state formation and imperial domination during the Bronze Age.

This option incorporates a practical archaeological approach using the collections of the Ashmolean and Pitt Rivers museums. Classes provide an opportunity for object-focussed discussion and complement essay-based tutorials.

### **Learning Outcomes**

You should gain a solid grasp of the later prehistory/early history of south-west Asia, including its chronological and culture-historical framework, the history of scholarship and its broader significance for world archaeology.

### **Transferable Skills**

- critical assessment and evaluation of the potential and limitations of archaeological evidence;
- understanding and evaluation of the archaeological process from data collection to publication and subsequent reinterpretation.

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## **Gender Theories and Realities: Cross-cultural Perspectives**

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**Option Co-ordinator:** Dr Konstantina Isidoros (SAME)

**Schedule:** lectures in MT only; tutorials in MT or HT

**Available:** 2022-23

This paper is not just a ‘feminist’ one! Instead we explore the exciting ‘hardcore research’ that has evolved since the emergence of the feminist movement, and casts an analytical light into feminism as a powerful global movement. As such, it offers far more perspectives of gender/feminist research than standard feminist studies courses and is of interest to those identifying as male too (not ‘just women’!). It will familiarise students with fascinating theories of gender and feminist critique, spanning lots of ethnographic studies and regions. Our aim is to learn how to apply these insights to interdisciplinary analyses across anthropological, archaeological and human sciences research, as well as how to apply the ‘deep theory’ to our own everyday lives. We will explore the various social meanings given to males and females in a wide range of ethnographic settings and the effect of these gender constructs on a person’s identity, access to knowledge and power, role in social relationships, claim to resources and the symbolic representation of gender within each society. The paper also provides an overview of the historical evolution of Feminism, Gender Studies and Queer Studies – moving from an introduction to early feminist questions entering anthropology in the 1960/70s to the shift from ‘sex’ to ‘gender’ in both social and biological perspectives, and the emergence of new theoretical fields that now ask, ‘is the biological entirely social?’ and has our much loved Evolutionary Theory itself got gender right?

### **Transferable skills**

To develop the skills of critical analysis and diverse comparative ethnographic data; to write about complex issues associated with them and to discuss them; to apply an understanding of the gendered world around us across different subject areas (such as economics, politics, religion, policy making etc) and regions.

There will be eight meetings consisting of 1.5-hour classes incorporating a lecture and discussion. Students will be encouraged to contribute to these discussions. Eight tutorials will be arranged for students to provide opportunities to develop diverse themes within a cross-cultural perspective.

### **Overview of the course:**

1. **Sex & Gender: developments from early feminist anthropology onwards** (Konstantina Isidoros)
2. **Gender & Kinship: Love & Marriage, Sentiments & Strategies** (Konstantina Isidoros)
3. **Foregrounding Men & Masculinities** (Konstantina Isidoros)
4. **Gender & Archaeology** (Lucia Nixon)
5. **Alternative Religious Feminisms – Middle East/South Asia** (guest lecturer tbc: Cecilie Mueenuddin)
6. **Gender and Expressive Genres** (guest lecturer tbc)
7. **Gender & International Development** (Konstantina Isidoros)

8. Two choices: **Queer Anthropology** or **Gender & Evolutionary Theory**  
(Konstantina Isidoros)

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## **Greek Archaeology & Art, c. 500-323 BC.**

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**Option Co-ordinator:** Dr. M. Stamatapoulou (Classics)

**Schedule:** lectures in HT and TT and tutorials in all terms

**Available:** TBC

This course studies the visual and monumental culture of classical Greece in depth. Its subjects are the cities, sanctuaries, temples, statues, and other characteristic figured media of the period, such as grave reliefs and painted vases. These things are studied in their physical and historical contexts as vital constituents of classical Greek culture. The course examines the changing functions, styles, and iconographies of figured objects, and looks at how they can be interpreted in terms of contemporary Greek society and politics. It also analyses the social, symbolic, and economic significance of architecture, particularly monumental public architecture, within Greek cities and sanctuaries.

This period witnessed a revolution in seeing and representing that lies at the base of the western art tradition, and its surviving monuments are sufficiently well documented to allow us to study this revolution in its own terms alongside what it came to mean later. It forms an interesting test case for assessing what images and monuments can add to our understanding of a period that is also well represented in literary texts. Emphasis is placed on the methods by which figured artefacts may be dated and assessed historically. An ability to read ancient or modern foreign languages is not required.

### **Learning outcomes**

You will be familiar with the most important monuments of the period and with their historical contexts. You will understand concepts of iconography, style, and relative chronology, will appreciate the significance of complex images within ancient Greek society, and will understand the way they operate within different social and political environments.

### **Transferable skills**

Interpretation of complex images and ability to base valid arguments on them, (2) analysis of opposing opinions and arguments, and (3) ability to weigh primary evidence to reach your own conclusions.

**Lectures and classes – Students who wish to take this option must attend 2 lecture series in HT and two revision lecture series in TT. They are also advised to attend 4 lecture series in MT**

Greek Sculpture II (must attend)

Greek Vases II (must attend)

Classical and Hellenistic Wall Painting (biennial)

Classical & Hellenistic Art in the Cast Gallery (biennial)

Greek Cities, Sanctuaries, and Cemeteries (biennial)

Classical Greek Art and Archaeology: Revision

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## **The Greeks & the Mediterranean World, c. 950-500 BC**

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**Option Co-ordinator:** Prof. I. Lemos (Classics)

**Schedule:** lectures in MT and HT and tutorials arranged as necessary

**Available:** 2022-23

This course has two main broad aims: First the study of a period during which Greek society expanded its horizons both geographically and in terms of the complexity of its organization. Second the in-depth study of culture contact between Greece and the different parts of the Mediterranean world (the Eastern, Central and Western Mediterranean).

In the period under study Greek communities turned themselves into prosperous self-governing city-states exercising power that was felt over a wide area. This is also the period when contacts with the non-Greek world played a vital role: trading posts were established in the Levant and later in Egypt, settlements were established abroad in Italy, Sicily, the north Aegean, the Black Sea, and North Africa, and Greeks in Asia Minor came increasingly under pressure from powers further east. Moreover as literary evidence comes to be available, there is a challenge to integrate the diverse literary evidence with the rich material record.

Those taking this paper are expected to become familiar with the material evidence and the most important sites (Lefkandi, Zagora, Athens, Al Mina, Naucratis, Cyrene, Syracuse, Pithekoussai, Motya, Carthage, Huelva). Emphasis is placed on the problems of interpreting the detailed evidence in order to construct a broader picture. Ability to read ancient or modern foreign languages is not required.

