Syllabus for Unit 1
Michaelmas term 2015

Exploring the past: an introduction to archaeology

Start date 6 October 2015
End date 15 December 2015
Day Tuesday evenings
Time 7.15pm-9.15pm
Venue Madingley Hall, Madingley, Cambridge, CB23 8AQ
Tutors Dr Gilly Carr and Dr Nicholas James
No of meetings 11 evening classes plus 1 fieldtrip (date to be confirmed)

Aims

- To introduce the basic methods and practices of archaeology
- To introduce ways of approaching different types of artefacts, sites and landscapes
- To provide general knowledge on methods of interpretation
- To demonstrate how interpretation is affected by historical, political and ethical context

Content

This unit introduces the range of approaches and methods in modern archaeology. Archaeological evidence is very varied and there are many ways to interpret it. The main methods and approaches for locating, investigating, interpreting and managing landscapes, sites and finds will be discussed. Different periods and different environments and cultural settings require different approaches, methods and techniques. We will consider how interpretation depends on historical, political and cultural conditions.

Presentation of the unit

Learning will be through illustrated lectures, seminars, field trips, practical sessions, and discussion. Students will learn how to present and support evidence through by both speaking and writing.

Provisional weekly lecture list
NJ = Nicholas James  GC = Gilly Carr

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
<td>06/10/2015</td>
<td>Introduction to archaeology (NJ, GC)</td>
</tr>
<tr>
<td>Lecture 2</td>
<td>13/10/2015</td>
<td>Research frameworks and strategies (NJ)</td>
</tr>
<tr>
<td>Lecture 3</td>
<td>20/10/2015</td>
<td>Method and technique (NJ)</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>27/10/2015</td>
<td>Stratigraphy and taphonomy (GC)</td>
</tr>
</tbody>
</table>
Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- show an understanding of the basic approaches and methods of archaeological investigation;
- demonstrate an ability to handle archaeological information;
- present their ideas in discussion and in written work.

Student assignments

The course requires a commitment to reading and pre-class preparation. There will be two assignments, which are weighted equally (50/50). The first is a short-answers exercise (1,500-2,000 words) and the second is an essay of 1,500-2,000 words that, together, will come to a total of 3,000 – 4,000 words overall.

Essay titles

Please choose an essay from the list below:

1. Describe a range of techniques, including their limitations, available to archaeologists attempting to recover information regarding what happened at ONE of the following: medieval York, Hadrian's Wall or Flag Fen. Illustrate your answer with reference to specific finds.

   Guidance: take inspiration from the lectures. This essay question is wide open – you can choose whichever archaeological techniques you would like to discuss. We are not looking for particular answers but use your common sense: bear in mind that there are more obvious techniques used at these sites because of their preservational conditions. As Flag Fen is a waterlogged site, for example, we would be most interested in a discussion on the specialized techniques used by archaeologists to recover information from such a site.

2. What are the pros and cons of using experimental or ethnoarchaeology to understand the past? Illustrate your answer with case studies.

   Guidance: you may choose to focus on both or just one of these techniques, and should include a definition of the term in your introduction to show that you understand it. Think about the kind of case studies provided in the lecture and discuss them in your essay; you may also focus on different case studies that you find in the literature.


   Guidance: the kind of examples that we're looking for include such things as the events at Stonehenge during the time Mrs Thatcher was Prime Minister, or the destruction of the Bamiyan Buddhas by the Taliban, or the looting of the museums in Afghanistan or Baghdad during the time
of conflict in the Middle East. Other suitable examples include the Mostar Bridge in Bosnia or the Athenian Acropolis. Examples do not have to be recent.

If students wish to create their own titles from the list, this must be agreed in writing with the tutor first.

Short-Answers Exercise
Please answer eight of the questions below and write around 2 paragraphs per question. Each question relates to the lecture of the corresponding week. Please note that we expect wider reading and the use of a bibliography where necessary.

1) How does archaeology differ from either history or anthropology?

2) For a fictional development, if you were to assess the archaeological potential of the site where you live, what key resources and information would you use? (See Renfrew & Bahn).

