ARCLG219: THE ARCHAEOLOGY OF COMPLEX URBAN SITES: ANALYTICAL AND INTERPRETATIVE TECHNIQUES

MA COURSE HANDBOOK: 15 credits
(2016-2017)

Turnitin Class ID: 3225952
Turnitin Password: IoA1617

Deadlines for coursework for this course: 20/02/17 & 24/04/17

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1 OVERVIEW

1.1 Short description

This is the course handbook for ARCLG219. It outlines the aims and objectives, structure and content of the course. It is also available on the Institute web-site.

This course considers the use and interpretation of archaeological data in the study of the ancient city, including complex stratigraphy and related material culture and ecofacts. It will provide participants with training in the theory and research methods relevant to the recording, analysis and dissemination of complex urban archaeology. Specifically, the course explores current research approaches and methods, including recording & analysing complex stratigraphy; formation processes, taphonomy & residuality; integrating material culture and ecofacts with complex sequences; and approaches to dissemination.

This course will be useful to any student working with complex stratigraphic sequences, and associated material culture and ecofactual data. It would particularly benefit those seeking a holistic and theoretically-balanced view of how archaeologists might utilise combinations of complex stratigraphic, material culture and ecofactual data sets.

This handbook outlines the aims and objectives, structure and content of the course. It is also available on the Institute web-site. If students have queries about the organisation, objectives, structure, content or assessment of the course, please contact Tim Williams (tim.d.williams@ucl.ac.uk).

1.2 Timetable: week-by-week summary

Sessions will be held on Fridays in B13 (Institute of Archaeology):

- 12.00-14.00 - mainly lectures
- 15.00-17.00 - mainly practicals/case studies/discussions. These sessions may not last the full two hours.

Contributors (Institute of Archaeology unless otherwise indicated)
CAA = Centre for Applied Archaeology, Institute of Archaeology, UCL

| White = Lecture                                      | MM = Mick Monk (University College Cork) |
| Red = Workshops                                     | MaM = Mark Maltby (Bournemouth University) |
| Green = Case studies                                | JK = Jackie Keily (Museum of London)      |
| Brown = Site/field visits                            | TW = Tim Williams                        |
| DP = Dominic Perring (CAA)                           |                                          |
| AD = Anna Doherty (CAA)                              |                                          |

TERM II

<table>
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<th>12.00-2.00 sessions</th>
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<tr>
<td>1. (13/01/17) (a) Introduction (TW) (b) Costing &amp; planning an urban excavation project (DP)</td>
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<td>2. Aims of analysis &amp; dissemination (TW)</td>
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<td>3. (20/01/17) Key issues in urban archaeology: stratification &amp; formation processes (TW)</td>
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### 5. (27/01/17) The Harris Matrix & other diagrammatic approaches to representing stratification (TW)

### 6. Harris Matrix – practical & introduction to assignment 1 (TW)

### 7. (03/02/17) Phasing: concepts and approaches (TW)

### 8. Phasing – practical & introduction to assignment 2 (TW)

### (10/02/17) Fieldtrip 12.00-4.30pm Museum of London Archaeological Archive: Archiving, research & retention policies

### READING WEEK

### 9. (24/02/17) Ceramics: forms, fabrics, quantification, assemblages, conjoining sherds & ceramic phasing (AD)

### 10. Case studies in presentation: presenting ceramics in publications (AD)

### 11. (03/03/17) (a) Plant macrofossil evidence: local and wider environments; collection & sampling; analytical tools (MM) (b) Urban animal bone analysis (MaM)

### 12. Novgorod case study (MM & MaM)

### 13. (10/03/17) Urban contexts and consumption: understanding cities from discard assemblages (DP)

### 14. Case study in archaeological publication: Verulamium Insula 27 (DP)

### (17/03/17) Fieldtrip 12.00-4.00pm Museum of London: Presenting the city - Roman & medieval galleries (JK)

### 15. (24/03/17) Conclusions & discussion (TW)

### 1.3 Basic introductory texts

**As a preliminary reading list:**


*Interpreting Stratigraphy papers (all these volumes are available on Moodle as pdfs – except Roskams 2000):*


*For more general context:*


*To explore a range of issues and perspectives try:*


### 1.4 Methods of assessment

The course is assessed by means of two pieces of coursework, totalling c 4,000 words.