### **Learning outcomes**

By the end of the course you should be familiar with the most important Greek artefact types and the main cultures of the areas around the Mediterranean. More generally you should be able to understand basic processes of cultural contact and interaction, and the ways of investigating social development based on the archaeological record.

### **Transferable skills**

The analysis of visual and material evidence, and the ability to use them alone or in combination with written evidence to create valid arguments and reconstructions.

### **On-line resources**

Visit Weblearn for list of lectures, bibliography, and Power Points:

[https://weblearn.ox.ac.uk/access/content/group/classics/undergraduate/paper\\_descriptions\\_resources/Classical Archaeology Papers/The Greeks and the MediterraneanWorld](https://weblearn.ox.ac.uk/access/content/group/classics/undergraduate/paper_descriptions_resources/Classical%20Archaeology%20Papers/The%20Greeks%20and%20the%20MediterraneanWorld)

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## **Hellenistic Art & Archaeology, 330-30 BC**

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**Option Co-ordinator:** Dr Rachel Wood (Classics)

**Schedule:** Lectures in MT and HT and tutorials in all terms

**Available:** 2022/23

The Macedonian conquest of Asia brought a forced expansion of the Greek imagination and environment that has left an abundant and varied trace in the visual and material culture of the period. The course studies major themes, contexts, and media of Hellenistic art, set against the dense archaeology of the best-preserved cities and sites of the period – from Macedonia to Bactria, from the Aegean to central Italy. The material includes distinctive categories of object, such as bronzeware, clay seals, gems, glassware, grave stelai, jewellery, mosaics, silverware, statues in bronze, statues in marble, terracottas, and wall-paintings. Major subjects include: (1) the art and cities of the kings at the height of their power in the late fourth and third centuries BC, (2) the visual remains of Greek-local interaction in Egypt and Iran, (3) the monuments of the old city-states that flourished within and between the Macedonian kingdoms, and (4) the complex process of acculturation by which the apparatus and technology of Hellenistic art and material culture were adopted in Italy.

**NOTE:** There are (1) sixteen lectures on Hellenistic Art and Archaeology given in two independent series in Hilary Term on an alternating two-year cycle, (2) six lectures of 1.5 hrs each on Hellenistic Art in the Cast Gallery, and (3) six lectures on Hellenistic sanctuaries – both (2) and (3) are given every second year, in Michaelmas and Hilary Terms (next in MT 2017 and HT 2018).

Please note also: The syllabus stays the same in each and every year; the two-year cycle refers to the lectures. Students are advised to go to the main Hilary Term lectures in both years of their FHS -- the two lecture series (eight each) are by different lecturers and overlap only partly between the two years. Tutorials are given through the year, and there are two university revision classes in Trinity Term.

### **Transferable skills**

Interpretation of complex images and ability to base valid arguments on them, (2) analysis of opposing opinions and arguments, and (3) ability to weigh primary evidence to reach your own conclusions.

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## The Human and Primate Interface

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**Option Co-ordinator:** Dr Caroline Phillips and Dr Susana Carvalho (SAME)

**Schedule:** Lectures in MT and tutorials in MT and possibly HT

**Available:** 2022-23

**Restriction:** Available to Third Years only

There are around 505 species of extant primates, all sharing a number of characteristics that we use to distinguish them from other mammalian fauna. Phenotypic variation across our order is remarkable and yet we are losing it at an unprecedented rate: 60% primates now face extinction. We have an interesting and longstanding relationship with non-human primates – we are primates and yet we threaten the survival of all others through our actions. This course explores our perceptions, particularly in the sharing of ecological and social space with other primates and in our conservation efforts to ensure their survivorship and sustainable co-existence with our primate relatives. The course is arranged in three sections: primate evolution and behaviour, the threats to primates and a closer look at how we interact with other primates. We begin by defining what a primate is, aspects of their behavioural ecology and why these are both important platforms to understand our relationship and for future conservation efforts. We then explore five major threats to primates from human activity and perceptions of primates: habitat loss, disease, climate change, trade and resource exploitation. We conclude by questioning the human-primate interface in the past and present, and how the role of conservation education and the decolonisation of primatology is a foundational component for conservation action plans and ensuring the survival of primates in the future.

**Course aim:** to provide a platform to unravel the complexity of the human-primate interface. From this, to understand how humans relate to other primates, and particularly how we threaten their survival.

### Learning outcomes

1. Explain which characteristics we use to classify a species as a primate and evaluate the significance of this knowledge for reconstructions of their evolution
2. Compare and contrast major threats to primates, and describe how they interrelate with each other
3. Identify and account for the different perceptions people have of primates
4. Critique, analyse and question interpretations, views, concepts presented on the course
5. Construct your own thoughts in future directions and actions needed to conserve primates
6. Make connections between primate behaviours, threats to primates from human activity and conservation action that may increase survivorship and to create a synthesis of their relationship

### Lectures (8 lectures)

**Lecture 1:** What is a primate and how far do they do back?

Overview of how we classify taxa as a primate, an overview of our ancestry as primates and considering why we should conserve primates

**Lecture 2:** Primate Behavioural Ecology: Mating strategies

Male and female mating strategies and why we need to know this

**Lecture 3:** Major Threats I: Habitat loss and climate change

An overview of the impact of both threats, caused by humans, to the survival of primates

**Lecture 4:** Major Threats II: Trade, disease and resource exploitation

An overview of the impact of these threats, caused by humans, to the survival of primates and the complexity in finding resolutions to conserve primates

**Lecture 5:** Human-Primate Interface: Past

An historical exploration of the human-primate interface from sharing the same environment with hominin ancestors, to more recent past relationships and what we might learn from this perspective

**Lecture 6:** Human-Primate Interface: Present

The application of ethnoprimateology to understand current human-primate interfaces

**Lecture 7:** Human-Primate Interface: Future I - Conservation Education

Exploration of what is conservation education and why it is applied in conservation efforts for sustainable co-existence between humans and non-human primates

**Lecture 8:** Human-Primate Interface: Future II – Decolonising conservation

To explore past approaches and how we can learn to ensure inclusivity, diversity and equality are the name of the game for conservation of primates

*Please note that the lectures are a central part of the course and all students are very strongly recommended to attend.*

## Japanese Society

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**Option Co-ordinator:** Prof. R. Goodman (SAME)

**Schedule:** lectures in HT and classes in HT and first 2 weeks of TT

**Available:** 2022-23

**Restriction:** Available to Third Years only and cap on class number

This course has two main aims; (a) to provide an introduction to Japanese society from an anthropological perspective and (b) to show how the study of Japan can contribute to mainstream anthropological theory. Major themes which will be covered include notions of personhood, rituals and symbols, time and space, structure and agency, continuity and change, and the construction of ethnic, gender and sexual identities. It will be possible to study a number of contemporary social institutions in depth, including the Japanese education system, medical system, household and kinship systems, legal and economic systems, new religions, and the worlds of traditional arts and popular culture. At the micro level, the details of these operations and the ideologies which support them will be examined, while at the macro level the course will explore their relation to other social institutions and the wider political and economic arena both inside and outside Japan.

