



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Undergraduate Certificate in Archaeology of Ancient Britain

2022-2023

22223CCR005

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 to:

- give students classroom-based grounding in the key aspects of archaeological method and practice;
- introduce students to methods of scientific analysis of archaeological data;
- develop students' awareness and understanding of archaeological terms and concepts;
- familiarise students with key case studies within the field;
- give students an understanding of a range of archaeological societies across the globe;
- provide students with an overview of a European chronology from the origins of agriculture up to the Norman invasion;
- provide students with an overview of civilisations of the ancient world;
- provide students with an introduction to different fields of archaeology;
- provide opportunities for progression to further study within the field of archaeology.

Learning Outcomes

By the end of both of the Certificates, students should be able to demonstrate the following learning outcomes:

Knowledge and understanding

- a familiarity with the diverse sources of evidence used by archaeologists (including excavated, documentary, representational, observational, artefactual, environmental and scientific);
- a familiarity with the basic concepts which underpin the subject (such as archaeological uses of assemblage, culture and style; approaches to typology, taxonomy and ancient technology; stratigraphic context; temporality; and landscape);
- an understanding of the causes of variation in the reliability of different classes of evidence from archaeological contexts (such as taphonomy; cultural and non-cultural transformations; depositional processes; and recovery procedures);
- a preliminary appreciation of the importance of the recovery of primary data and new information through practical experience in the field or through collections-based, records-based, or artefact-based study;
- a preliminary awareness of methodologies for quantifying, analysing and interpreting primary data;
- a preliminary understanding of the concepts and application of scientific methods used in collecting, analysing and interpreting archaeological data;
- an understanding of the use of analogy and experiment in archaeological analysis;
- a general overview of the archaeology of a number of geographical regions;
- a general overview of the archaeology of a number of chronological periods.

Critical skills

- apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological problems;
- understand the theory behind core post-excavation/post-survey techniques such as stratigraphic analysis of field records, phasing and data archiving;
- recognise the archaeological significance of material remains and landscapes;
- observe and describe different classes of primary archaeological data, and objectively record their characteristics;
- have a preliminary understanding of how to conduct their own research;
- produce logical and structured arguments supported by relevant evidence;
- make critical and effective use of information retrieval skills using paper-based and electronic resources at a preliminary level;
- appreciate and be sensitive to different cultures, and deal with unfamiliar situations;
- evaluate critically, at a preliminary level, one's own and others' opinions.

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

Course Assessment

Two 60-credit Certificates are available, each made up of three equally weighted units. A student may take both to acquire a named Certificate of Higher Education, a nationally recognised qualification which is equivalent to 120 credits at FHEQ level 4, the first year of an undergraduate degree. Students enrol for one year at a time.

To receive a Certificate in Archaeology, students must complete and pass all assignments in three units for their year of study. Students who successfully complete both of the Certificates in Archaeology will be eligible for the award of the Certificate of Higher Education in Archaeology.

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.

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

Teaching staff

Course Director: Dr Gilly Carr

Gilly Carr is a University Associate Professor and Academic Director in Archaeology at the Institute of Continuing Education, a Fellow and Director of Studies in Archaeology of St Catharine's College, and a Member of the McDonald Institute of Archaeological Research. After many years of research in Iron Age Britain, she now works in the field of Conflict Archaeology, POW Archaeology and Heritage Studies.

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 a Fellow of Hughes Hall and Director of Studies in Archaeology. 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. She is now the Senior Teaching Associate for the University of Cambridge Foundation Year Programme.

Dr Mark Haughton is a postdoctoral research fellow at Aarhus University in Denmark. Prior to this, he was a teaching associate in the Department of Archaeology at Cambridge and a Senior Field Archaeologist with the Cambridge Archaeological Unit. After completing a PhD on Bronze Age gender, childhood and kinship, he now focuses on social landscapes in later European prehistory.

Dr Sam Leggett is a Leverhulme Early Career Research Fellow at the University of Edinburgh. She completed her BA/BSc (Archaeology, Medieval Studies and Immunobiology) at the University of Sydney, Australia, where she also undertook a research MPhil in early medieval urban archaeology. She completed her PhD at Cambridge, investigating diet and migration in early medieval England and western Europe using stable isotope analysis. She specialises in the early medieval archaeology of Britain and biomolecular archaeology.

Dr Thomas Matthews Boehmer is an AHRC Research Associate on the Roman York Beneath the Streets Project at the University of Cambridge. He completed his BA in Ancient History and Classical Archaeology at the University of Warwick, and his MPhil and PhD in Archaeology at Cambridge. Thomas's PhD thesis evaluated changing identities within Late Iron Age and early Roman period England and the Netherlands. He also has extensive field experience and is currently co-directing a project in East Yorkshire.