The assessments and their deadlines are specified below. If students are unclear about the nature of an assignment, they should contact the Course Co-ordinator.

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<tr>
<td>1) Matrix + discussion</td>
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<td>900-1,100</td>
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<tr>
<td>2) Phasing project</td>
<td>3,000</td>
<td>2,700-3,300</td>
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The first assessment (a matrix with supporting discussion of stratigraphic representation) contributes 25% of the total mark; the second assessment, phasing an urban sequence, supported with by a written narrative, comprises 75% to the final grade for this course unit.

The course comprises 15 credits towards your total degree.
1.5 Teaching methods

The course is taught using a combination of lectures and practicals/workshops, one of which is held in the Museum of London Archaeological Archive (MoLAC). The course has strong links to London archaeology, and will draw upon unrivalled archaeological archives from the most intensively archaeologically explored city of the modern era, with input from a range of staff across organisations within the city, and access to key archival material for research.

Lectures and practicals have weekly recommended reading, which students will be expected to have done to be able fully to follow and to actively contribute to discussion.

Sessions will be held on Fridays in B13 (Institute of Archaeology):

- 12.00-14.00 - mainly lectures
- 15.00-17.00 - mainly practicals/case studies/discussions. These sessions may not last the full two hours.

Except in the case of illness, the 70% minimum attendance requirement applies to lectures and practicals on the course.

An important aspect of this course is its extensive use of information technologies. Registered students are given access to a virtual learning environment through Moodle, where they can download PowerPoint presentations, publications relevant to the course, urban data sets, other online resources and learning activities.

1.6 Workload

There will be 30 hours of lectures and practicals; 10 hours of fieldtrips; approximately 30 hours of general reading; and approximately 80 hours on assessed work.

This constitutes the required 150 hours for the course.

1.7 Prerequisites

This course does not have any prerequisites.

2 AIMS, OBJECTIVES AND ASSESSMENT

2.1 Background

This course considers the use and interpretation of archaeological data in the study of the ancient city, including complex stratigraphy and related material culture and ecofacts. It will provide participants with training in the theory and research methods relevant to the recording, analysis and dissemination of complex urban archaeology. Specifically, the course explores important current research approaches and methods, including recording & analysing complex stratigraphy; formation processes, taphonomy & residuality; integrating material culture and ecofacts with complex sequences; and approaches to dissemination.

This course will be useful to any student working with complex stratigraphic sequences, and associated material culture and ecofactual data. It would particularly benefit those seeking a holistic and theoretically-balanced view of how archaeologists might utilise combinations of complex stratigraphic, material culture and ecofactual data sets.
2.2 Aims

- To consider the nature and interpretation of archaeological sources in approaching the city.
- Provide participants with training in research methods relevant to the recording, analysis and dissemination of urban archaeology.

2.3 Objectives

On successful completion of this course a student should:

- Have a sound grasp of approaches to urban archaeology.
- Appreciate the importance of critical approaches to archaeological and textual sources within the context of urban archaeology.

2.4 Learning outcomes

By the end of the course students should be able to demonstrate:

- Understanding and critical awareness of a range of primary and secondary sources.
- Written and oral skills in analysis and presentation.
- Appreciation of, and ability to apply, methods and theories of archaeological and historical analysis.

2.5 Assessment tasks

Like most academic writing, your essays should present an argument supported by analysis. Typically your analysis will include a critical evaluation (not simply description) of concepts in some subset of archaeology’s theoretical literature. Remember, you must draw upon readings from multiple class sessions, examine some of the primary literature in addition to secondary literature and use references to support your assertions.

The course co-ordinators will be willing to discuss an outline of your approach to the assessment, provided this is planned suitably in advance of the submission date. If you are unclear about the nature of an assignment, you should discuss this with the Course Co-ordinator.

2.5.1 Assignment One: Submission deadline: 20th February, 2017

Post-excavation project (part 1): You will be given a block of c 100-150 context sheets. From the information on these you will compile a site matrix. In addition, you will write a short critique of single-context recording and the structure/organisation of the context sheet – with an emphasis on strengths & weaknesses and alternative approaches.

The discursive parts of your paper should be between 900 and 1,100 words.

Details of approaches will be discussed in advance in class (session 6).