In Hilary Term, there will be a series of 8 one-hour lectures which will introduce students to the anthropological literature on Japan (details below). The lecture will be immediately followed by a two-hour weekly class. Students will be able to choose from a list of over 20 topics which ones they would like to pursue in the classes. Each topic is headed by a key anthropological reading which all those who attend the class must read (copies will be available in the library) and the purpose of the class is to relate the specific readings on Japan (not all of which will be anthropological) to the themes covered in this anthropological text. Each week, four or five students will be assigned to present position papers to the class; two others will act as discussants. Students will be expected to write up their presentations immediately after the classes in which they presented. In Trinity Term, there will be a class covering a new topic in Week 1 and a three-hour revision class in Week 2.

All students will be required to undertake a piece of assessed work by the end of week 4 of the term in which the classes are taught. Details will be given during the first class of the term

### Learning outcomes

- To see how an advanced, industrial urban society like Japan can be studied using mainstream anthropological methods;
- The implications of studying a society like Japan for anthropological theory.

### Lectures (8 lectures)

*Please note that the lectures are a central part of the course and all students are required to attend.*

### The Construction of Japanese Ethnicity: An Anthropological Introduction

1. Issues in the study of Japan: Said and Orientalism

### The Functionalist/Essentialist Dominant Paradigm of Japanese Ethnicity

2. Technology and the changing demography
3. Homogeneity, minority groups and immigration
4. The concept of the person
5. Groupism and hierarchy
6. Nakane, Doi and the 'kinship model' of Japanese society

### **Critique of the Model**

7. Inherent assumptions and a critique of the 'kinship model'.
8. Case study of functionalist versus the conflict models of the Japanese company.

There is a good collection of videos on Japanese society and Japanese films held at Nissan Institute (Bodleian) Library. These are well worth viewing as part of this course.

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## Language and Anthropology

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**Option Co-Convenors:** Prof E Hsu and Dr Z Olszewska (SAME)

**Schedule:** Lectures and tutorials in HT

**Not Available:** 2022-23

**Restriction:** 4 students per class

### Introduction

Understanding and using languages as means of communication lies at the heart of ethnographic fieldwork, opening windows on new worlds and ways of thinking and being. But language is also key to understanding a whole range of other social and cultural issues and theories in social anthropology and its subfields. Language has been one of the core areas of classic anthropology since the days of Malinowski in the UK and Boas in the US. This course will enable students to appreciate the importance of language not only as part of everyday life, self-expression and communication, but also its central role in numerous cultural domains including ritual and religion, political speech and rhetoric, and knowledge production and meaning-making, among others. It will also introduce students to key anthropologists who have studied language as a part of their research and how they theorised their findings.

The main aim of the course is to offer an overview of the most significant themes in the anthropological study of language, familiarising students with the main authors, modes of analysis and concepts, and drawing also on related disciplines, including sociolinguistics. The course covers a broad range of world regions and allows for comparative perspectives. Lectures, which are an essential part of the course, will be given by Elisabeth Hsu, Ramon Sarró, Zuzanna Olszewska and David Zeitlyn. Tutorials will be provided by Elisabeth Hsu and Zuzanna Olszewska.

### Learning Outcomes

- Learn key concepts and main theories and authors in the field of linguistic anthropology and related fields.
- Develop an acute awareness of language as a sociocultural practice that is implicated in sociocultural processes of religion, political power, bureaucracy, daily life, etc.
- Build up a conceptual and analytical toolkit enabling further reading, learning and research in the field, including how to focus on linguistic features in fieldwork.

### Lectures (8)

Week 1: Language, Culture, Thought: The Linguistic Relativity Debate (E Hsu)

Week 2: Semantic Anthropology (Elisabeth Hsu)

Week 3: The Ethnography of Metaphor in Prophetic Speech (Ramon Sarró)

Week 4: The Ethnography of Prophetic Writing (Ramon Sarró)

Week 5: Purism or 'Polylinguaging'?: Language in a Diverse World (Zuzanna Olszewska)

Week 6: Anthropology of/and Literature (Zuzanna Olszewska)

Week 7: Cross-cultural Pragmatics & Conversation/Discourse Analysis (David Zeitlyn)

Week 8: Politeness and Formality: Beyond Tu-ing and Vous-ing (David Zeitlyn)



## **The Late Bronze Age & Early Iron Age Aegean**

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**Option Co-ordinator:** Dr Lisa Bendall (School of Archaeology)

**Schedule:** lectures in MT and tutorials are term flexible

**Available:** 2022-23

**Note:** students should also attend lectures on Aegean Bronze Age Scripts in HT

This course of lectures serves as an introduction to the major sites of the Aegean and their material culture from c. 1700 to 700 B.C. (the Late Bronze Age and Early Iron Age), with a focus on ways in which archaeological and textual data (chiefly Linear B, Hittite documents and Homeric epic) can be integrated in reconstructing the past. After an introduction that briefly outlines the development of scholarship in Aegean prehistory and sets the physical scene, the lectures present an overview of the major themes in the material record: the emergence, operation and collapse of complex socio-economic organizations ('palaces'); the nature and role of representational art; funerary practices and their social significance; monumental architecture, fortifications, and other major engineering works; economic and cultural relationships with the eastern and western Mediterranean and temperate Europe; the transition from a Bronze to an Iron Age and its social and economic implications; the use of the past as reflected both in the material record and in Homeric epic. Knowledge of the Greek language is not required.

### **Learning outcomes**

- knowledge of the archaeology of the Aegean Bronze and Early Iron Ages
- understanding of how archaeological evidence is used to reconstruct ancient societies, particularly in combination with textual evidence
- appreciation of wider themes (e.g. state formation, iconography, religion) in a specific context
- appreciation of how the history of archaeological discovery influences modern interpretations of the past

### **Transferable skills**

Critical assessment and evaluation of the potential and limitations of both archaeological and other forms of evidence.

