ARA 3031: BRITAIN AFTER 1500

Gravestone of Anne Watson (1778), St Andrew’s Church, Newcastle

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Steel cutlery with ivory handles (1800-1810), London
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INTRODUCTION

This module focuses on the archaeology of 1500-present within the United Kingdom. It begins with an examination of the ‘consumer revolution’ after 1500, and looks at the role of archaeology in studying material culture and consumer tastes in the early modern period. We then move on to look at archaeological approaches to key changes in British landscapes and townscapes from c.1500-1750, including here examination of the impact of the dissolution of the monasteries and early colonial expansion. The middle section of the course looks at the Industrial era (c.1750-1900), exploring the aims and methods of industrial archaeology (an archaeological discipline in its own right), and focusing on the social changes resulting both from industrialisation, and from the impact of Enlightenment thinking, including ‘Georgianisation’. The final part of the course explores the archaeology of the 20th and 21st centuries, looking at changing attitudes to death and burial, the First and Second World Wars, and the emerging archaeology of the very recent past. Throughout this module, we make use of contemporary documentary sources, examining the ways in which historical archaeologists utilise documents alongside excavation data, in writing the history of the recent past. We also examine the relationship between archaeology and heritage presentation, exploring the contentious issues that surround the public presentation of recent historical phenomena. Through a series of practical sessions, you will gain first-hand experience of some of the techniques used by historical archaeologists studying the recent past.

MODULE AIMS

- To develop students’ knowledge and understanding of the material culture of the period 1500-present
- To expand students’ understanding of the relationship between documentary sources and archaeological data that characterises historical archaeology as a discipline
- To examine and engage in debates about the range of interpretative frameworks available for modelling cultural change in Britain after 1500
- To foster an understanding of the role of archaeology in studying the very recent past

INTENDED KNOWLEDGE OUTCOMES

- Students will demonstrate knowledge and understanding at an intensive level of selected aspects of the archaeology of Britain from 1500-present
- Students will demonstrate a detailed awareness of the role of archaeology in expanding our understanding of the period 1500-present
- Students will be familiar with a variety of interpretative frameworks for modelling cultural change in the period 1500-present, and will show an understanding of the strengths and weaknesses of these models
- Students will demonstrate knowledge and understanding of selected national and regional archaeological remains and heritage resources

The MOF (Module Outline Form) is on Blackboard
ATTENDANCE

This is Stage 3 so you know the drill – but I would like to remind you that attendance is compulsory. We monitor attendance very carefully in Archaeology, and you need to be aware of the reasons why we do this:

- Students who attend regularly gain better marks.
- Students who attend have the knowledge that a degree from Newcastle University requires. The degree certificate promises your future employers that you have been educated to this standard.
- Students who are not attending are often facing some difficulty (financial, personal, medical etc) that the University may be able to assist with. It is important to identify and help these students.
- Recent changes in the attendance monitoring of International Students has led to the University being much more pro-active in monitoring student absence.

Within archaeology four hours of unauthorized missed contact (which may be consecutive or not) in a module (fieldtrips count for 2hrs) will cause the module leader to contact you and your personal tutor. Eight hours of unauthorized missed contact will see the start of Unsatisfactory Progress procedures.

In most cases, students have genuine reasons for repeated absences. PLEASE talk to me if something is keeping you away from class, and I will try to help you find the best way forward.

I am ill. What do I do?
If you are ill you should certificate your absence using the Absence Request form available on S3P (see the guidance here http://www.ncl.ac.uk/students/progress/student-resources/s3p/absencereq.htm). An absence of more than seven calendar days also requires a Doctor’s Certificate. You should also contact me by email so I can note your absence (and why) on the register. If you require an extension or any other adjustment you will also need to fill out an online PEC form on S3P.
# Module Outline at a Glance

**Dates and Times Can Be Found in the Online Timetable: Check It Weekly in Case of Changes Beyond Our Control**

We meet for three hours weekly, either for a lecture and a practical, or for two lectures and a seminar.

## Part 1: Medieval to Modern: The Changing Face of Britain (1500-1750)

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<td>1/5</td>
<td>Lec 1 Introduction to the course/defining ‘post-medieval’ and ‘historical’ archaeology  &lt;br&gt; <strong>Practical:</strong> Using historical documents &lt;br&gt; WEEK 2/6 &lt;br&gt; Lec 1 Consumerism and the global world of ‘things’ c.1500-1700 &lt;br&gt; Lec 2 Willow Pattern: reading ceramics from the inside out &lt;br&gt; <strong>Sem:</strong> Post-medieval ceramics – a closer look &lt;br&gt; WEEK 3/7 &lt;br&gt; Lec 1 Tudor landscapes: the archaeology of houses and gardens &lt;br&gt; <strong>Practical:</strong> How to make a cup of tea</td>
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## Part 2: The Industrial Era (1750-1900)

