

The origins of Stonehenge: new discoveries and fresh perspectives

Start date 12th February 2017 **End date** 13th February 2017

Venue Madingley Hall
Madingley
Cambridge

Tutor Professor David Jacques **Course code** 1617NTX002

Director of Programmes Emma Jennings

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

Tutor biography

David Jacques is a Senior Research Fellow in Archaeology at Buckingham University whose field of research explores the use of the Stonehenge landscape in the Mesolithic period (8500BC-4000BC). Since 2005 he has been the Project Director of an internationally significant Mesolithic archaeological site, one mile from Stonehenge. His team has discovered the oldest occupation site in the Stonehenge area, the likely place where the communities who built the first monuments at Stonehenge lived. These discoveries have contributed significantly to a new understanding of the initial settlement patterns and practices in the Stonehenge landscape. In 2013 he was elected a Fellow of the Society of the Antiquaries (FSA) in recognition of the importance of these discoveries.

In 2010 David Jacques won an Open University Teaching Prize for his work at Vespasian's Camp and the ways he involved that with his students learning. His project at Stonehenge was nominated 'Research Project of the Year 2013' by *Current Archaeology Magazine*, and was runner-up to Leicester University's discovery of Richard III. Under David Jacques's direction, the team's work has featured on BBC 2's *Horizon* and 'Operation Stonehenge', as well as BBC 4's 'Flying Archaeologist' series. It has also been extensively reported in the national and international press, for example the

New York Times - http://www.nytimes.com/2015/11/10/science/stonehenge-begins-to-yield-its-secrets.html?_r=0

As a Fulbright alumnus, David Jacques has worked extensively to improve the education system of the Republic of Georgia, setting up and running a charity which stimulated an investment of \$12 million into the Georgian education system between 2005-08. In 2011, he was chosen as one of two 'Outstanding' British Fulbright Teacher Program alumni of the past 60 years

19 January 2016: Dr Nick Branch (University of Reading): 'Changing Environments in the Stonehenge Area from Post Glacial times to the Roman Period. (TBC)

Course programme

Sunday

Please plan to arrive between 10:00 and 12:00. You can meet other course members in the bar. Tea and coffee making facilities are available in the study bedrooms.

13:00	Lunch
14:30 – 16:00	Session 1 - Ways of understanding Stonehenge and its landscape through history
16:00	Tea
16:30 – 18:00	Session 2 - The post-glacial occupation of Salisbury Plain (Mesolithic)
18:30	Dinner
20:00 – 21:30	Session 3 - The early to mid Neolithic at Stonehenge (Neolithic Monuments: first phases of Stonehenge, Long Barrows, the early Henges, The Cursus, latest developments).

Monday

07:30	Breakfast
09:00 – 10:30	Session 4 - The Later Neolithic (Stonehenge phase 3, Durrington Walls, the Avenue, new approaches to evaluating where the people came from).
10:30	Coffee
11:00 – 12:30	Session 5 - Bronze and Iron Age (later phases of Stonehenge, Round Barrows, defended sites 'hillforts', Roman period).
12:45	Lunch
14:00 – 15:30	Session 6 - New approaches to evaluating Use of Animals in the Stonehenge Landscape in the Prehistoric Periods.

Aims:

The course has three aims –

1. To offer a broadly chronological survey of Stonehenge and its environs between 7500-2000BC.
2. To enable students to place their own research interests within the broader context of developments in human society/culture since the end of the last Ice Age.
3. To gain understanding of the new evidence for the first humans to occupy the Stonehenge landscape during the Mesolithic period (7500-4000BC) and how that affects our understanding of the later Neolithic and Bronze Age monumentalising of the area.

Content:

The research work already undertaken in and around Blick Mead indicates that a significant gap in our knowledge of the Stonehenge landscape's 'backstory' is in the process of being filled. The range and intensity of the material already recovered is one of the largest and most dense accumulations of Mesolithic material in the country. The course content will provide an opportunity to explore diverse issues relating to the Mesolithic traditions. These include, but are not limited to, landscape use, patterns of mobility, settlement organisation, the social significance and roles of flint-working and flint tool use, the social roles of hunting and animals, raw material selection and concepts of materiality and domestic and ceremonial practices. This section of the course will contribute to a wider understanding of the sense of place, ritual and memory hunter-gatherer societies may have had.

The course will also examine the early Neolithic monumentalisation of the area – The Coneybury Anomaly, the Cursus, the long barrows and the first phases of Stonehenge. We will then examine the landscape in its Bronze and Iron Age phases, in particular the later buildings of Stonehenge, the round barrows, and examine the development of the defended hillfort sites at during the Iron Age. It will discuss the 'big questions' about Stonehenge and its landscape: Why is it where it is? What was it for? And where did the people come from who first used the landscape in the Mesolithic and who later built and used the Neolithic and Bronze Age monuments?

Presentation of the course:

Class discussion (very important!), practical work, problem solving exercises, lecture and seminar formats (involving power points).

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

1. Assess the wider Mesolithic contexts in terms of the research issues raised in English Heritage's 'Stonehenge World Heritage Site Research Framework' agenda.
2. Demonstrate an understanding how the movement of people and ideas in the Stonehenge World Site area across seven millennia between 8500BC- 500BC contributed to the establishment of the area's renowned ceremonial character.
3. Demonstrate their understanding in ways that connects to up to date narratives about the biography of the Stonehenge landscape.

Reading and resources list

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

Author	Title	Publisher and date
Bowden, M & Souter, S et al	<i>The Stonehenge Landscape</i>	English Heritage, 2015
Darvill, T	<i>Stonehenge: The Biography of the Landscape</i>	Tempus, 2006
Jacques, D et al	<i>Vespasian's Camp: Cradle of Stonehenge</i>	Current Archaeology Magazine 271, 2012
Jacques, D & Phillips, T et al	<i>Time and Time Again in the Stonehenge Landscape: A Long Term Mesolithic Homebase Discovered at Blick Mead, Vespasian's Camp</i>	Wilts Arch and Nat Hist Magazine, 2014
Parker Pearson, P	<i>Stonehenge – Stonehenge: Making Sense of a Prehistoric Monument</i>	CBA, 2015

Website addresses –

<http://www.buckingham.ac.uk/wp-content/uploads/2014/12/Blick-Mead.pdf>

Interviews –

<http://www.bbc.co.uk/news/uk-england-wiltshire-37574881>

<http://www.bbc.co.uk/programmes/p04b82zf> - 5 live

<http://www.bbc.co.uk/programmes/p04b9m3j> world service

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