



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Undergraduate Certificate in Archaeology of Ancient Britain

(previously Certificate I)

2018 – 2019

Course code: 1819CCR103

COURSE GUIDE

Welcome to the **Undergraduate Certificate in Archaeology of Ancient Britain**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course specification.

The certificated programme in Archaeology offers students a solid introduction to the practice, methods, theories and key sources used by archaeologists, thus setting the scene to enable students to develop their archaeological interests and knowledge throughout the certificate. Because of the varying nature of the courses within the two Certificates in Archaeology, the aims of each are diverse and specific to that course. However, broadly speaking, the Certificate as a whole aims:

1. To give students classroom-based grounding in the key aspects of archaeological method and practice;
2. To introduce students to methods of scientific analysis of archaeological data;
3. To develop students' awareness and understanding of archaeological terms and concepts;
4. To familiarise students with key case studies within the field;
5. To give students an understanding of a range of archaeological societies across the globe;
6. To provide students with an overview of a European chronology from the origins of agriculture up to the Norman invasion.

Transferable skills for further study and employability

1. The capacity for independent thought and judgement
2. The development of independent learning, study and time management skills
3. The deployment of skills in critical reasoning
4. The development of competence in using IT to support one's work
5. The ability to work with others, productively and equitably
6. The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

Teaching staff

Course Director: Dr Gilly Carr

Gilly Carr is a Senior Lecturer and Academic Director in Archaeology at the Institute of Continuing Education, a Fellow of St Catharine's College and a Member of the McDonald Institute of

¹ 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

Archaeological Research. She works in the field of Conflict Archaeology, POW Archaeology and Heritage Studies and her current research projects are based in the Channel Islands.

Tutors:

Dr Nicholas James is a consultant in management and interpretation of historical resources. His research topics include the post-medieval landscape history of the Fens; Aztec agriculture and urban culture; and urban cultural heritage management in India.

Dr Corinne Roughley is an Affiliated Lecturer in the Department of Archaeology and Anthropology and a Fellow of Hughes Hall. She studied for a BA in Archaeology and Anthropology at Cambridge (1996), followed by an MPhil in Geographic Information Systems and Remote Sensing (1997). Her PhD was on the use of GIS and visualisation techniques for understanding the Neolithic landscape of the area of Brittany around Carnac.

Mark Haughton completed his BA and MA at University College Dublin. He is currently completing his PhD which looks at the burials of the Early Bronze Age in Ireland and Scotland and asks what they can tell us about societal understandings of identities.

Quinton Carroll has been a curatorial archaeologist with Cambridgeshire County Council since 1998 and now heads the Historic Environment Team. He specialises in the fields of Anglo-Saxon archaeology, Cultural Resource Management and Church Archaeology. He has a degree in early Mediaeval History, specialising in the Anglo-Saxon period, and a Masters in Archaeology.

Hanneke Reijnierse-Salisbury completed her bachelor's and master's degrees at Cambridge and is currently completing her PhD at the Faculty of Classics on the Representations of the body in the art of Roman Britain. Hanneke's broader interests span Roman art more generally, both in Rome itself and the provinces, with a particular focus on gender and identity and a developing interest in the art of the later empire.

Administrative staff

Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at:

www.ice.cam.ac.uk/about-us/how-find-us

Please note that students are responsible for making their own travel arrangements for fieldtrips and paying any associated entrance fees.

Contact details of ICE

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Cambridge
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Please also refer to the 'information for students' section on ICE's website <http://www.ice.cam.ac.uk/studying-with-us/information-for-students> and the relevant Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Information correct as at 14/09/2018

Syllabus for first unit

Michaelmas term 2018

Exploring the past: an introduction to archaeology

Start	13 October 2018	End date	8 December 2018
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutors	Dr Gilly Carr & Dr Nicholas James	No of meetings	4 day-schools: 13 October, 10 November, 24 November & 8 December 2018 (plus fieldtrip – date tbc)

Aims

- To introduce the basic methods and techniques of archaeology
- To introduce ways of approaching different types of artefacts, sites and landscapes
- To provide general knowledge on methods of interpretation
- To show how interpretation is affected by historical, political and ethical context

Content

This unit introduces the range of approaches and methods in modern archaeology. Archaeological evidence is very varied and there are many ways to interpret it. The main methods and approaches for locating, investigating, interpreting and managing landscapes, sites and finds will be discussed. Different periods and different environments and cultural settings require different approaches, methods and techniques. We will consider how interpretation depends on historical, political and cultural conditions

Presentation of the unit

Learning will be through illustrated lectures, seminars, field trips, practical sessions, and discussion. Students will learn how to present and support evidence through by both speaking and writing.

Course Structure

The day schools are scheduled to take place from 10am to 5pm with an hour for lunch (12-1). There will be four day schools and one field trip to earthworks in Cambridgeshire (date TBC)

Date	Session	Topic	Teaching Information
13.10.18	Day school 1	Introduction to archaeology; research frameworks and strategies, and resource management.	GC:1 x 2 hr lecture NJ: 2 x 2 hour lectures
10.11.18	Day school 2	Archaeological methods and techniques; stratigraphy and taphonomy	GC:1 x 1 hr lecture TB:1 x 1 hr lecture NJ: 2 x 2 hour lectures
24.11.18	Day school 3	Conditions of preservation, dating techniques, and experimental and ethnoarchaeology	GC: 3 x 2 hour lectures
8.12.18	Day school 4	Artefacts; landscape archaeology; politics, ethics and archaeology	NJ:1 x 2 hr lecture GC: 2 x 2 hour lectures

Learning Outcomes

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

- show an understanding of the basic approaches and methods of archaeological investigation;
- demonstrate an ability to handle archaeological information;
- present their ideas in discussion and in written work.