Administrative staff

Arts and Sciences Enquiries
e. artscience@ice.cam.ac.uk t. 01223 746418 / 746236

Venue

The Institute of Continuing Education's administrative headquarters are at Madingley Hall, an elegant country house built in the 16th century and set in gardens of about seven acres, designed in the 18th century by Capability Brown. Please visit www.ice.cam.ac.uk and www.madingleyhall.co.uk for further information.

Contact details of ICE

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Maddingley
Cambridge
CB23 8AQ
T: 01223 746222
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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 05/08/2022

Syllabus for first unit

Michaelmas term 2022

Exploring the past: an introduction to archaeology

Start date	8th October 2022	End date	7th December 2022
		Time	See below
Tutors	Dr Gilly Carr & Dr Nicholas James, with Dr Trish Biers as guest lecturer	No of meetings:	14 virtual sessions taught through a combination of synchronous and asynchronous delivery. Please see below for details.

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

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with slides) and live seminars (tutor-led talk combined with group exercises and discussion), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include sessions that relate to the topics currently being addressed by students and tutor drop-ins that dedicate time for students to ask questions relating to that week's work. In Unit 1, pre-recorded lectures will be released one week in advance of the live seminar in order that students have the opportunity to watch at a time that suits them..

Provisional lecture list

NB the pattern of teaching for Michaelmas term is a one-hour pre-recorded lecture and a one hour live seminar a week, with Saturday socials / tutor Q&A sessions several times a term.

Saturday 8 October 2022, 2.30-5pm

Meeting the group, Tutors' welcome, introduction to the VLE, study skills [GC + NJ] - live session
Introduction to Archaeology [GC] – live session
Virtual object handling [GC] – live session

Wednesday 12 October 2022, 7-8pm

Research frameworks and strategies [NJ] – pre-recorded lecture
Research frameworks and strategies [NJ] – live seminar and student exercises

Wednesday 19 October 2022, 7-8pm

Resource management [NJ] – pre-recorded lecture
Resource management [NJ] – live seminar and student exercises

Saturday 22 October, 4-5pm

Tutor drop in / social session [NJ] - live

Wednesday 26 October 2022, 7-8pm

Archaeological methods and techniques [NJ] – pre-recorded lecture
Archaeological methods and techniques [NJ] – live session and student exercises

Wednesday 2 November 2022, 7-8pm

Stratigraphy [GC] – pre-recorded lecture
Taphonomy with guest lecturer Dr Trish Biers – live session

Saturday 5 November 2022, 4-5pm Tutor drop in / social [GC] – live**Wednesday 9 November 2022, 7-8pm**

Conditions of preservation [GC] – pre-recorded lecture
Conditions of preservation [GC] – live discussion and student exercises

Wednesday 16 November 2022, 7-8pm

Interpretation: Experimental and ethnoarchaeology [GC] – pre-recorded lecture
Interpretation: Experimental and ethnoarchaeology [GC] – live discussion and student exercises

Saturday 19 November 2022, 4-5pm

Tutor drop in / social [GC] – live session

Wednesday 23 November 2022, 7-8pm

Dating techniques [GC] – pre-recorded lecture
Dating techniques [GC] – live discussion and student exercises

Wednesday 30 November 2022, 7-8pm

Landscape archaeology [NJ] – pre-recorded lecture
Landscape archaeology [NJ] – live discussion and student exercises

Wednesday 7 December 2020, 7-8pm

Politics, ethics and archaeology [GC] – pre-recorded lecture
Politics, ethics and archaeology [GC] – live student exercises

Student assessment

The course requires a commitment to reading and pre-class preparation.

You are expected to complete any **two** assignments, which **are weighted equally (50/50)**. You may **choose to write two essays OR one essay and a professional-style report**. Each should be between 1,500-2,000 words, such that the two assignments together come to a total of 3,000 – 4,000 words overall.

**Closing date for the submission of Assignment 1 (an essay from the list below or a report):
Friday 18 November 2022 by 12.00 (noon) GMT (Greenwich Mean Time)**

Assignment 1 (a professional-style report)

Choose an archaeological site. Introduce and describe it and explain what is valuable or important about it. Then, to show what you have learned about how sites are assessed, assess yours and explain the features that make it important. Make sure you include a conclusion.

Your report should contain sub-headings for each section. We expect your report to be illustrated with an image and a map. Further guidelines about structure will be placed on the VLE.

Assignment 2 (note: that you can also choose to write an essay as Assignment 1 and 2).

