

<b>Course unit Descriptor</b>		 <b>UNIVERZITET U NOVOM SADU</b> <b>UNIVERSITY OF NOVI SAD</b>
	<b>Faculty of Philosophy</b>	
<b>GENERAL INFORMATION</b>		
Study program in which the course unit is offered	History	
Course unit title	Archaeology of Celts	
Course unit code	to be announced (the course is recently introduced and yet to be assigned with code)	
Type of course unit	Optional	
Level of course unit	Master's	
Field of Study (please see ISCED)	History and archaeology	
Semester when the course unit is offered	<b>winter</b> / summer	
Year of study (if applicable)	fourth	
Number of ECTS allocated	6	
Name of lecturer/lecturers	Vesna Manojlović Nikolić; Vladimir Mihajlović	
Name of contact person	Vladimir Mihajlović	
Mode of course unit delivery	Face to face	
Course unit pre-requisites (e.g. level of language required, etc)	English: reading, speaking, writing	
<b>PURPOSE AND OVERVIEW (max 5-10 sentences)</b>		
<p><b>Problematization of the concept of “Celts” as clearly defined ethnic category with distinctive language, socio-political structure and material culture, with special regard to the “Balkan Celts”. Reviewing historical and archaeological evidence which are used to construct Celts in modern historiographic and archaeological narratives. Critical assessment of essentialist character of traditional interpretation. Introduction of different approaches created from the perspective of post-processual archaeology, critical perspective of ancient written sources and constructivist theory of identities. Review of Celtic migration and Celtic presence in the Balkans.</b></p>		

<b>LEARNING OUTCOMES (knowledge and skills)</b>
Acquiring theoretical and methodological basis for further research of “Celts”; familiarization with previous approaches, their contributions and shortcomings. Introduction to basic types and sets of evidence on “Celts” and potential for their utilization for academic, educational and other purposes.
<b>SYLLABUS (outline and summary of topics)</b>
Celts in traditional academic narratives; history and development of a concept; theoretical basis of traditional interpretations and the problem of ethnic determinism. Historical evidence of “Celts”: problems of subjectivity and objectivity; Archaeological evidence of “Celts”: difficulties for interpretation; reviewing approaches to question of Celtic migrations; Celts in the Balkans and Scordisci: new potential understandings.
<b>LEARNING AND TEACHING (planned learning activities and teaching methods)</b>
Lecturer’s presentations, collective readings and discussions, students’ presentations, joint evaluations of material and evidence
<b>REQUIRED READING</b>
<ul style="list-style-type: none"> <li>- J. Collis. <i>The Celts: Origins, Myths and Inventions</i>. Stroud 2003.</li> <li>- D. Džino. The Celts in Illyricum – whoever they may be: The hybridization and construction of identities in southeastern Europe in the fourth and third centuries BC. <i>Opuscula Archaeologica</i> 31(2007): 93–112.</li> <li>- R. Karl. The Celts from everywhere and nowhere. A re-evaluation of the origins of the Celts and the emergence of Celtic cultures. In: <i>Celtic from the West: Alternative Perspectives from Archaeology, Genetics, Language and Literature</i>, eds. B. Cunliffe and J. T. Koch, 39–64. Oxford 2010.</li> <li>- F. Papazoglu. <i>The Central Balkan Tribes in pre-Roman Times: Triballi, Autariatae, Dardanians, Scordisci and Moesians</i>. Amsterdam 1978.</li> <li>- C.N. Popa, S. Stoddart eds. <i>Fingerprinting the Iron Age: Approaches to identity in the European Iron Age. Integrating South-Eastern Europe into the debate</i>. Oxford 2014.</li> <li>- A. Rustoiu. The Celts and Indigenous Populations from the Southern Carpathian Basin. Intercommunity Communication Strategies. In: <i>Iron Age Rites and Rituals in the Carpathian Basin</i>, ed. S. Berecki, 357–390. Târgu Mureş 2012.</li> <li>- P. Wells. <i>Beyond Celts, Germans and Scythians: Archaeology and Identity in Iron Age Europe</i>. London 2001.</li> <li>- C. Witt. The "Celts". In: <i>A Companion to Ancient History</i>, ed. A. Erskine, 284–298. London 2009.</li> </ul>
<b>ASSESSMENT METHODS AND CRITERIA</b>
<p>Presentation of a topic chosen according to student’s preferences (but within general scope of the course)</p> <p>Final exam: evaluation of a paper/essay (and its additional oral elaboration if required) on a topic previously presented by student</p>
<b>LANGUAGE OF INSTRUCTION</b>
English