Student assessment

The course requires a commitment to reading and pre-class preparation. There will be **two** assignments, which are **weighted equally (50/50)**. The first is a short-answers exercise (1,500-2,000 words) and the second is an essay of 1,500-2,000 words that, together, will come to a total of 3,000 – 4,000 words overall.

Short-Answers Exercise

Please answer eight of the questions below and write around 2 paragraphs per question. Each question relates to the lecture of the corresponding week. Please note that we expect wider reading and the use of a bibliography where necessary.

- 1) How does archaeology differ from either history or anthropology?
- 2) For a fictional development, if you were to assess the archaeological potential of the site where you live, what key resources and information would you use? (See Renfrew & Bahn.)
- 3) As an Inspector of Ancient Monuments, how would you argue for awarding Scheduled Monument status for (a) Hadrian's Wall and (b) Cambridge Castle?
- 4) What are the key differences between archaeological remains in towns and those in the countryside? (See Carver.)
- 5) After a bone enters the archaeological record, by what taphonomic processes can it be affected?
- 6) What types of key evidence might be recoverable from a rubbish pit if it had remained waterlogged, that would not be there if it had dried out? (See Pryor, Glob, Hall and Fowler.)

- 7) Which dating techniques would you want use to date the following: a prehistoric kiln; a Palaeolithic cave site; a wooden building from a recent industrial site.
- 8) What are the differences and similarities between approaches which use experimental and ethnoarchaeology?
- 9) What attributes of a pottery vessel might we study to inform us about its place, time and method of manufacture, its purpose and meaning? (See Gibson, Hodges and David & Kramer.)
- 10) On the evidence of the maps provided, what sequence of developments can be distinguished where in and immediately around the settlement at Caxton?
- 11) How and why does archaeology become embroiled in political and ethical issues?

Essay titles

Please choose an essay from the list below:

1. Describe a range of techniques, including their limitations, available to archaeologists attempting to recover information regarding what happened at ONE of the following: **medieval York, Hadrian's Wall or Flag Fen**. Illustrate your answer with reference to specific finds.

Guidance: take inspiration from the lectures. This essay question is wide open – you can choose whichever archaeological techniques you would like to discuss. We are not looking for particular answers but use your common sense: bear in mind that there are more obvious techniques used at these sites because of their conditions of preservation. As Flag Fen is a waterlogged site, for example, we would be most interested in a discussion on the specialized techniques used by archaeologists to recover information from such a site.

2. What are the pros and cons of using experimental or ethnoarchaeology to understand the past? Illustrate your answer with case studies.

Guidance: you may choose to focus on both or just one of these techniques, and should include a definition of the term in your introduction to show that you understand it. Think about the kind of case studies provided in the lecture and discuss them in your essay; you may also focus on different case studies that you find in the literature.

3. How do contemporary politics affect our treatment of archaeological remains? Answer using case studies.

Guidance: the kind of examples that we're looking for include such things as the events at Stonehenge during the time Mrs Thatcher was Prime Minister, or the destruction of the Bamiyan Buddhas by the Taliban, or the looting of the museums in Afghanistan or Baghdad during the time of conflict in the Middle East. Other suitable examples include the Mostar Bridge in Bosnia or the Athenian Acropolis. Examples do not have to be recent.

If students wish to create their own titles from the list, this must be agreed in writing with the tutor first.

Students are expected to submit their assignments online and feedback on assignments is delivered online.

Closing date for the submission of assignments: Monday 7 January 2019 by 12.00 (noon) GMT*

*Greenwich Mean Time

Reading and resource list

Students may wish to purchase the first two books listed, as they have excellent bibliographies for further reading and form the core reading of the whole Archaeology Certificate programme.

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Greene, K. and Moore, T.	2010	<i>Archaeology; an introduction</i> (5 th ed)	Routledge
Renfrew, C. & Bahn, P.	2015	<i>Archaeology: methods and theories</i> (7th ed).	Thames and Hudson
Gamble, C.	2015	<i>Archaeology: the basics.</i> (3 rd edition)	Routledge

The following are recommended for understanding specific topics and for completing written work. Collis is especially important.

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Andrews, K. & Doonan, R.	2003	<i>Test tubes and trowels: using science in archaeology</i>	Tempus
Barker, P.	1993	<i>Techniques of archaeological excavation</i> (3rd ed).	Routledge
Binford, L.	1978	<i>Nunamiut ethnoarchaeology.</i>	Academic Press
Birley, A	2002	<i>Garrison life at Vindolanda: a band of brothers.</i>	Tempus
Bowden, M (ed)	1999	<i>Unravelling the landscape: an inquisitive approach to archaeology.</i>	Tempus
Carman, J.	2002	<i>Archaeology and heritage: an introduction.</i>	Continuum
Caple, C.	2006	<i>Objects: reluctant witnesses to the past.</i>	Routledge
Carver, M.	1987	<i>Underneath British Towns</i>	Batsford
Chippindale, C.	2012	<i>Stonehenge Complete</i> (4th ed)	Thames and Hudson

Chippindale, C et al	1990	<i>Who owns Stonehenge?</i>	Batsford
Coles, J.	1979	<i>Experimental Archaeology</i>	Academic Press
Collis, J.	2001	<i>Digging up the past: an introduction to archaeological excavation.</i>	Sutton
David, N. & Kramer, C.	2001	<i>Ethnoarchaeology in action.</i>	CUP
Deetz, J.	1996	<i>In small things forgotten (2nd ed).</i>	Anchor Press
Evans, T. & O'Connor, J.	2005	<i>Environmental archaeology: principles and methods.</i>	Sutton
Flannery, K. V. (ed.).	1976	<i>The early Mesoamerican village.</i>	Academic Press
Fleming, A.	2008	<i>The Dartmoor Reeves: investigating prehistoric land divisions (2nd ed).</i>	Windgather
Fowler, B.	2001	<i>Ice man: uncovering the life and times of a prehistoric man found in an Alpine glacier.</i>	Macmillan
Gibson, A.	2002	<i>British prehistoric pottery</i>	NPI
Glob, P.	1969	<i>The bog people</i>	Faber and Faber
Hall, R.	1994	<i>Viking Age York</i>	Batsford
Pryor, F.	2005	<i>Flag Fen: life and death of a prehistoric landscape.</i>	Tempus
Souden, D.	1997	<i>Stonehenge: mysteries of the stones and landscape.</i>	English Heritage

