

## Archaeology and the Celts

ANTH 3808  
Spring 2014

Dr. Susan Johnston  
Funger 222

Textbooks: Wells, Peter S. 2001. Beyond Celts, Germans and Scythians. Duckworth: London. ISBN 0-7156-3036-9.

James, Simon. 1999. The Atlantic Celts: Ancient People or Modern Invention? University of Wisconsin Press: Madison, WI. ISBN 0-2991-6674-0

Freeman, Philip. 2008. War, Women and Druids. University of Texas Press: Austin. ISBN 978-0292718364.

### Reading:

*References in italics are on Blackboard*

January	15	Introduction
	17	Images of the Celts James Ch. 1
	22	The creation of the Celts James Ch. 3, <i>Collis Ch. 3</i>
	24	History and its biases <i>Wells 1999, Ch. 5</i>
	29	The nature of Classical contact Wells Ch. 4, 6
	31	Documentary sources <i>Collis Ch. 1, 6</i>
February	5	The Celts speak Freeman, "Ancient Celts speak", <i>Mallory 1989</i>
	7	Archaeology and its biases NO READING
	12	Archaeology and identity Wells Ch. 1; <i>Thurston pp. 386-92</i>
	14	Celtic migrations? James Ch. 2
	19	Genetics and the Celts <i>McEvoy et al., Lisa et al., Zschocke et al., Lucotte and Hazout</i>

	21	Celtic political structure <i>Thurston pp. 359-67; Thurston 2010 (excerpt)</i>
	26	The nature of Celtic warfare <i>Webster 1996; Freeman "War", "Feasting"</i>
	28	Celtic religion <i>Thurston pp. 369-77; Freeman, "Religion"; Webster 1995a</i>
March	5	<b>MID-TERM EXAM</b>
	7	Celtic art <i>Harding</i>
	12, 14	<b>SPRING BREAK!!!!</b>
	19	Celtic gender <i>Freeman "Women"; Thurston pp. 393-95</i>
	21	Archaeological background to the Celts <i>Thurston pp. 347-54; Wells Ch. 2</i>
	26	Continental Celts <i>Wells Ch. 3, 5</i>
	28	Atlantic Celts <i>Freeman "The Western Isles"; Bradley</i>
April	2	Celts in Iberia <i>Lorrio &amp; Zapatero (excerpt)</i>
	4	Eastern Celts <i>Cunliffe Ch. 9</i>
	9	The Roman invasion <i>Roman Conquest; Wells 1999 Ch. 4</i>
	11	The occupied Celts <i>Wells Ch. 7, Wells 1999, Ch. 9, Webster 1995b</i>
	16	Modern Celtic culture <i>James Ch. 1, 4, 5; Bowman; Celtic languages</i>
		<b>PAPER DUE</b>
	18	Modern perceptions of the Celts <i>Hingley and Unwin; Dietler 1994, 1998</i>

23	The Celts and modern politics James Ch. 6; <i>Megaw &amp; Megaw 1996; James 1998; Collis 1997</i>
25	Final thoughts

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References for Additional Readings:

