ARCL3096: IRON AGE EUROPE

2016-17

Year 3 Option, 0.5 unit
Turnitin Class ID: 3228775
Turnitin Password IoA1617

Room 410 Tuesdays 4.00-6.00

Co-ordinator: Mike Parker Pearson
m.parker-pearson@ucl.ac.uk
Room 310 Tel. 020 7679 4767

Please see the last page of this document for important information about submission and marking procedures, or links to the relevant webpages.
1 OVERVIEW

Short description
This half-module will introduce students to the main features of the Iron Age in Europe. It begins with the Late Bronze Age background, and develops through the Hallstatt period of central Europe, the La Tène period, and the Roman Iron Age north of the Roman frontier. Specialist topics covered in detail are drawn from current research foci, and include the spread of iron technology, the nature of specialist knowledge and cosmology, the Mediterranean impact on the north, the roles of votive deposition and funerary practices, and the development of architecture and urbanism.

Week-by-week summary

AUTUMN TERM:

I. INTRODUCTION.
4.10.16 4:00 1. The adoption of iron and its spread across Europe.

2. CHRONOLOGY.
11.10.16 4:00 2. The Late Hallstatt period: salt miners and paramount chiefs
18.10.16 4:00 3. The La Tène period: from barbarians to townspeople
25.10.16 4:00 4. The Iron Age in Britain: from brochs to banjos

3. SPECIAL THEMES.
1.11.16 4:00 5. Celts and Britons: identity in the Iron Age

READING WEEK (NO TEACHING)

15.11.16 4:00 6. Celtic art: what did it mean and what was it for?
22.11.16 4:00 7. The Iron Age north of the Roman Empire: bog bodies and booty
29.11.16 4:00 8. Druids and divination: magic and religion in the Iron Age
6.12.16 4:00 9. Living in the Iron Age: house and home
13.12.16 4:00 10. Iron Age karaoke

Basic texts
Collis, J.R. 1997. The European Iron Age. London: Routledge. This is the second edition of the only book entirely devoted to this subject, and it is essential reading for this half-module.

Students preparing to take this half-module should also read the relevant chapters of the following books:
Online reading list
http://readinglists.ucl.ac.uk/lists/E0F7C0ED-99CF-E9AE-7E93-1ACB8A8C3EB1.html

Methods of assessment
This course is assessed by means of:
two pieces of coursework, each of 2,375-2,625 words, which each contribute 50% to the final grade for the course.

Teaching methods
The course is taught through lectures and a small number of seminars. Seminars have been incorporated into the scheduled sessions for the course. In addition, an additional gallery visit will be arranged to give students greater familiarity with the material covered in the course.

Workload
There will be 16 hours of lectures and 4 hours of seminar sessions for this course. Students will be expected to undertake around 80 hours of reading for the course, plus 50 hours preparing for and producing the assessed work. This adds up to a total workload of some 150 hours for the course.

Prerequisites
While there are no formal prerequisites for this course, students are advised that previous attendance at ARCL2005 Structure and Change in Later European Prehistory is likely to facilitate comprehension of the material presented in this course.

2 AIMS, OBJECTIVES AND ASSESSMENT

Aims
To provide the student with:
1. detailed knowledge of the archaeological evidence for societies in Europe 1000 BC-AD 500;
2. a geographical and chronological understanding of the main artefact, site and organisational categories for the European Late Bronze and Iron Ages;
3. an ability to assess primary data, based on a broad understanding of the formation of the later prehistoric record and its limitations;
4. a good knowledge and understanding of the changes in society in this period;
5. an ability to analyse and reflect critically upon a range of interpretations, particularly in areas of current controversy in Iron Age studies.

**Objectives**
On successful completion of this course a student should:

**Knowledge and Understanding:**
1) Have a familiarity with major sources of relevant evidence
2) Have a familiarity with the current theoretical and methodological debate in the field

**Skills:**
1) Be able to produce logical and structured arguments supported by relevant evidence
2) Have developed a critical perusal of literature

**Teaching, Learning and Assessment:**
1) Have conducted directed reading of specialist literature,
2) Have written essays prepared to a defined timetable to assess communication, analytical, and presentation skills

**Learning Outcomes**
On successful completion of the course, students should be able to demonstrate/have developed:
1) An understanding of the European Iron Age and its prelude.
2) Critical awareness of context and multiple sources of evidence in the archaeological record for Iron Age Europe.
3) Expansion of written and oral skills to allow for the communication of complex ideas and data derived from a range of academic disciplines.
4) Awareness of current issues, theoretical frameworks and debates in Iron Age archaeology.