Journals will provide other papers and current news. Some are wide-ranging and international in scope, e.g. *Antiquity*, *Journal of Field Archaeology*, *Archaeological Journal*. Others cover specific periods, e.g. *Proceedings of the Prehistoric Society*, *Britannia*, *Medieval Archaeology*, or areas, e.g. *Proceedings of the Cambridge Antiquarian Society*, *American Antiquity*. News and discussion can be found in *Current Archaeology*, *British Archaeological News* and *The Archaeologist*.

Syllabus for second unit

Lent term 2019

Prehistoric Peoples

Start	12 January 2019	End date	23 March 2019
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutors	Dr Gilly Carr, Dr Corinne Roughley and Mark Haughton	No of meetings	4 day-schools: 12 January, 2 February, 23 February & 23 March 2019 (plus fieldtrip – date tbc)

Aims

- To introduce the study of prehistoric Britain and Europe, from the origins of the domestication of plants and animals and the emergence of increasingly complex societies associated with farming, animal husbandry and permanent settlement, through to the end of the Iron Age.
- To cover a wide range of topics, including technology, economy, environment and art, as revealed through archaeology and other methods.
- To introduce students to ways of understanding prehistoric landscapes and ritual in times before written records.
- To examine the lifestyles and ways of death, through funerary evidence, of prehistoric peoples.

Content

This unit provides a generally chronological overview of human development from the farming and sedentary societies of the Neolithic and Bronze Ages through to the end of the Iron Age. The rigid technological divisions imposed by early antiquarians has now been modified into a continuous and seamless progression from the first permanent settlements in the landscape, to the highly evolved Iron Age societies, which were heavily influenced by the nascent civilisations of the Mediterranean. The unit focuses on the British Isles, but comparisons with similar trends in continental Europe will also be used to form valid models and contexts and to situate the origins of various aspects of human development.

The spread of agrarian societies resulted in a modification of our environment on an unprecedented scale, together with a unique adaptation to new circumstances, and the formation of the first complex societies; we will examine how this happened. This course will also examine the creation and introduction of metal technologies, forming societies which were radically different from before. Finally, this course will examine new trends in prehistoric archaeology relating to death, ritual and the landscape.

Presentation of the unit

Learning on the unit is achieved through lectures, discussions, field trips and practical exercises as well as through students' own reading and assignments.

Course Structure

Date	Session	Topic	Indicative content	Teaching details
12.1.19	Workshop day one	Landscape and settlements	This day school takes a chronological approach through the Neolithic, Bronze Age and Iron Age to examine archaeological approaches to understanding the landscape and settlements in Britain.	CR: 1 x 2 hr lecture GC: 1 x 2 hr lecture MH: 1 x 2 hr lecture
2.2.19	Workshop day two	Ritual and Flag Fen	This day school begins at Flag Fen, near Peterborough; students are asked to assemble there for a 10am start. We will spend 2 hours at this site before returning to Madingley Hall for lunch. At 2pm, we will have a lecture in Bronze Age ritual and hoarding, followed by Iron Age ritual deposition. The day will finish at 6pm.	GC: 1 x 2 hrs MH: 1 x 2 hrs
23.2.19	Workshop day three	Death and burials	The third day school will also be taught chronologically. We will examine death and burial in Prehistoric Britain, starting with Neolithic megaliths, before moving on to the Bronze Age understandings of the lifecycle and burial, before finishing with mortuary traditions in the Iron Age.	CR: 1 x 2 hr lecture GC: 1 x 2 hr lecture MH: 1 x 2 hr lecture
23.3.19	Workshop day four	Trade and exchange	This final day school examines trade and exchange in Prehistoric Britain. We examine the Neolithic axe trade and the Bronze Age trade in bronze, before looking at what happened when our Iron Age people came up against trade with the Roman world.	CR: 1 x 2 hr lecture GC: 1 x 2 hr lecture MH: 1 x 2 hr lecture

There will also be a field trip to the British Museum to see some of the famous objects that we will learn about on the course. Date tbc.

Learning Outcomes

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

- demonstrate an understanding of the major phases of prehistoric Europe, from the origins of agriculture in the Neolithic to the end of the Iron Age;
- analyse how archaeological approaches such as regional survey, absolute dating, landscape archaeology, burial evidence and artefact analysis are used to piece together life in times before written records;
- demonstrate, through written work, and as appropriate to the theme of the essay in hand, an understanding of the major changes in subsistence, raw materials, lifestyle and use of landscape that characterise the prehistoric periods covered (e.g. plant and animal domestication, settlement patterns, etc.).

Student assessment

The unit requires a commitment to reading and pre-class preparation. Coursework will be in the form of **two** assignments that together will come to a total of 3,000 – 4,000 words, of which at least one **MUST** be an essay. The two assignments are weighted equally (50/50) and each assignment should be 1,500 – 2,000 words. NB. If two essays are chosen, then they must be taken from two different prehistoric periods.