2.5.2 Assignment Two: Submission deadline: 24th April, 2017

Post-excavation project (part 2): taking the matrix you compiled in the first assignment, you will phase the sequence, developing an interpretative narrative and consider issues of presentation of data, graphics and text.
The narrative and discursive parts of your paper should be between 2,700 and 3,300 words.

Details of approaches will be discussed in advance in class (session 8).

2.5.3 Word-counts

The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, lists of references, captions, contents of tables and figures, and appendices.

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Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

In the 2016-17 session penalties for over-length work will be as follows:

- For work that exceeds the specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
- For work that exceeds the specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.

2.5.4 Coursework submission procedures

- Coursework must be submitted both as hard copy and electronically. The only exceptions are bulky portfolios which are normally submitted as hard copy only.
- You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk.
- All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload all parts of your work as this is sometimes the version that will be marked. Instructions are given below.

Note: Turnitin uses the term ‘class’ for what we call a ‘course’.

1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document, and that you have the Class ID for the course (available from the front cover of the course handbook) and enrolment password (this is IoA1617 for all courses this session - note that this is capital letter I, lower case letter o, upper case A, followed by the current academic year).
2. Click on http://www.turnitinuk.com/en_gb/login
3. Click on ‘Create account’
4. Select your category as ‘Student’
5. Create an account using your UCL email address. Note that you will be asked to specify a new password for your account - do not use your UCL password or the enrolment password, but invent one of your own (Turnitin will permanently associate
this with your account, so you will not have to change it every 6 months, unlike your UCL password). In addition, you will be asked for a “Class ID” and a “Class enrolment password” (see point 1 above).

6. Once you have created an account you can just log in at http://www.turnitinuk.com/en_gb/login and enrol for your other classes without going through the new user process again. Simply click on ‘Enrol in a class’. Make sure you have all the relevant “class IDs” at hand.

7. Click on the course to which you wish to submit your work.

8. Click on the correct assignment (e.g. Essay 1).

9. Double-check that you are in the correct course and assignment and then click ‘Submit’.

10. Attach document as a “Single file upload”.

11. Enter your name (the examiner will not be able to see this).

12. Fill in the “Submission title” field with the right details: It is essential that the first word in the title is your examination candidate number (e.g. YGBR8 Complex Urban Arch part 1).

13. Click “Upload”. When the upload is finished, you will be able to see a text-only version of your submission.

14. Click on “Submit”.

If you have problems, please email the IoA Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact course and assignment involved.

One of the Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term. Please be sure to email the Turnitin Advisers if technical problems prevent you from uploading work in time to meet a submission deadline - even if you do not obtain an immediate response from one of the Advisers they will be able to notify the relevant Course Coordinator that you had attempted to submit the work before the deadline.

2.5.5 Formatting

Essays and other assessed work must be word-processed (unless otherwise specified) and should be printed on both sides of the paper, using 1.5-line spacing. Bibliographies may be in single line spacing. Adequate margins should be left for written comments by the examiner. Students are encouraged to use diagrams and/or tables where appropriate. These should be clearly referred to at the appropriate point in the text, and if derived from another source, this must be clearly acknowledged.

3 DETAILED SCHEDULE AND SYLLABUS

3.1 Rooms

Sessions will be held on Fridays in B13 (Institute of Archaeology):

- 12.00-14.00 - mainly lectures
- 15.00-17.00 - mainly practicals/case studies/discussions. These sessions may not last the full two hours.

3.2 Field visits

Two field visits are scheduled. Further details will be announced closer to the date.
3.3 Syllabus (detailed lecture summaries and weekly readings)

The following is an outline for the course as a whole, and identifies essential and supplementary readings relevant to each session. Information is provided as to where in the UCL library system individual readings are available (Institute of Archaeology library unless otherwise stated); their location and Teaching Collection (TC) number, and status (whether out on loan) can also be accessed on the eUCLid computer catalogue system. Readings marked with an * are considered essential to keep up with the topics covered in the course. Copies of individual articles and chapters identified as essential reading are in the Teaching Collection in the Institute Library (where permitted by copyright).

Supplementary reading is intended as wider guidance on the topic, if you become interested in it: use it for essays or dissertations, or after you leave the Institute. You are not expected to read all of this, but personal initiative is expected to supplement the essential reading. Where seminar topics follow on from the preceding week’s lecture additional reading suggestions do not normally appear. However, where the seminar explores a different issue, additional suggested reading may be listed.