### **Lectures**

1. The discovery of the Aegean Bronze Age and the legacy of the Iron Age
2. Chronology, environment and the emergence of complex societies in the Aegean
3. The Minoan palaces
4. Neopalatial Crete: politics and religion
5. 'Minoanisation': art and iconography under the volcano
6. The early 'Mycenaean' mainland and the Shaft Graves
7. The Mycenaean palaces: iconography, politics and infrastructure
8. Aegean conundrums: the fall of Knossos and life in LM IIIA and B
9. Linear B and the Mycenaean economy
10. Mycenaean religion
11. Mycenaeans in Anatolia and the archaeology of Troy
12. The 'collapse' of Mycenaean palace society
13. Life and death in a not-so-Dark Age: Xeropolis and Lefkandi

14. Old tales and new beginnings: Greeks and Phoenicians abroad
15. 'State' formation once again: moving towards the *polis*
16. Who owns the past? Heritage, archaeology, and Aegean Prehistory

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## The Later Prehistory of Europe

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**Option Co-ordinator:** Prof. A. Bogaard and Prof. R. Schulting (School of Archaeology)

**Schedule:** lectures and tutorials in MT

**Available:** 2022-23

Later prehistoric Europe offers a great diversity and richness of material evidence for key transitions in human history, encompassing the shift from hunting and gathering to farming, the emergence of monumental landscapes, spectacular art and the rise and fall of elite groups. Moreover, the history of thought surrounding this evidence charts fundamental developments in archaeological method and theory.

In this paper we survey the archaeology of later prehistoric Europe with reference to a series of themes, including:

- the development of hunter-gatherer societies after the Ice Age;
- the spread and nature of early farming and herding practices;
- the long-term social consequences of farming/herding;
- shifting materialities and identities.

Lectures provide an overview of the chronology and material evidence for the Mesolithic, Neolithic and Bronze Ages, while tutorials critically review past and present approaches to key transitions in different parts of Europe. Object-based classes in the Ashmolean Museum provide an opportunity to examine and discuss key forms of material culture.

### Lecture list

1. Mesolithic societies in Europe (RS)
2. Neolithic society in Europe 1: southern Europe (AB)
3. Neolithic society in Europe 2: central Europe (AB)
4. Neolithic society in Europe 3: north-west Europe (RS)
5. Late Neolithic-Early Bronze Age society in Europe 1: south and central Europe (AB)
6. Late Neolithic-Early Bronze Age society in Europe 2: north-west Europe (RS)
7. Middle-Late Bronze Age society in Europe 1: south and central Europe (AB)
8. Middle-Late Bronze Age society in Europe 2: north-west Europe (RS)

### Learning Outcomes

You should gain a solid grasp of key shifts and themes in European prehistory and their role in the development of archaeological method and theory. You should also develop a good grounding in the chronology and culture-history of later prehistoric Europe.

### Transferable Skills

- Critical assessment and evaluation of the potential and limitations of archaeological evidence, including ecofactual/bioarchaeological data
- An introduction to current theory concerning relations between people and the material world
- Critical assessment of competing theories and claims
- Generic skills in developing critical analytical skills in verbal and written form.

## Lowland South America

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**Option Co-ordinator:** Dr. E. Ewart (SAME)

**Schedule:** lectures and tutorials in HT

**Available:** 2022-23

The course introduces students to one of the most exciting and recently studied ethnographic regions of the world, lowland South America. Defined broadly, this cultural area comprises the lowland tropical and subtropical regions east of the Andes, the coastal and foothill regions on either side of the Andes, and other lowland geographic regions, including urban and peri-urban frontier regions.

### Learning Outcomes

By the end of the course, students will have gained a general understanding of (1) Amerindian ways of life, and value and thought systems; (2) the ecological, historical and political conditions of contemporary Amazonian countries; and (3) the theoretical debates raised by ethnographic analysis. Primary aims of the course are to show students a) how the ethnology of lowland South America, through its diversity and debates, is renewing anthropological thinking on a number of key issues; b) ways of integrating data from archaeology, ethnography, linguistics and ethnobiology; and, c) research ethics and questions of representation. The course involves detailed reading and discussion of ethnographic texts as well as visual media.

### Transferable Skills

In addition to learning how to identify and systematise bibliographical sources, read critically, develop oral and written skills, and evaluate alternative theoretical approaches to the analysis of society in a particular world, students will also gain an ability to appreciate and comprehend the diversity of thinking in and about the world. Finally, they will be encouraged to think about Amazonianist anthropology in relation to other cultural areas.

### Lecture Topics:

#### Hilary Term

#### **Introduction to the region:**

1. Introduction to the region and its peoples: Multiplicity, commonalities and transformations
2. Lowland South American societies through time: Views from archaeology, history and ethnography.
3. Histories of contact – identities, state and indigeneity
4. Myths and histories
5. Economies of the rainforest
6. Nature and society – debates in Amazonianist anthropology
7. Cosmology
8. Being and becoming human: Amazonian bodies and relatedness

#### Trinity Term

1. Villages and houses: spatial organisations
2. Transformations: enemies and dead people
3. Shamanism /Warfare
4. Review and revision

## Medical Anthropology: Sensory Experience, the Sentient Body and Therapeutics

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**Option Co-ordinators:** Prof. E Hsu and Dr. P Esposito (SAME)

**Schedule:** lectures, tutorials and ethnographic film viewings in HT

**Not Available:** 2022-23

**Restriction:** 3<sup>rd</sup> years only

In this course that straddles Social and Medical Anthropological theories and methods, we discuss ethnographies of 'ritual healing' with a focus on the sensory experiences that people develop during this process. Touch, taste, vision, hearing and smell are all examined, as well as the lesser known senses such as kinaesthesia and proprioception, and how they are collapsed during moments of synaesthesia and of all-encompassing acute pain. Our examples suggest that ritual is a process during which culturally-specific techniques are skilfully deployed to produce sensorial effects that affect patients and their carers in ways that enhance health and well-being. Students will draw on and develop their ideas about the anthropology of the body, embodiment and the habitus, and will become familiar with ethnographic topics as diverse as bloodletting and body painting, the body politic and the body ecologic, cannibalism and capoeira, obesity and olfaction, spirit possession and placebo, religion and ritual rhetoric.

Students will be encouraged to go beyond the analysis of healing rituals in terms of symbols, narrative and metaphor. Too often, ethnographers have glossed over the intimate details of rituals, creating a ritual 'black box' that neglects to explore which skills and techniques are learned to induce which effects experienced as healthful. By foregrounding sensory experience, we attend to sentient bodies that can be engaged in an 'education of attention', during the ritual and also in daily life.