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<td>4/8</td>
<td>Lec 1 The archaeology of the English Revolution (Civil War) &lt;br&gt; Lec 2 James Deetz in the UK: the archaeology of the Georgian period &lt;br&gt; <strong>Sem:</strong> Reading Deetz and Johnson: Georgian Architecture &lt;br&gt; WEEK 5/9 &lt;br&gt; Lec 1 Landscape change in the age of ‘improvement’: from enclosure to the polite landscape &lt;br&gt; <strong>Practical:</strong> How to eat your dinner (With Eric Tourigny) &lt;br&gt; WEEK 6/10 &lt;br&gt; Lec 1 The archaeology of the post-medieval dead &lt;br&gt; Lec 2 The English way of death: gravestones and what they tell us &lt;br&gt; <strong>Sem:</strong> Grave concerns – Spitalfields and its impact on the archaeology of the recent dead &lt;br&gt; WEEK 7/11 &lt;br&gt; Lec History and heritage in the slave trade port cities &lt;br&gt; <strong>Practical</strong> – Ivory piano keys and stuffed elephants: the lure of exotic, natural materials &lt;br&gt; WEEK 8/12 &lt;br&gt; Lec The archaeology of 18th and 19th century labour &lt;br&gt; Lec What is artefact biography? &lt;br&gt; <strong>Sem:</strong> Steel City – the archaeology of Sheffield</td>
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## Part 3: The 20th and 21st Centuries

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<td>9/13</td>
<td>Lec The archaeology of industrialised warfare: WW1, WW2 and beyond &lt;br&gt; <strong>Practical:</strong> trench art &lt;br&gt; WEEK 10/14 &lt;br&gt; Lec The contemporary past: themes and issues in 20th and 21st century archaeology &lt;br&gt; Lec The archaeology of your mum and dad (1960s-now) &lt;br&gt; <strong>Sem:</strong> artefact biographies - examples from previous years &lt;br&gt; WEEK 11/15 &lt;br&gt; Lec Christmas – a material culture history &lt;br&gt; <strong>Practical:</strong> artefact biography practice &lt;br&gt; WEEK 12/19 &lt;br&gt; Lec Artefact bio support 1; Lec Artefact bio support 2 &lt;br&gt; <strong>Sem:</strong> how to proofread (bring what you have written so far)</td>
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WEEK BY WEEK GUIDE: TOPICS AND REQUIRED READING

You are set advance required reading every week, to support your learning in the lectures, seminars and practical classes. I also make suggestions for supplementary reading. The directed reading will expand your knowledge, enhance your class experience and feed directly into your assessments – so it is in your own interest to engage fully with this process. This is Stage 3 – do not be a passive learner: come to classes prepared, and your module experience will be so much better. Advance reading will also give you much greater confidence in class.

KEY BOOKS AND JOURNALS

These are the books we make greatest use of in this module. You are not expected to read all of them cover to cover: but you are expected to be familiar with them, to read any required work set from these books, and to identify and use the appropriate chapters to support your assessments.

Newman, R, with Cranstone, D and Howard-Davis, C (2001) The Historical Archaeology of Britain, c. 1540-1900 (Stroud: Sutton)

Newman is a great source of period/thematic summaries. Harvey and Gerritsen/Riello are text books for history students, dealing with ‘alternative’ sources such as artefacts. Both work brilliantly as a guide for archaeology students concerning the relationship between documents and artefacts and the so-called ‘material turn’ in history. Casella and Symonds’ volume explores the potential for a social archaeology of industrialisation. Tarlow and West was one of the first British books to engage with (US) historical archaeology: it contains excellent case studies. Buchli and Lewis provide a great collection of case studies on the archaeology of the very recent past, and Schofield et. al. represents a huge growth area in historical archaeology at the moment: 20th century conflict.

Key journals

The key British journal is Post Medieval Archaeology: note that this is available as an e-journal from 2006-present only. For earlier volumes, consult the paper copies in the Great North Museum library. The journal Industrial Archaeology Review is available as an e-journal. The journal Industrial Archaeology is available as an e-journal, but only from 2003. We have access to two other important journals, International Journal of Historical Archaeology and Historical Archaeology, both available as e-journals.
WEEK 1/5

Lecture: Introduction to the course/defining ‘post-medieval’ and ‘historical’ archaeology

The archaeology of Britain after 1500 has traditionally been called Post-Medieval Archaeology, but the term Historical Archaeology (used throughout the Americas for the archaeology of the period after 1492) is now widely used instead. There is much more to this than just a name change, as this lecture will show.

Required reading
There is no advance reading for this introductory class, but try to read the introductory chapter of Tarlow, S and West, S (eds.) (1999) The Familiar Past? Archaeologies of Later Historical Britain (London: Routledge) at some point this week. E-book

Practical: Using historical documents: a guide to available resources and their use

Historical Archaeology is, essentially, the marriage of words and things: the study of the past using both artefacts (archaeology) and documents (written history). The amalgamation of the two can provide a better understanding of the past than we would have if we used artefacts or documents alone. That’s what makes it such a unique, and valuable disciple. Historical Archaeologists also need to become proficient in using primary documentary sources – in the same way as historians. This class introduces the astonishing range of documentary sources available for Britain after 1500, and uses one of my published papers to illustrate the methodology of Historical Archaeology.