Session 1a (Lecture) Introduction (Tim Williams)

Synopsis

The brief session sets out the aims of the course, its structure, the timetable, the assignments, and the outcomes.

Session 1b (Lecture) Costing & planning an urban excavation project (Dominic Perring)

Synopsis

Throughout the course we will explore the need for a robust approach to data gathering, documentation, analytical approaches, archiving, and dissemination. The course will emphasise the importance of integrating finds, environmental and stratigraphic analyses. We will also be using the archaeology of London as the basis for data and examples in as many of the themes as possible, both to draw upon this major resource and also to examine the cross-over between the themes.

This session will look at how urban excavation projects are put together – looking at a range of the key issues that need to be addressed. Successful excavations are the product of careful planning, where it is explicitly acknowledged that fieldwork is only one stage (if often the most exciting and expensive one) within a longer-term research cycle. They also build on a clear recognition of the relationship between the nature/quality/extent/potential of the archaeological resource, the research questions that can be asked of that resource, the methods and procedures that need to be deployed to answer those questions, and the resource implications (people, time and cost) of such methodological approaches. Whilst much depends on the individual goals of the project (involving some combination of management, rescue, research, outreach and training objectives), most of the following are usually involved:

- Project brief – as sometimes prepared by the sponsors of a project or public officials responsible for managing the consent regime
- Resource assessment (often incorporating ‘deposit models’ brought together in a ‘desk-based assessment’, perhaps as part of an Environmental Impact Assessment).
• Supplementary evaluation – involving trial trenches, remote sensing, geotechnical bore-holes, etc.
• Research agenda and objectives – perhaps framed by existing research frameworks
• Project Methodologies – usually involving a combination of project specific and standardised (through reference to published manuals) approaches
• Outreach/community engagement plan
• Management/Conservation plan
• Project Management structure (and Quality Assurance procedures)
• Specified project team – involving specialist/technical support
• Task lists – identifying resource implications of using proposed methods to address research questions on basis of resource availability/potential
• Schedule of plant and engineering attendances
• Project Design (sometimes presented as part of a ‘written scheme of investigation’)
• Project specific Risk Assessment, usually referring back to Health and Safety policy
• Consents (e.g. Scheduled Monument Consent, planning permission, burial licence, etc.)
• Quotation/estimate of costs – with full budget
• Timetable – usually illustrated by way of a Gantt chart, showing project timetable and milestones
• Contract/agreement with project client/sponsor

Key reading


Further reading

IfA Standards and Guidance papers – see http://www.archaeologists.net/codes/ifia for full list and to download pdf files

Black, S L & Jolly, K (2003) Archaeology by design. Walnut Creek, CA: AltaMira Press INST ARCH AH BLA


Session 2 (Lecture) Aims of analysis & dissemination (Tim Williams)

Synopsis

This session introduces approaches to the planning of analytical and dissemination project. The aim is to introduce the process of post-excavation assessment; the use of research frameworks; the use of sequences, assemblages & material categories; the role of phasing in developing cross-disciplinary working; approaches to grouping material culture (such as functional categories; assemblages; material types; technologies; typologies; etc.); a range of analytical tools - GIS, databases, processual indices; communication and multi-disciplinary team-working strategies; and the impact of clear archiving, publication & dissemination strategies.

The aim of the session is to provide a broad framework for the subsequent sessions in the course, which examine these issues in detail.

Key reading


Further reading


Berry, M (2009) Finds, deposits and assigned status: new approaches to defined relationships. In A. Horning & M. Palmer (eds.) Crossing Paths or Sharing Tracks? Future directions in the archaeological study of post-1550 Britain and Ireland Society for Post Medieval Archaeology. Woodbridge: Boydell & Brewer INST ARCH DAA 100 HOR


Cunliffe, B W (1990) Publishing in the City, Antiquity 64: 667-71


No editor (1989) Writing Archaeology, Archaeological Review from Cambridge, 8:2


Reading: Research Agendas

Session 3 (Lecture) Key issues in urban archaeology: stratification & formation processes (Tim Williams)

Synopsis

This session will examine in detail the idea of formation theory, stratification, stratigraphic sequence, deposit formation, assemblage formation and taphonomy. These are key concepts that underpin the course. The re-deposition, re-working and truncation of archaeological strata, combined with the complexity of assemblage formation, present a major challenge for urban archaeology. We will explore theories of deposit and assemblage formation and examine approaches identifying residuality, reuse and recycling – including approaches to ceramic quantification, abrasion and fragmentation, the identification of conjoined sherds, and assemblage character and date.

