

# HIST388/ARTH 399:

## Celtic Art and the Legacy of the Celts

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*Term: Fall 2018*

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*Office Hours: Blackboard Collaborate M 12-1pm, or by appointment*

### **Description and Goals**

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Discover the mysticism and magic of the Druids; explore the heroic military tactics of Celtic Warriors; learn the meanings behind the pantheon of Celtic gods and goddesses and how their influence spread to the arts, literature, and even codes of law of the Celts. This course surveys the history and legacy of the Celtic Empire, beginning with Greek historical accounts from the 6th Century BC through the rise of Christianity during the medieval period in Europe. We will begin by tracing the Celtic presence from its origins along the Rhine to its spread to the farthest reaches of Asia and Europe from Turkey to Ireland. Following the decline of the Celts, we will explore their rich artistic legacy: evident in illuminated manuscripts, detailed metalwork, and stone carvings throughout the British Isles, Ireland, and France.

### **Texts and Readings**

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There are three required texts for this course as well as numerous articles and book chapters available on Blackboard and JStor. The GMU Bookstore regularly reports significant difficulty finding my requested books, so I recommend that you also look at online vendors such as Amazon or Barnes and Noble for these texts.

#### **REQUIRED:**

- 1) Cunliffe, Barry W. *The Ancient Celts*. London: Penguin, 1999. ISBN 978-0140254228
- 2) Laing, Lloyd Robert, and Jennifer Laing. *Art of the Celts*. London: Thames and Hudson, 1992. ISBN 978-0500202562
- 3) Ellis, Peter Berresford. *The Celts: A History*. New York: Carroll & Graf, 2004. ISBN 978-0786712113

#### **RECOMMENDED:**

We will read portions of these texts throughout the course (available as pdf scans on Blackboard), but the full versions are excellent and can help you more fully develop a thorough understanding of course concepts.

- Aldhouse-Green, Miranda J. *Celtic Art: Symbols & Imagery*. New York: Sterling Pub. Co., 1997. ISBN 978-0806903132
- Dillon, Myles, and Nora K Chadwick. *The Celtic Realms*. Edison, NJ: Castle Books, 2006. ISBN 978-0760742846
- Harding, D. W. *The Archaeology of Celtic Art*. London; New York: Routledge, 2007. ISBN 978-0415428668
- Fraser, Hunter, and Julia Farley. *Celts: Art and Identity*. British Museum Press, 2015. ISBN 978-0714128368
- Garrow, Duncan, and Chris Gosden. *Technologies of Enchantment?: Exploring Celtic Art: 400 BC to AD 100*. Oxford University Press, 2012. ISBN 978-0199548064

### **Assignments**

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The following assignments will be due throughout the course. Think of the reflections and discussions as class participation: since we are operating in an entirely virtual environment, those assignments allow you to interact with your fellow classmates. I will provide detailed personalized feedback to your reflection posts, quizzes, and papers.

#### **Here is how your grade will be calculated:**

Quizzes- 20% (2 quizzes x 10% each)

Final exam- 20%

Online reflections- 10% (5 posts x 2% each)

Research paper draft - 10%

Research paper - 20%

Online discussions- 10% (5 discussions x 2% each)

Syllabus quiz and Introduction post- 10% (5% each)

Optional extra credit assignment- 5%

### **Syllabus Quiz and Introductory Post**

The syllabus quiz will test your comprehension of the required assignments for the course as well as course policies on late work, plagiarism, etc. You may take it as many times as needed to reach full points.

For your introductory post, post a paragraph about yourself in the appropriate forum on our discussion board. You may want to include information such as your year at Mason (junior, senior, etc.), major, future goals, and why you are interested in our course.

### **Research paper**

Develop and execute an original thesis related to a theme from class. Detailed information regarding this assignment is available on our Blackboard page.

- **Topic:** Based on our class lectures or readings, choose an art object, burial site, trade route, precise geographical area, material used, objects associated with a specific person or objects that a specific person commissioned, etc. and research this topic in detail (be creative and choose something that you will actually enjoy researching). Think broadly then narrow down to come to your thesis. I have a detailed powerpoint with suggestions on how to determine a topic and craft a thesis statement on our Blackboard page.
- **"Draft:"** paper abstract, outline, or draft. Due midway during the term, this assignment ensures that you have a feasible research plan and helps you avoid procrastination. At minimum I need to know your thesis, supports, and at least 3 of your references (2 must be books or articles that we are not using in class - not websites). Submit on Blackboard.
- **Final paper:** 8-10 pages (not including bibliography or any images you wish to include; 12-point font, double-spaced, standard margins). Use a citation style that is familiar to you: typically Chicago or MLA for the humanities. Use at least 5 scholarly sources (peer-reviewed journals, books, or academic websites; NOT Wikipedia, travel blogs, or opinion pieces). Submit on Blackboard.