Required reading
Webster, J (2015) “Success to the Dobson”: commemorative artefacts depicting 18th-century British slave ships, Post-Medieval Archaeology 49(1), 72-98. E-journal

The work of Historical Archaeologists is often multi-faceted; and does not always involve excavated artefacts. This paper focuses on punch bowls in museum collections, and elsewhere. The methodology – we will meet it again in the lecture on Willow Pattern next week – works outwards from the objects to the wider (document-supported) terrain beyond them, building a new understanding of what these artefacts meant to the people who owned and used them. Your task: make a list of the key archival/primary sources used in my research (databases, museum collections, key historical texts). In class, we will look at ways of accessing these sources, and searching them online. Please bring a laptop or phone – you will need to access the internet

Suggested supplementary reading for this week
WEEK 2/6

Lecture: Consumerism and the global world of ‘things’ c.1500-1700
Lecture: Willow Pattern: reading ceramics from the inside out

The Tudor period brought huge changes in the range and quantity of material available to elite consumers and, increasingly, to an emerging middle class (known as the ‘middling sort’). The first lecture this week explores these changes by focusing on ceramics – always a key category of evidence for archaeologists. The second lecture also considers ceramics, but is also about the methodology of Historical Archaeology. It focuses on Willow Pattern, one of the best-known ceramic patterns of the 18th century, and still very popular today. It is quite likely a member of your family has a willow pattern plate or two: they often appear in the artefact biographies students write as their second assessment for this module.

Required reading
Chapter 6 (Artefacts) in Newman, R, with Cranstone, D and Howard-Davis, C (2001) The Historical Archaeology of Britain, c. 1540-1900 (Stroud: Sutton).

Seminar: post-medieval ceramics – a closer look

During the class, you will work in groups, attempting to identify and date examples of some of the ceramics discussed in lectures thus far. The recommending reading will introduce you to key artefact categories and their date ranges.

Required reading

Suggested supplementary reading for this week

Lecture: Tudor landscapes: the archaeology of houses and gardens

Houses and gardens (of both the wealthy and the ‘middling sort’) provide a fascinating lens through which to see the impact of profound social changes after 1530. These include religious change (the Reformation), cultural change (the Renaissance), and the impact of Classicism - a love affair with Greek and Roman architecture and garden design which would endure long beyond the Tudor period.

Required reading

This paper draws on archaeological evidence and documentary sources, exploring how the Tudor elite navigate the changes (to religion, and the relationship between courtiers and the king, set in train when Henry VIII married Anne Boleyn.

There are some copies of the book in Robinson. (PLEASE THINK OF EACH OTHER - DO NOT TAKE THE BOOK OUT – READ IT IN THE LIBRARY!) and the whole chapter can be read on Google books (copy and paste this!): https://books.google.co.uk/books?hl=en&lr=&id=mn4kAAQBAJ&pg=PT194&ots=4eQjo8y7F5&sig=wcLmK6F--1m87DYhGeg6ZfzKU&dq=acton+court+reformers+architecture&ots =E3LS4yL6vX&sig=wnVhQnQ972P1o8KJ7q/7B5DAw#v=onepage&q=acton%20court%20reformers%20architecture&f=false

Practical: How to make a cup of tea: exploring the tea ritual in England

Ceramics provide archaeologists with insights into social change, and engagement with the wider world, during the Tudor and Georgian periods. Tea – today regarded as quintessentially ‘English’ – was originally imported into England from Asia. With it came a suite of practices for consuming tea, and a new material culture. Chinese porcelain, and local imitations of it, plays a key part in this story. There is a reason we still refer to cups and saucers as ‘china’! The tea ritual also allows us to look at the emergence of new ideas concerning ‘manners’ and ‘polite’ society.

Required reading

Your task: use this reading to find out - where and why tea became so closely associated with women between 1650 and 1800?

Suggested supplementary reading for this week
Chapter 2 of Tarlow, S (2010) Ritual, Belief and the Dead in Early Modern Britain and Ireland (Cambridge: Cambridge University Press) is a great source on changes in religious belief in the 16th and 17th centuries
WEEK 4/8

Lecture: The archaeology of the English Revolution (Civil War)
Lecture: James Deetz in the UK: the archaeology of the Georgian period

The first lecture this week looks at (yet another!) momentous phase in the period after 1500: the Civil War of 1642-51 and its aftermath. The second takes us on to the Georgian era, and the impact in Britain of American archaeologist James Deetz’ book *In Small Things Forgotten*. Some of you will have met this book in ARA2097. If you did not take that module please familiarise yourself with the book this week – it is short, easy to read and a work of genius.

**Required reading**

This paper considers the physical impact of the Civil War, and is also a great introduction to the ways in which archaeologists think about biography: a concept (and a methodology) that you will use in your second assessment for this module.

**Seminar: Reading Deetz and Johnson - Georgian Architecture**

Deetz' impact on British archaeology is most easily appreciated in work on architecture, with the books of Matthew Johnson being especially important in this context.

**Required reading**
Chapter 8 of Matthew Johnson (2010) *English Houses 1300-1800*. This is available both as an E-Book and in Student Texts.

**Questions:**
- What is the ‘hall and parlour’ plan? Where and when did it originate?
- What are the key architectural features of a ‘Georgian’ house, as set out by Deetz?
- The case study in Johnson’s chapter concerns two houses at Temple Balsall: the Old Hall and Temple House. What are they key differences between these two buildings?
- In what key ways does Johnson suggest symmetry and segregation are materialised in British Georgian houses?