3) What are the key differences between archaeological remains in towns and those in the countryside? (See Carver)

4) After a bone enters the archaeological record, by what taphonomic processes can it be affected?

5) What types of key evidence might be recoverable from a rubbish pit if it had remained waterlogged, that would not be there if it had dried out? (See Pryor, Glob, Hall and Fowler)

6) Which dating techniques would you want to use to date the following: a prehistoric kiln; a Palaeolithic cave site; a wooden building from a recent industrial site.

7) What are the differences and similarities between approaches which use experimental and ethnoarchaeology?

8) What attributes of a pottery vessel might we study to inform us about its place, time and method of manufacture, its purpose and meaning? (See Gibson, Hodges and David & Kramer.)

9) On the evidence of the maps provided, what sequence of developments can be distinguished where in and immediately around the settlement at Caxton?

10) As an Inspector of Ancient Monuments, how would you argue for awarding Scheduled Monument status for (a) Hadrian's Wall and (b) Cambridge Castle?

11) How and why does archaeology become embroiled in political and ethical issues?

Students are expected to submit their assignments online and feedback on assignments is delivered online.

Closing date for the submission of assignments: Monday 11 January 2016 by 12.00 (noon) UTC/GMT*.

*Co-ordinated Universal Time/Greenwich Mean Time
Reading and resource list

Students may wish to purchase the first two books listed, as they have excellent bibliographies for further reading and form the core reading of the whole Archaeology Certificate programme.


The following are recommended for understanding specific topics and for completing written work. Collis is especially important.

Collis, J. (2001) *Digging up the past: an introduction to archaeological excavation*. Sutton

Journals will provide other papers and current news. Some are wide-ranging and international in scope, e.g. Antiquity, Journal of Field Archaeology, Archaeological Journal. Others cover specific periods, e.g. Proceedings of the Prehistoric Society, Britannia, Medieval Archaeology, or areas, e.g. Proceedings of the Cambridge Antiquarian Society, American Antiquity, News and discussion can be found in Current Archaeology, British Archaeological News and The Archaeologist.
Prehistoric peoples

Start date 12 January 2016
End date 15 March 2016
Day Tuesday evenings
Time 7.15pm-9.15pm
Venue Madingley Hall, Madingley, Cambridge, CB23 8AQ
Tutors Dr Gilly Carr, Dr Corinne Roughley and Dr Marie Louise Stig Sørensen
No of meetings 10 evening classes plus 1 fieldtrip plus 1 museum session (dates to be confirmed)

Aims

• To introduce the study of prehistoric Britain and Europe, from the origins of the domestication of plants and animals and the emergence of increasingly complex societies associated with farming, animal husbandry and permanent settlement, through to the end of the Iron Age.
• To cover a wide range of topics, including technology, economy, environment and art, as revealed through archaeology and other methods.
• To introduce students to ways of understanding prehistoric landscapes and ritual in times before written records.
• To examine the lifestyles and ways of death, through funerary evidence, of prehistoric peoples.

Content

This unit provides a generally chronological overview of human development from the farming and sedentary societies of the Neolithic and Bronze Ages through to the end of the Iron Age. The rigid technological divisions imposed by early antiquarians has now been modified into a continuous and seamless progression from the first permanent settlements in the landscape, to the highly evolved Iron Age societies, which were heavily influenced by the nascent civilisations of the Mediterranean. The unit focuses on the British Isles, but comparisons with similar trends in continental Europe will also be used to form valid models and contexts and to situate the origins of various aspects of human development.

The spread of agrarian societies resulted in a modification of our environment on an unprecedented scale, together with a unique adaptation to new circumstances, and the formation of the first complex societies; we will examine how this happened. This course will also examine the creation and introduction of metal technologies, forming societies which were radically different from before. Finally, this course will examine new trends in prehistoric archaeology relating to death, ritual and the landscape.

This unit will include a Saturday practical session and a fieldtrip and it is anticipated that these will be:
• to local archaeological sites
• a half-day hands-on artefact session in the University's Museum of Archaeology and Anthropology
Presentation of the unit

Learning on the unit is achieved through lectures, discussions, field trips and practical exercises as well as through students' own reading and assignments.