### Learning Outcomes

- The sensory approach fundamentally redefines questions that are pursued separately in biological and social anthropology, in so far as it highlights the fluidity and interdependency of practice and perception
- Learning how to read ethnography and reframe the read within a different theoretical framework
- To familiarise oneself with medical anthropological analysis and thinking

### Overlaps with other core courses

- The discussion of the body and ritual, performance overlaps with Arch & Anth Paper 2: Cultural Representations, Beliefs and Practice and with Human Science Paper 5a: Anthropological Analysis and Interpretation.
- Debates surrounding the anthropology of food and phenomenology overlap with Paper 3: Landscape and the Environment for Arch & Anth students.

### Transferable skills

- Thinking through ethnographies
- Making connections between different fields of knowledge
- Learning to appreciate bodily intelligence

## Lectures [Hilary Term 2022]

There will be eight lectures given by Prof Elisabeth Hsu and by Dr Paola Esposito, 4 tutorials, 4 student-led seminars, and 4 film viewings,

1. Sensory Experience and Ritual Transformation
2. Play, Performance and Rhythm: Dance
3. Pain that Awakens
4. Immersion in Sound: Percussion, Voice, Melody, Music
5. Immersion in Light, and the Clinical Gaze
6. Transformative Tactility: Touch, Massage, Manipulation, and Synaesthesia
7. Odours and Transition: the Rotting, the Dead and the Dreamt
8. Taste and Distinction: the Substances of Memory, Ecology and Place

## Office hours

Prof Elisabeth Hsu: Mondays 9.30-10.30am; [elisabeth.hsu@anthro.ox.ac.uk](mailto:elisabeth.hsu@anthro.ox.ac.uk)

Dr Paola Esposito: Tuesday 11-12pm; [paola.esposito@anthro.ox.ac.uk](mailto:paola.esposito@anthro.ox.ac.uk)

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## **Mediterranean Maritime Archaeology**

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**Option Co-ordinator:** Dr. D. Robinson (School of Archaeology)

**Schedule:** lectures in HT and tutorials in MT and HT

**Available:** 2022-23 runs biennially.

The lectures for the paper on Mediterranean Maritime Archaeology are designed to demonstrate the latest theoretical, methodological and technical developments in the field and also to provide an overview of the rich maritime heritage of the Mediterranean basin up to Late Antiquity. They are delivered biannually, with methods and theory lectures in 'odd' years – i.e. 2017 – and history in even years – i.e. 2018.

The purpose of the first set of lectures is to examine the historical development of seafaring within the communities of the Mediterranean basin and their near neighbours. The lectures identify the main trends in the technological development of both military and merchant naval architecture both at sea and on land. They also examine the changing attitudes of Mediterranean communities through the development of larger political units and increasing international trade and exchange. The nature of the archaeological, textual and iconographic evidence will be discussed in order to understand issues such as the lack of warships in the archaeological record and the apparent collapse of trade after the 2<sup>nd</sup> century AD as seen by the evidence of wrecked merchant ships.

The second set of lectures provides an up-to-date overview of the current methods and theory in maritime archaeology and its allied sub-disciplines of maritime history and anthropology. It will also highlight the importance of contemporary issues in maritime archaeology such as the requirement for a robust legislative framework for the management and protection of submerged sites, the problems with treasure hunting and the necessity to document the fast disappearing traditional lifeways of maritime communities. These lectures will draw widely for its examples of best practise and consequently include case studies from the ancient world of the Mediterranean as well as the medieval and modern periods where appropriate.

### **Learning outcomes**

By the end of the course you will be familiar with the important developments in maritime technology, particularly in the Mediterranean, and their socio-economic and military contexts. You will be aware of excavation methodology and maritime archaeology relates to maritime history and anthropology.

### **Transferable skills**

The analysis and integration of complex data sets and the ability to base reasoned arguments on them.

### **Lectures**

HT odd years: *the historical development of seafaring*

1. Introduction to Maritime Archaeology
2. Egyptian seafaring
3. Late Bronze Age and Homeric seafaring
4. Classical Greek seafaring

5. Hellenistic seafaring
6. Roman seafaring
7. Late Antiquity seafaring
8. Seafaring beyond the boundaries of the Mediterranean

HT even years: *techniques and trends in maritime archaeology*

1. Ethics and the law
2. Maritime ethnography and experimental archaeology
3. Maritime and coastal landscapes
4. Shipwrecks and abandoned vessels
5. Conservation and post-excavation
6. War at sea
7. International maritime trade
8. Maritime infrastructure

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## Mesopotamia & Egypt from the Emergence of Complex Society to c. 2000 BC

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**Option Co-ordinator:** Dr. L. McNamara (Egyptology and Ancient Near Eastern Studies)

**Schedule:** lectures and tutorials in MT

**Not Available:** 2022-23

**Restriction:** 10 students per class only

The paper will contain questions on the period in both regions from the mid-fourth millennium to the end of the third millennium, which saw the emergence of the world's first city-state and territorial-state based systems, along with fundamental transformations in social organization. Characteristic manifestations include: development of social hierarchies; early and spectacular monumental architecture and art; long-distance trade and exchange; warfare and fortification of cities; invention of writing and development of bureaucracy. Comparison and contrast of parallel phenomena in the two regions will be emphasized. The interpretation of archaeological evidence of large structures and of writing will be an object of special study, both for the phenomena in themselves and for how they may provide evidence for control of increasingly numerous and differentiated populations.

### Learning outcomes

- To gain a knowledge of the record from the formative period of ancient Near Eastern civilizations;
- to comprehend issues involved in studying the transition from prehistoric societies to early historic civilizations;
- to compare and integrate pictorial, written, artefactual, and site-based evidence from two strongly contrasting traditions.

### Transferable skills

- To evaluate theoretical and more narrowly evidence-based approaches to intellectual problems;
- to combine different types of evidence in building up coherent interpretations;
- to assess the value and limitations of various types of evidence.

### Method of teaching

Lectures on early Mesopotamia and Egypt are available as part of the core course on Civilizations of the Ancient Near East in the Faculty of Oriental Studies. The relevant parts of the course are in Michaelmas Term and are typically four mornings per week. Tutorials will include object handling sessions in the Ashmolean Museum.