These will provide a platform for considering the nature of the urban archaeological record in session 3.

Key reading


Further reading


Gosden, C (1992) Endemic doubt: is what we write right? Antiquity, 66, 803-8


Session 4 (Lecture/practical) Single-context recording (Tim Williams)

Synopsis

‘All archaeology is destruction’ – so what sort of archaeological record should be created to capture the complexity of urban deposits and their associated assemblages of material and ecofactual data? This session explores the impact of theory and interpretation on the creation of the record, the need for a recording system that enables creatively but also comparison (between records, sequences, assemblages and more widely within the settlement), the pragmatics of urban excavation and the resultant development of single-context recording. The session explores the use of this recording system, and its strengths and weaknesses.

Key reading


Further reading


Hodder, I (1989) Writing archaeology: site reports in context, Antiquity, 63, 268-74


ISSUE DESK IOA HAR 3


INST ARCH AL SPE


**Sessions 5 (Lecture) and Session 6 (Workshop) The Harris Matrix & other diagrammatic approaches to representing stratification (Tim Williams)**

**Synopsis**

This is a practical session looking at the process of compiling a Harris stratigraphic matrix. It will look at procedures for describing and drawing stratigraphic sequences, exploring some common issues and problems in their representation, the difference between physical and stratigraphic relationships, plan overlay, plan matrices, and computer based tools from drawing/representing matrices. The problem of representing cuts and interfaces will also be discussed.

The session will also look at other representations of sequence, such as the adjacency diagrams and the Dalland diagram, and consider their merits in representing aspects of urban sequences.

**Key reading**


INST ARCH AL HAR [on Moodle]


**Further reading**


Sessions 7 (Lecture) & Session 8 (Workshop) Phasing: concepts and approaches (Tim Williams)

**Synopsis**

This practical session will explore approaches to phasing a complex stratigraphic sequence. It will include looking at primary routes, nodal points, longest strand analysis, and other means of focusing the phasing process. It will examine single and multi-strand issues, and the scale of inference and criteria used in establishing phasing structures. It will consider the terminology used – such as phases and periods, with their chronological connotations, or more neutral context-series, groups, sub-groups, etc. The workshop will also consider approaches to numbering systems.

**Key reading**


**Further reading**


**Field visit: Museum of London Archaeological Archive (archiving, documentation, long-term storage & retention policies)**

**Synopsis**

A tour of the Museum of London Archaeological Archive. This will examine the archaeological archives, storage systems, backlog processing, documentation standards, risk management and providing research & public access. This will include discussion with staff regarding archiving & retention policies, standards of deposition, long-term curation, and their plans for the future.

**Provisional timetable**

1.00pm Depart IoA  
2.00pm Arrive Mortimer Wheeler House  
2.00-3.00pm Tour of archive
3.00-4.30pm Tour Museum of London Archaeology post-excavation offices.

**Key reading**


**Further reading**


**Sessions 9 (Lecture) & Session 10 (Workshop) Ceramics: forms, fabrics, quantification, assemblages, conjoining sherds & ceramic phasing (Anna Doherty)**

**Synopsis**

The aim of this session is to explore the massive contribution ceramic studies make to urban archaeology. The session will examine approaches to analysing ceramics, including typologies, form/fabric analysis (including reference collections), approaches to quantification (sherd counts, weights, EVEs), assemblages, dating, etc. It will also look at strategies of publication (catalogues – conventional and online; integrated publications; synthetic projects; etc.). The session will highlight the ‘site specific’ inputs that ceramics make (such as dating, function, taphonomy, etc.) and broader contributions to discussions of urban economy, supply & consumption, fashion, etc. It emphasises the need for robust approaches to data gathering and archiving (including retention), good documentation, and integrating finds, environmental and stratigraphic analyses.

**Key reading**


**Further reading**


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**Session 11a (Lecture) Plant macrofossil evidence: local and wider environments; collection & sampling; analytical tools (Mick Monk)**

**Synopsis**

The aim of this (and the following) session is to explore the contribution that environmental archaeology makes to urban archaeology. It will explore approaches to data collection and sampling in the field, and issues of processing, documentation and archiving. The analytical potential of plant macrofossils will be examined by looking at both site specific/taphonomic research, and more broadly at economy, pollution, supply, consumption, etc.

