European Prehistory II  
Spring 2008  
Weds. 5:00-7:35  
Prof. Pam Crabtree  
Office: Room 307 in 25 Waverly Place  
Office Hours: Monday and Weds. 1-2:30 and by appointment  
E-mail: pc4@nyu.edu or PamCDougC@comcast.net  
Office Phone: 212-998-8573, 24-hour voice mail  

Introduction: Much of what we know about the ancient world comes from documentary sources. However, when Caesar conquered much of temperate Europe in the first century BCE and first century CE, he encountered populations that had practiced farming for over 4000 years. These peoples also had complex economic practices, social systems, and political organizations. However, they did not keep written records. As a result, most of what we know about the later prehistoric populations of Europe comes from archaeological data. Fortunately for us, Europe has one of the richest archaeological records in the world. This course will examine the archaeological record for prehistoric and migration period Europe from the end of the Ice Age (ca 9400 BCE) through the migration period (the so-called “Dark Ages,” ca. 400-850 CE). We will attempt to answer the following questions:

• How did European foraging populations adapt their settlement and subsistence strategies to the climatic changes that took place at the end of the Ice Age?
• Where, when, and why did farming spread to prehistoric Europe? What roles did population movement and the adoption of farming technologies by native peoples play in this spread?
• How did settlement patterns, technology, and social and political organization change during the later of consequent Neolithic?
• Who were the Indo-Europeans?
• Can we identify the beginnings of metallurgy in the European archaeological record? How did metal technology develop in later prehistoric Europe?
• Is there evidence for trade between the Mediterranean and temperate Europe during the Bronze and Iron Ages?
• Who were the Celts?
• Can we identify the beginnings of towns and cities in the European archaeological record?
• How did Roman colonization affect the native peoples of Europe? What is the lasting legacy of the Roman world?
• What can archaeology tell us about day-to-day life during the migration period and about the re-birth of towns in the post-Roman West?

Course Requirements: Your grade will be based on an in-class midterm exam (one-third of grade) and on a research paper and oral presentation (two-thirds of grade). You may write your paper on any topic related to the course materials, but your topic should be approved by the course instructor. MA and PhD students should choose a topic that is related to their own research.

Textbooks:
The following texts have been ordered at the University bookstore.


Syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Introduction of European prehistory; basic chronology; environmental background.</td>
</tr>
<tr>
<td>1/30</td>
<td>The history of European archaeology: antiquarianism, the rise of modern archaeology in the 19th century, diffusionism and V. Gordon Childe, archaeological cultures and culture history, the radiocarbon revolution, economic and social archaeology in the 1960s and 1970s, the post-processual revolution. Reading: Milisauskas Ch. 2</td>
</tr>
<tr>
<td>2/6</td>
<td>The Mesolithic: environmental changes at the end of the Pleistocene; settlement, subsistence and technology during the early Holocene; case studies from the Mediterranean and Northern Europe; social and economic changes in the later Mesolithic. Reading: Milisauskas Ch. 5; begin Whittle.</td>
</tr>
<tr>
<td>2/13</td>
<td>Neolithic 1 -- the early Neolithic: the spread of food production to Europe, including Greece and the Mediterranean, the Balkans, Central Europe, and Northwest Europe; the roles played by migration and the adoption of farming by native Mesolithic peoples; cultural, social, and economic changes associated with “Neolithization.” Reading: Milisauskas Ch. 6.</td>
</tr>
</tbody>
</table>
Neolithic 2—part 1: the consequent Neolithic; changes in settlement, subsistence and technology during the later Neolithic; megalithic tombs; plows and carts; the “secondary products revolution.” Reading: Milisauskas Ch. 7.

Neolithic 2—part 2: revisiting old questions; the beginnings of metallurgy in Europe; the Indo-Europeans; the Beaker folk; the archaeology of the Copper Age and the world of the Ice Man. Reading: Milisauskas Ch. 8; finish Whittle.

The Bronze Age: the Mediterranean Bronze Age; Minoans and Mycenaeans; the Bronze Age in temperate Europe; Bronze Age trade. Reading: Milisauskas Ch. 9.

Mid-term. In class–essay questions.

Spring Break

Iron Age 1: the Mediterranean world of 1200 BCE at the end of the Bronze Age; the beginnings of iron technology; late Hallstatt towns and trade; interaction between the eastern Mediterranean and temperate Europe. Reading: Milisauskas Ch. 10

Iron Age 2: Who are the Celts? Celtic migrations; the oppida and urbanism in temperate Europe; archaeological and historical sources for Late Iron Age Europe. Reading: begin Wells.

The Roman world of the early first millennium CE: the question of “Romanization”; the Roman Iron Age and trade between the Roman world and peoples outside the Empire; the collapse of the Roman empire and Rome’s legacy.

The Archaeology of the Migration Period: Saxons and Vikings; the re-birth of towns in the post-Roman West. Reading: finish Wells.

Student presentations 1.

Student presentations 2