Provisional weekly lecture list

GC = Gilly Carr, CR = Corinne Roughley, MLSS = Marie Louise Stig Sørensen

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
<td>12/01/2016</td>
<td>The origins of agriculture and the Neolithic of SE Europe (CR)</td>
</tr>
<tr>
<td>Lecture 2</td>
<td>19/01/2016</td>
<td>The spread of agriculture across central Europe (CR)</td>
</tr>
<tr>
<td>Lecture 3</td>
<td>26/01/2016</td>
<td>Northern and western Europe, the origins of megaliths (CR)</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>02/02/2016</td>
<td>The British Isles in context (CR)</td>
</tr>
<tr>
<td>Lecture 5</td>
<td>09/02/2016</td>
<td>Bronze Age landscape and settlements (MLSS)</td>
</tr>
<tr>
<td>Lecture 6</td>
<td>16/02/2016</td>
<td>Bronze Age lifecycle, burials and social organisation (MLSS)</td>
</tr>
<tr>
<td>Lecture 7</td>
<td>23/02/2016</td>
<td>Bronze Age ritual and hoarding (MLSS)</td>
</tr>
<tr>
<td>Lecture 8</td>
<td>01/03/2016</td>
<td>Iron Age landscape and settlements (GC)</td>
</tr>
<tr>
<td>Lecture 9</td>
<td>08/03/2016</td>
<td>Iron Age ritual and hoarding (GC)</td>
</tr>
<tr>
<td>Lecture 10</td>
<td>15/03/2016</td>
<td>Mortuary traditions and society in Iron Age Britain (GC)</td>
</tr>
<tr>
<td>Saturday practical</td>
<td>TBC</td>
<td>Artefact session in University Museum of Archaeology and Anthropology (GC &amp; CR)</td>
</tr>
<tr>
<td>Saturday fieldtrip</td>
<td>TBC</td>
<td>Fieldtrip (CR)</td>
</tr>
</tbody>
</table>

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate an understanding of the major phases of prehistoric Europe, from the origins of agriculture in the Neolithic to the end of the Iron Age;
- analyse how archaeological approaches such as regional survey, absolute dating, landscape archaeology, burial evidence and artefact analysis are used to piece together life in times before written records;
- demonstrate, through written work, and as appropriate to the theme of the essay in hand, an understanding of the major changes in subsistence, raw materials, lifestyle and use of landscape that characterise the prehistoric periods covered (e.g. plant and animal domestication, settlement patterns, etc.).

Student assignments

The unit requires a commitment to reading and pre-class preparation. Coursework will be in the form of two assignments that together will come to a total of 3,000 – 4,000 words, of which at least one MUST be an essay. The two assignments are weighted equally (50/50) and each assignment should be 1,500 – 2,000 words. NB. If two essays are chosen, then they must be taken from two different prehistoric periods.

Essay titles (please choose at least one):

1) Outline the main factors to be considered when trying to interpret the origin OR spread of agriculture, making reference to specific examples.
2) Evaluate the explanations archaeologists have given for the construction of monuments in NW Europe during the Neolithic.
3) What can the construction of Early Bronze Age Barrows tell us about the people who built them?
4) What are the different interpretations scholars have offered for the deposition of large quantities of metalwork in the later Bronze Age?

5) How have Iron Age hillforts been interpreted since the early twentieth century onwards? Illustrate your answer with reference to specific examples.

6) What different interpretations can be put forward for understanding deposits of coins or torcs in the Iron Age? Please answer with reference to case studies.

If students wish to create their own titles from the list, this must be agreed in writing with the tutor first.

The second assignment should be chosen from the options below:

a. Short-Answers Exercise
   Please see VLE for details. Students are required to complete 7 out of 10 answers, including one from each period

b. Artefact Project
   An assignment based on between one and three objects from the hands-on artefact session at the University’s Museum of Archaeology and Anthropology, more details of which will be uploaded to the VLE in advance. Please note that this assignment expects reference to the literature to be made and a bibliography to be provided.