Essay titles (please choose at least one):

- 1) With reference to specific examples, discuss how archaeologists have explained the adoption of agriculture in Britain and outline what difficulties we encounter when evaluating the varied explanations.
- 2) Evaluate the explanations archaeologists have given for the construction of monuments in Britain during the Neolithic. Illustrate your answer with reference to both specific archaeologists and sites.
- 3) What can Early Bronze Age burial sites tell us about the people buried there?
- 4) Critically assess the different interpretations scholars have offered for the deposition of large quantities of metalwork in the Bronze Age. Discuss with reference to case studies.
- 5) How have Iron Age hillforts been interpreted since the early twentieth century onwards? Illustrate your answer with reference to specific examples.
- 6) What different interpretations can be put forward for understanding deposits of coins or torcs in the Iron Age? Please answer with reference to case studies.

If students wish to create their own titles from the list, this must be agreed in writing with the tutor first.

The second assignment should be chosen from the options below:

a. Short-Answers Exercise

Please see VLE for details. Students are required to complete 7 out of 10 answers, including one from each period, such that you write 1500-2000 words. Please note that further reading and a bibliography is expected!

b. Artefact Project

As assignment based on between one and three objects from the British Museum. Please note that if you choose to work on more than one object, please make sure that there is no overlap in your work with the other assignments. More details will be uploaded to the VLE in advance. Please note that this assignment expects further reading and a bibliography.

Closing date for the submission of assignments: Thursday 18 April 2019 by 12.00 (noon) BST*

*British Summer Time

Reading and resource list

Please note that a more comprehensive reading list will be available on the VLE. You are NOT expected to read everything on this list. Do not be daunted – we list lots of books to give all of you a good chance of finding them in the library, and to give you sources for your essays.

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
General			
Bewley, R.	2003	<i>Prehistoric Settlements.</i>	Tempus
Bradley, R.	2007	<i>The Prehistory of Britain and Ireland.</i>	CUP
Cunliffe, B.	2013	<i>Britain Begins</i>	OUP
Darvill, T.	2010	<i>Prehistoric Britain</i>	Batsford
Hunter, J. & Ralston I.	1999	<i>The Archaeology of Britain</i>	Routledge
Parker Pearson, M.	1999	<i>The Archaeology of Death and Burial.</i>	Sutton
Pollard, J.	2008	<i>Prehistoric Britain</i>	Blackwell
Scarre, C. (ed.).	2013	<i>The Human Past: World Prehistory and the development of human societies (3rd edition).</i>	Thames & Hudson
Neolithic			
Biagi, P. & A. Ammerman, eds.	2003	<i>The widening harvest.</i>	Boston, Archaeological Institute of America
Bellwood, P.	2005	<i>First Farmers: The Origins of Agricultural Societies.</i>	Blackwell
Bradley, R.	1998	<i>The significance of Monuments.</i>	Routledge
Gibson, A.	1998	<i>Stonehenge and Timber Circles.</i>	Tempus
Parker Pearson, M.	2012	<i>Stonehenge: Exploring the Greatest Stone Age Mystery.</i>	Simon and Schuster
Price, D. (ed)	2000	<i>Europe's First Farmers.</i>	CUP
Renfrew, C.	1973	<i>Before Civilisation chapters 5 – 9</i>	
Sherratt, A.	1998	"The Transformation of Early Agrarian Europe", in B. Cunliffe (ed.), <i>Prehistoric Europe,</i>	OUP

Sherratt, A.	1997	<i>Economy and Society in prehistoric Europe</i>	Princeton University Press
Thorpe, I.	1996	<i>The origins of agriculture in Europe</i>	Routledge
Thomas, J.	2013	<i>The Birth of Neolithic Britain: An Interpretive Account.</i>	OUP
Whittle, A.	1996	<i>Europe in the Neolithic.</i>	CUP
Whittle, A.	1998	"The First Farmers", in B. Cunliffe (ed.), <i>Prehistoric Europe</i>	OUP
Bronze Age			
Barber, M.	2003	<i>Bronze and the Bronze Age. Metalwork and Society in Britain c.2500-800 BC.</i>	Tempus
Barrett, J. C.	1990	The monumentality of death: the character of early Bronze Age mortuary mounds in southern England,	<i>World Archaeology</i> 22: 89.
Bradley, R.	1998	<i>The Passage of Arms.</i>	Oxbow
Coles, J.M. & A.F. Harding.	1979	<i>The Bronze Age in Europe: An Introduction to the Prehistory of Europe c. 2000-2700 BC.</i>	Methuen
Harding, A.F.	2000	<i>European societies in the Bronze Age</i>	CP
Harrison, R.J.	1980	<i>The Beaker Folk. Copper Age archaeology in Western Europe.</i>	Thames and Hudson
Kristiansen, K.	1988	<i>Europe Before History.</i>	CUP
Parker Pearson, M.	1993	<i>Bronze Age Britain</i>	Batsford
Iron Age			
*Haselgrove, C.	1999	'The Iron Age', pp. 113-134 in J. Hunter and I. Ralston (eds.), <i>The Archaeology of Britain.</i>	Routledge
Champion, T.C. & Collis, J.R. (eds)	1996	<i>The Iron Age in Britain and Ireland: Recent Trends</i>	University of Sheffield
*Cunliffe, B.	1983/93	<i>Danebury. Anatomy of an Iron Age Hillfort</i> , Batsford 1983, and revised edition 1993 Batsford	English Heritage
Cunliffe, B.	1991	<i>Iron Age Communities in Britain.</i>	Routledge

**Fitzpatrick, A.P. & E.L. Morris (eds)	1994	<i>The Iron Age in Wessex: Recent Work</i>	Trust for Wessex Archaeology
**Gwilt, A. & Haselgrove, C. (eds)	1997	<i>Reconstructing Iron Age Societies.</i>	Oxbow Monograph 71
Haselgrove, C. & T. Moore	2007	<i>The Later Iron Age in Britain and Beyond.</i>	Oxbow
Haselgrove, C. & Pope, R.	2007	<i>The Earlier Iron Age in Britain and the Near Continent</i>	Oxbow
*James, S. & Rigby, V.	1997	<i>Britain and the Celtic Iron Age.</i>	British Museum

Key

* An uncomplicated introduction to the Iron Age. These are your basic texts for getting a general idea.