**Suggested supplementary reading this week**

Read the chapter on architecture from *In Small Things Forgotten* at [http://www.histarch.illinois.edu/plymouth/house.html](http://www.histarch.illinois.edu/plymouth/house.html).
Lecture: Landscape change in the age of ‘improvement’: from enclosure to the polite landscape

The term ‘improvement’ has long been used in discussing agricultural change in 18th century Britain, but it has become something of a buzz word in other areas too, especially since the publication of Tarlow, S. (2007) The Archaeology of Improvement in Britain 1750-1850 (Cambridge: CUP).

**Required reading**

*Archaeology of Improvement* is available as an EBook. Read Chapter 1 (introduction).

**Practical:** How to eat your dinner: the material culture of dining practices from 1500-1900 (With Eric Tourigny)

**Required reading**


This paper is not only about today’s theme (the transition from *à la Française* to *à la Russe* dining – terms you need to understand before we start); it brings together in a very imaginative way several of the key concepts explored in ARA 3031; material culture studies, foodways and biography. We will end up with a discussion of the approach Gray employs, so make sure you read the paper please.

**Suggested Supplementary reading this week**

Read more of Tarlow’s book: I suggest Ch 2 (Agriculture) and/or Ch 4 (Towns and civic improvement).
WEEK 6/10

Lecture: The archaeology of the post-medieval dead
Lecture: The English way of death: gravestones and what they tell us

The dead tell us a great deal about life in post-Medieval Britain, as this week’s lectures on funerary practices and the commemoration of the dead (through gravestones and other memorials) will show.

Required reading

Seminar: Grave concerns – Spitalfields and its impact on the archaeology of the recent dead

The excavation of the crypt at Spitalfields, London was a key moment in the funerary archaeology of recent periods – for all sorts of reasons.

Required reading

Questions
• What were the main practical and psychological problems Cox and Reeve (1987) suggest were faced by the archaeologists working at Spitalfields?
• Do the authors regard the excavation of the post-medieval dead as ethical? Always? Or with certain caveats?
• Cox (1996) argues that 10 years after Spitalfields – and despite all the evidence it produced - archaeologists are not ‘dealing with’ the post-medieval dead. What does she mean?
• What does she suggest needs to be done to improve matters?

Suggested additional reading this week
The Spitalfields material on the Archaeology Data Service website: http://archaeologydataservice.ac.uk/archives/view/spitalfields_var_2001/
Lecture: History and heritage in the slave trade port cities

This week, we look at 18th century Britain in a global context. Britain was a leading slave shipping nation throughout the 1700s, and more than 3 million people were carried into slavery in the Americas on British ships. 2007 brought the 200th anniversary of the slave trade by Britain, and a host of new heritage initiatives. The lecture looks some examples, and at the challenges this difficult aspect of the past present for public heritage.

Required reading

Practical –Ivory piano keys and stuffed elephants: the lure of exotic, natural materials

This practical uses personal and household objects made from ‘exotic’, natural materials such as ivory, tortoiseshell, and pearl to discuss contact with, and the lure of, the wider world from the 17th century to the Victorian period. We will also consider how perceptions of such items changes at the turn of the 20th century, with the growing concern for the natural world and extinction of species

Required reading

Supplementary reading this week
Slavery and Abolition 30:2 has a series of papers looking at the way in which the 2007 anniversary of the 1807 abolition of the (British) slave trade was commemorated around the world.
Bristol Slavery Trail website:
http://www.victoriacountyhistory.ac.uk/explore/collection/bristol-slavery-trail
Lecture: The archaeology of 18th and 19th century labour
Lecture: What is artefact biography?

The first lecture this week focuses on industry, work (and the working class) in the 18th and 19th century: the second introduces the technique of artefact biography, which you will employ in your second assessment.

Required reading

Seminar: Steel City – the archaeology of Sheffield

Sheffield – the historical home of steel production, and the centre of the cutlery industry – is a great focus for this week’s look at the gains to be made from a socially-aware archaeology of industry.

Required reading

Questions
• What do cutlery site excavations reveal about technological change and resistance to it?
• What do the finds from these sites tell us about the social organisation of production (for example, the apprentice system)?
• What kinds of primary documentary sources are available for studying the production of knives and other flatware?
• What do these sources reveal about changes in their form over time?

Supplementary reading this week
These suggestions provide insights into the sub-discipline of Industrial Archaeology, and the role of memory in artefact studies (useful for assessment two)

WEEK 9 /13

Lecture: The archaeology of industrialised warfare: WW1, WW2 and beyond

In the last few years, archaeologists have begun to show a huge interest in the First World War, and in the archaeology of recent conflict more generally. The lecture asks why, and considers some of the challenges archaeologists face in excavating sites of recent conflict. Both the lecture and the practical also focus on biographical objects and memory work: key concepts for your second assessment.

Required reading

Practical: Trench art – reading the material culture of WW1

Trench art is the recycled material of warfare: from explosive shell cases transformed into vases, to crosses fashioned from bullets. These are also biographical objects: each one a chapter in the life of its maker, owner and later curators. We will be examining numerous examples in this class, and using them to look both at memory and warfare, and at artefact biography.