**Coursework**

**Assessment tasks**
The half-module will be assessed by two 2,375-2,625-word essays, written at different points within the term.

If students are unclear about the nature of an assignment, they should discuss this with the Course Co-ordinator.

Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, students may be permitted, in advance of the deadline for a given assignment, to submit for comment a brief outline of the assignment.

The nature of the assignment and possible approaches to it will be discussed in class, in advance of the submission deadline.

**Essay 1:**
How did elites express their power among the communities northwest of the Alps in the Hallstatt D period?

**Reading:**


Submission date: 14 November 2016

Essay 2:
To what extent were hillforts expressions of community identity rather than simply defended hilltops in the British Iron Age?

Reading:


Submission date: 16 December 2016
**Word counts**
The following should **not** be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, lists of references, captions and contents of tables and figures, appendices.

Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

**Submission procedures**
Students are required to submit hard copy of all coursework to the course co-ordinator’s pigeon hole via the Red Essay Box at Reception by the appropriate deadline. The coursework must be stapled to a completed coversheet (available from the web, from outside Room 411A or from the library).

Please note that new, stringent penalties for late submission were introduced UCL-wide from 2010-11. Late submission will be penalized in accordance with these regulations unless permission has been granted and an Extension Request Form (ERF) completed.

Date-stamping will be via ‘Turnitin’ (see below), so in addition to submitting hard copy, students must also submit their work to Turnitin by the midnight on the day of the deadline.

Students who encounter technical problems submitting their work to Turnitin should email the nature of the problem to ioa-turnitin@ucl.ac.uk in advance of the deadline in order that the Turnitin Advisers can notify the Course Co-ordinator that it may be appropriate to waive the late submission penalty.

If there is any other unexpected crisis on the submission day, students should telephone or (preferably) e-mail the Course Co-ordinator, and follow this up with a completed ERF

Please see the Coursework Guidelines on the IoA website (or your Degree Handbook) for further details of penalties.

http://www.ucl.ac.uk/archaeology/administration/students/handbook/submission

*Hard copy will no longer be date-stamped.*

The Turnitin ‘Class ID’ is **3228775** and the ‘Class Enrolment Password’ is **IoA1617** Further information is given on the IoA website.

http://www.ucl.ac.uk/archaeology/administration/students/handbook/turnitin

Turnitin advisers will be available to help you via email: ioa-turnitin@ucl.ac.uk if needed.

**UCL-WIDE PENALTIES FOR LATE SUBMISSION OF COURSEWORK**
· The full allocated mark should be reduced by 5 percentage points for the first working day after the deadline for the submission of the coursework or dissertation.
· The mark will be reduced by a further 10 percentage points if the coursework or dissertation is submitted during the following six calendar days.
· Providing the coursework is submitted before the end of the first week of term 3 for undergraduate courses or by a date during term 3 defined in advance by the relevant Master’s Board of Examiners for postgraduate taught programmes, but had not been submitted within seven days of the deadline for the submission of the coursework, it will be recorded as zero but the assessment would be considered to be complete.
· Where there are extenuating circumstances that have been recognised by the Board of Examiners or its representative, these penalties will not apply until the agreed extension period has been exceeded.

Timescale for return of marked coursework to students.
You can expect to receive your marked work within four calendar weeks of the official submission deadline. If you do not receive your work within this period, or a written explanation from the marker, you should notify the IoA’s Academic Administrator, Judy Medrington.

Keeping copies
Please note that it is an Institute requirement that you retain a copy (this can be electronic) of all coursework submitted. When your marked essay is returned to you, you should return it to the marker within two weeks.

