Dr Anna H. Walas

**PROPOSED MODULE OUTLINE**

 **Themes in Iron Age and Roman Archaeology in NW Europe**

**Aimed at**: Level 2, semester 2.

**Modul**e: Optional

**Proposed credits**: 20 with 22 contact hours and 150 total hours.

**Proposed teaching and study hours**: 16hrs lectures, 2hrs seminars, 2 hrs field trip, 2 hrs practicals, 128 hrs of private study. (The hours per credit ratio will need to be revised with the University’s move from 7.5h per credit to 10h in 2017/18)

**Module Outline**

The module builds up on the general understanding of the Iron Age and Roman period obtained in AR2033. The module allows the students to gain a deeper understanding of six themes surrounding different aspects of the experience of the Roman and Iron Age periods in NW Europe build around different spheres of life; settlement (ways of living), identity through personal appearance (ways of being), approaches to death and burial (ways of dying), ritual and ‘weirdness’ (ways of believing), craft and creativity (ways of creating) and food-ways (ways of eating and drinking). A range of case studies from contrasting areas and socio-cultural settings will be discussed to showcase the variety across the period among some of the many communities of the large region encompassing Northern Gaul, Germania Inferior, today’s Low Counties, Britain and the adjoining areas outside the Empire that played an important role in the region (Rhine, Weser and Neckar areas, Jutland and Scania) Each theme is divided into two lectures, one focusing on Iron Age and the other on Roman Period case studies.

**Aims**

* To provide the students with a general grounding in the Iron Age and Roman material across North West Europe and to contrast it against the overview of the British Iron Age and Roman Period and the chronological approach in AR2033, instead adding to the School’s offerings taking a more embodied approach (e.g. AR3074).
* To encourage critical thinking and give students opportunity to gain familiarity with special topics in the field, and by discussion of the latter, the ability to pursue topics of interest to students through own library study.
* To explore current theories and debates about the six themes and to showcase theoretical and methodological difference in how the Iron Age and the Roman Period are studied, both in Britain and on the continent.
* To provide an awareness of the difference between British and Continental approaches to theory and data in the context of the two periods.

**Intended learning outcomes**

* Demonstrate a sound knowledge of the archaeology of the area and period with a range or reading appropriate of level 2.
* Critically evaluate evidence in the context of wider debates. undertake individual research to assess primary (site reports) and secondary sources (academic writing).
* present an argument in a concise, logical and eloquent manner

**Proposed module structure**

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| **Week no** | **Content** | **Hrs** |
| Week 14 | What are Iron Age and Roman period and where?: chronologies, cultures and the region  | 1 |
|  | The unfamiliar North West: research traditions, source materials and cultural appropriation of the North West European ‘*barbaricum’* heritage.(*brief historiography and an outline of the different trajectories and theoretical backgrounds for studying Roman and Iron Age period, on the continent in Britain. Outlining the appropriation of written Roman imperial sources in continental archaeology and heritage for national identity formation, presenting the challenge of critical thinking and of a region-wide synthesis)* | 1 |
| Week 15 | North Western ways of living: variety of settlement in the Iron Age *(building up on first year and adding through exploring areas not commonly explored: Germany, Denmark and Scania,*  | 1 |
|  | North Western ways of living: selected settlement and urban forms in the Roman Period *(adding to the curriculum through examples from areas mentioned above,* discussing *quasi-urban and military inspired (e.g. Waldgirmes) forms near and outside the frontier area)* | 1 |
| Week 16 | NW ways of being: Part I The Iron Age*(variety in personal and group identities as expressed through dress, jewellery and personal grooming)* | 1 |
|  | NW ways of being: Part II The Roman Period | 1 |
| Week 17 | NW ways of ways of dying: Part I The Iron Age*(exploration of the variety of burial and ritual form and the current debates about their theorisation in Britain and on the continent)* | 1 |
|  | NW ways of ways of dying: Part II The Roman Period | 1 |
| Week 18 | NW ways of believing: Part I The Iron Age*(exploration of case studies of unusual belief practices and regional variety)* | 1 |
|  | NW ways of believing: Part II The Roman Period | 1 |
| Week 19 | NW ways of creating: Part I The Iron Age*(lectures on local variations to technology and craft, joined up by the theme of trade)* | 1 |
|  | NW ways of creating: Part II The Roman Period  | 1 |
| Week 20 | NW ways of eating and drinking: Part I The Iron Age*(case studies focusing on the evidence for varied eating and drinking practices)* | 1 |
|  | NW ways of eating and drinking: Part II The Roman Period | 1 |
| Week 21 | Material practical: Iron Age (ULAS labs) Group 1*(handling of objects related to the themes discussed in the lectures, enhancing the learning experience through visual and sensory learning)* | 1 |
|  | Material practical: Iron Age (ULAS labs) Group 2 |  |
| Week 22 | Material practical: Roman (ULAS labs) Group 1 | 1 |
|  | Material practical: Roman (ULAS Labs) Group 2 |  |
| Week 23 | A trip to Burrough-upon-Soar: Pottery, technology, food-ways and society (meet at B-upon-S Rail Station) | 2 |
|  | *No lecture - revision time* |  |
| Week 24 | The Roman and Iron Age ways In NW Europe – drawing the themes together  | 1 |
|  | Review session: essay and examination preparation | 1 |