Essay titles

Please choose your essay(s) from the list below:

1. Describe a range of techniques, including their limitations, that have been available to or used by archaeologists attempting to recover information from ONE of the following: **medieval York, Hadrian's Wall, Stonehenge or Flag Fen**.

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. 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 Parthenon marbles at the Athenian Acropolis. Examples do not have to be recent.

4. Assess the claim that techniques of survey are becoming so effective that archaeological excavation may soon become unnecessary.

Guidance: among the readings, note especially Renfrew & Bahn (pp. 74-107), Balme, Bowden, Carver (2009: Chapters 3-5), Flannery (pp. 51-62, 91-160), Gaffney & Gater, Riley & Bewley, and look for case studies in Scarre.

3. Which is the most accurate technique of archaeological dating?

This question expects you to compare and contrast a number of different techniques, and to question whether there is even a single most accurate technique! Among the readings, see the first set, especially Renfrew & Bahn pp. 130-72, and then Balme, Brothwell & Pollard and Taylor & Bar-Yosef and look for case studies to use among the other books

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

**Closing date for the submission of assignment 2:
Wednesday 4 January 2023 by 12.00 (noon) GMT (Greenwich Mean Time)**

Reading and resource list

An indicative reading list can be found below; please note that an updated reading list of online texts will be available on Leganto on the VLE before the course begins.

Students may wish to purchase the first group of books listed, as they have excellent bibliographies for further reading and form the core reading of the whole Archaeology Certificate programme. Please note that they are also available as e-books through the University Library and so no purchase will necessary for completing coursework.

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Carver, M.	2009	<i>Archaeological Investigation</i> (Available as an e-book through the University Library)	Routledge
Gamble, C.	2015	<i>Archaeology: the basics</i> (3rd ed.) (Available online: https://epdf.pub/archaeology-the-basics944a1e8b945ed0e38259d6852465cc1c57491.html)	Routledge
Greene, K. and Moore, T.	2010	<i>Archaeology: an introduction</i> (5th ed.) (Available as an e-book through the University Library)	Routledge
Renfrew, C. & Bahn, P.	2020	<i>Archaeology: methods and theories</i> (8th ed.) (Available as a downloadable PDF or to read online through University Library)	Thames and Hudson

The following are recommended for understanding specific topics and for completing written work

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</i>	Tempus

		<i>science in archaeology</i>	
Balme, J.	2012	<i>Archaeology in Practice</i>	John Wiley and Sons
Bayley, J.	1998	<i>Science in Archaeology: An agenda for the future</i>	English Heriage
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
Brodie, N., Tubb, K.	2002	<i>Illicit antiquities: the theft of culture and the extinction of archaeology</i>	Routledge
Brothwell, D.R. and Pollard, A.M.	2001	<i>Handbook of Archaeological Sciences</i>	John Wiley
Caple, C.	2006	<i>Objects: reluctant witnesses to the past</i>	Routledge
Carman, J.	2002	<i>Archaeology and heritage: an introduction</i>	Continuum
Carver, M.	2009	<i>Archaeological investigation</i>	Routledge
Carver, M.	1987	<i>Underneath British Towns</i>	Batsford
Chippindale, C.	2012	<i>Stonehenge Complete (4th ed.)</i>	Thames and Hudson
Chippindale, C et al	1990	<i>Who owns Stonehenge?</i>	Batsford
			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
Cunliffe, B, Gosden, C, Joyce, R.	2009	<i>The Oxford Handbook of Archaeology</i>	OUP
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.).	2009	<i>The early Mesoamerican village (2nd ed.)</i>	Left Coast
Fowler, B.	2001	<i>Iceman: uncovering the life and times of a prehistoric man found in an Alpine glacier</i>	Macmillan
Gaffney, C.F. and Gater, J.	2003	<i>Revealing the Buried Past: geophysics for archaeologists</i>	Tempus
Glob, P.	1969	<i>The bog people</i>	Faber and Faber
Hall, R.	1994	<i>Viking Age York</i>	Batsford
Harrison, R.	2013	<i>Heritage: Critical approaches</i>	Routledge
Hunter, J. and Ralston, I.	2006	<i>Archaeological Resource Management in the UK</i>	Sutton
Lopez-Varela, S.	2019	<i>The encyclopedia of Archaeological Sciences</i>	Wiley-Blackwell
Parker Pearson, M	1999	<i>The Archaeology of death and burial</i>	Sutton
Pryor, F.	2005	<i>Flag Fen: life and death of a prehistoric landscape</i>	Tempus
Riley, D.N. and Bewley, R.	1996	<i>Aerial Archaeology in Britain</i>	Shire
Scarre, C.	2005	<i>The human past: world prehistory and the development of human societies</i>	Thames and Hudson
Souden, D.	1997	<i>Stonehenge: mysteries of the stones and landscape</i>	English Heritage
Taylor, R. & Bar-Yosef, O.	2014	<i>Radiocarbon Dating</i>	Left Coast

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*, *Yorkshire Archaeological Journal*. News and discussion can be found in *Current Archaeology* and *British Archaeology*.