### **Quizzes**

There will be two quizzes: one quiz midway through the class and one before the final exam to make sure you are following the chronology, terms, and themes of the course. Quizzes will consist of ten multiple choice questions and two short answer responses. I often also include a vocabulary matching section or map.

### **Final Exam**

The exam will be a combination of multiple choice questions, term matching, and essays. Lockdown Browser is required and the exam is timed for three hours. You **may not** consult notes, books, classmates, the Internet, etc.

### **Blackboard Individual Reflection Journal**

Prompts for individual comments related to the previous or current week's lecture, readings, or course progress will be loaded to the Blackboard journal tab. You must complete all 5 reflections to receive full grade points for this category. Reflections should be at least one paragraph in length (5-7 well-planned, cohesive sentences) and clearly demonstrate to me that you are actively engaging with course lectures, themes, and readings.

### **Blackboard Discussion Forum Participation**

Prompts for discussions will be loaded to the Blackboard discussion board tab. While the course can largely be self-paced, the topics build on each other; taking content week-by-week helps you break it into manageable chunks. There is a good deal of complicated vocabulary in the course – engaging with others while practicing the terms is a great way to build fluency. (It also ensures that you're on target for what will be tested in the midterm essay and final.)

Your initial post is due the Wednesday of the requisite week and your response to at least one other student is due by that Sunday. Both your own post and your response to someone else need to be well-planned and comprehensive. Include 5-7 sentences (a full paragraph). In your post, address the prompt; in your reply to someone else, reference their post and thoughtfully discuss their content: do you have any questions, did they make a particularly good argument, etc. DO NOT just say something like "what a good post, I agree!" - you will not earn points unless there is substance in your reply. In the prompt for each discussion, I give suggested sentence breakdowns and topics that you may want to address in your response to someone else.

You must complete all 5 discussions to receive full grade points for this category; you will not get any points for that week if you do not complete both your post as well as a response to someone else.

## Late Work

- Individual Reflection Journals can be completed for full points any time until midnight on Saturday, December 8. After that date, you will not receive credit for any late reflection posts.
- Discussion Forum posts and replies must be completed by midnight at the end of the week in which they are assigned in the class schedule (remember each week ends on a Sunday). You will not receive points for late posts or replies because this distracts from the point of the assignment (similar to how you cannot receive participation points in a face-to-face class when you are absent).
- Quizzes can only be completed in the week in which they appear on our class schedule. After midnight on the Sunday the quiz is due, it will disappear from view.
- Your paper draft can be submitted for full points any time until midnight on Sunday, October 14. After that date, I will deduct 10% off your grade for that assignment for every day it is late (weeks end on Sunday and begin on Monday - e.g. submitting your draft on the Monday after it was due will result in a 10% deduction).
- The final paper is due by midnight on Saturday, December 8. Late papers will not be accepted.
- The final exam will be unavailable at the end of the week in which it is assigned. Extensions will only be granted if you have a legitimate and documentable excuse (doctor note, note from an employer, etc.).

## Grading

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I use a 100 total point system for the entire semester.

*Gentle warning:* It is easy to let things slip in an online class. I strongly urge you to make a solid plan for each week and follow it to the best of your ability.

### Grading Scale

A+ = 101 and above

A = 95-100

A- = 91-94

B+ = 87-90

B = 84-86

B- = 81-83

C+ = 77-80

C = 73-76

C- = 69-72

D = 65-68

F = 64 and below

IN = incomplete (You must request an IN no later than two weeks before the end of the semester and be passing the course at the time of your request; deadlines for IN work follow the Registrar's calendar.)

### Extra Credit

The Washington D.C area is host to numerous Irish festivals and events throughout the year. If you attend one of these events during the fall semester, please write a review of the event and discuss any cultural or historical links you noted that are relevant to the themes of the course. Please include your ticket or a program as proof of your attendance. Additional on-campus self-enrichment opportunities are also provided on our Blackboard page. You are welcome to find other Ireland-related events on your own; please email me for approval. Your experience does not have to be limited to the Medieval period.

