1. **Title of the module**

CLAS6510 (CL651) – Head, Heroes and Horses: In Search of the Ancient Celts

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for BA Classical & Archaeological Studies (Single and Joint Honours)

Also available as an elective module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge of the social, economic and cultural dynamics of Temperate (west/central) Europe in the first millennium BC, and the extent to which the timing, pace and direction of change were influenced by internal or external factors particularly in relation to interaction with the Classical World;

8.2 Demonstrate critical understanding as to how both historical and archaeological data can appropriately be used to further analysis of this period of antiquity;

8.3 Demonstrate skills of close observation of examples of material culture (i.e. artefacts), ritual practice, and understanding of site and settlement location and morphology;

8.4 Demonstrate writing skills in terms of clear concise description and commentary consequent on observation and analysis of material culture, geographic considerations and historical texts;

8.5 Describe the principal data for both the prehistoric Celts and the archaeology of the pre-Roman Iron Age in west/central Europe;

8.6 Use historical and archaeological data on a comparative basis to discuss critically the concept of the ancient Celts challenging assumptions or embedded hypotheses, whether popular or academic;

8.7 Show sound awareness of (i) examples of how these peoples organised their settlements and economy, developed technologies, especially in metals, managed and traded resources, and undertook burial practices, through the Hallstatt and La Tène eras; (ii) the complex changes brought about by the advent of Roman incursion into Temperate Europe at the end of the period; and (iii) the degree of corroboration between the material evidence and the accounts of the Ancient Historians, and areas of divergence, using particular examples.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Critically assess the views of others and of contrasting views;

9.2 Show familiarity with a wide range of primary source materials and methodologies appropriate to their use;

9.3 Communicate information and analysis, in a variety of forms, to specialist audiences;

9.4 Understand the limits of their own knowledge and how this influences their analyses and interpretations of source material;

1. **A synopsis of the curriculum**

The module examines the Iron Age peoples of temperate Europe, their ways and means of living combining the archaeological, artefactual and historic sources of evidence. This was the era of the proto-historic Celts: farmers, crafts people and warriors. Peoples described as Celts sacked Rome in the early fourth century BC; they probably ravaged Delphi towards the mid third century BC; and from the later second century BC they were in conflict with the expanding Roman Empire, ultimately becoming the majority of its subjects in the West. The intent of this module is to search for the Iron Age Celts of Antiquity... but participants should not embark on the study with the certain expectation that they will be found! For long interpreted within a largely Classically-derived pan European model, the archaeological evidence is now increasingly discussed in ways which emphasise the diversity rather than the uniformity of life and culture across west/central Europe during the centuries in which the Classical World was in contact with those whom it identified as Celts.

The module will critically evaluate the evidence for the pre/proto historic Celts derived from the Classical writers, the concept of a widespread European Celtic culture in antiquity, and the contrasting interpretations that can be generated by the archaeological evidence for the conventional pre Roman Iron Age in temperate Europe. The Iron Age of temperate Europe presents a rich array of burials, finely crafted metalwork, settlements, hillforts, ritual, religious manifestations, artefacts and environmental remains plus evidence of travel, trade, contact and warfare both within its realms and with the Mediterranean peoples: all these elements form curriculum subjects via study, characterisation and contextualisation.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Brunaux, J.L (1988). *The Celtic Gauls: Gods, Rites and Sanctuaries*. London: Seaby

Collis, J. (1998). *The European Iron Age*. London: Routledge

Collis, J. (2003). *The Celts: Origins, Myths and Inventions*. Stroud: Tempus

Collis, J. (2001). *Society and Settlement in Iron Age Europe*. Stroud: Tempus

Cunliffe, B. (1997). *The Ancient Celts*. Oxford: Oxford University Press

Green, M. (ed). (1995). *The Celtic World*. London: Routledge

Haselgrove, C. R. Pope. (2007). *The Earlier Iron Age in Britain and the Near Continent*. Oxford: Oxbow

James, S. (1999). *The Atlantic Celts: Ancient People or Modern Invention?* Madison: University of Wisconsin Press

Moscati, S. (ed). (1999). *The Celts*. New York: Rizzoli

1. **Learning and teaching methods**

Total Contact Hours: 40

Total Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (3,000 words) – 40%
* Essay 2 (3,000 words) – 40%
* Research Assignment (2,000 words) – 20%

13.2 Reassessment methods

* 100% Coursework (4,000 words)
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Research Assignment | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module focuses on the area of Temperate Europe and its neighbours. England, Scotland, and Wales are referred to only when the evidence is a useful comparison; otherwise, the region of principal study extends from Portugal to Romania, Brittany to the far Baltic. Case study evidence for the era from Ireland also forms part of this module. There is close attention to the relations of this region with the Classical World of southern Europe and North Africa, specifically the influence of Greece and the Greek colonies and traders, expansionist Rome and to some extent the connections with the Carthaginian state, plus the trade and exchange of exotic goods from Asia. The 'Celtic world' in its various manifestations spans much of Europe, and influenced the whole Continent; the developing processes of that time, seen in sites and material manifestations, are an international context of study.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 29/01/18 | Major | September 2018 | 8, 9, 13 | No |
| 14/01/21 | Minor – removal of level 6 version | January 2022 | 1, 3, 8-9, 12-14 | No |