Syllabus for second unit

Lent term 2023

Prehistoric Britain

Start date	14 January 2023	End date	8 March 2023
		Time	See below
Tutors	Dr Gilly Carr, Dr Corinne Roughley and Dr Mark Haughton	No of meetings	13 live and 9 pre-recorded virtual meetings taught through a combination of synchronous and asynchronous delivery.

Aims

- To introduce the study of prehistoric Britain 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 specific sites within the British Isles, but comparisons with similar trends in continental Europe will, where appropriate, 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

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with slides) and live seminars (tutor-led discussion combined with group exercises), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include skills sessions that relate to the topics currently being

addressed by students, and tutor drop-ins that dedicate time for students to ask questions relating to that week's work. In Unit 2, pre-recorded lectures will be released one week in advance of the live seminar in order that students have the opportunity to watch at a time that suits them; alternatively they may be watched in the scheduled times below. Please note that in some weeks there are two teaching sessions (in addition to Saturday drop-in sessions).

Provisional lecture list

NB the pattern of teaching for Lent term is a one-hour pre-recorded lecture and a one hour live seminar a week, with socials / tutor Q&A sessions on occasional Saturdays throughout the term. In one week (1 February), two hours of pre-recorded lectures and two hours of seminars are provided because of the term dates this year.

Saturday 14 January 2023, 4-5pm

Introductory session, Tutors' welcome, study skills [GC, CR and MH] – live session

Wednesday 18 January 2023, 7-8pm

Neolithic landscape and settlements [CR] – pre-recorded lecture

Neolithic landscape and settlements [CR] – live seminar and student exercises

Wednesday 25 January 2023, 7-8pm

Neolithic trade and exchange [CR] – pre-recorded lecture

Neolithic trade and exchange [CR] – live seminar and student exercises

Saturday 28 January 2023, 4-5pm

Tutor drop in / social [CR] – live session

Wednesday 1 February 2023, 7-8pm

Please note that this week there are 2 hours of pre-recorded lectures and 2 hours of live seminar

Neolithic death and burial [CR] – pre-recorded lecture

Bronze Age landscapes and settlements [MH] – pre-recorded lecture

Neolithic death and burial [CR] – live seminar and student exercises

Bronze Age landscapes and settlements [MH] – live seminar and student exercises

Wednesday 8 February 2023, 7-9pm

Bronze Age trade and exchange [MH] – pre-recorded lecture

Bronze Age trade and exchange [MH] – live seminar and student exercises

Saturday 11 February 2023, 4-5pm

Tutor drop in and social [MH] – live session

Wednesday 15 February 2023, 7-8pm

Bronze Age death and burial [MH] – pre-recorded lecture

Bronze Age death and burial [MH] – live seminar and student exercises

Wednesday 22 February 2023, 7-9pm

Iron Age landscapes and settlements [GC] – pre-recorded lecture

Iron Age landscapes and settlements [GC] – live seminar and student exercises

Saturday 25 February 2023, 4-5pm

Tutor drop in and social [GC] – live session

Wednesday 1 March 2023, 7-8pm

Iron Age trade and exchange [GC] – pre-recorded lecture

Iron Age trade and exchange [GC] – live seminar and student exercises

Wednesday 8 March 2023, 7-8pm

Iron Age death and burial [GC] – pre-recorded lecture

Iron Age death and burial [GC] – live seminar and student exercises

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.

The first assignment is due in by midday GMT, Monday 27 February. This can be a report (there is a choice of two topics) or an essay chosen from the longer list provided.

Assignment 1: A report

Option A: The Digital Presentation of Prehistory

Below are four websites which give a virtual experience of a prehistoric landscape; three are multisensory and one is a more traditional website. By examining at least two of your choice in depth, or by comparing all four, your overall aim is to evaluate how well they communicate an understanding of prehistory (through its landscape) to a wider audience through a digital format. This report is expected to have a formal structure (**about which more guidance will be given on the VLE**) with sub-headings. These should include a description of the website and its aims, the advantages and disadvantages of the digital format, and how they could be enhanced and improved, perhaps through reference to other websites. The report should consider what the digital can show us that is difficult to learn from the physical experience of visiting. To what extent does it help us imagine the past? Why are some websites more impressive than others?

A bibliography is expected for this exercise; students are free to draw upon and cite other websites as part of their work.