This review is due by the last day of class and should be 1-2 pages in length.

What I need in your synopsis:

- What did you do/see and when was it?

- How was it related to images, ideas, or themes we have discussed? OR, if you attended a campus event, what was your impression of the event?

- What are your "take-aways" from the event - how has it impacted you?

Some good local options for Irish events:

- Mason Center for the Arts: <http://cfa.gmu.edu/>
- Solas Nua: <http://www.solasnua.org/>
- The Keegan Theatre: <http://www.keegantheatre.com/index.html>
- Irish Embassy: <http://www.irelandemb.org>

## Class Policies

**Participation/Attendance-** I have built in numerous participation checkpoints for you in the curriculum: given the unique nature of online instruction, participation is more important than ever – it shows me that you are following the course themes and truly comprehending material. The Mason online catalog states: “Students are expected to attend class periods of the courses for which they register. In-class participation is important not only to the individual student, but also the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation.” Patterns of non-participation in self-reflection or group work will be noted and points deducted accordingly. If you are ill for two weeks or more (consecutively) or you have other personal matters that will require you to frequently miss participation deadlines, you should let me know immediately and provide a doctor note or other acceptable documentation.

**Disability Assistance-** Mason has a wonderful Office of Disability Services on the main floor of SUB I; if you have a documentable learning disability, I urge you to pay the ODS a visit early in the semester. I am happy to work with you to accommodate your needs, but I will need written documentation from the ODS. <http://ods.gmu.edu/>

**Writing Center-** If you need some assistance in writing your research paper or would like to attend study skills workshops, please do not hesitate to take advantage of the resources on campus. The Writing Center is in Robinson Hall B room 213. <http://writingcenter.gmu.edu/>

**Academic Workshops** - Academic Workshop schedules can be found in Learning Services within Counseling and Psychological Services on the 3rd floor of SUB I. <http://caps.gmu.edu/>

**Office Hours** - I will be online and available via Blackboard Collaborate from noon until 1pm on Mondays. If that time does not work for you, I am flexible – just let me know a day ahead of time when you would like to chat via back-and-forth email. If you have a request for an incomplete or an assignment extension, I will only address those matters via Mason email.

**Email and Course Communication** - Because this is an online course, it is critical that you have a reliable way to obtain course information. Please be sure that you check your GMU email account regularly or have your GMU email messages forwarded to your preferred email account. Every week I will send out an email to the entire class to remind you of items that are due, answer any common questions that have come up in the past week, or include other pertinent announcements. If I need to send a message to you individually, I will send it to your GMU email account. Please note that if you have trouble with your GMU email, you can also use the messaging feature in Blackboard if necessary.

### Honor Code

Abiding by the Mason Honor Code is essential if you plan on passing this course:

***“Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.”***

Academic Integrity: <http://oai.gmu.edu/>

FAQ regarding the Honor Code: <http://oai.gmu.edu/the-mason-honor-code-2/>

### Summary of Course Requirement Deadlines:

9/2	Introductory Post Individual Reflection 1	10/28	Discussion 4
9/9	Discussion 1 Syllabus Quiz	11/4	Quiz 2
9/16	Individual Reflection 2	11/11	Individual Reflection 4
9/23	Discussion 2	11/18	Individual Reflection 5
9/30	Quiz 1	12/2	Discussion 5
10/7	Discussion 3	12/8	Research Paper
10/14	Paper Draft Individual Reflection 3		Extra Credit (optional) Course Evaluation
10/21	Mid-semester check (optional)	12/12	Final Exam

#### Important Mason Dates

- ☑ Last day to add classes: 9/4.  
*Check PatriotWeb to be sure that you are registered for this class.*
- ☑ Last day to drop classes: 9/30.
- ☑ Selective withdrawal period (undergraduates): 10/1-10/28.
- ☑ Labor Day break: 9/3.
- ☑ Columbus break: 10/8.
- ☑ Thanksgiving break: 11/21-11/25.

In Blackboard, each week has a suggested agenda for you to follow. I strongly recommend that you make note of the assignment deadlines and follow the weekly agendas so that you complete all course requirements on time.

## Class Schedule and Readings

(Each week has an accompanying Module including a narrated Powerpoint file for the lecture.)