Closing date for the submission of assignments: Tuesday 5 April 2016 by 12.00 (noon) BST* (11.00 UTC).

*British Summer Time

Reading and resource list

General


Cunliffe, B. (2013) Britain Begins. OUP


Neolithic


Renfrew, C. (1973) *Before Civilisation*, chapters 5 -9


**Bronze Age**


Harrison, R.J. (1980) *The Beaker Folk. Copper Age archaeology in Western Europe*. Thames and Hudson


**Iron Age**


**Key**

* An uncomplicated introduction to the Iron Age. These are your basic texts for getting a general idea.

** A more up to date introduction, and good texts to use as the next step on from single-starred texts in your essays.
Historic peoples

Start date 12 April 2016  End date 28 June 2016
Day Tuesday evenings  Time 7.15-9.15pm
Venue Madingley Hall, Madingley, Cambridge, CB23 8AQ
Tutors Quinton Carroll  Dr Lacey Wallace
No of meetings 12 evening classes and 3 fieldtrips

Aims

This unit introduces the study of historic Britain within its European context, with particular reference to East Anglia and south-eastern Britain, from the invasion of Rome through to the Norman Conquest. The unit will follow several key themes within these time periods, such as burial, religion, urbanism, trade, architecture, conquest and settlement, as revealed through archaeology, buildings and historical records.

Content

This unit provides a chronological and thematic overview of Romano-British and English society from the Roman Conquest, to the settlement of the Saxons, and through the establishment of mediaeval England. Traditional views have seen this period as one of conquest, invasion and upheaval, but recent archaeological thought now sees this period as one of continuity rather than change. The unit focuses on the British Isles, but is firmly situated within a wider European context.

Presentation of the unit

Learning on the unit is achieved through lectures, discussions, field trips and practical exercises as well as through students' own reading and assignments.

Provisional lecture list

QC = Quinton Carroll  LW = Lacey Wallace

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
<td>12/04/2016</td>
<td>Introductions; social change in archaeology (QC/LW)</td>
</tr>
<tr>
<td>Lecture 2</td>
<td>19/04/2016</td>
<td>Method and theory in Romano-British archaeology (LW)</td>
</tr>
<tr>
<td>Lecture 3</td>
<td>26/04/2016</td>
<td>Urbanism, roads and the changing landscapes (LW)</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>03/05/2016</td>
<td>Farms, villas and rural settlement (LW)</td>
</tr>
<tr>
<td>Fieldtrip 1</td>
<td>07/05/2016</td>
<td>Verulamium Museum and Ruins (LW)</td>
</tr>
<tr>
<td>Lecture 5</td>
<td>10/05/2016</td>
<td>Soldiers and Veterans; forts, vici, colonia (LW)</td>
</tr>
<tr>
<td>Lecture 6</td>
<td>17/05/2016</td>
<td>Roman burial and religious practices (LW)</td>
</tr>
</tbody>
</table>
Lecture 7  24/05/2016  Pagan Saxon burial practices and religion (QC)
Lecture 8  31/05/2016  Villages and rural settlement (QC)
Fieldtrip 2  04/06/2016  West Stowe Anglo-Saxon Village & Ely Town (QC)
Lecture 9  07/06/2016  Urbanism and the development of towns (QC)
Lecture 10  14/06/2016  Churches & Monasteries (QC)
Fieldtrip 3  18/06/2016  Artefact Handling & Anglo-Saxon Architecture (QC/LW)
Lecture 11  21/06/2016  An introduction to the Vikings (QC)
Lecture 12  28/06/2015  The passing of the first millennium (QC/LW)

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Demonstrate knowledge of the major phases of historic Britain, from the Roman invasion to the Norman Conquest;
- Integrate the results of archaeological approaches with historic records to piece together life in the first millennium AD and beyond.
- Assess the major changes in material culture as seen through the archaeological record in order to reinterpret or reject popular history.
- Confidently analyse a historic period through written work.

Student assignments

Students will be encouraged to join in discussion, read set texts and participate in classwork.

Coursework will be in the form of two assignments that together will come to a total of 3,000 – 4,000 words, of which at least one **MUST** be an essay. The two assignments are weighted equally (50/50) and each assignment should be 1,500 – 2,000 words.