Website A: The English heritage website presenting the Stonehenge virtual tour:

https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge360/?awc=5928_1589727678_eb29e17b7726292f3107e0f089d2c24e

Website B: The English heritage website of Maiden Castle, an Iron Age hillfort, presenting the 'echoscape experience':

<https://www.english-heritage.org.uk/visit/places/maiden-castle/echoscape/>

Website C: The Must Farm website

<http://www.mustfarm.com/>

Website D: Lost Soundscapes: Iron Age Somerset

<https://www.youtube.com/watch?v=AjCutZeKgQQ>

Option B: Artefact report

Chose an artefact from British prehistory, from the period covered by this course, and present it as a report. While further details for the structure of this will be provided on the VLE, typically this report should have sub-headings and cover (a) an image of the object, (b) a description of the object, (c) the wider context in which the object was found; (d) (competing) interpretations; (e) discussion and conclusion. This assignment should have a bibliography and should be 1,500-2,000 words in length. Students are advised to pick an artefact about which much is known in order to have sufficient information to work with; some examples and further guidance are provided on the VLE.

Assignment 2

Essay titles (please choose at least one):

- 1) How important was agriculture in Neolithic Britain? Evaluate a range of views and make reference to specific examples.
- 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) Why has the interpretation of pits been of such importance to scholars of the Iron Age?
- 6) Evaluate the different interpretations put forward for understanding deposits of coins and / or torcs in the Iron Age? Please answer with reference to case studies.

**Closing date for the submission of assignments:
Wednesday 22 March 2023 by 12.00 (noon) GMT (Greenwich Mean Time)**

Indicative reading and resource list

Please note that reading lists are currently being updated in order to provide more online sources in readiness for the next academic year. These 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 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.	2019	<i>The Prehistory of Britain and Ireland</i> (available online through the University Library)	CUP
Cunliffe, B.	2013	<i>Britain Begins</i> (available online through the University Library)	OUP
Darvill, T.	2010	<i>Prehistoric Britain</i> (Available online through the University Library)	Batsford
Harding, A.F.	2000	<i>European Societies in the Bronze Age</i> (accessible online via the UL)	CUP
Hunter, J. & Ralston I.	2009 (2 nd ed)	<i>The Archaeology of Britain</i>	Routledge

		(Available online through the University Library)	
Parker Pearson, M.	1999	<i>The Archaeology of Death and Burial</i>	Sutton
Parker Pearson, M.	1993	<i>Bronze Age Britain</i>	Batsford
Pollard, J.	2008	<i>Prehistoric Britain</i>	Blackwell
Scarre, C. (ed.).	2013	<i>The Human Past: World Prehistory and the development of human societies</i> (3 rd ed.) (Available online through the University Library)	Thames & Hudson
Neolithic			
Bradley, R.	1998	<i>The significance of Monuments</i> (online access via the UL)	Routledge
Bradley, R.	2007	<i>The Prehistory of Britain and Ireland</i> (online access via the UL)	CUP
Fowler, C., Harding, J. and Hofmann, D. (see below)	2015	<i>The Oxford Handbook of Neolithic Europe</i> (Online access via UL)	OUP
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
Renfrew, C.	1973	<i>Before Civilisation</i> chapters 5 – 9 (online access via UL)	
Scarre, C.	2007	<i>The Megalithic Monuments of Britain and Ireland</i>	Thames and Hudson
Sherratt, A.	1998	"The Transformation of Early Agrarian Europe", in B. Cunliffe (ed.), <i>Prehistoric Europe: An illustrated history</i>	OUP
Sherratt, A.	1997	<i>Economy and Society in prehistoric Europe</i>	Princeton University Press
Thomas, J.	2013	<i>The Birth of Neolithic Britain: An Interpretive Account</i> (online access via UL)	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.	1994	<i>Fragments from Antiquity: an archaeology of social life in Britain, 2900-1200 BC</i>	Oxford: Blackwell
Bradley, R.	2019	<i>The Prehistory of Britain and Ireland (chapters 4 and 5) Accessible online via VLE</i>	CUP
Bradley, R.	1998	<i>The Passage of Arms</i>	CUP
Brück, J.	2019	<i>Personifying Prehistory: relational ontologies in Bronze Age Britain and Ireland (online access via the UL)</i>	OUP
Fokkens, H. and Harding, A.F.	2013	<i>The Oxford Handbook of the European Bronze Age (online access via the UL)</i>	OUP
Harding, A.F.	2000	<i>European societies in the Bronze Age (online access via the UL)</i>	CUP
Kristiansen, K. and Larsson, T.B.	2005	<i>The Rise of Bronze Age Society: travels, transmissions and transformations</i>	CUP
Parker Pearson, M.	1993	<i>Bronze Age Britain</i>	Batsford
Sheridan, A.	2012	<i>Contextualising Kilmartin: building a narrative for developments in western Scotland and beyond, from the Early Neolithic to the Late Bronze Age</i>	(see website below reading list)
Iron Age			
Aldhouse Green, M.	2001	<i>Dying for the Gods: human sacrifice in Iron Age and Roman Europe</i>	The History Press
Anderson-Whymark, H., Garrow, D. and Sturt, F.	2015	<i>Continental Connections: Exploring cross-channel relationships</i>	Oxbow