Required reading

Suggested supplementary reading this week

A great way to get some idea of the breadth of conflict archaeology is to read issue No 44 of the English Heritage Conservation Bulletin, which is dedicated to the Archaeology of Conflict. It can be downloaded for free at https://historicengland.org.uk/images-books/publications/conservation-bulletin-44

For more on war and memory work see Tarlow, S. (1999) Bereavement and Commemoration: an Archaeology of Mortality (Oxford: Blackwell) – Ch 6 covers 1900-WW II.
WEEK 10 /14

Lecture: The contemporary past: themes and issues in 20th and 21st century archaeology
Lecture: The archaeology of your mum and dad (1960s-now)

This week’s lectures focus on the rapidly expanding field of contemporary archaeology: the archaeology of the very recent past. The period from the 1960s onwards might seem ‘too recent’ for archaeologists to want (or to be able) to say anything useful about it. In fact, archaeological work is providing some fascinating insights into the materiality of the life and times of your parents – and you.

Required reading

Seminar: artefact biographies - examples from previous years

There is no set reading (I know how busy the last few weeks of term are!). We will look at some examples of artefact biographies from previous years. All you need to bring are images of some of the artefacts you will use in your biography – particularly tricky things for which you cannot find ‘direct’ reading. Working in groups we will talk about some of these objects, and identify readings, and ideas, which will enhance your final discussion.

Suggested supplementary reading this week
Some excellent case studies, giving you a flavour of the archaeology of now.

Lecture: Christmas – a material culture history

A seasonal look at the nativity story and the guy in the big red suit. Christmas has a fascinating material culture history! This lecture is for everyone, not just those of you doing the Christmas artefact biography.

Required reading
Leach, H.M. and Inglis R. (2003) ‘The archaeology of Christmas cakes’, *Food and Foodways* 11, 141-166. This paper will help you to appreciate the ways in which archaeologists use multiple sources (texts and artefact; and the changing relationships between people and things over time (the central matter of assessment two).

Practical: artefact biography practice

This session helps you to explore in groups the techniques and concepts needed when you write assessment two. Working with 2 or 3 other people identify an object belonging to one of you that could be used in writing your artefact biography (see the assessment two guidance below). Interview the owner, bearing in mind the range of issues the assessment asks you to look at. Then using at least 2 named readings from the reading list prepare a 5 minute PPT about the artefact which addresses the questions set out in the assessment two guidance.

Suggested supplementary reading this week
This is the time to familiarise yourself with Miller, D. (1993) (ed.) *Unwrapping Christmas*, (Oxford: OUP). There are several library copies (including one in Student texts) but please be kind to each other and READ THEM IN THE LIBRARY: DO NOT CHECK THEM OUT!
WEEK 12/19

Lectures: Artefact biography support

The aim of both of these classes is to provide time and space for peer review. That is, to allow you to have group discussions about your selected artefacts – talk them over with others, get some insights that might not have occurred to you (several brains are better than one), and investigate possible additional reading. You can also discuss bibliography layout, referencing and so on with me. Please bring pictures on your objects (on your phone is fine – but if you have completed your artefact catalogue, why not bring that along on paper?)

Seminar: how to proofread (bring what you have written so far)

Bring you work on a laptop if possible – working in groups, you can read and proofread sections of each other’s’ work. This really helps improve your writing, so don’t get anxious about it – treat it as a way to get great peer feedback on your material!! Students always tell me they find this class incredibly helpful – hopefully you will too.
This is the reading list to use in compiling your Assessment One (essay) reading list, in developing your understanding of artefact biography (for Assessment Two) and whenever you want to move beyond the required weekly reading to find out more about a particular topic. The headings follow the structure of the module.

**Defining 'post-medieval' and 'historical archaeology'**


**The world of things 1500-1700**


17th and 18th century case studies integrating documents and artefacts


Some excellent individual examples:


Tudor and Stuart England

(London: English Heritage)
Gardiner, J. and Allen M. (eds.) (2005) Before the Mast: Life and Death Aboard the Mary Rose (Archaeology of the Mary Rose Volume 4, Mary Rose Trust)
James Deetz in the UK: the archaeology of the Georgian period (1714-1830)

The work of Matthew Johnson is particularly important here:


Landscape change in the age of ‘improvement’: from enclosure to the polite landscape

The relationship between 18th and 19th century improvement and capitalism is an area of some debate – for the historical archaeology of enclosure and other landscape changes in this context, see Johnson, M. (1996) *An Archaeology of Capitalism* Chs 3-4. Note that in Scotland, and in Ireland too, the term ‘improvement’ is used – often negatively – in discussing wide-sweeping landscape change and enforced population displacement in the 18th and 19th centuries (‘the clearances’). On the politics of this issue see the paper by Dalglish in Settlement form and evolution in the Central Highlands of Scotland, ca. 1100–1900; *International Journal of Historical Archaeology*


Archaeology of the post-medieval dead


McKinley, J.I. (2008) *The 18th Century Baptist Chapel and Burial Ground at West Butts Street, Poole* (Salisbury: Wessex Archaeology)


Mytym, H. (2006) 'Popular attitudes to memory, the body, and social identity: the rise of external commemoration in Britain, Ireland and New England'. *Post-Medieval Archaeology* 40(1), 96-110 This volume of MPA is in student texts.