Essay titles

1. Is ‘conquest’ a useful concept in archaeology? History tends to regard conquests as almost apocalyptic in nature; is this reflected in the archaeological record? Answer referring to no more than two of the Roman, Saxon, Viking or Norman ‘invasions’.

   Consider the nature of conquest/invasion as an event. What actually happens? Then think about the nature of the archaeological record and how it’s formed. Do you really think that we can see such impacts in archaeology? What would you expect to see and are there any occasions in the periods covered where you think you see it? You might, for example, look at Niblett 2005 and consider how the Claudian invasion impacted Verulamium or perhaps read about shifting power structures from the late pre-Roman Iron Age to the early Roman period as observed through coins in Creighton 2000. For Saxon material look at Hamerow and Hines; for Viking consider Hadley/Richards and Graham-Campbell.

2. To what extent can ethnic origin be determined from burial practice? Illustrate with examples of cemetery excavations and the interpretation of burials.

   Look at differing interpretations of cemeteries from antiquarian to modern studies. Does a cultural affinity in material objects automatically mean an ethnic affinity? What else could be going on? Think about what a difference or change in material culture might actually mean. You will need to read and refer to quite a bit of funerary archaeology and sites for this one. You might, for example, choose two cemeteries and compare and contrast the evidence and methods. See Cotton’s chapter in Clark et al. 2008 for one example of a possibly indigenous woman buried in early Roman London or look at 4th-century burial of a mixed-
race woman in York (Leach et al. 2009). Saxon burial archaeology includes Christianity, so look at Lucy and Geake, plus Carver on Sutton Hoo; for Christianity consider Hadley and Thompson.

3. To what extent were the native Britons ‘Romanised’ during the Roman period? Consider with reference to changes in material culture and settlement seen in the archaeological record.

For this essay, you might compare and critique the paradigms of cultural change presented by, for example, Millett 1990 and Mattingly 2006, and choose three examples of how they are supported/refuted by the evidence. This is a very broad topic, so you want to choose your examples carefully. Consider analysing the Folly Lane burial, the early phase at Skeleton Green, or perhaps Fishbourne.

4. To what extent can ‘Romanitas’ be seen in the Anglo-Saxon period and can it be argued that there is continuity from the Roman to the Saxon period? Use examples both for and against this premise, using material culture and settlement.

This is about continuity and the survival of Roman Britain into the Anglo-Saxon period - a traditional topic addressed in a different way. You will also need to understand the concept of Romanitas, whether it’s a valid idea and whether it might have been strong enough to survive. If so, what would we look for? Think about places like Verulamium and Barton Court Farm, but also Mucking and West Stowe. Higham (Rome, Britain…..) is a good start, and also Tipper on Grubenhauser, plus Carver on Sutton Hoo. Also Morris and Blair on the Roman and Anglo-Saxon churches.

5. To what is extent is it possible to reconstruct the use of Roman or Anglo-Saxon domestic buildings?

Read settlement excavation synopses, interpretations and site reports (especially on OASIS- explained in class). Look at ideas of zoning and use of space within buildings. You might decide to focus on a building ‘type’, such as ‘villa’, ‘townhouse’, or ‘roundhouse’ and then choose specific example, perhaps the ‘villa’ at Gorhambury, the ‘dry goods shop’ in early Londinium, or the roundhouses at Gresham Street in London. Look at Tipper and Hamerow for earlier Saxon sites, then look at excavations like London Covent Garden, Ipswich (in East Anglian Archaeology – hopefully published by now), Norwich (also EAA) and York. Also work of Powlesland at West Heslerton (http://www.landscaperesearchcentre.org/)

6. How can we determine the role and importance of religion in Roman and Anglo-Saxon England? Answer with reference to Britain either before or after AD400.

