1. **Title of the module**

CLAS6660 (CL666) –Britain before the Caesars: The Archaeology of the Iron Age

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

School of European Culture and Languages

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 programmes of study to which the module contributes**

Optional for BA Classical & Archaeological Studies (Single and Joint Honours); BA Ancient History (Singe Honours); BA Classical Studies (Single Honours); BA Classical, Medieval and Modern History (Joint Honours); MA Ancient History; MA Roman History and Archaeology

Also available as a ‘wild’ module

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

8.1 Use a range of established techniques to examine archaeological data available for the study of Later Prehistory in Britain in its various forms, including site evidence and location, excavation data, survey data, artefacts, environmental remains, results of scientific analyses, coins, and ancient literary sources;

8.2 Demonstrate conceptual understanding of the political, economic and cultural dynamics of the first millennium BC in Britain, and the extent to which the timing, pace and direction of change were influenced by internal (i.e. within Britain) initiatives and processes or external factors in Europe;

8.3 Demonstrate detailed analytical skills in the close observation of examples of material culture, understanding of site and settlement location and morphology, map data, the interpretation of burial rites and traditions;

8.4 Use historical and archaeological data on a comparative basis to discuss critically the nature of later prehistoric societies in Britain evaluating and challenging evidence and assumptions or embedded hypotheses;

8.5 Demonstrate a critical ability to analyse contacts between the inhabitants of the British Isles and the peoples of the ‘Celtic’ and Classical Worlds in terms of how these interactions influenced processes of political, economic and cultural change.

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

9.1 Critically evaluate their own views as well as those of others;

9.2 Demonstrate a deeper understanding of primary source materials and a facility with more complex methodologies appropriate to their investigation and use;

9.3 Engage with a wide range of information types that they will be able to collate, assess and present with an informed aptitude.

9.4 Demonstrate the ability to manage their own learning and understand the limits of their knowledge.

1. **A synopsis of the curriculum**

Across much of Britain by the Late Bronze Age (from c. 1000 BC), economic and social organisation was beginning to assume forms that provided the foundations for subsequent fundamental transformations seen through the First Millennium BC: in population, in agriculture, in technology, in land holding and power and cultural forms. The period saw the emergence of technologies, manufacturing and craft skills, social structures and belief systems, husbandry and movement of enduring influence. The unfolding of this formative period, with its efficiently managed landscape dotted with farmsteads and hillforts, lavish metalwork and occasionally exotic burials, and its fluctuating and enigmatic relationships with mainland Europe, is accessible mostly through archaeological study alone: and what a rich resource that has proved to be, especially through recent studies and techniques. Only at the very end does limited historical information become available when we are told of the presence of chariot borne warriors, kings, queens and Druids.

This module spans the late Bronze and Iron Ages, presenting the often dramatic and striking archaeological and historical data within current interpretative frameworks. All parts of the British Isles will come into focus. Settlements, burials, material culture, environmental remains and monuments are explored revealing a richly nuanced matrix of cultural evidence that inspires interrogation and interpretation.

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

Champion, T. and Collis, J. (eds) (1996). *The Iron Age in Britain and Ireland: Recent Trends*. Sheffield Academic Press.

Cunliffe, B. (2005). *Iron Age Communities in Britain*. London: Routledge.

Gwilt, A. and Haselgrove, C. (eds) (1997). *Reconstructing Iron Age Societies*. Oxford: Oxbow Books.

Haselgrove, C. (2001). *Iron Age Britain and its European setting, in J. Collis, Society and Settlement in Iron Age Europe*. Sheffield: J. Collis Publications.

Haselgrove, C. and Moore, T. (eds) (2007). *The Later Iron Age in Britain and Beyond*. Oxford: Oxbow Books.

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

Hill, J. (1995). *The pre-Roman Iron Age in Britain and Ireland, Journal of World Prehistory*. Online Journal.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (3,000 words) – 40%
* Essay 2 (4,000 words) – 50%
* Moodle Quiz – 10%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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

1. **Inclusive module design**

The School 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**

Britain in the First Millennium BC is a context of International study through its articulation with wider pan-European trends in economy, technology, community formation and practice seen in various forms; the Module explores these connections through site types, artefacts, body decoration, and scientific analysis. Comparisons of contrast and similarity are investigated as aspects of the learning. The latter include trade in commodities from the British Isles in terms of metals, and other raw materials, and the inflow of items ranging from Mediterranean coral to wine. The drivers of these flows are considered and their impacts and meaning are weighed in relation to mainland Europe and the Classical World. The connections via seafaring are well attested with the circumnavigation of Britain by a Greek sailor from the area of modern day Marseille and the invasion fleets of Julius Caesar and Claudius known from documentary records, but the degree to which this indicates the importance of the British Isles to the peoples of the Continent needs enquiry from the scholar of the period. Influxes of peoples, shared names, the common grave rites and Druidic class through Central and North West Europe are areas for investigation and debate, as is the question of whether the Celtic culture of the time spread from western Britain to Europe or vice-versa. First Millennium BC Britain in its regions expressed its own identity but in many spheres in step with trends in Europe. This regionaility and identity expression within wider structures is a subject for scrutiny. Ultimately, it was the systems of power, social organization and advanced agriculture of much of Britain that made it conducive to formal incorporation into the Roman super-state. However, this has rarely been acknowledged in existing narratives of the period and hence both this new understanding and the reasons for the old thinking are a key focus for investigation within this Module. The regionality characteristic of later Prehistoric Britain was to become integrated into an empire of multi-vocality and multiculturalism, expressed within socio-political frameworks: these expressions are explored through Module materials.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/12/19 | Major | September 2020 | 1, 5, 8, 9, 11-14, 17 | No |
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