**History and heritage in the slave trade port cities**


Hicks, Dan, nd. ‘Ethnicity, race and the archaeology of the Atlantic slave trade’: http://ads.ahds.ac.uk/catalogue/adsdata/assemblage/html/5/hicks.html


Little, B. (2007) Historical Archaeology : Why the Past Matters (Walnut Creek, Calif. : Left Coast Press) Final section on public archaeology is highly recommended

Morgan, C. and Pallascio, P.M. (2015). ‘Digital media, participatory culture, and difficult heritage: online remediation and the Trans-Atlantic slave trade’, Journal of African Diaspora Archaeology and Heritage, 4(3), 260-278. (Robinson does not have the journal but the paper is available via Academia)


Bristol Slavery Trail website
http://www.victoriacountyhistory.ac.uk/explore/collection/bristol-slavery-trail

The Georgian House Bristol
http://www.bristol-link.co.uk/history/georgian-house.htm
A good gateway website for Liverpool and Bristol heritage is http://www.portcities.org.uk/. The material on Bristol is particularly good.

Parliament’s exhibition on abolition
http://www.parliament.uk/about/living-heritage/transformingsociety/tradeindustry/slavetrade/

Museum of Docklands: London, Sugar and Slavery
Industrial archaeology in the UK today: aims, themes and issues

Start with Marilyn Palmer’s 2010 paper ‘Industrial archaeology and the archaeological community: fifty years on’, in *Industrial Archaeological Review* 32 (1), 5-20, for background on the emergence of this discipline. The key text after that is Casella E.C. and Symonds J. (eds.) (2005) *Industrial Archaeology: Future Directions* (New York Springer) – start with Chapter 1 by Casella and 2 by Symonds. The same two authors also have a chapter on industrialisation in Hicks and Beaudry eds. (2006). Gwyn, D. and Palmer, M. (eds.) (2006) *Understanding the Workplace: a Research Framework for Industrial Archaeology in Britain*, (Maney Publishing) is also crucial. This book is a reprint of *Industrial Archaeology Review* 2005 (1), which is also in the library. On oral history and 19th century archaeology see the papers collected in Tolson and Webster 2014: this is volume 48.1 of *Historical Archaeology* and can only be accessed as a hard copy in Robinson (that is, it is not available via e-journals). Tolson’s paper is your starting point. Other reading:


Murphy, P. and Wiltshire, P. (eds.) *The Environmental Archaeology of Industry* (Oxford: Oxbow)


Steel city: the archaeology of Sheffield


Materializing Sheffield: [http://www.hrionline.ac.uk/matshef/](http://www.hrionline.ac.uk/matshef/) click on ‘Forging the cityscape’ and browse – but make sure you read Symond’s Steel City pages.


Allen St., Kenyon Alley and Edward St, Sheffield.' Post-Medieval Archaeology 49:2, 313-333.

Hawley Collection, Sheffield:  
http://www.shef.ac.uk/hawley/

The archaeology of 19th century labour


*International Journal of Historical Archaeology* 15:4 is a special issue on poverty and has lots of good papers offering an international perspective on 19th century urbanism—several are the important site of Hungate, York.

The Archaeology of Urban Landscapes: Explorations in Slumland, (Cambridge: CUP)  
– this is an excellent source of case studies, though only a couple focus on England (Ross and Belford)  


**Labour, textile factories and mills**


**What is artefact biography?**

In a nutshell, it is an approach to material culture that highlights the shifting meanings of an object over time and context. The basic underlying concept is that artefacts had in the past – and still have now– social lives. A very clear overview of both theory and practice in artefact biography can be found in Mytum, H. (2004) 'Artefact biography as an approach to material culture: Irish gravestones as a material form of genealogy'. *Journal of Irish Archaeology* 12/13, 113-129. I will make copies of this for everyone.

*Theory*

Practice: examples
A filecutter's hammer
http://www.hrionline.ac.uk/matshef/unwin/MSfilecutter.htm

The archaeology of industrialised warfare: WW1, WW2 and beyond
Defosses, Y et. al. (2009) Great War Archaeology (Ouest France) is a great introduction (in French) to recent advances in the archaeology of trench warfare in France and Belgium. For an English text see Robershaw A and Kenyon D (2008) Digging the Trenches (Pen & Sword Military Press).
Bartlett, J and Ellis K. M. ‘Remembering the dead in Northop: First World War memorials in a Welsh Parish ‘Journal of Contemporary History 34 (2) 231-242


Archaeology of Twentieth Century Conflict, (London: Routledge).
Schofield, J., Klausmeir, A. and Purbrick, L. (eds.) Re-mapping the Field: New
Approaches in Conflict Archaeology (Berlin: Westkreuz-Verlag) contains many
useful studies
(Oxford: Blackwell) – Ch 6 covers 1900-WW II.
expressed through public commemorations in Exeter, Devon’, in Symonds, Badcock and Oliver (eds) 2013 Historical Archaeologies of Cognition, 176-190.

The contemporary past: themes and issues in 20th and 21st century
archaeology
The key text here is Buchli, V. and Lucas G. (eds.) (2001) Archaeologies of the
ethnography, auto-archaeology: introducing archaeologies of the contemporary past’, which contains numerous case studies on the very recent past. World Archaeology 42 (3) (2010) also centres on contemporary archaeology and has lots of case studies

Other recommended reading:

Holtof, C. (2007) Archaeology Is a Brand!: The Meaning of Archaeology in
Contemporary Popular Culture (Left Coast Press ).