Citing of sources
Coursework should be expressed in a student’s own words giving the exact source of any ideas, information, diagrams etc. that are taken from the work of others. Any direct quotations from the work of others must be indicated as such by being placed between inverted commas. Plagiarism is regarded as a very serious irregularity which can carry very heavy penalties. It is your responsibility to read and abide by the requirements for presentation, referencing and avoidance of plagiarism to be found in the IoA ‘Coursework Guidelines’ on the IoA website http://www.ucl.ac.uk/archaeology/administration/students/handbook

3 SCHEDULE AND SYLLABUS

Teaching schedule
Lectures will be held 4:00-6:00 on Tuesdays, in Room 410. One visit will be scheduled to the British Museum. It is anticipated that this will be held in the fourth week of the Autumn term, subject to finalization of the arrangements and discussion with the class. Further details will be announced closer to the date.
Lecturer: Mike Parker Pearson.
**Syllabus**
The following is an outline for the course as a whole, and identifies essential and supplementary readings relevant to each session. Information is provided as to where in the UCL library system individual readings are available; their location and Teaching Collection (TC) number, and status (whether out on loan) can also be accessed on the eUCLid computer catalogue system. Readings marked with an * are considered essential to keep up with the topics covered in the course. Copies of individual articles and chapters identified as essential reading are in the Teaching Collection in the Institute Library (where permitted by copyright) or are available online.

I. INTRODUCTION.
1. *(MPP)*: The adoption of iron and its spread across Europe.
   This lecture explores the early uses of iron before the beginning of the 1st millennium BC and its gradual adoption from the eastern Mediterranean to northwest Europe and Britain. It examines the Late Bronze Age social and economic background to the bronze-iron transition, as well as the changing value of iron through time.

Reading:


2. CHRONOLOGY.
2. *(MPP)*: The Late Hallstatt period: salt miners and paramount chiefs.
This lecture outlines the chronology of the early part of the European Iron Age and explores the significance of the trade in raw materials for Mediterranean finished goods. It will focus on the centralization of power in the hands of groups north of the
Alps, as demonstrated by the lavishly equipped burials from Vix, Hochdorf and the Hohmichele barrow.

Reading:


3. (MPP): The La Tène period: from barbarians to townspeople
Europe’s later Iron Age is named after the site of La Tène in Switzerland where a mass of artefacts were deposited in water. The lecture outlines the principal forms of archaeological evidence, such as burials and watery deposits, and investigates the settlement record and the transition to urban centres, the use of coinage and the development of state institutions north of the Mediterranean world.

Reading:


4. (MPP): The Iron Age in Britain: from brochs to banjos.
This lecture introduces the diversity and regionalism of Iron Age Britain in the seven centuries before the Roman invasion. From the hillforts and banjo enclosures of southern England to the brochs and wheelhouses of northern Scotland, it examines the different types of settlements and societies across Britain as well as changing forms of material culture and burial practices.

Reading:


The identity of the European barbarians was a matter of some interest to Classical commentators but their accounts are problematic. Modern-day notions about Celts in Iron Age Europe are also riven with disagreement. This lecture explores the difficult issue of Iron Age ethnicity and its relationship with language and material culture.

Reading:


6. (MPP): Celtic art: what did it mean and what was it for?
One of the most remarkable developments in the La Tène period was the development of a distinctive art style that has enjoyed a major revival in recent years. This seminar will explore the different interpretations of this ancient art style, and will investigate new approaches and recent re-dating schemes to unravel the context, use and meaning of Celtic art for Iron Age societies.

Reading:

7. (MPP): The Iron Age north of the Roman Empire: bog bodies and booty. In northern Germany and southern Scandinavia, archaeologists have recognized a very different Iron Age to the La Tène societies further south, formed of longhouses organized in small villages and dispersed settlements. Bog bodies, the remains of people who met mysterious deaths, have been found in their hundreds. Lakes and bogs were also used for depositing booty from battles, becoming particularly common in the Roman period when arms were exported across the frontier.

Reading:


8. (MPP): Druids and divination: magic and religion in the Iron Age. Classical authors such as Julius Caesar and Pliny the Elder have left vivid impressions of the druids as religious and judicial specialists of the European Iron Age. The archaeological record also gives us indications of Iron Age religion, for example, from sanctuaries and votive deposits. This lecture investigates the evidence from both written and archaeological sources for ritual specialization in the Iron Age.

Reading:


9. (MPP): Living in the Iron Age: house and home. Domestic architecture varied across Europe, with longhouses in Germany and Scandinavia, rectangular houses to the south, and roundhouses in Britain and Ireland. Good preservation from a number of sites in Europe and Britain has allowed archaeologists to recover evidence for how people lived in their houses. These examples range from preserved house floors to burnt-down houses with people and animals inside.

Reading:


10. (MPP). Roundhouses and longhouses: society or environment? To what extent is domestic architecture conditioned by social as opposed to environmental considerations? This seminar will explore the arguments for different approaches to understanding Iron Age roundhouse architecture.