Units will be incrementally released to help you pace yourself.

Each quiz and the final exam have comprehensive study guides: plan ahead to do your best.

### UNIT 1: CELTIC INFLUENCES AND HALLSTATT CULTURE

#### WEEK 1: August 27 - September 2

##### Introduction to the Course and the Celts

###### Readings:

1. Syllabus
2. Celtic Realms: Chapters 1 and 2: "Discovering the Celts" and "History and Geography" (on Blackboard; we'll keep discussing this through next week)
3. Familiarize yourself with the layout of our Blackboard page

Assignments DUE by 11:59pm on Sept. 2:

**Individual Reflection 1**  
**Introductory Post**

#### WEEK 2: September 4 - September 9 (September 3 is Labor Day break)

##### The Origins and Evidence for the Early Celtic Empire

###### Readings:

1. Ellis: Chapters 2 and 3: "An illiterate society?" and "Celtic kings and chieftains"
2. Joy: "Approaching Celtic Art" (on Blackboard)
3. Cunliffe: Chapter 2: "A view from the Mediterranean"

###### Recommended:

4. Ellis: Chapter 10: "Celtic road builders"

Assignments DUE by 11:59pm on Sept. 9:

**Discussion 1**  
**Syllabus Quiz**

#### WEEK 3: September 10 - September 16

##### The Celts and the Mediterranean World

###### Readings:

1. Ellis: Chapters 5 and 8: "Celtic warriors" and "Celtic physicians"
2. Cunliffe: Chapters 3 and 4 on prehistory: "The Atlantic longue durée" and "The Elites of Middle Europe"
3. Harding: An Art with No Genesis (on Blackboard)

Assignments DUE by 11:59pm on Sept. 16:

**Individual Reflection 2**

#### WEEK 4: September 17 - September 23

##### Celtic Germany and the Netherlands

###### Readings:

1. Laing: "La Tène Art" (on Blackboard)
2. Green: "Talismans of War" and "Art and the Artist in Celtic Society" (on Blackboard)

Assignments DUE by 11:59pm on Sept. 23:

**Discussion 2**

### UNIT 2: LA TÈNE CULTURE; CELTIC BRITAIN AND IRELAND

#### WEEK 5: September 24 - September 30

##### Celtic France

###### Readings:

1. Ellis: Chapters 6 and 7: "Celtic women" and "Celtic farmers"
2. Laing: Chapter 3
3. Cunliffe: Chapter 9: "Gauls and Romans"

Assignments DUE by 11:59pm on Sep. 30:

**QUIZ 1 (Covers Unit 1)**

#### WEEK 6: October 1 - October 7

##### Celtic Britain: England, Wales, and Scotland

###### Readings:

1. Ellis: Chapters 11 and 12: "Celtic artists and craftsmen" and "Celtic architecture"
2. Laing: Scotland, England, Wales, Ireland (on Blackboard; we'll keep using this next week)

Assignments DUE by 11:59pm on Oct. 7:

**Discussion 3**

#### WEEK 7: October 9 - October 14 (October 8 is the Columbus Day break)

##### Celtic Britain and Ireland

###### Readings:

1. Cunliffe: Chapter 10: "Britons and Romans"
2. Celtic Realms: Chapter 5: "Secular Institutions: Early Irish Society" (on Blackboard)
3. Green: "Nature in Art: Abstraction, Realism, and Fantasy" (on Blackboard)

Assignment DUE by 11:59pm on Oct. 14:

**PAPER ABSTRACTS DUE**  
**Individual Reflection 3**

#### WEEK 8: October 15 - October 21

##### Celtic Ireland, continued.

###### Readings:

1. Green: "Symbolism and Spirituality" (on Blackboard)
2. Waddell: "The Elusive Image" (on Blackboard)
3. Harding: "La Tène and non-La Tène in Ireland" (on Blackboard)

Assignment DUE by 11:59pm on Oct. 21:

**Mid-semester check (optional)**  
This is a lighter week - begin working on the feedback I provided you for your paper abstract.

