COURSE DESCRIPTION: This course will deconstruct what we know about the Iron Age peoples of west-central Europe known as the Celts. We will review, compare and critique the various sources of evidence available to us on this subject, including Classical texts (mainly Greek and Roman), insular texts (mainly Irish and Welsh), epigraphic and toponymic evidence, and the material record recovered from settlement, burial and ritual sites. The contemporary uses of this evidence will also be covered, ranging from neo-pagan religious traditions to white supremacist groups and ethnic identity construction in the form of musical and linguistic revivals.

Learning Goals:
1) Students will learn how archaeology can contribute to theoretical discussions related to ethnicity and identity in the social sciences and humanities more generally.
2) The political implications of cultural identity will provide students with a way to explore how the field of archaeology contributes to how such issues are understood, and misunderstood, in contemporary cultures.
3) We will explore the relationship between material culture and identity and the shifting landscape of territory and meaning represented by the archaeological and textual evidence available for Iron Age Celtic Europe.
4) The interdisciplinary implications of such questions in archaeology will be contextualized against a backdrop of more general anthropological theories regarding ethnic identity, ideology and the politics of belonging.

READINGS: All readings are on e-Reserve: http://www.uwm.edu/Library/. These may be used for the Article Summaries and as a resource for the Short Papers, the Oral Presentation and the Final Paper. There is one volume on 2 hour reserve:  

EVALUATION AND GRADING:

1. **Four** critical article summaries: 20% of the course grade.

2. **One** short paper (**10 pages minimum**): 10% of the course grade. **Important:** Papers are always due the week before the oral presentation on that topic.  
   **Penalty for late papers:** One full point per day.

3. **Final paper (**20 pages minimum**): 40% of the course grade.

4. **Oral Presentation:** 25% of the course grade.
5. **Attendance and Participation**: 5% of the course grade.

Please see www.uwm.edu/Dept/SecU/SyllabusLinks.pdf for information on Academic Policies and Misconduct.

**TOPICS & PAPER/PRESENTATION DUE DATES**

<table>
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<tr>
<th>Weeks 1-2</th>
<th>From Cardio-Celts to Celto-Skeptics: Definitions, Concepts and Historical Perspectives</th>
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<td>September 7</td>
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| September 14 | Summary #1 due via e-mail  
Group discussion |
| Weeks 3-4 | Definitions, Concepts and Perspectives (cont.) |
| September 21 | Group discussion |
| September 28 | Summary #2 due in class |
| Weeks 5-6 | Technology and Society |
| October 5 |                                                                                   |
| October 12 | Final Paper Title, Abstract & Preliminary Bibliography due in class |
| Weeks 7-8 | Settlement and Society |
| October 19 | Group 1 Short Papers due in class |
| October 26 | Group 2 Short Papers due in class; Group 1 Presentation |
| Weeks 9-10 | Social Systems and Dynamics |
| November 2 |                                                                                   |
| November 9 | Group 3 Short Papers due in class; Group 2 Presentation |
| Weeks 11-12 | Material Culture, Identity, Differentiation and the Body |
| November 16 | Group discussion; Summary #3 due via e-mail |
| November 23 | Thanksgiving Recess: No Class! |
| Weeks 13-14 | The Many Faces of Death |
| November 30 | Group 3 Presentation; Final Paper Drafts due in class |
| December 7 | Summary #4 due |
| Week 15 | Deposition and Sacrifice |
| December 14 | Final Paper Due December 14 by 5:00pm |

**Reading Assignments on e-Reserve: Readings marked * Supplemental.**

Weeks 1-2  
Definitions & Concepts/Historical Perspectives

Inventions. Stroud: Tempus. (1)

Weeks 3-4 Definitions & Concepts/Historical Perspectives


Weeks 5-6 Technology and Society


7. Heiss, Andreas G. and Klaus Oeggl 2008 Analysis of the fuel wood used in Late Bronze Age and Early Iron Age copper mining sites of the Schwaz and Brixlegg area (Tyrol, Austria). *Vegetation History and Archaeobotany* 17:211-221. (6)


15. Purowski, T., Dzierżanowski, E. Bulska, B. Wagner and A. Nowak 2012 A study of glass beads from the Hallstatt C-D from southwestern Poland: implications for glass technology and provenance. Archaeometry 54(1):144-166. (6)

Weeks 7-8 Settlement and Society

3. Carme Belarte, Maria 2008 Domestic architecture and social differences in north-eastern Iberia during the Iron Age (c. 525-200 BC). Oxford Journal of Archaeology 27(2) 175–199. (7)
9. González-Ruibal, Alfredo 2006 House societies vs. kinship-based societies: an
archaeological case from Iron Age Europe. *Journal of Anthropological Archaeology* 25:144-173. (8)