** A more up to date introduction, and good texts to use as the next step on from single-starred texts in your essays.

Syllabus for third unit

Easter term 2019

Historic Peoples

Start	4 May 2019	End date	6 July 2019
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutors	Quinton Carroll and Hanneke Reijnierse-Salisbury	No of meetings	4 day-schools: 4 May, 25 May, 15 June & 6 July (plus fieldtrips – dates tbc)

Aims

This unit introduces the study of historic Britain within its European context, with particular reference to East Anglia and south-eastern Britain, from the invasion of Rome through to the Norman Conquest. The unit will follow several key themes within these time periods, such as burial, religion, urbanism, trade, architecture, conquest and settlement, as revealed through archaeology, buildings and historical records.

Content

This unit provides a chronological and thematic overview of Romano-British and English society from the Roman Conquest, to the settlement of the Saxons, and through the establishment of mediaeval England. Traditional views have seen this period as one of conquest, invasion and upheaval, but recent archaeological thought now sees this period as one of continuity rather than change. The unit focuses on the British Isles, but is firmly situated within a wider European context

Presentation of the unit

Learning on the unit is achieved through lectures, discussions, field trips and practical exercises as well as through students' own reading and assignments.

Course Structure

Date	Session	Topic	Indicative content	
4.5.19	Workshop day one	Roman Britain: Introduction, and the Places of Roman Britain	Chronology, Method and Theory Changing Landscapes and Settlement Patterns: Examining the Urban, Rural and Military Landscapes of Britain under the Romans	HRS: 3 x 2 hr lectures
25.5.19	Workshop day two	The People of Roman Britain	Investigating how we can learn about people through material culture. Getting to know the people who inhabited the places of Roman Britain. Religion and Burial: Belief and practice through archaeology.	HRS: 3 x 2 hr lectures
15.6.19	Workshop day three	After Roman Britain	This session will cover the chronological period 350-850AD, so late Roman Britain, Early and Middle Saxon England. It will focus on changing material culture and also changing views by archaeologists and historians, covering the end of Roman Britain, 'Adventus' – Saxons, Romans and Britons, Early Anglo-Saxon Cultural Change - burials and settlement, Religion - paganism and Christianity, Villages, towns and houses.	QC: 3 x 2 hr lectures
6.7.19	Workshop day four	The Beginning of Mediaeval England	This session will look mainly at 850-1100AD, focussing on the continuing evolution and change of the middle Saxon world into the mediaeval. We will look at The Vikings, The development of the rural landscape (farms, villages and fields), Urbanism, Religion and the church, Trade and Currency and The Norman Conquest.	QC: 3 x 2 hr lectures

There will also be field trips to Verulamium Roman town and West Stowe Anglo-Saxon village - dates tbc. We also are hoping to run an object handling session at the Museum of Archaeology and Anthropology however this will be confirmed at the start of the unit.

Outcomes

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

- Demonstrate knowledge of the major phases of historic Britain, from the Roman invasion to the Norman Conquest;
- Integrate the results of archaeological approaches with historic records to piece together life in the first millennium AD and beyond.
- Assess the major changes in material culture as seen through the archaeological record in order to reinterpret or reject popular history.
- Confidently analyse a historic period through written work.

Student assignments

Students will be encouraged to join in discussion, read set texts and participate in classwork.

Coursework will be in the form of **two** assignments that together will come to a total of 3,000 – 4,000 words, of which at least one **MUST** be an essay. The two assignments are weighted equally (50/50) and each assignment should be 1,500 – 2,000 words.

Essay titles

1. Is 'conquest' a useful concept in archaeology? History tends to regard conquests as almost apocalyptic in nature; is this reflected in the archaeological record? Answer referring to no more than two of the Roman, Saxon, Viking or Norman 'invasions'.

Consider the nature of conquest/invasion as an event. What actually happens? Then think about the nature of the archaeological record and how it's formed. Do you really think that we can see such impacts in archaeology? What would you expect to see and are there any occasions in the periods covered where you think you see it? You might, for example, look at Niblett 2005 and consider how the Claudian invasion impacted Verulamium or perhaps read about shifting power structures from the late pre-Roman Iron Age to the early Roman period as observed through coins in Creighton 2000. For Saxon material look at Hamerow and Hines; for Viking consider Hadley/Richards and Graham-Campbell.

2. To what extent can ethnic origin be determined from burial practice? Illustrate with examples of cemetery excavations and the interpretation of burials.

Look at differing interpretations of cemeteries from antiquarian to modern studies. Does a cultural affinity in material objects automatically mean an ethnic affinity? What else could be going on? Think about what a difference or change in material culture might actually mean. You will need to read and refer to quite a bit of funerary archaeology and sites for this one. You might, for example, choose two cemeteries and compare and contrast the evidence and methods. See Cotton's chapter in Clark et al. 2008 for one example of a possibly indigenous woman buried in early Roman London or look at 4th-century burial of a mixed-race woman in York (Leach et al. 2009). Saxon burial archaeology includes Christianity, so look at Lucy and Geake, plus Carver on Sutton Hoo; for Christianity consider Hadley and Thompson.

3. To what extent were the native Britons 'Romanised' during the Roman period? Consider with reference to changes in material culture and settlement seen in the archaeological record.

