

ANTHRO 305 THE CELTIC WORLD Fall 2014 M 5:30-8:10 SAB G90

INSTRUCTOR: Professor Bettina Arnold **OFFICE:** Sabin 229 **TEL:** 229-4583

HOURS: M 2:00-4:00 or by appointment

E-mail: barnold@uwm.edu **Class Reflector:** anthro-305@uwm.edu

READINGS: There are **TWO** textbooks for this course available at the UWM Bookstore:

James, Simon 1993 (2005 ed.) *The World of the Celts*. London: Thames and Hudson. Pb \$24.95

McCaffrey, Carmel and Leo Eaton 2003 *In Search of Ancient Ireland: From Neolithic Times to the Coming of the English*. Chicago: Ivan R. Dee. Pb \$11.30

The Course Reader On D2L includes selections from the following:

Collis, John 2003 *The Celts: Origins, Myths, Inventions*. Stroud: Tempus.

Cunliffe, Barry 1997 *The Ancient Celts*. Oxford: Oxford University Press.

Darvill, Timothy 1996 *Prehistoric Britain*. London: Routledge.

Davies, John 1994 2007 ed. *A History of Wales*. London: Penguin.

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

James, Simon 1999 *The Atlantic Celts: Ancient People or Modern Invention*. Madison: University of Wisconsin Press.

King, John 2000 *Kingdoms of the Celts*. London: Blandford.

Moscato, Sabatino (ed.) 1991 *The Celts*. Venice: Bompiani.

Pennick, Nigel 1996 *Celtic Sacred Landscapes*. London: Thames and Hudson.

Raftery, Barry 1994 *Pagan Celtic Ireland*. London: Thames and Hudson.

Rees, Alwyn and Brinley Rees 1989 *Celtic Heritage*. London: Thames and Hudson.

Tanner, Marcus 2004 *The Last of the Celts*. New Haven: Yale University Press.

Waddell, John 2014 *Archaeology and Celtic Myth*. Dublin: Four Courts Press.

Wells, Peter S. 1981 *The Emergence of an Iron Age Economy: The Mecklenburg Grave Groups from Hallstatt and Stična*. Cambridge, MA: Harvard University Press.

Use this citation format in the Bibliography when referring to these readings in your papers!

COURSE DESCRIPTION: The Celtic-speaking peoples of continental Europe and the British Isles have left us a rich archaeological, historical and mythological record. During the pre-Roman Iron Age the remains of their settlements and burial grounds can be found from Spain to the Black Sea, one of the reasons that they have recently become a focus of research funded by the European Community. This course will trace the archaeological beginnings of the Celtic tradition from its late Neolithic/early Bronze Age roots to the western-most outposts of the Celtic world in the British Isles. From fabulous gold jewelry to mysterious bog bodies, the archaeology of the ancient Celts has it all! We will explore this legacy through the archaeological, historical and literary records, with reference to sites, monuments and written texts from the Mediterranean world and the British Isles. Students will explore the historical and political construction of the concept of “the Celts”, which has become the metaphor for the emerging, and contested, European community. How is ethnicity defined, appropriated, debated? Various nationalist movements, including those in Wales and Ireland, make use of the Celts as a vehicle for their contemporary concerns. Students will critically engage with the notion of “Celticity” in the post-industrial era as well as its prehistoric roots.

Workload Statement (Undergraduates): This class meets once a week for a total of 3 hours x 15 weeks = 45 hours. You should expect to spend 5 hours per week (some weeks less, some more) over the course of the semester on required readings = 75 hours and another 20 hours reading and writing the short paper (undergraduates). All told, this class should take no more than 120 hours of your time, but this is an estimate and may vary depending on how well you are able to read and absorb information and whether you attend the class regularly.

UNIVERSITY AND DEPARTMENTAL POLICIES: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

Please contact me if you have questions or concerns.

EVALUATION AND GRADING:

Undergraduates

1. **Midterm:** 35% of grade
2. **Final:** 35% of grade
3. **Short Paper:** 25% of grade

Students will be expected to read all material, but must cite at least **FIVE sources** from the e-Reserve Course Reader or another academic source in their **10 pp. minimum** Short Paper. See attached guide to preparing papers. **Penalty for late papers:** One full point per day.