		<i>from the Mesolithic to the Iron Age</i>	
Creighton, J.	2000	<i>Coins and Power in Late Iron Age Britain</i> (online access through the UL)	CUP
Harding, D	2012	<i>Iron Age hillforts in Britain and beyond</i> (online access through UL)	OUP
*Haselgrove, C.	2009	'The Iron Age', pp. 167-192 in J. Hunter and I. Ralston (eds.), <i>The Archaeology of Britain</i> (available online through the UL)	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, Batsford 1983, and revised edition 1993 Batsford</i>	English Heritage
Cunliffe, B.	2014	<i>Iron Age Britain.</i>	Pavilion Books
Cunliffe, B.	2005	<i>Iron Age Communities in Britain</i> (Available online through the UL)	Routledge
Fitzpatrick, A.P. & E.L. Morris (eds)	1994	<i>The Iron Age in Wessex: Recent Work</i>	Trust for Wessex Archaeology
Gosden, C. et al (ed)	2007	<i>Communities and Connections: essays in honour of Barry Cunliffe</i> (available online through UL)	OUP
Gwilt, A. & Haselgrove, C. (eds)	1997	<i>Reconstructing Iron Age Societies</i>	Oxbow Monograph 71
Harding, DW	2017	<i>The Iron Age in Northern Britain: Britons and Romans, natives and settlers</i>	Routledge
Harding, DW	2016	<i>Death and Burial in Iron Age Britain</i> (online access through the UL)	OUP
Harding DW	2012	<i>Iron Age Hillforts in Britain and Beyond</i> (online access through the UL)	OUP
Haselgrove, C. & T. Moore	2007	<i>The Later Iron Age in Britain and Beyond</i> (Online access through the UL)	Oxbow

Haselgrove, C. & Pope, R.	2007	<i>The Earlier Iron Age in Britain and the Near Continent</i>	Oxbow
Hill, J.D.	1995	<i>The Pre-Roman Iron Age in Britain and Ireland (c.800 BC – 100 AD): an overview. Journal of World Prehistory (9): 47-98. (online access through the UL)</i>	
James, S. & Rigby, V.	1997	<i>Britain and the Celtic Iron Age</i>	British Museum
Sharples, N.	2010	<i>Social Relations in Later Prehistory: Wessex in the first millennium BC (online access through the UL)</i>	OUP

The article by Ann Sheridan on Kimartin can be found here:

https://www.academia.edu/12179141/Contextualising_Kilmartin_building_a_narrative_for_developments_in_western_Scotland_and_beyond_from_the_Early_Neolithic_to_the_Late_Bronze_Age

Syllabus for third unit

Easter term 2023

Historic Britain

Start date 29 March 2023

End date

17 May 2023

Time

See below

Tutors Dr Thomas Matthews
Boehmer and Dr Sam
Leggett

No of meetings 15 virtual meetings and 9 pre-recorded sessions taught through a combination of synchronous and asynchronous delivery.

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

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with slides) and live seminars (tutor-led discussion combined with group exercises), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include skills sessions that relate to the topics currently being addressed by students, and tutor drop-ins that dedicate time for students to ask questions relating to that week's work. In Unit 3, two pre-recorded lectures will be released one week in advance of the live seminars in order that students have the opportunity to watch at a time that suits them.

Provisional lecture list

NB the pattern of teaching for Easter term, which is shorter than the other terms, is two hours of pre-recorded lectures and two hours of seminars a week, with socials / tutor Q&A sessions on regular Saturdays. Pre-recorded material will be released a week before the live session.