For this essay, you might compare and critique the paradigms of cultural change presented

by, for example, Millett 1990 and Mattingly 2006, and choose three examples of how they are supported/refuted by the evidence. This is a very broad topic, so you want to choose your examples carefully. Consider analysing the Folly Lane burial, the early phase at Skeleton Green, or perhaps Fishbourne.

4. To what extent can 'Romanitas' be seen in the Anglo-Saxon period and can it be argued that there is continuity from the Roman to the Saxon period? Use examples both for and against this premise, using material culture and settlement.

This is about continuity and the survival of Roman Britain into the Anglo-Saxon period - a traditional topic addressed in a different way. You will also need to understand the concept of Romanitas, whether it's a valid idea and whether it might have been strong enough to survive. If so, what would we look for? Think about places like Verulamium and Barton Court Farm, but also Mucking and West Stowe. Higham (Rome, Britain....) is a good start, and also Tipper on Grubenhausr, plus Carver on Sutton Hoo. Also Morris and Blair on the Roman and Anglo-Saxon churches.

5. To what extent is it possible to reconstruct the use of Roman or Anglo-Saxon domestic buildings?

Read settlement excavation synopses, interpretations and site reports (especially on OASIS- explained in class). Look at ideas of zoning and use of space within buildings. You might decide to focus on a building 'type', such as 'villa', 'townhouse', or 'roundhouse' and then choose specific example, perhaps the 'villa' at Gorhambury, the 'dry goods shop' in early Londinium, or the roundhouses at Gresham Street in London. Look at Tipper and Hamerow for earlier Saxon sites, then look at excavations like London Covent Garden, Ipswich (in East Anglian Archaeology – hopefully published by now), Norwich (also EAA) and York. Also work of Powlesland at West Heslerton (<http://www.landscaperesearchcentre.org/>)

6. How can we determine the role and importance of religion in Roman and Anglo-Saxon England? Answer with reference to Britain either before or after AD400.

You need to look into the role of religion in society and how it can be determined archaeologically and historically. It addresses funerary archeology, attitudes to religion and ritual. Don't get too bogged down in detail though, and it's better to tackle it thematically rather than chronologically, so look at burials all together, temples/churches all together etc. Limit yourself to no more than four examples to explore, compare, and contrast. Consider, for example, the Mithraeum at London, the Romano-Celtic temple at Hayling Island, and the complex at Bath. Anglo-Saxon sites include Yeavinger, Sutton Hoo, Brixworth, Repton, Ely, Brandon, Flixborough and many others – start with Morris 'Churches in the Landscape.'

MUSEUM PROJECT

Review a Roman, Anglo-Saxon or Viking exhibition of your choice: to what extent does it reinforce or reject popular stereotypes?

Try to avoid being intellectually superior about this one. Museum exhibits are not intended for professionals or students, but amateurs and those lacking prior knowledge. If you approach a museum exhibit from a professional viewpoint it will nearly always be found lacking. So whatever you choose, try to see it from the point of view of the interested public (or a child) and ask how information and excitement is presented as well as recent research. Does the exhibition present

the story as you understand it from your studies, does it offer alternatives? Prepare yourself to be in a position to analyse the exhibition by reading around the topic before you go, take copious notes and observe how the visitors react to the displays and information panels. It might be worth identifying yourself to the museum staff whilst doing so, and perhaps even (in advance) asking for an interview with the curator. Have a look at back issues of relevant journals in the Haddon or UL for ideas of how to structure this.

ARTEFACT PROJECT

This project will be based on the field trip to the University's Museum of Archaeology and Anthropology. You will be given a worksheet of questions on a range of artefacts and this assignment requests that you write up the project based on your choice of 4 artefacts. Please note that you are expected to draw upon the wider literature in order to pass this assignment successfully.

Please read your worksheet carefully and be concise and accurate in your work on this one. Use your own images (photos and drawings) where possible. Don't forget to look for other examples of your object type for reference.

FIELDWORK / HERITAGE PROJECT

Take any reconstructed historic site, whether Roman or later (and within the time period covered by this course) and consider its accuracy in its presentation to the public.

See above re museum exhibit. The same principles apply.

If students wish to create their own titles, then this must be discussed and agreed in writing with the tutor first.

Students are expected to submit their assignments online and feedback on assignments is delivered online.

Closing date for the submission of assignments: Monday 29 July 2019 by 12.00 (noon) BST

Reading and resource list

The Haddon Library, Department of Archaeology, Downing Street, Cambridge is the best source for these books.

You are NOT expected to read everything on this list. Do not be daunted – we list lots of books to give all of you a good chance of finding them in the library, and to give you sources for your essays.

* denotes recommended text

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Roman General (chronological and thematic surveys, material culture, etc.) and Method/Theory			
Collingwood, R. G., & Richmond, I. R.	1969	<i>The Archaeology of Roman Britain</i>	Methuen
Allason-Jones, L	1989	<i>Women in Roman Britain</i>	British Museum Publications