- Bowman, Marion. 1996. Cardiac Celts: images of the Celts in paganism. In, *Paganism Today*. G. Harvey & C. Hardman (eds.) Thorsons: London.
- Bradley, Richard. 2007. *The Prehistory of Britain and Ireland*. Cambridge University Press: New York.
- Collis, J. 1997. Celtic myths. *Antiquity* 71:195-201.
- Collis, J. 2003. *The Celts: Origins, Myths and Inventions*. Tempus: Stroud.
- Cunliffe, Barry. 1997. The Ancient Celts. Penguin Books: London. 5<sup>th</sup> Edition.
- Dietler, M. 1994. Our ancestors the Gauls. *American Anthropologist* 96:584-605.
- Dietler, M. 1998. A tale of three sites. *World Archaeology* 30:72-89.
- Harding, D.W. 2007. *The Archaeology of Celtic Art*. Routledge: New York.
- Hingley, Richard and Christina Unwin. 2006. *Boudica: Iron Age Warrior Queen*. Hambledon Continuum.
- James, Simon. 1998. Celts, politics and motivation in archaeology. *Antiquity* 72:200-209.
- Lisa, Antonella, Annalisa de Silvestri, Luca Mascaretti, Alberto Degiuli, and Carmela R. Guglielmino. 2007. HLA genes and surnames show a similar genetic structure in Lombardy. *American Journal of Human Biology* 19:311-18.
- Lorrio, Alberto J. and Gonzalo Ruiz. 2005. The Celts in Iberia: an overview. *e-Keltoi Volume 6*: 167-254. UW System Board of Regents ISSN 1540-4889 online. Date Published: February 1, 2005
- Lucotte, Gérard and Serge Hazout. 2004. Geographic and ethnic distributions of the more frequent cystic fibrosis mutations in Europe show that a founder effect is apparent for several mutant alleles. *Human Biology* 67:561-76.
- Mallory, J.P. 1989. *In Search of the Indo-Europeans*. Thames and Hudson: New York.
- McEvoy, Brian, Martin Richards, Peter Forster, and Daniel G. Bradley. 2004. The “longue durée” of genetic ancestry: multiple genetic marker systems and Celtic origins on the Atlantic façade of Europe. *American Journal of Human Genetics* 75:693-702.
- Megaw, JVS and MR Megaw. 1996. Ancient Celts and modern ethnicity. *Antiquity* 70:175-81.

Thurston, Tina L. 2009. Unity and diversity in the European Iron Age: out of the mists, some clarity? *Journal of Archaeological Research* 17(4): 347-423.

Thurston, Tina L. 2010. Bitter arrows and generous gifts: what was a king in the European Iron Age? In, *Pathways to Power New Perspectives on the Emergence of Social Inequality*. Price, T.D. and G. M. Feinman (eds.) Springer Scientific Publishing, New York, pp. 193-254.

Webster, Jane. 1995a. *Interpretatio*: Roman word power and the Celtic gods. *Britannia* 26:153-61.

Webster, Jane. 1995b. Translation and subjection: *Interpretatio* and the Celtic gods. In, *Different Iron Ages: Studies on the Iron Age in Temperate Europe*. J.D. Hill and C.G. Cumberpatch (eds.) BAR, Int. Ser. 602. Tempus Reparatum: Oxford.

Webster, Jane. 1996. Ethnographic barbarity: colonial discourse and ‘Celtic warrior societies.’ In, *Roman Imperialism: Post-Colonial Perspectives*. J. Webster and N.J. Cooper (eds.). Leicester Archaeology Monographs No. 3: Leicester.

Wells, Peter. 1999. *The Barbarians Speak*. Princeton University Press: Princeton.

Zschocke, Johannes, J.P. Mallory, Hans G. Eiken, and Norman C. Nevin. 1997. Phenylketonuria and the people of Northern Ireland. *Human Genetics* 100:189-94.

## Learning Objectives

- \* to learn something about Iron Age society in Europe, Britain, and Ireland
- \* to think about documents and archaeology and what each can tell us about the past
- \* to challenge assumptions about the interpretation of past identities
- \* to think about how archaeology affects modern society

## Course Requirements:

This syllabus represents the basic framework of this class. However, **I RESERVE THE RIGHT TO CHANGE IT IF IT BECOMES NECESSARY**. This would only happen if we get behind, or want to pursue a topic for more time than I have allowed for that topic. You will get plenty of warning if I do have to change the syllabus.

All of the reading listed in this syllabus is required. You are also responsible for anything which happens in class. It will make this class both more interesting and more useful for you if you will **PLEASE DO THE READING**. That will make it easier for you to enter discussions, which will be numerous in this class.

You must take both exams and turn in the paper in order to pass the course. There are two exams, one during the semester and the other on the date when the final exam is scheduled. Each will cover the section of the course which precedes it; the second exam is not cumulative, except in the most general sense. Each exam is worth 35% of your grade.

**FAILURE TO APPEAR AT AN EXAM WITHOUT LETTING ME KNOW IN ADVANCE, WILL GET YOU AN F ON THAT EXAM.** If you must miss an exam, you will have until I hand back the graded exams to make it up. This is usually about a week. If this becomes necessary, please see me as soon as possible to arrange a time.