Wednesday 29 March 2023, 7-9pm

Introductory session and Tutors' welcome [TMB and SL] – live session

Britannia in the Roman Empire: chronologies and theories [TMB] – live session

Saturday 01 April 2023, 4-5pm

Tutor drop in / social [HS] – live

Lectures released by 12 April 2023

'Alien Cities' and rural places in Roman-period Britain [TMB] – pre-recorded lecture

Stories from Roman-period Britain I: artefactual evidence [TMB] – pre-recorded lecture

Wednesday 19 April 2023, 7-9pm

'Alien Cities' and rural places in Roman-period Britain [TMB] – live seminar and student exercises

Stories from Roman-period Britain I: artefactual evidence [TMB] – live seminar and student exercises

Saturday 22 April 2023, 4-5pm

Tutor drop in / social [TMB] – live

Wednesday 26 April 2023, 7-9pm

Stories from Roman-period Britain II: ritual and religion [TMB] – pre-recorded session

Stories from Roman-period Britain III: bodies and burials [TMB] – pre-recorded lecture

Stories from Roman-period Britain II: ritual and religion [TMB] – live seminar and student exercises

Stories from Roman-period Britain III: bodies and burials [TMB] – live session and student exercises

Wednesday 3 May 2023, 7-9pm

Understanding Post-Roman/Early Medieval England – Transitions and Timelines [SL] – pre-recorded lecture

Urban & Rural Settlements [SL] – pre-recorded lecture

Understanding Post-Roman/Early Medieval England – Transitions and Timelines [SL] – live session and student exercises

Urban & Rural Settlements [SL] – live session & student exercises

Saturday 6 May 2023, 4-5pm

Tutor drop in / social / discussion of assignments [SL]

Wednesday 10 May 2023, 7-9pm

Burials & Belief [SL] – pre-recorded lecture

Vikings and the Danelaw [SL] – pre-recorded lecture

Burials & Belief [SL] – live session & student exercises

Vikings and the Danelaw [SL] – live session & student exercises

Saturday 13 May 2023, 4-5pm

Tutor drop in / social / assignment discussions [SL]

Wednesday 17 May 2023, 7-8pm

1066 and All That: Normans and the rise of Medieval Kingdoms [SL] – pre-recorded lecture

1066 and All That: Normans and the rise of Medieval Kingdoms [SL] – live session & student exercises

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 and the other is **EITHER** the workbook **OR** a burial report. The two assignments are weighted equally (50/50) and each assignment should be 1,500 – 2,000 words. Students can select any of the three assignment types for Assignment 1 but if the workbook or burial report is chosen, they **MUST** submit an essay for Assignment 2, and vice versa if an essay is chosen for Assignment 1.

NB students should make sure that their two assignments, as a whole, cover both time periods and thereby meet the course outcomes. If they choose to do an essay on the Roman period first, then their second assignment should focus more on the early mediaeval period, and vice versa.

Please note that, due to the brevity of the Easter term, there will be one hand-in date for both assignments: 9 June 2023.

Essay titles

1) History can tend to regard conquests as almost apocalyptic; is this reflected in the archaeological record, and therefore how useful is the concept of 'conquest' for archaeology? Answer referring to the Roman, "Anglo-Saxon", Scandinavian, 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 how the Claudian invasion impacted Late Iron Age settlements in terms of the arrangement of space, the revision of burial practice, or the use of material culture. In particular, see the work of Creighton, Pitts, and Rippon. For early medieval material look at the works of Hamerow, Hills and Harland; for Vikings consider work by Hadley, J.D. Richards, or Barrett.

2) To what extent can identity 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 equate to an identity trait (gender, age, migrant status, occupation etc.)? What else could be going on? Think about what a difference or change in material culture might actually mean in ancient reality. 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 for funerary rites and burial assemblages .

For the Roman period, consider the evaluations of both individual burial grounds and regional burial rites as found in the work of Hilary Cool, Hella Eckardt, John Pearce, Martin Pitts, and Ian Stead, among others. For early medieval burial archaeology some authors to start with are Sam Lucy and Nick Stoodley, Julian D. Richards and Dawn Hadley.

3) To what extent were people living in Britain 'Romanised' during the Roman period? Answer with close reference to three case studies.

For this essay, you might compare and critique the paradigms of cultural change presented by, for example, Millett 1990, Mattingly 2006, or Pitts 2019, 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, graves from Brougham, the 'villas' at Fishbourne and Rudston, or the settlement of Elms Farm, Heybridge.

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

This is about possible continuities and the survival of Roman-period practices into the early medieval period - a traditional topic which can be addressed in a range of different ways. 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 Mucking, plus Martin Carver's work on Sutton Hoo. Also, John Blair on churches (e.g. Blair 2005).

5) To what extent is it possible to reconstruct the use of Roman, or early medieval domestic buildings?

Read settlement excavation synopses, interpretations, and site reports (especially on the ADS as 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', 'great hall' or 'SFB' and then choose a specific example, perhaps the 'villa' at Gorhambury, the 'dry goods shop' in early Londinium, 'great hall' at Cheddar, or the SFBs at West Stow.

6) How can we determine the role and importance of rituals and beliefs in Roman-period and early medieval England? Answer with reference to Britain either before or after AD400, and include no more than three case studies or a single in-depth site analysis.