<b>WEEK 9: October 22 - October 28</b> <b>Celtic Mythology</b>	
<b>Readings:</b> <ol style="list-style-type: none"> <li>1. Cunliffe: Chapter 6: "Talking to each other"</li> <li>2. The Druids: Chapters 3 and 4 (on Blackboard)</li> <li>3. Ellis: Mythology (on Blackboard)</li> </ol>	<i>Assignment DUE by 11:59pm on Oct. 28:</i> <b>Discussion 4</b>
<b>UNIT 3: CHRISTIANITY AND CELTIC REVIVALS</b>	
<b>WEEK 10: October 29 - November 4</b> <b>Celtic Spiritualism and Christian Conversion</b>	
<b>Readings:</b> <ol style="list-style-type: none"> <li>1. Cunliffe: Chapter 7: "Telling stories"</li> <li>2. Ellis: "Religion" (on Blackboard)</li> <li>3. The Druids: Chapters 3 and 4 (on Blackboard)</li> </ol>	<i>Assignment DUE by 11:59pm on Nov. 4:</i> <b>QUIZ 2 (Covers Unit 2)</b>
<b>WEEK 11: November 5 - November 11</b> <b>Symbolism and Subversion in Medieval Art; Paper Review</b>	
<b>Readings:</b> <ol style="list-style-type: none"> <li>1. Cunliffe: Chapters 12 and 13: "Threads of continuity" and "Reinventing the Celts"</li> <li>2. Celtic Realms: Chapters 7 and 8: "Celtic Religion and Literature" and "Celtic Christianity and Its Literature" (on Blackboard)</li> </ol> <b>Recommended:</b> <ol style="list-style-type: none"> <li>3. Shapiro: III: Image and Ornament (on Blackboard)</li> </ol>	<i>Assignment DUE by 11:59pm on Nov. 11:</i> <b>Individual Reflection 4</b>
<b>WEEK 12: November 12 - November 18</b> <b>The Celtic Renaissance and Celtic Revivals: Romanticizing the Past</b>	
<b>Readings:</b> <ol style="list-style-type: none"> <li>1. Cunliffe: Chapters 14 and 16: "Striving for identity" and "Celtomania"</li> <li>2. Laing: "Celtic Renaissance" (on Blackboard)</li> </ol>	<i>Assignment DUE by 11:59pm on Nov. 18:</i> <b>Individual Reflection 5</b>
<p align="center"><b>WEEK 13: November 21 - 25</b>  <b>NO CLASS - THANKSGIVING BREAK</b>          Use the beginning of this week to catch up on reading,          complete individual reflections, or work on your research paper.</p>	
<b>WEEK 14: November 26 - December 2</b> <b>New Archaeological Finds and National Identities</b>	
<b>Readings:</b> <ol style="list-style-type: none"> <li>1. Fowle: "The Celtic Revival in Britain &amp; Ireland: Reconstructing the Past, c. AD 1600-1920" (on Blackboard)</li> <li>2. Cunliffe: Chapter 16: "So, who were the Celts?"</li> </ol>	<i>Assignment DUE by 11:59pm on Dec. 2:</i> <b>Discussion 5</b>
<b>WEEK 15: December 3 - December 8</b> <b>Course Conclusions and Final Exam Review</b>	
<b>Readings:</b> Catch up on past readings, re-read chapters as needed to help you complete the study guide for the final exam.	<i>Assignment DUE by 11:59pm on Dec. 8:</i> <b>RESEARCH PAPER DUE</b> <b>EXTRA CREDIT DUE</b> Complete the online course evaluation.
<b>WEEK 16: Final Exam</b>	
<b>COMPLETE THE FINAL STARTING WEDNESDAY, DECEMBER 12 (12AM), BUT NO LATER THAN WEDNESDAY, DECEMBER 19 (11:59PM).</b> *Because you have a week to plan for and take the exam, no extensions will be allowed unless you have a legitimate, documentable emergency that precludes you from taking the exam during that entire period of time. Plan ahead and take it sooner rather than later.	

#### Useful links:

- **GMU Registrar Semester Calendar:** <https://registrar.gmu.edu/calendars/fall-2016-semester/>
- **GMU Lockdown Browser instructions and help:**  
<https://courssupport.gmu.edu/Students/index.cfm?audiencename=Students&categoryname=Bb%20Assessments&datname=Respondus%20Monitor%20and%20Lockdown%20Browser>
- **GMU IT Support:** [https://itservices.gmu.edu/services/view-service.cfm?custome1\\_dataPageID\\_4609=6129](https://itservices.gmu.edu/services/view-service.cfm?custome1_dataPageID_4609=6129)