15. Pitts, Martin and Dominic Perring 2006 The making of Britain’s first urban landscape: the case of late Iron Age and Roman Essex. *Britannia* 37:189-212. (7)


Weeks 9-10 Social Systems and Dynamics

7. Hill, J.D. 2011 How did British Middle and Late pre-Roman Iron Age societies work (if they did)? In Tom Moore and Xosé-Lois Armada (eds) *Atlantic Europe in the First Millennium BC: Crossing the Divide*, pp. 242-263. Oxford: Oxford University Press. (10)
17. Slofstra, Jan 2002 Batavians and Romans on the lower Rhine. *Archaeological*
Weeks 11-12  Material Culture and Identity

11. Le Huray, Jonathan D. and Holger Schutkowski 2004 Diet and social status during the La Tène period in Bohemia: carbon and nitrogen stable isotope analysis of bone collagen from Kutná Hora-Karlov and Radovesice. *Journal of Anthropological...


17. Yao, Alice 2012 Sarmatian mirrors and Han ingots (100 BC-AD 100): how the foreign became local and vice versa. *Cambridge Archaeological Journal* 22(1):57-70. (11)

**Weeks 13-14  Many Faces of Death**


University Press. (14)

**Week 15 **

**Deposition and Sacrifice**

10. Hingley, Richard 2006 The deposition of iron objects in Britain during the later prehistoric and Roman periods: contextual analysis and the significance of iron. *Britannia* 37:213-257.

**Assignment Guidelines**

1. **Critical Article Summaries**: Summaries must be a minimum of two pages long.

Critique the approach or problem outlined in the article, identifying their limitations as well as their potential. Pay particular attention to the following in your summary:
a. What is/are the main point(s) of the article? Are you convinced by the author's/authors' reasoning? Why or why not?

b. What are your recommendations? How could the arguments have been more persuasive or the approach more productive?

c. Think critically! This involves more than simply shooting holes in someone else's theory or approach. Demonstrate that you are able to see more than one side of an issue. Suggest alternatives.

2. Papers

Goals: 1) Demonstrate the ability to research a topic successfully in depth as demonstrated by locating and citing seminal sources on the chosen topic. 2) Produce a summary of the work of those scholars whose research and interpretations have contributed significantly to our understanding of the chosen topic. 3) Provide a critical evaluation of the issues and possible divergent opinions associated with the analysis of the chosen topic, suggesting possible avenues for further investigation.

Format:

• Papers must be typed (computer or typewriter) with margins of 1".
• Paginate all pages beginning with Page 2!
• Papers must be double-spaced.
• Make sure your name is on the paper and that the paper has a title.

Short paper: The Short Papers are tied to the Oral Presentations (see below). Papers must be a minimum of 10 pages long. You must cite at least 10 sources in constructing your argument. These may be drawn from the e-Reserve articles, but at least three must be sources you have tracked down on your own. NONE of these may be Web sources unless the article comes from a reputable database such as JSTOR and is published in a peer-reviewed journal. Use the Bibliographies from class readings as a starting point for your source search. Other places to find sources include Eureka, EBSCO, WorldCat (see UWM Library Web site for links) and the Anthropological Index On-Line (http://aio.anthropology.org.uk/)

Final Paper: Paper must be a minimum of 20 pages long. You must cite at least 20 sources, at least 15 of which must be sources you have tracked down yourself and NONE of which may be Web sources unless the article comes from a reputable database (see above) and is published in a peer-reviewed journal. You may cite a maximum of five sources from the e-Reserve readings.

When citing sources (whether quoting directly or paraphrasing) within the text, the
following rules apply:

The author's last name (include the first initial only if there are two authors with the same last name cited in the paper) followed by the year of the publication, a colon and the page number(s): (Renfrew 1979: 112-15). (This is the standard procedure in anthropological publications). Quotation marks should be used where appropriate, as in the examples below.

Ex. #1 Direct quotation: "The moon is made of green cheese" (McDonald 1989:123).
Ex. #2 Paraphrasing: According to Williams, the moon is made of fried green tomatoes (1988:19-23).

You must include a bibliography with full references at the end of the paper. You may use any of the articles assigned for the class as a template for the bibliography. KEY: Whatever format you choose, BE CONSISTENT!

3. Oral Presentation

Three groups of 3-4 students each will be assigned to investigate a topic in Iron Age European archaeology related to the readings for that week. Each student will produce a short paper on the subtopic and area (see Short Paper format above). The Short Papers are always due the week before the Oral Presentations. Each student is responsible for forwarding the text of their Short Paper to the course reflector (see first page of syllabus) on the due date indicated in the syllabus for their group and non-presenters are expected to produce and bring to class 5 questions/comments based on each Short Paper. Presentations are to be 10 minutes long, followed by a 10 minute discussion period. PowerPoint presentations are expected to be used as a guide; the presentation must be extemporaneous and based on the slides.
"NO PRISONERS"