The archaeology of your mum and dad (1960s-now)


Christmas: a material culture history

ASSESSMENT GUIDANCE

This module is assessed entirely by coursework: there is no exam. You are required to submit two pieces of assessed work. The deadline for submitting work is **12.00 pm** on the dates stated below. Please complete an assignment submission form, attach it to your work and place it into the drop box outside of the School Office. Any work submitted after 12.00pm will require a late submission form to be attached to your assignment. Copies of these documents can be found in the School Office.

Assessment One (Deadline Thursday 14th November 2019)

This is an essay: the word limit is 2000 words, and the titles are given below. **If you want to choose a different topic – perhaps reflecting your dissertation interests** - you can do so, but the title **must be agreed with me** (and the reading list discussed) in advance of submission.

Each of these titles covers a key topic from the course, as far as the Easter vacation. Common sense will tell you which sections of the supplementary reading list you need to use. Beyond saying that, I do not provide topic-specific reading lists for Stage 3 essays. The temptation, if you are given an essay reading list, is to work your way through it – but to read **nothing else**. I do not want to limit you in this way – a good Stage 3 essay is one that is able to see beyond and around the topic, setting it in the context of a module as a whole. I want to encourage you to identify and use relevant reading for yourselves: thinking ‘outside the box’ of the essay title itself. It is important that, having chosen your essay topic, you review all the topics we have covered, and think creatively about material to use in your essay. Of course there are ‘essential’ texts for each topic, and you will easily identify these using the section headings in the reading list. But don’t forget that the bibliographies of these key texts will also point you to additional relevant reading – and once you start doing that, you really are doing research!! If you are at all in doubt about the reading you select for an essay, then come and see me, or email me your proposed bibliography and I’ll comment on it.

1. Citing specific case studies, show what can be achieved by combining documentary and artefact research in the study of changing foodways in Britain after 1500.

   ‘Foodways’ refers not just to **what** was being eaten, but to the **preparation**, **serving**, and **presentation** of food. You need to combine a general overview, citing important studies as you go, with a more detailed look at some key examples. Remember to use the PPTs and readings from the practicals on the tea ritual and dining practices. The Steel City seminar will also be useful.
2. What does the archaeological study of houses and their settings reveal about the beliefs and social aspirations of the Tudor elite?
   You need some detailed case studies here – and don’t forget to look at both beliefs and social aspirations! ‘Houses’ can of course include interior artefacts such as ceramics.

3. In what ways has James’ Deetz In Small Things Forgotten impacted upon British post-medieval archaeology since 1977?
The Georgian architecture seminar will be useful here, but while you should certainly look at the influence of the Georgian World View on the reinterpretation of architecture (and Matthew Johnson is essential in this context) you should also think about material culture studies beyond architecture.

**DO NOT DO QUESTION 3 IF YOU DID A DEETZ EXAM ESSAY FOR ARA 2097!!**

4. What was the ‘improvement ethic’, and what can archaeologists contribute to the study of landscape/agricultural or civic/urban improvement in the 18th and 19th centuries?
   You should include some in-depth case studies, and whilst Tarlow’s book is essential you need to read more widely too. If you tackle landscape, you must include some discussion of Scotland and/or Ireland.

5. What does archaeological evidence reveal about changes in British funerary practice between c. 1800 and the end of the First World War?
The focus here should be on material culture (grave markers, grave furnishings and so on) in addition to skeletal analysis. The Spitalfields seminar will be useful for this topic, as will the practical on the English way of death.

6. What are the major challenges faced by those presenting the history and legacy of the British slave trade to the British public?
   You must include some specific examples here – museums, slavery trails and so on.

**Assessment 2 (Deadline Thursday 16th January 2020)**

This is an artefact biography – choose one of the two options below. As we go along, you will get a great deal of training and guidance concerning the production of this piece. The hard and fast rules for writing your artefact biography are these:

- The word limit is 2000 words. But that does not include appendices, which can (if you want them to) contain your artefact descriptions, photos, interviews and so on. Think of the 2000 words as being the ‘write up’ of material that has been collected and presented in the appendices. Good practice for your dissertation, in fact. Aim to record a minimum of 5 and an absolute maximum of 10 artefacts, whichever topic you choose.
- You should try to include photographs of all the objects you describe.
- Whatever your topic, you must make use of background reading to locate your project in the context of current research themes and interests, to help you develop your methodology, and to help you reach informed conclusions. Choose your topic early, and do the reading early - I can’t stress this strongly enough.
1. Our Christmas: an artefact biography

‘Lifestyle’ magazines are fond of telling us to throw out all our old decorations, and create a new ‘look’ for our Christmas tree each year. But many people would be appalled at this idea, because those old baubles and cotton wool snowmen represent some of our most treasured moments and memories. My own Christmas tree is adorned with toilet roll angels made by my now nineteen-year old son, and my mum still has a toilet roll Santa on her tree, which I made when I was seven! Many families also extract other items from the attic at Christmas - nativity sets, Advent candles and so on. Together, these Christmas artefacts tell a family history, and this project invites you to tell a Christmas history of your own family. At the same time, the material culture of Christmas points to some interesting paradoxes in modern society, and you are asked to think about these too. For example, many Christmas artefacts reflect Christian beliefs, and many who would not regard themselves as ‘religious’ display and buy these Christian symbols (from the star for their tree to their Advent calendar). Other Christmas artefacts reflect earlier pagan traditions (or ‘New Age’ re-workings of them), and still others - including currently fashionable ‘Victoriana’ - reflect a nostalgia for an (?imagined) past. What has Christmas come to mean in your own family, and is this meaning reflected in the material culture you have acquired over the years?