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## Objects in Motion – Debates in Visual, Material and Economic Anthropology

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**Option Co-ordinator:** Dr. I. Daniels

**Schedule:** lectures and tutorials in HT

**Available:** 2022-23

**Restriction:** 4 third year students per class only

This option explores key anthropological debates about the production, circulation and consumption of commodities through the lenses of markets, religion, and travel. Drawing on ethnographic examples from around the world, but with a particular focus on East Asia, the aim is to critically examine contentious issues surrounding commodification, globalisation and cross-cultural circulation of people and things. Topics discussed include the exchange of commodities within gift economies; the impact of commercialisation upon spiritual forms; tourism and notions of authenticity; money, markets and the ethics of global trade; advertising and visual economies, the Internet and mobile technologies, and disposal and the second-hand economy. All these topics will be explored through a mixture of written texts, photography and film.

The course **runs over 9 weeks** in Hilary. It consists of two main components that expects the students to work in groups: each week key readings will be presented by one group followed by discussion, while a second group will review a film and lead the discussions after a public viewing. The remaining students are responsible for posting on the OiM blog (**Website:** <http://objectsinmotion.ingedaniels.com>).

Every week all students are also expected to complete an assignment.

HT Week 0: Introduction

HT Week 1: Commodities and Gift Economies

HT Week 2: Labour, Money and Markets

HT Week 3: Religion and Commerce

HT Week 4: Between the Local and the Global

---visit to exhibition in London ---

HT Week 5: Authenticity, Place and Product

HT Week 6: The Internet and Mobile Technologies

HT Week 7: Challenging Commodification 1: The Morality of Consumption

HT Week 8a: Challenging Commodification 2: Anxiety, Magic and Occult Economies

HT Week 8b: Challenging Commodification 3: Waste, Materials, and the Second-hand Economy

*[In week 8 the students can choose which topic they would like to focus on]*

**NOTE: In week 4 or week 5 I will organize an excursion to London to attend two exhibitions that are relevant to the course.**

## **Physical Anthropology & Human Osteoarchaeology**

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**Option Co-ordinator:** Dr. N. Márquez-Grant (SAME) & Prof. R. Schulting (School of Archaeology)

**Schedule:** lectures and tutorials in HT

**Available:** 2022-23

**Restriction:** Available to Third Years only and class size of 8 students

Human skeletal remains provide clues about the past to archaeologists, anthropologists and forensic scientists. They reflect the political, cultural, economic, social and ecological context of a particular period and its funerary practices. Many of the techniques employed and even the questions asked are relevant to all three disciplines, such as basic age-at-death and sex estimation, health status, and trauma. Forensic anthropology has the additional aspect of working within a forensic or medico-legal setting, wherein the anthropological analysis of human skeletal remains assists in the identification of the deceased as well as contributing to establishing the time since death and the events surrounding death.

The course provides an introduction to the study of human skeletal remains from archaeological and forensic contexts. The lectures and tutorial classes (practically based) will teach students human anatomy, estimation of age-at-death and sex of the skeleton. Consideration will be given to physical human variation (including cranial morphology, post-cranial anatomical variation and stature), oral pathology, dietary reconstruction and palaeopathology. Within palaeopathology students will learn about the evolution of particular diseases; how to assess the health status of past populations and to understand the biocultural approach to interpreting health and disease in order to enhance the understanding of past and present lives.

### **Primary learning outcomes**

- to gain knowledge of basic human skeletal anatomy and to develop skills in human bone identification;
- to demonstrate a basic knowledge of anthropological methods to estimate the minimum number of individuals, age-at-death, sex and stature;
- to gain knowledge of how human skeletal remains can help us understand past living conditions, lifestyles and funerary practices, for example through palaeodemography, palaeopathology and interpreting these data within a wider biocultural framework;
- to obtain an awareness of the work of a forensic anthropologist in contexts of individual police cases, human rights investigation and mass disasters

### **Tutorial essays**

Unless otherwise note, to be submitted by email on Fridays before 4.30pm or a printed hardcopy in NMG's pigeonhole at Wolfson College (Linton Road) on Saturdays by 11.00am.

### **Tutorial essay titles**

[essays to be c. 2500-3000 words except for that relating to Week 1]

**Essay 1 (to be submitted at the end of Week 1):**

What are some of the ethical issues regarding the excavation, analysis, retention and display of human remains?

**Essay 2 (to be submitted at the end of Week 2)**

What is palaeodemography and what are the problems? What methods exist for age-at-death and sex estimation? What are the limitations in age-at-death and sex estimation?

**Essay 3 (to be submitted at the end of Week 3)**

What is palaeopathology? What are its problems/limitations including the 'osteological paradox'? Provide examples of pathological conditions which can be found in archaeological human remains. How is health and disease influenced by other factors (e.g. climate, socio-economic status, population density) and what is meant by employing a 'biocultural approach' when interpreting or reconstruction health and disease from ancient populations?

**Essay 4 (to be submitted to Dr Rick Schulting at the end of Week 4)**

How secure can we be in our identification of cranial injuries as 'perimortem', and, even assuming this, can we then go on to identify them as the cause of death? There is a large literature on this topic, which you are encouraged to explore on your own. The papers below are intended to provide a starting point. Berryman and Haun 1996 is particularly useful (though one image of how cranial trauma 'works' is slightly confusing).

**Essay 5 (to be submitted at the end of Week 5)**

How can we reconstruct the diet and nutrition of ancient populations?

**Essay 6 (to be submitted at the end of Week 6)**

What is the role of the forensic anthropologist? With the upsurge for DNA for victim identification, is anthropology still relevant or necessary?

**Essay 7 (Essay 6 (to be submitted to Dr Rick Schulting at the end of Week 6)**

How can stable isotopes help identify a person's origins, and how well does this evidence stand up?

In **Week 8**, there will be an assessment of your recording of a skeleton you will have studied on Monday Week 8.

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## **Roman Archaeology: Cities & Settlements under the Empire**

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**Option Co-ordinator:** Prof. A. Wilson (Faculty of Classics/School of Archaeology)

**Schedule:** lectures in MT and HT, tutorials flexible. Revision classes in TT

**Available:** 2022-23

In exploring the development of towns and their related territories in the first three centuries AD, this course provides an introduction to Roman urbanism and the lively modern debate over how it worked and whom it served. The study of the physical design of the city, its public and private buildings, and its infrastructure, along with the objects of trade and manufacture, is placed in the broader context of the types and patterns of rural settlement, agricultural production, transport and communications. This allows various themes to be investigated, including what it meant to live in a Roman town, and in its countryside, and the role of cities in the Roman economy.