You need to look into the role of religion in society and how it can be determined archaeologically and historically. It addresses funerary archeology, attitudes to religion and ritual. Don’t get too bogged down in detail though, and it’s better to tackle it thematically rather than chronologically, so look at burials all together, temples/churches all together etc. Limit yourself to no more than four examples to explore, compare, and contrast. Consider, for example, the Mithraeum at London, the Romano-Celtic temple at Hayling Island, and the complex at Bath. Anglo-Saxon sites include Yeavering, Sutton Hoo, Brixworth, Repton, Ely, Brandon, Flixborough and many others – start with Morris ‘Churches in the Landscape.’
MUSEUM PROJECT
Review a Roman, Anglo-Saxon or Viking exhibition of your choice: to what extent does it reinforce or reject popular stereotypes?

Try to avoid being intellectually superior about this one. Museum exhibits are not intended for professionals or students, but amateurs and those lacking prior knowledge. If you approach a museum exhibit from a professional viewpoint it will nearly always be found lacking. So whatever you choose, try to see it from the point of view of the interested public (or a child) and ask how information and excitement is presented as well as recent research. Does the exhibition present the story as you understand it from your studies, does it offer alternatives? Prepare yourself to be in a position to analyse the exhibition by reading around the topic before you go, take copious notes and observe how the visitors react to the displays and information panels. It might be worth identifying yourself to the museum staff whilst doing so, and perhaps even (in advance) asking for an interview with the curator. Have a look at back issues of relevant journals in the Haddon or UL for ideas of how to structure this.

ARTEFACT PROJECT
This project will be based on the field trip to the University’s Museum of Archaeology and Anthropology. You will be given a worksheet of questions on a range of artefacts and this assignment requests that you write up the project based on your choice of 4 artefacts. Please note that you are expected to draw upon the wider literature in order to pass this assignment successfully.

Please read your worksheet carefully and be concise and accurate in your work on this one. Use your own images (photos and drawings) where possible. Don’t forget to look for other examples of your object type for reference.

FIELDWORK / HERITAGE PROJECT
Take any reconstructed historic site, whether Roman or later (and within the time period covered by this course) and consider its accuracy in its presentation to the public.
See above re museum exhibit. The same principles apply.

If students wish to create their own titles, then this must be discussed and agreed in writing with the tutor first.

Students are expected to submit their assignments online and feedback on assignments is delivered online.

Closing date for the submission of essays: Tuesday 19 July 2016 by 12.00 (noon) BST* (11.00 UTC).
*British Summer Time

Reading and resource list

The Haddon Library, Department of Archaeology, Downing Street, Cambridge is the best source for these books.
* denotes recommended text

Roman
General (chronological and thematic surveys, material culture, etc.) and Method/Theory


**Religion and Burial**


**Urbanism**


**Rural settlement**


**Other**

*British Archaeology* magazine, published by the Council for British Archaeology

*Current Archaeology* magazine, published by Current Publishing

The journal *Britannia*, 1970 to present

Local area journals and series, such as *Archeologia Cantiana* and the *Proceedings of the London and Middlesex Archaeological Society, East Anglian Archaeology*, and *Yorkshire Archaeological Reports*

The series *British Archaeological Reports*, published in Oxford.

The series of books *Roman Inscriptions of Britain*, 1965 to 2009 (Stroud)


The Canterbury Archaeological Trust monographs

The Council for British Archaeology Monograph series

**Anglo-Saxon**


*Campbell, J.* (ed) The Anglo-Saxons

Dark, P. The Environment of Britain in the 1st Millennium AD


*Higham, N.* Rome, Britain and the Anglo-Saxons


Hills, C. Origins of the English

Hodges, R. The Anglo-Saxon Achievement

*Reynolds, A.* Later Anglo-Saxon England

Wilson, D. The Archaeology of Anglo-Saxon England

*Carver, M.* The Age of Sutton Hoo
Stenton, F Anglo-Saxon England

*Hadley, D. & Richards, J. (eds) Cultures in Contact: Scandinavian Settlement in England in the 9th & 10th centuries