4. **Attendance:** 5% of grade
5. **Extra Credit:** Up to **3 points** for attending public lectures on archaeological topics or a Center for Celtic Studies event during the semester. **To receive credit for attending, you must send me a one paragraph summary of the event or lecture describing it IN YOUR OWN WORDS within 48 hours of the event or lecture.**

See these Web sites for lecture days and times:

Center for Celtic Studies: <http://www.uwm.edu/Dept/celtic/>

AIA (Archaeological Institute of America): <http://www.uwm.edu/Dept/ArchLab/AIA/>

WAS (Wisconsin Archaeological Society): <http://www.uwm.edu/Dept/ArchLab/>

Late penalties: Assignment due dates are listed below. Late assignments will be docked **one full point per day**, and penalties are non-negotiable unless discussed with the instructor **before** the due date or with a valid medical excuse. **Once a graded assignment has been handed back to the class, no make-ups are possible.**

Graduate Students

1. **Midterm:** 20%
2. **Final:** 20%
3. **Two short papers (each 5 pages minimum):** 20% of grade
4. **Final paper (20 pages minimum):** 40% of grade

Expand one of the short paper topics or choose a different course topic for the final paper. At least **TEN sources** not from the assigned reading must be cited in the final paper.

5. **Extra Credit:** Up to **3 points** for attending public lectures on archaeological topics or a Center for Celtic Studies event during the semester. (See URLs/description above.)

Course Topics, Readings and Paper Due Dates

PLEASE NOTE: The first class meets on September 8 but reading begins in Week 1!

Weeks 1&2 **No lecture!** Origins: Who Were the Celts?/Who Are the Celts?
Textbook: James Chs. 1-2
D2L: James Chs. 1-3; Collis Ch. 1; King Ch. 1

Weeks 3&4 Hallstatt Period: The Early Continental Celts
Textbook: James Chs. 3-5; McCaffrey and Eaton Chs. 1 and 2
D2L: Collis Ch. 7; Wells; Moscati volume [Frey, Mohen]

Weeks 5&6	<p>La Tène Period: New Horizons I Textbook: James Ch. 7; McCaffrey and Eaton Ch. 3 D2L: Davies Ch. 1; Moscati volume [Frey]; Darville Ch. 6; *Graduate Student Short Paper #1 due October 6!*</p>
Weeks 7&8	<p>La Tène Period: New Horizons II Textbook: James Ch. 8 D2L: Davies Ch. 2; Darville Ch. 7; Arnold 1996; Megaw & Megaw 1995; Lloyd-Morgan 1995; Ritchie & Ritchie 1995</p>
Weeks 9&10	<p>Ritual and Ideology: Death and the Otherworld Textbook: James Ch. 6; McCaffrey and Eaton Ch. 4 D2L: King Ch. 2; Arnold 2001; Cunliffe Ch. 10 MIDTERM EXAM October 27!!</p>
Weeks 11&12	<p>Celts of the British Isles Part I: Ireland Textbook: James Ch. 9; McCaffrey and Eaton Chs. 5-7 D2L: King Chs. 5 & 11; Green volume [Raftery, MacCana] *Graduate Student Short Paper #2 Due November 10!*</p>
Weeks 12&13	<p>Celts of the British Isles Part II: Wales and Scotland Textbook: James Ch. 10; McCaffrey and Eaton Chs. 8-9 D2L: Davies Chs. 3-5; Green volume [Davies; MacKie]; Tanner Ch. 7 *Undergraduate Papers due November 24!*</p>
Weeks 14&15	<p>Celtic Survival James Ch. 11 McCaffrey and Eaton Chs. 10-12 E-Reserve: Green volume [Lloyd]; James Chs. 5 & 6; Dietler 1994; Tanner Ch. 9</p> <p>*Graduate Student Final Paper Due by 5pm on DECEMBER 16!*</p>
Dec. 15	FINAL EXAM MONDAY DECEMBER 15 5:30-7:30pm

PAPER GUIDELINES

1. Papers **must** be typed (computer or typewriter).

2. **Paginate all pages beginning with Page 2!**

3. Papers must be double-spaced. (I also need to be able to write comments in the margins, so make sure these are 1" all around, no more, no less.)

4. You are expected to explore your topic further in written form. This includes a) citations from the reading and b) original ideas/thoughts/opinions, backed up by cogent arguments.

5. **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 possible directions for future research, or questions the sources you cite have raised but may not explicitly address.

6. Be sure to include a **References Cited** and use the citation format at the beginning of the syllabus to cite assigned readings apart from the textbook. If the book is an edited volume you must cite the author of the chapter, then the editor and be sure to include page numbers.

7. When citing sources (direct quotation or paraphrasing), the following **in-text citation rules** apply:

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

Example #1: "The moon is made of green cheese" (McDonald 1989:123).

Example #2: According to Williams, the moon is made of fried green tomatoes (1988:19-23).

8. If you have experienced a burst of energy and ambition and have done some additional reading not assigned in the syllabus (unlikely but not impossible), then you should cite the authors as above.

Good luck! Contact me at barnold@uwm.edu if you have any other questions. You may submit a draft of your paper to me for comments/revisions but this must be at least **TWO WEEKS** before the due date.