Allason-Jones, L	2011	<i>Artefacts in Roman Britain: Their Purpose and Use</i>	CUP
Cool, H. E. M.	2006	<i>Eating and Drinking in Roman Britain.</i>	CUP
Esmond Cleary, A. S.	1989	<i>The Ending of Roman Britain</i>	Batsford
Frere, S.	1967	<i>Britannia: A History of Roman Britain</i>	Routledge
Haverfield, Frances.	1923	<i>The Romanization of Roman Britain, 4th edition</i>	Clarendon Press
James, S., & Millett, M. (Eds.).	2001	<i>Britons and Romans: Advancing an Archaeological Agenda.</i>	York: Council for British Archaeology Research Report 125
Jones, B., & Mattingly, D.	1980	<i>An Atlas of Roman Britain.</i>	Blackwell
Mattingly, D.	2006	<i>An Imperial Possession.</i>	Allen Lane
*Millett, M.	1990	<i>The Romanization of Britain.</i>	CUP
*Millett, M.	2005	<i>Roman Britain.</i>	Batsford.
*Reece, R.	1988	<i>My Roman Britain (3).</i>	Cirencester: Cotswold Studies at the Apple Loft
Reece, R.	1991	<i>Roman Coins from 140 Sites in Britain.</i>	The Dorset Press.
Todd, M.	1981	<i>Roman Britain: 55 BC–AD 400.</i>	The Harvester Press Ltd
Tyers, P.	1996	<i>Roman Pottery in Britain.</i>	Batsford
Salway, P.	1993	<i>The Oxford Illustrated History of Roman Britain.</i>	OUP
Wacher, J.	1978	<i>Roman Britain.</i>	J.M. Dent and Sons Ltd.
Webster, G.	1980	<i>The Roman Invasion of Britain.</i>	Batsford
Religion and Burial			
Allason-Jones, L., & McKay, B.	1985	<i>Coventina's Well: A Shrine on Hadrian's Wall.</i>	Hexham: The Trustees of the Clayton Collection, Chesters Museum
Barber, B., & Bowsher, D.	2000	The Eastern Cemetery of Roman London: Excavations 1983–1990.	
Clarke, G.	1979	<i>Pre-Roman and Roman Winchester. Part II: The Roman Cemetery at Lankhills.</i>	OUP

Farwell, D. E., & Molleson, T. I.	1993	<i>Excavations at Poundbury 1966–1980 Volume II: The Cemeteries (11).</i>	Dorset Natural History and Archaeological Society
Henig, M.	1984	<i>Religion in Roman Britain.</i>	Batsford
Henig, M.	1995	<i>The Art of Roman Britain</i>	Batsford
*Pearce, J., Millett, M., & Struck, M.	2000	<i>Burial, Society, and Context in the Roman World.</i>	Oxbow
Scott, S., & Webster, J.	2003	<i>Roman Imperialism and Provincial Art.</i>	CUP
Urbanism			
Clark, J., Cotton, J., Hall, J., Sherris, R., & Swain, H. (Eds.).	2008	<i>Londinium and Beyond: Essays on Roman London and its Hinterland for Harvey Sheldon.</i>	York: Council for British Archaeology
*Creighton, J.	2006	<i>Britannia: The Creation of a Roman Province.</i>	Routledge
Crummy, N.	1983	<i>Colchester Archaeological Report 2: The Roman Small Finds from Excavations at Colchester 1971–9.</i>	Colchester Archaeological Trust Ltd
Crummy, P.	1984	<i>Colchester Archaeological Report 3: Excavations at Lion Walk, Balkerne Lane, and Middleborough, Colchester, Essex.</i>	Colchester Archaeological Trust Ltd
Niblett, R.	2001	<i>Verulamium: the Roman City of St. Albans.</i>	Tempus
Perring, D.	1991	<i>Roman London.</i>	Seaby (Reprinted 2011, London: Routledge)
*Wacher, J.	1975	<i>The Towns of Roman Britain.</i>	Batsford
Webster, G. (Ed.)	1988	<i>Fortress Into City: the Consolidation of Roman Britain First Century AD.</i>	Batsford
Rural Settlement			
Burnham, B. C., & Wacher, J.	1990	<i>The 'Small Towns' of Roman Britain.</i>	Batsford
Cunliffe, B.	1971	<i>Excavations at Fishbourne, 1961–1969.</i>	The Society of Antiquaries
*Hingley, R.	1989	<i>Rural Settlement in Roman Britain.</i>	Seaby

Perring, D.	2002	<i>The Roman House in Britain.</i>	Routledge
Todd, M. (Ed.).	1978	<i>Studies in the Romano-British Villa.</i>	Leicester University Press
Trow, S., James, S., & Moore, T.	2009	<i>Becoming Roman, Being Gallic, Staying British: Research and Excavations at Ditches 'Hillfort' and Villa 1984–2006.</i>	Oxbow
Scott, S.	2000	<i>Art and Society in Fourth-Century Britain: Villa Mosaics in Context</i>	Oxford University School of Archaeology
Anglo-Saxon			
*Lapidge, M. (ed)	1999	<i>The Blackwell Encyclopedia of Anglo-Saxon England</i>	Wiley Blackwell
*Campbell, J. (ed)	1991	<i>The Anglo-Saxons</i>	Penguin
Dark, P.	2000	<i>The Environment of Britain in the 1st Millennium AD</i>	Bloomsbury
Hamerow, H & McGregor, A (ed)	2016	<i>Image and Power in the Origins of Early Mediaeval Britain</i>	Oxbow
*Higham, N.	1992	<i>Rome, Britain and the Anglo-Saxons</i>	Seaby
Hill, D.	1981	<i>An Atlas of Anglo-Saxon England</i>	University of Toronto Press
Hills, C.	2003	<i>Origins of the English</i>	Duckworth
Hodges, R.	2015	<i>The Anglo-Saxon Achievement</i>	Bloomsbury
*Reynolds, A.	1999	<i>Later Anglo-Saxon England</i>	Tempus
Wilson, D.	1976	<i>The Archaeology of Anglo-Saxon England</i>	Methuen
*Carver, M.	1992	<i>The Age of Sutton Hoo</i>	The Boydell Press
Stenton, F.	2001	<i>Anglo-Saxon England</i>	Oxford University Press
*Hadley, D. & Richards, J. (eds)	2000	<i>Cultures in Contact: Scandinavian Settlement in England in the 9th & 10th centuries</i>	Isd
Graham-Campbell, J. (ed)	2016	<i>Vikings and the Danelaw</i>	Oxbow
Richards, J.	2004	<i>Viking Age England</i>	Tempus
Sawyer, P.	1997	<i>The Oxford Illustrated History of the Vikings</i>	Oxford University Press