Those taking the course will become familiar with the physical character of Roman cities based on selected representative sites (primarily Corinth, Carthage, Caesarea Maritima, Palmyra, Lepcis Magna, Verulamium [St Albans] and Silchester) and with major landscape studies in Italy, Greece and North Africa. Particular attention is paid to problems and biases in assessing the character of the physical evidence; and in testing theoretical models against hard data. Evidence from written sources will be incorporated where appropriate, but an ability to read ancient languages is not required.

### **Learning outcomes**

- to understand the nature and development of Roman urbanism through the material remains;
- to understand the methods and techniques used to investigate Roman landscapes and human settlement within them;
- to be able to assess critically the contribution that archaeology is able to make to the debate over the nature and economic role of Roman cities.

### **Transferable skills**

The transferable skills taught by the course include the critical distillation of reasoned and well presented arguments from a large body of disparate evidence.

### **LECTURES – 16 in Michaelmas Term, 8 in Hilary Term**

**Roman Archaeology: Cities and Settlements under the Empire. I. Settlement themes** (Michaelmas Term, Mondays)

Prof. Andrew Wilson

This lecture course is one of two series running in parallel in Michaelmas Term (the other is Roman Archaeology: Cities and Settlements under the Empire. II: Urban Case Studies). The course covers questions and themes on rural settlement, trade and economy, and city-countryside relations.

1. Wk 1: Roman urbanism – themes and questions
2. Wk 2: Euergetism and urban development
3. Wk 3: Hydraulic engineering and water supply

4. Wk 4: Cities of the dead
5. Wk 5: Field survey
6. Wk 6: The villa and agricultural production
7. Wk 7: Villages, small towns and the rural settlement hierarchy
8. Wk 8: The army and the frontiers

**Roman Archaeology: Cities and Settlements under the Empire. II. Urban case studies** (Michaelmas Term, Mondays)

Prof. A. Wilson

This is the second of two series running in parallel in Michaelmas Term (the other is Roman Archaeology: Cities and Settlements under the Empire I: Settlement themes). This course provides an introduction to Roman cities, how they were laid out, what they looked like, how they functioned and what it was like to live in them. A general introduction on town planning is followed by case studies of different cities from across the whole of the Roman Empire, and a final lecture on the economic role of Roman cities.

9. Wk 1: Roman urbanism – town planning
10. Wk 2: Leptis Magna
11. Wk 3: Carthage
12. Wk 4: Corinth
13. Wk 5: Caesarea Maritima
14. Wk 6: Palmyra
15. Wk 7: Silchester and Verulamium
16. Wk 8: Cities and the Roman economy

Two further courses are offered in alternate years:

**The Archaeology of the Roman Economy** (Hilary Term 2020, Mondays)

Prof. A. Wilson

17. Wk 1: Approaches to the Roman Economy
18. Wk 2: Climate, Environment, and Disease
19. Wk 3: The Archaeology of Economic Institutions
20. Wk 4: Developments in maritime trade
21. Wk 5: Indo-Roman trade and the state
22. Wk 6: Roman technology: the possibilities and limits for preindustrial growth
23. Wk 7: Before the pin factory: Division of labour and mass production
24. Wk 8: Mining, metal supply, and the supply of money

**Roman Urban Living (object-based class in the Ashmolean)** (Hilary Term 2021, Mondays)

Prof. A. Wilson

17. Wk 1: The urban fabric
18. Wk 2: Domestic life
19. Wk 3: Food and diet

- 20.** Wk 4: Personal adornment, grooming and health
- 21.** Wk 5: Leisure
- 22.** Wk 6: Work, trade and crafts
- 23.** Wk 7: Religion
- 24.** Wk 8: Death and burial

*Note: Lectures are an integral part of the examined syllabus and attendance at all of them is strongly recommended.*

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## **Science-Based Methods in Archaeology**

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**Option Co-ordinator:** Dr. J-L. Schwenninger (School of Archaeology)

**Schedule:** Lectures & tutorials in MT and HT

**Available:** 2022-23

This course provides an introduction to archaeological sciences, concentrating on three principle areas. It will be of interest to students wishing to take a scientific direction in their archaeological studies, as well as for those who wish to understand the general foundations of science-based evidence in the discipline and the nature of that evidence. Each section has 6 formal classes in which the essential components are outlined (total 18 lectures), and 2 tutorials during which we further discuss appropriate case studies, problems and essays (total 6 tutorials).

In Materials analysis of artefacts we discuss the background to the application of materials science to archaeological artefacts, with an emphasis on the main methods in current use, such as petrology, microscopy (of various kinds), chemical and isotopic analysis, and chromatography. The lectures follow the classification of the materials, e.g. ceramics, metals, glass and organic materials.

Biomolecular approaches to diet are focused on the retrieval of chemical evidence from skeletal tissues for addressing questions about human diet in the past. We concentrate on the recovery and interpretation of stable isotope information from bones and teeth, complemented by proteomic studies and chemical and isotopic evidence from organic residues in potsherds. We also consider the taphonomic issues associated with the preservation of these chemical signals and the difficulties that can accompany the interpretation of these different lines of evidence.

The Dating methods section deals with a variety of current and developing approaches to establishing absolute chronology. The main emphasis is on radiocarbon dating but we also discuss a suit of other techniques, both established and emerging. Some of these have been developed to address chronology at greater age depths (luminescence and uranium series dating) or to enhance precision (tephrochronology) where required.

### **Learning outcomes**

On completion students should have gained an understanding of the main principles of these approaches, the nature of accumulating and changing knowledge, and the experimental basis for expanding that enquiry. They should be able to read, and critically assess, research papers contributing to the field. They will develop an understanding that to be effective such approaches must be placed firmly within their archaeological contexts.

### **Transferable skills**

- Critical assessment in evaluating specific research issues and scientific techniques.
- Understanding the scientific foundations.



- Evaluation, validation and manipulation of quantitative data.
- Presentation of an argument supported by evidence.