Graham-Campbell, J. (ed) Vikings and the Danelaw

Richards, J. Viking Age England

Sawyer, P. The Oxford Illustrated History of the Vikings

Loveluck, C: North-West Europe in the Early Middle Ages AD 600-1150

**The Early Saxon peoples and settlement**

Hamerow, H. Early Mediaeval Settlements

*Hines, J. The Anglo-Saxons from the Migration Period to the 8th Century

Tipper, J. The Grubenhaus in Anglo-Saxon England

**Saxon burial practices and paganism**

*Lucy, S. The Anglo-Saxon Way of Death

Geake, H. The Use of Grave Goods in Conversion Period England

Hadley, D. Death in Mediaeval England

*Thompson, V. Dying and Death in Later Saxon England

*Carver, M. Sutton Hoo – Burial Ground of Kings

Lucy, S. & Reynolds, A. (eds) Burial in Early Mediaeval England and Wales

Wilson, D. 1992 Anglo-Saxon Paganism: Routledge


**Churches and monasteries**

*Morris, R. Churches in the Landscape

*Blair, J. The Church in Anglo-Saxon Society

Butler, L. & Morris, R. (eds) The Anglo-Saxon Church

*Aston, M. Monasteries in the Landscape

Foot, S: Anglo-Saxon Monasticism
Urbanism and the development of Towns

*Ottaway, P. Archaeology in British Towns

*Platt, C. The English Mediaeval Town


Villages and the rural landscape

*Faull, M. (ed) Studies in Late Anglo-Saxon Settlement

Taylor, C. Village & Farmstead

Beresford, M. & Hurst, J. Wharram Percy: A Deserted Mediaeval Village

*Lewis, C. Mitchell-Fox, Dyer, C. Village, Hamlet & Field


Williamson, T. 2003 Shaping Medieval Landscapes Windgather


The Norman Conquest

*Higham, N. The Death of Anglo-Saxon England

*recommended text
**TIMETABLE**

<table>
<thead>
<tr>
<th>Michaelmas 2015: Exploring the past: an introduction to archaeology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
</tr>
<tr>
<td>Lecture 2</td>
</tr>
<tr>
<td>Lecture 3</td>
</tr>
<tr>
<td>Lecture 4</td>
</tr>
<tr>
<td>Lecture 5</td>
</tr>
<tr>
<td>Lecture 6</td>
</tr>
<tr>
<td>Lecture 7</td>
</tr>
<tr>
<td>Lecture 8</td>
</tr>
<tr>
<td>Lecture 9</td>
</tr>
<tr>
<td>Lecture 10</td>
</tr>
<tr>
<td>Lecture 11</td>
</tr>
<tr>
<td>Field trip</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lent 2016: Prehistoric peoples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
</tr>
<tr>
<td>Lecture 2</td>
</tr>
<tr>
<td>Lecture 3</td>
</tr>
<tr>
<td>Lecture 4</td>
</tr>
<tr>
<td>Lecture 5</td>
</tr>
<tr>
<td>Lecture 6</td>
</tr>
<tr>
<td>Lecture 7</td>
</tr>
<tr>
<td>Lecture 8</td>
</tr>
<tr>
<td>Lecture 9</td>
</tr>
<tr>
<td>Lecture 10</td>
</tr>
<tr>
<td>Practical 1</td>
</tr>
<tr>
<td>Fieldtrip 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Easter 2016: Historic peoples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
</tr>
<tr>
<td>Lecture 2</td>
</tr>
<tr>
<td>Lecture 3</td>
</tr>
<tr>
<td>Lecture 4</td>
</tr>
<tr>
<td>Fieldtrip 1</td>
</tr>
<tr>
<td>Lecture 5</td>
</tr>
<tr>
<td>Lecture 6</td>
</tr>
<tr>
<td>Lecture 7</td>
</tr>
<tr>
<td>Lecture 8</td>
</tr>
<tr>
<td>Fieldtrip 2</td>
</tr>
<tr>
<td>Lecture 9</td>
</tr>
<tr>
<td>Lecture 10</td>
</tr>
<tr>
<td>Fieldtrip 3</td>
</tr>
<tr>
<td>Lecture 11</td>
</tr>
<tr>
<td>Lecture 12</td>
</tr>
</tbody>
</table>

**Assignment submission dates are normally 3 weeks after the final teaching session of term.**

*Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.*

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
Tel 01223 746222  www.ice.cam.ac.uk