This project asks you to:

• Draw on the recommended reading to identify key issues/themes in current research in this area
• Make a record of your Christmas tree (if discussed), taking photographs of the overall display and the key individual components you want to discuss. You can do the same for any other Christmas artefacts you have (nativity sets etc). Please note – a nativity set counts as ONE artefact!!
• Research the social history of your artefact category (eg, nativity set, cake): when were these things first used in a Christmas context – and how has their meaning and use changed over time?
• Research the individual, family history of each chosen artefact: how and when was it acquired; has its ownership/curation changed subsequently?
• Assess why each object has been ‘curated’ (looked after and displayed) by your family - a treasured memory? - a reflection of beliefs? – something new and fashionable?
• Come to some conclusions about a) the meaning of Christmas in your family, and the extent to which your Christmas artefacts reflect that meaning, and b) whether the significance of Christmas has changed for your family during the twentieth and twenty first centuries, and whether your Christmas material culture has changed as a result.
• Tie these conclusions back to your initial reading – in what ways do your own findings reflect – or contradict – current thinking in this field of study?

Essential background reading

Miller, Daniel ed. (1993) Unwrapping Christmas, (Oxford: OUP) is absolutely essential for this topic. I especially recommend the papers by Miller, Kuper, Carrier and Searle-Chatterjee. You should also look at as many of the following as possible:

Freeman, L and Bell, S (2013) ‘Women’s magazines as facilitators of Christmas rituals’, Qualitative Market Research 16(3), 336-354

University of Dayton Nativity set collection: https://www.youtube.com/watch?v=8YYe3UwIR9I

2. Family treasures: an artefact biography

The mantelshelves of fireplaces, windowsills and dressers are all popular places for the display of family ‘treasures’. Prized objects (both old and new - heirlooms, photographs, souvenirs and so on) are set out on them, often in carefully arranged displays. Mantelshelves and windowsills chart our histories - the objects displayed on them are the sum of our most cherished memories. This project invites you to write the history of your family, as reflected by the principal ‘showcases’ for your family treasures As you do this, remember that, whatever your family showcase is, it is likely to be both a set of private memories and a consciously public display, aiming to give out a particular image of the household to outsiders (who look through your windows, or sit in your living room as visitors). What public image is your family showcase projecting, and how far does it equate with private realities? Who in your family created and maintains your display? Do the objects within it mean different things to different family members?

NB you can pick a single showcase – a dresser or mantel – or you can also write about objects on display in a range of places in your home. If you prefer to write about a personal showcase rather than a family one that’s also fine: but please discuss it with me first.
This project asks you to:

- Draw on the recommended reading to identify key issues/themes in current research in this area.
- Record the contents of your mantelshelf, windowsill etc, taking photographs of the overall display(s), and the key components you want to discuss. Please note that items from a single set (for example a dinner service) count as ONE artefact!
- Research the social history of your artefact category (eg, photograph, ornament): when were these things first used in a domestic context – and how has their meaning and use changed over time?
- Research the individual, family history of each chosen artefact: how and when was it acquired; has its ownership/curation changed subsequently?
- Assess why each object has been ‘curated’ (looked after and displayed) by your family - a treasured memory? - a status symbol? – something new and fashionable?
- Come to some conclusions about a) who in your household creates and maintains your showcase, and why; b) the ‘private’ and ‘public’ faces of your showcase - are they the same, or different?
- Tie these conclusions back to your initial reading – in what ways do your own findings reflect – or contradict – current thinking in this field of study?

Essential background reading

You will need to use some of the following (choices will obviously vary, depending on your artefacts):

Connellan , K (2018) 'My room, my home, my self: objects of memory in residential aged care', Home Cultures 15:2, 103-127


Goodwin, C., Smith, K.L. and Spiggle, S. (1990) ‘Gift giving: consumer motivation and the gift purchase process. *Association for Consumer Research* 17:44. 690-98 [http://www.acrwebsite.org/volumes/7086/volumes/v17/NA-17](http://www.acrwebsite.org/volumes/7086/volumes/v17/NA-17)


Miller, D (2006)‘Things that bright up the place,’ *Home Cultures,* 3:3, 235-249 – on kitsch


If you are stuck for reading on specific artefact categories, I also recommend taking a look at the journal *Home Cultures* (available online via Robinson): a huge range of articles on all sorts of topics!

**Extensions**

If you wish to request an extension to the deadline for your submitted work, or to request any other adjustment to the assessment for the module, you must complete a PEC form. Please note that extensions will only normally be granted in the following situations:

- Debilitating personal illness supported by a medical certificate
- Serious illness or death of a close relative
- Participation in a University-approved scheme for which strict guidelines for extensions/extra time will be issued
- In the case of part-time or work-based students, unplanned and unavoidable work commitments

PEC forms can be found online at S3P

**Return of assessed work**

Work submitted on time is within 20 working days, excluding University closure days (public/bank holidays etc). In short – that’s generally four weeks after you submit it.

PLEASE take the opportunity to see me, with your marked assessments, during my office hours – it is critical, at Stage 3, that you take advantage of the one-to-one feedback that is offered to you.