## **Michaelmas term [9 lectures]**

### **1 Scientific analysis of archaeological materials**

Week 1: 12th October, 11:00-12:00 [Lecture room, 1 South Parks Road]  
Dr Victoria Sainsbury: *Application of materials science to archaeological artefacts and introduction to the main methods in current use.*

Week 2: 19th October, 11:00-12:00 [Lecture room, 1 South Parks Road]  
Prof Shadreck Chirikure: *Scientific analysis of metals in archaeology.*

Week 3: 26th October, 11:00-12:00 [Lecture room, 1 South Parks Road]  
Prof Shadreck Chirikure: *Metals in society: technology, organisation of production, value, etc.*

Week 4: 2d November, 11:00-12:00 [Lecture room, 1 South Parks Road]  
Dr Victoria Sainsbury: *Analysis of glass.*

Week 5: 9th November, 11:00-12:00 [Lecture room, 1 South Parks Road]  
Dr Luciana Carvalho: *Analysis and identification of organic materials.*

Week 6: 16th November, 11:00-12:00 [Lecture room, 1 South Parks Road]  
Dr Chris Doherty: *Analysis of ceramics.*

### **2 Biomolecular approaches to diet [Important note: Double lecture in week 8!]**

Week 7: 23rd November, 11:00-12:00 [Lecture room, 1 South Parks Road]  
Dr Amy Styring: *Introduction – overview of biomolecular approaches, chemistry of calcified tissues, principles of stable isotope analysis.*

Week 8: 30th November, 11:00-13:00 [Lecture room, 1 South Parks Road]  
Dr Amy Styring: *-Reconstructing diet using carbon isotope values – maize, millet, marine foods.*  
*-Reconstructing diet using nitrogen isotopes values – vegan or carnivore?*

## **Hilary term [9 lectures]**

### **2 Biomolecular approaches to diet (continued)**

Week 1: 18th January, 11:00-12:00 [Lecture room, 1 South Parks Road]  
Dr Amy Styring: *Proteins in dental calculus.*

Week 2: 25th January, 11:00-12:00 [Lecture room, 1 South Parks Road]  
Dr Amy Styring: *Organic residues on/in pots.*

Week 3: 1st February, 11:00-12:00 [Lecture room, 1 South Parks Road]  
Dr Amy Styring: *Issues – taphonomy, need for multiple proxies.*

### 3 Dating methods in archaeology [Important note: Double lecture in week 4!]

Week 4: 8th February, 11:00-13:00 [Lecture room, 1 South Parks Road]

Dr Peter Ditchfield: *Climatic clocks and frameworks.*

Prof Christopher Bronk-Ramsey: *Scientific dating methods.*

Week 5: 15th February, 11:00-12:00 [Lecture room, 1 South Parks Road]

Dr Rachel Wood: *Introduction to radiocarbon dating in archaeology: relative dating and sequences.*

Week 6: 22d February, 11:00-12:00 [Lecture room, 1 South Parks Road]

Dr Rachel Wood: *Radiocarbon laboratory methods: chemical pre-treatment and measurement techniques.*

Week 7: 1st March, 11:00-12:00 [Lecture room, 1 South Parks Road]

Dr Jean-Luc Schwenninger: *Luminescence dating.*

Week 8: 8th March, 11:00-12:00 [Lecture room, 1 South Parks Road]

Prof Christopher Bronk-Ramsey: *Calibrating and interpreting dates, modelling of results from multiple methods using OxCal.*

#### Lecturer key and contact details

**AS Dr Amy Styring** (amy.styring@arch.ox.ac.uk)

**CD Dr Chris Doherty** (chris.doherty@arch.ox.ac.uk)

**CR Prof Christopher Bronk-Ramsey** (christopher.ramsey@arch.ox.ac.uk)

**J-LS Dr Jean-Luc Schwenninger** (jean-luc.schwenninger@arch.ox.ac.uk)

**LC Dr Luciana Carvalho** (luciana.carvalho@arch.ox.ac.uk)

**PD Dr Peter Ditchfield** (peter.ditchfield@arch.ox.ac.uk)

**RW Dr Rachel Wood** (rachel.wood@arch.ox.ac.uk)

**SC Prof Shadreck Chirikure** (shadreck.chirikure@arch.ox.ac.uk)

**VS Dr Victoria Sainsbury** (victoria.sainsbury@arch.ox.ac.uk)

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## South Asia

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**Option Co-ordinator:** Prof. D.N. Gellner (SAME)

**Schedule:** lectures in HT, tutorials as necessary

**Available:** 2022-23

South Asia conventionally covers India, Nepal, Sri Lanka, Pakistan, Bangladesh and Bhutan, with the available anthropological literature broadly declining in that order. The range of topics covered will include (subject to availability): tribe, caste and the village; kinship, gender and personhood; Hinduism and other religions in south Asia; politics, nationalism and colonialism; migration and diasporas. The teaching will take place in Hilary Term and will consist of a combination of up to eight lectures and classes. Undergraduate students also receive eight tutorials on the course; these may be taken in any term, with the agreement of students and tutors. The tutor may be someone other than the course convenor.

### **Learning outcomes**

The course is designed to give students an understanding of the fundamentals of society, culture, religion, and politics in the South Asian region, especially India. Since many of the topics covered have proved illustrative of, and influential on, social anthropological methods and theories in general, the course should also expand the student's understanding of the discipline more widely.

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## **Themes in African Anthropology: extraction and extraversion**

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**Option Co-ordinator:** Dr. D Patten and Dr. R Sarró (SAME)

**Schedule:** lectures and tutorials in HT

**Not Available:** 2022-23

**Restriction:** Third Years only

This course showcases contemporary ethnographic research on extraction and extraversion in Africa. The anthropology of extractive industries (diamonds, coal, oil, timber, rubber, gold, coffee, copper, coltan etc.) offers a critical perspective on key processes shaping our world: global capital and multi-nationals, labour and migration, temporality and generation, protest and activism. These ethnographies of extraction remind us of the centrality of Africa in the world, and that histories of extraversion show Africans not at the margins but connected, active agents in the relations of dependence that they oppose and facilitate.

The focus on extraction therefore links the material, intimate, bodily practices of mining, mobility and masculinity via the infrastructures of extraction to the global supply chains of petrochemicals, metals, and the resources of modern production and consumption. Key themes emerge across the lectures and classes. Moving beyond the standard narratives of 'resource curse' these themes explore the reimagining of space, frontier and belonging in the economies of migration, enclave and ethnicity. These terrains of extraction are dynamically re-imagined across historical, generational, and epochal temporalities. And we ask how do these spaces and temporalities of extraction, and the epistemic and ecological violence with which they are associated, shape contemporary practice, memory and relations of African societies and cultures.

### **Lectures**

1. Ethnographies of Extraction and Extraversion
2. The political economy of oil in Kenya (Doris Okenwa)
3. The arts of oil (David Pratten)
4. Extractivism in KwaZulu-Natal (Thomas Cousins)
5. Mangroves and aluminium: resilience on the coast of the Republic of Guinea (Ramon Sarro)
6. Climate justice in Tanzania (Jessica Omukuti)
- 7 After gold in Cameroon (Rosalie Allain)
8. Film/workshop/presentations.

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