Reading:
Brück, J. 2006. Fragmentation, personhood and the social construction of technology in Middle and Late Bronze Age Britain. *Cambridge Archaeological Journal* 16, 297-315. *INST ARCH Pers, Available online*


4 ONLINE RESOURCES

The full UCL Institute of Archaeology coursework guidelines are given here: http://www.ucl.ac.uk/archaeology/administration/students/handbook
The full text of this handbook is available here (includes clickable links to Moodle and online reading lists if applicable)
http://www.ucl.ac.uk/archaeology/administration/staff/handbook

Moodle
All courses use Moodle. Please include the access code in your handbook (normally in the format ARCL3096 – using the course code) Please contact Charlotte Frearson in room G4 (c.frearson@ucl.ac.uk) for advice.

5 ADDITIONAL INFORMATION

Libraries and other resources
The Library of the Institute of Archaeology contains holdings of particular relevance to this degree.

Attendance
A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email. Departments are required to report each student’s attendance to UCL Registry at frequent intervals throughout each term.

Information for intercollegiate and interdepartmental students
Students enrolled in Departments outside the Institute should collect hard copy of the Institute’s coursework guidelines from Judy Medrington’s office.

Dyslexia
If you have dyslexia or any other disability, please make your lecturers aware of this. Please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia are reminded to indicate this on each piece of coursework.

Feedback
In trying to make this course as effective as possible, we welcome feedback from students during the course of the year. All students are asked to give their views on the course in an anonymous questionnaire which will be circulated at one of the last sessions of the course. These questionnaires are taken seriously and help the Course Co-ordinator to develop the course. The summarised responses are considered by the Institute’s Staff-Student Consultative Committee, Teaching Committee, and by the Faculty Teaching Committee.
If students are concerned about any aspect of this course we hope they will feel able to talk to the Course Co-ordinator, but if they feel this is not appropriate, they should consult their Personal Tutor, the Academic Administrator (Judy Medrington), or the Chair of Teaching Committee (Dr. Mark Lake).

**Health and safety**
The Institute has a Health and Safety policy and code of practice which provides guidance on laboratory work, etc. This is revised annually and the new edition will be issued in due course. All work undertaken in the Institute is governed by these guidelines and students have a duty to be aware of them and to adhere to them at all times.
HOW TO UPLOAD YOUR WORK TO TURNITIN

Note that Turnitin uses the term ‘class’ for what we normally call a ‘course’.

1. Ensure that your essay or other item of coursework has been saved properly, and that you have the Class ID for the course, available from the course handbook or here:
   http://www.ucl.ac.uk/archaeology/studying/undergraduate/courses
   http://www.ucl.ac.uk/archaeology/studying/masters/courses
   and enrolment password (this is IoA1617 for all courses this session - note that this is capital letter I, lower case letter o, upper case A, number 1, number 4, number 1, number 5)
2. Click on http://www.submit.ac.uk/static_jisc/ac_uk_index.html (NB Not www.turnitin.com, which is the US site) or copy this URL into your favourite web browser
3. Click on ‘New user’
4. Click on ‘Enrol as a student’
5. Create an account using your UCL or other email address. Note that you will be asked to specify a new password for your account - do not use your UCL password or the enrolment password, but invent one of your own (Turnitin will permanently associate this with your account, so you will not have to change it every 3 months unlike your UCL password). Once you have created an account you can just log in at http://www.submit.ac.uk and enrol for your other classes without going through the new user process again.
6. You will then be prompted for the Class ID and enrolment password
7. Click on the course to which you wish to submit your work.
8. Click on the correct assignment.
9. Double-check that you are in the correct course and assignment and then click ‘Submit’
10. Attach document

If you have problems, please email the Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact course and assignment involved.

One of the Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term. Please be sure to email the Turnitin Advisers if technical problems prevent you from uploading work in time to meet a submission deadline - even if you do not obtain an immediate response from one of the Advisers they will be able to notify the relevant Course Coordinator that you had attempted to submit the work before the deadline.
Glossary of Types of Assessment with Learning Outcomes

Introduction

The following guidelines indicate the full extent of undergraduate assessment procedures and their learning outcomes within our department. These various types of assessment have been created in order to allow students to both draw upon and develop a diverse range of skills and individual talents. We believe that this range provides a balance between unseen and continuous evaluation strategies, allowing the discernment of real learning while not overly biasing towards students who are better in one type of assessment than another.