There is also a short paper for this course. The paper topic (explained in more detail at the end of the syllabus) is intended to be a "thought" piece which asks you to consider some of the ideas about the Celts and archaeology considered in this class. It should be no shorter than 5 pages, and no longer than 10 pages. It will be worth 30% of your grade. It is due **IN CLASS** on **APRIL 16**. **YOU MAY ONLY SUBMIT PAPERS BY E-MAIL IF YOU HAVE MADE PRIOR ARRANGEMENTS WITH ME TO DO SO.** I am not a printing service. **Last minute submissions by e-mail without such arrangements will not be accepted.**

*My office is Rm. 202 in 2112 G St., and my extension is 4-6075. You can also reach me by e-mail at [sjohnsto@gwu.edu](mailto:sjohnsto@gwu.edu). I will be available in my office on Wednesday 2-3:30 and Friday 11-12:30, if you need to see me.*

**Academic integrity:** All graded work must be completed in accordance with The George Washington University Code of Academic Integrity, available online: <http://www.gwu.edu/~ntegrity/code.html>

**Support for students outside of the classroom:**

*Disability Support Services (DSS).* Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information, please refer to <http://gwired.gwu.edu/dss/>

*University Counseling Center (UCC).* The Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations; and confidential assessment, counseling services (individual and small group), and referrals. You can reach the UCC at 202-994-5300. For additional information, please refer to <http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>

## PAPER ASSIGNMENT

The general theme of this course is how we go about identifying “peoples” in the ancient world, and how that impacts modern societies. For the paper, what I would like you to do is to choose a topic which elaborates this theme in some way. Some suggestions are:



Using a specific example from literature, movies, or other aspects of popular culture, discuss how the Celts are portrayed in modern society. Is this portrayal reasonable? Use evidence from archaeology and ideas about history to evaluate the accuracy of the depiction.



The Celts are not the only ancient peoples whose interpretation has impacted modern society. Using an archaeologically known group from elsewhere (e.g. Minoans, Neandertals, or Aztecs), compare the ways they are depicted or understood to those discussed for the Celts. Are they the same or different, and what are the implications of this comparison?



How would the interpretation of the European Iron Age be different if the idea of the Celts had never been invented? Using a specific example from archaeology, show how its interpretation is affected by the presence and absence of the concept of the Celts.



Modern people often use ideas about the Celts to create aspects of identity, religion, etc. Using a specific example, consider how accurate the understanding of the Celts is. Is it based on archaeology, history, or what? Does it matter if it isn't accurate?

These are only some examples. If you can come up with something else in the same spirit, run it past me and we'll see if it works.

You should be analyzing something specific for this paper, not discussing generalities. You should also be incorporating specific archaeological knowledge into your discussion. Archaeology is about the use of material evidence to interpret the past, and this should be reflected in your paper. You should not be focusing on evidence from history (i.e. documents) or physical anthropology (e.g. skeletal remains) for this paper, though they may be a part of it. I also expect you to present original thoughts, and not just simply re-hash class notes—those are my thoughts, not yours!

The paper should be no shorter than five pages, and no longer than ten. And please remember—I was a student once! I know all about large typefaces and large margins. Please give me some credit for intelligence and use a reasonable font and margin size.

While this is a short paper, I do expect you to take it seriously. I will be paying attention to things like typos, grammar, and suchlike, so read it over before you turn it in! An A paper will not look like something you spit out last night after midnight and clearly haven't read over since. You may write in first person if you wish.

You will have to use a small number of sources for this paper, so please provide references so that I can look them up if necessary. You may use whatever format you wish for citations (in the text or footnotes), as long as it's consistent. Remember, **the rule is that anything that isn't either common knowledge or your own idea must be referenced**. Plagiarism is an ugly thing, but I will invoke it if necessary.

There is a host of printed sources at your disposal, but internet sources are also acceptable as long as they are legitimate websites. If you are uncertain about what constitutes “legitimate” in the academic cyber world, send me the URL and I’ll let you know. Just be aware that a lot of, well, crap has been written about the Celts. So use your critical thinking abilities to evaluate any source that you use. Just because someone wrote it down doesn’t mean it’s accurate!

If you want to discuss any details about this paper with me, please come to my office hours. Also, I would be happy to read a draft version of your paper, and make comments on it before you turn the final version in. **Drafts may be emailed to me. If you want to write a draft, please give it to me no later than ten days before the paper is due.**

The final paper is due **April 16, in class.**