You need to investigate the role of ritual in society and how it can be determined archaeologically and historically. This question addresses funerary archaeology, attitudes to religion, belief, and ritual. Don't get too bogged down in detail though, and it is better to tackle it thematically rather than chronologically, so look at burials all together, temples/churches all together etc. Consider, for example, the Mithraeum at London, the Romano-Celtic temple at Hayling Island, and the monumental complex at Bath. Early medieval sites could include Yeavering, Sutton Hoo, Brixworth, Repton, Ely, Brandon, Flixborough and many others.

Workbook assignment

For this assignment, students will be given a workbook containing a series of images of artefacts, plans, ceramics, sculpture and burial assemblages relating to the contents of the course. A question probing the interpretation of the images will accompany each. This workbook will be available on the VLE in advance of the course.

Students should pick any four images and write 300-500 words per question. Each is worth 25 marks such that the overall total comes to 100%.

A bibliography is expected for this assignment.

Burial report assignment

For this assignment, students will select a burial from an excavated site and describe and interpret it. Focusing on the burial's grave goods, funerary rite, skeletal evidence, and the wider cemetery's context, students will be expected to weigh previous interpretations of the burial and consider how it fits into broader regional trends. Examples of possible burials to study and a suggested assignment structure will be available on the VLE in advance of the course.

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

**Closing date for the submission of assignments:
Friday 9 June 2023 by 12.00 (noon) BST (British Summer Time)**

Indicative reading and resource list

Please note that this course uses a Leganto reading list. This will be available on the VLE before the course begins. Until then, some key readings are listed below.

Roman-period Britain

Allason-Jones, L. 2011: *Artefacts in Roman Britain: Their Purpose and Use*. CUP.

Eckardt, H. 2014: *Objects and Identities*. OUP.

James, S. and Millett, M. 2001: *Britons and Romans*. CBA.

Millett, M., Revell, L., and Moore, A. 2016: *The Oxford Handbook of Roman Britain*. OUP.

(all of this is useful for the course as a whole; for introductory reading see the Introduction and the chapter by Martin Millett for an introduction to scholarship on Roman Britain in the 20th century, the following chapter by Pete Wilson gives a good outline of more recent thinking.)

Millett, M. 1990: *The Romanization of Britain*. CUP

Rippon, S. 2020: *Kingdom, civitas, and county*. OUP.

Salway, P. 2015: *Roman Britain: A Very Short Introduction* (2nd ed.). OUP.

Early Medieval England

Hinton, D, Crawford, S & Hamerow, H. 2011: *The Oxford Handbook of Anglo-Saxon Archaeology*. OUP.

Carver, M, Sanmark, A, & Semple, S. 2010: *Signals of Belief in Early England: Anglo-Saxon Paganism Revisited*. Oxbow Books.

Hamerow, H. 2012: *Rural Settlements and Society in Anglo-Saxon England*. OUP.

Crabtree, P.J. 2018: *Early Medieval Britain: The Rebirth of Towns in the Post-Roman West*. CUP.

Sayer, D. 2020: *Early Anglo-Saxon Cemeteries: Kinship, community and identity*. Manchester University Press.

Hadley, D.M. 2020: 'The Archaeology of Migrants in Viking-Age and Anglo-Norman England: Process, Practice, and Performance', in *Migrants in Medieval England, c. 500-c. 1500*, Ormrod, W.M., Story, J., & Tyler, E.M. (eds). OUP.

Craig-Atkins, E. et al. 2020: *The dietary impact of the Norman Conquest: A multiproxy archaeological investigation of Oxford, UK*. PloS One, Vol. 15(9), e0235005.

Other relevant publications include:

British Archaeology magazine, published by the Council for British Archaeology

Current Archaeology magazine, published by Current Publishing

The journal *Britannia*, 1970 to present, which is available online.

The journal *Medieval Archaeology*, which is available online.

Local area journals and series, such as *Archeologia Cantiana*, and the *Proceedings of the London and Middlesex Archaeological Society*, and *Yorkshire Archaeological Journal*.

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

East Anglian Archaeology monograph series. Most of these are available online for free at: <http://eaareports.org.uk/publications/>.

The series of books *Roman Inscriptions of Britain*, 1965 to 2009 (Stroud). A web version of most of these volumes can be found at <https://romaninscriptionsofbritain.org>

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 (at the ADS)

The Thames Valley Archaeological Services occasional papers and monograph series (<http://tvas.co.uk/publications.html>)

County Journals are a good source of data and sites; for example the Proceedings of the Cambridge Antiquarian Society (PCAS) and Norfolk Archaeology are both online at ADS.

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.

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