Loveluck, C.	2013	<i>North-West Europe in the Early Middle Ages AD 600-1150</i>	Cambridge University Press
The Early Saxon peoples and settlement			
Hamerow, H.	2002	<i>Early Mediaeval Settlements</i>	Oxford University Press
*Hines, J.	1997	<i>The Anglo-Saxons from the Migration Period to the 8th Century</i>	The Boydell Press
Tipper, J.	2004	<i>The Grubenhaus in Anglo-Saxon England</i>	Landscape Research Centre
Saxon burial practices and paganism			
*Lucy, S.	2000	<i>The Anglo-Saxon Way of Death</i>	Sutton
Geake, H.	1997	<i>The Use of Grave Goods in Conversion Period England</i>	British Archaeological Reports
Hadley, D.	2001	<i>Death in Medieval England</i>	Tempus
*Thompson, V.	2002	<i>Dying and Death in Later Saxon England</i>	The Boydell Press
*Carver, M.	1998	<i>Sutton Hoo – Burial Ground of Kings?</i>	University of Pennsylvania Press
Lucy, S. & Reynolds, A. (eds)	2002	<i>Burial in Early Medieval England and Wales</i>	Society for Medieval Archaeology
Wilson, D.	1992	<i>Anglo-Saxon Paganism</i>	Routledge
O'Brien, E.	1999	<i>Post-Roman Britain to Anglo-Saxon England: Burial Practices Reviewed: British Series 289</i>	British Archaeological Reports
Churches and monasteries			
*Morris, R.	1997	<i>Churches in the Landscape</i>	Phoenix
*Blair, J.	2005	<i>The Church in Anglo-Saxon Society</i>	Oxford University Press
Butler, L. & Morris, R. (eds)	1986	<i>The Anglo-Saxon Church</i>	Council for British Archaeology
*Aston, M.	2009	<i>Monasteries in the Landscape</i>	Amberley Publishing

Foot, S	2009	<i>Anglo-Saxon Monasticism</i>	Cambridge University Press
Urbanism and the development of Towns			
*Ottaway, P.	2005	<i>Archaeology in British Towns</i>	Routledge
*Platt, C.	1979	<i>The English Medieval Town</i>	Granada Publishing
Quiney, A.	2004	<i>Town Houses of Medieval Britain</i>	Yale
*Ayers, B.	1994 (new ed 2003)	<i>English Heritage Book of Norwich</i>	Batsford
Carver, M.	1987	<i>Underneath English Towns</i>	Batsford
Schofield, J. and Leech, R. (eds.)	1987	<i>Urban Archaeology in Britain, CBA res rep 61</i>	Council for British Archaeology
Villages and the rural landscape			
*Faull, M. (ed)	1984	<i>Studies in Late Anglo-Saxon Settlement</i>	Oxford University Department for External Studies
Taylor, C.	1983	<i>Village & Farmstead</i>	G. Philip
Beresford, M. & Hurst, J. Wharram Percy	1972	<i>A Deserted Medieval Village</i>	St. Martin's Press
*Lewis, C. Mitchell-Fox, Dyer, C.	1997	<i>Village, Hamlet & Field</i>	Manchester University Press
Giles, K and Dyer, C. (eds.)	2005	<i>Town and Country in the Middle Ages</i>	Society for Medieval Archaeology Monograph 22
Williamson, T.	2003	<i>Shaping Medieval Landscapes</i>	Windgather
Rackham, O.	1986	<i>The History of the Countryside</i>	Dent
Wrathmell, S. & Roberts, B.	2000	<i>An Atlas of Rural Settlement in England</i>	English Heritage
The Norman Conquest			
*Higham, N.	1997	<i>The Death of Anglo-Saxon England</i>	Sutton

Other publications which may be of interest

British Archaeology magazine, published by the Council for British Archaeology

Current Archaeology magazine, published by Current Publishing

The journal *Britannia*, 1970 to present

Local area journals and series, such as *Archeologia Cantiana* and the *Proceedings of the London and Middlesex Archaeological Society*, *East Anglian Archaeology*, and *Yorkshire Archaeological*

Reports

The series *British Archaeological Reports*, published in Oxford.

The series of books *Roman Inscriptions of Britain*, 1965 to 2009 (Stroud)

The four volumes in Roman mosaics from Britain: Neal, D. S., & Cosh, S. R. (2002). *Roman Mosaics of Britain*. London: Illuminata Publishers for the Society of Antiquaries of London.

The Museum of London publication series: Museum of London Archaeological Service Monograph Series and Museum of London Archaeological Studies Series

The Canterbury Archaeological Trust monographs

The Council for British Archaeology Monograph series

TIMETABLE

Michaelmas term

Unit 1: Exploring the past: an introduction to archaeology

Unit start date	13 October 2018
Day school 1	13 October 2018
Day school 2	10 November 2018
Day school 3	24 November 2018
Day school 4	8 December 2018
Unit end date	8 December 2018
Assignment deadline	7 January 2019

Lent term

Unit 2: Prehistoric Peoples

Unit start date	12 January 2019
Day school 1	12 January 2019
Day school 2	2 February 2019
Day school 3	23 February 2019
Day school 4	23 March 2019
Unit end date	23 March 2019
Assignment deadline	18 April 2019

Easter term

Unit 3: Historic Peoples

Unit start date	4 May 2019
Day school 1	4 May 2019
Day school 2	25 May 2019
Day school 3	15 June 2019
Day school 4	6 July 2019
Unit end date	6 July 2019
Assignment deadline	29 July 2019

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.