Glossary of Types of Assessment:
(NB: Roman numerals refer to learning outcomes, see end of document)

Standard Essay – An essay based upon a specific question and researched via a range of reading (books, journals, online). Alternatively, the readings may be from a given reading list, or researched in addition to a given reading list (Ia, II [perhaps only in years 2 and 3, depending upon degree of independence involved in library research])

Practical Essay – A piece of written work relating to the analysis of specific, given datasets; this may include individual artefacts, lab data, epigraphic texts, questionnaire data, etc… (III)

Book Reviews – A short critical assessment of a book that also indicates wider knowledge and contextual situation of the source (Ib)

QATI – Critical commentary of about 600-700 words contrasting two articles, based around a structured format with headings: Central Quotation (a sentence or series of phrases that indicate the central argument of the text; Argument (summary of the argument in 5-7 sentences); Textual connection (discussion and comparison of the principal text with a second one); Implications (implications of the argument for the interpretation of the archaeological record). Commentaries are used as a basis of group discussion for a topic (Ia, IX)

Field and Lab Notebooks – Notes, observations (written and illustrative) on all aspects of fieldwork site visits and laboratory work, followed by reflective writing on the field/lab experience. (VI)

Portfolios – Assemblages of original illustrative or written work (may be sketches, technical drawings, computer websites, posters, exhibit plans, photographs, examples of field notebook entries, newspaper articles, museum/school oriented writing etc…). (IV, VII)
Powerpoint Presentation – Creation of a Powerpoint presentation file on a specified subject, integrating texts and graphics. (IVa)

Project Paper – A lengthy piece of original work on a particular topic featuring elements of independent research (original research may include a wide range of activities: library research, site planning, translations, practical study of assemblages, microscopic work, model building, certain placements [e.g. in museums, schools] etc…). Normally, project papers include an oral presentation of the project to the rest of the class (Ia, II, III, IVb)

Dissertation – A lengthy piece of original research on a topic determined by the student, in consultation with a supervisor. Topics may include fieldwork, labwork, or synthetic analyses of existing data. This project will normally be undertaken over the length of the academic year and will include an oral presentation component, normally with Powerpoint. (Ia, II, III, IVa, IVb)

Standard Unseen Exam – An essay based exam on a set of written questions and/or images which may include short answer questions, traditional longer answers, or a mixture of both. Completed within a set time limit (Va)

Practical Unseen Exams /Worksheets – Quiz or Practical work on pre-formatted sheets (including multiple-choice or yes/no questions and short answers [i.e. no more than one paragraph]) which may be undertaken while in class or lab (can include epigraphic and computer work for example). Only standard references permitted by the examiner may be used. This might also be set up on Moodle or similar online format (Va [depending on subject, may also include III])

Open Book Exam - essay- and/or quiz-based exam held in a specified location and for which students may bring a set number of sources of their own choice to use during the exam (Ia, Vb)

Take Home Open Book Exam - essay- and/or short answer question-based exam to be completed within a set period and for which students may use published sources of their choice. (Ia, Vb)

Group Work - collaborative project (poster, oral and/or visual presentation) organised and undertaken by a group of students. A group mark is given for the final project, individual members are assessed through a short written piece relating to the topic of the project, and through individual reflection on group dynamics in preparing, undertaking and completing the project. The group mark should form the lowest percentage of the final mark (VII, VIII).

Glossary of Learning Outcomes

Ia – Reasoned and Critical Assessment of Multiple Sources
Ib – Reasoned and Critical Assessment of a Single Source
II – Independent Research Use of Library/Archival facilities
III – Independent Problem-solving based on Real Data Sets
IVa – Experience in the Production of Presentation Graphics at a Professional level

IVb – Experience in the Oral Presentation of Original Research Results

Va – Time Limited and Invigilated Assessment, Testing Comprehension and Critical Use of Taught Knowledge

Vb – Time Limited Assessment, permitting use of sources, testing the employment of information learned in class, as well as appropriate choice of sources, and independent research skills.

VI – Critical Self-reflection and Evaluation of Field Experiences

VII – Demonstration of the ability to Manage and Integrate Different Research Tasks.

VIII – Demonstration of Ability to Work as part of a team towards the Production of an Original Project

IX – Experience in alternative forms of note taking and essay structure

General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources are available in your Year/Degree Handbook and on the following website: http://www.ucl.ac.uk/archaeology/studying/undergraduate/courses/ARCL3096.

It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your course co-ordinator.