**Key reading**


**Further reading**

Session 11b (Lecture) Animal bones: data collection, analytical approaches, academic research, and contributions to formation processes & residuality (Mark Maltby)

Synopsis

The aim of this session is to explore the contribution that animal bone studies make to urban archaeology. It will explore approaches to data collection in the field, and issues of processing, documentation and archiving. The analytical potential of the material will be examined by looking at both site specific/taphonomic research, and more broadly at economy, supply, consumption, etc.

Key reading


Since 1994 a long-term project has been exploring the site at medieval town of Novgorod, Russia. Novgorod is a key site for medieval studies as the artefacts and environmental data have been remarkably well preserved, having been left waterlogged in anaerobic conditions since their deposition. In addition, these archaeological deposits are more than 7 metres thick in places, and contain items of unique interest and value. In 1992 the City of Novgorod was made a World Heritage Site.

It is not known for sure when the town of Novgorod was founded, but chronicles written in 11th century refer to a foundation date of AD 862. However, there is no direct archaeological evidence of occupation on the site prior to just after AD 900. The town is built on clay on five low hills, which give a dominant view of the surrounding flat countryside. As the deposits of waste and detritus slowly built up, the damp conditions ensured that little oxygen penetrated to the older material, thus preserving it better than anywhere else in Europe.

The site, covering about 200 hectares, is on the banks of the river Volchov and a few kilometres to the north of Lake Ilmen, providing good access, not just to drinking water, but also trade routes, and from the beginning, there is Viking influence which gives us some idea of the spread of trade at the time. The location is on the trade route from the Baltic not only to Smolensk, Kiev and further south along the Dniepr to the Black Sea and Byzantium, but also to the Volga, east and down to the Caspian Sea through territory held by the Khazars. Moscow at the time was a small insignificant place, which did not come to prominence until the 13th century and did not overtake Novgorod as the primary seat of commerce and power in Russia until the reign of Ivan the Third (the Great) in the late 15th century.
Key reading


Further reading


Session 13 (Lecture) Urban contexts and consumption: understanding cities from discard assemblages (Dominic Perring)

Synopsis

This session will explore the research potential of well-stratified finds assemblages to model differences in urban consumption, using recent work on Romano-British towns as a case-study. It will show how statistical analytical techniques, applied to assemblages that are consistently and coherently described and quantified, provide a powerful tool for exploring different urban identities and economies.

Key reading


Pitts, M (2013) Rural transformation in the urbanised landscape, in Revell, L, Millett, M and Steele, S (eds.) The Oxford Handbook of Roman Britain, Oxford University Press.

Pitts, M (2014) Reconsidering Britain’s first urban communities, Journal of Roman Archaeology 27, 133-74

Further reading


archaeological agenda, Council for British Archaeology Research Report 125: York
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Session 14 (Case study in archaeological publication) Verulamium Insula 27
(Dominic Perring)

Synopsis

Over fifty years ago Professor Frere excavated a large Roman town-house opposite Verulamium’s forum. The complicated stratigraphic and occupational sequences recorded on this site allowed Frere to suggest continued urban vitality into the 5th century, making this one of the most important sites for the study of towns in sub-Roman Britain. In 1983 he published his detailed findings in Volume II of Verulamium Excavations. This remains an exemplary publication because of the way in which it allows us to review the evidence on which conclusions were based. Although widely accepted, Frere’s arguments were always open to question: in part because mosaics from the house seemed earlier than the dating proposed and in part because of the unusual nature of the sequences described. In 2003 David Neal put voice to these doubts, unpicking Frere’s 1983 site report and arguing for a shorter chronological sequence. We now have two alternative readings of the evidence; although Frere subsequently (2011) returned to the debate to offer a vigorous defence of his original conclusions.

The purpose of this class is to explore the way in which archaeological data allows for divergent interpretations, and show how the full publication of primary data allows us to develop, test and challenge interpretative models. Discussion will initially focus on the evidence of context, structure, sequence and find presented in Frere’s 1983 report: how reliable are these different sources of evidence and how can we best present them in ways that support advanced interpretation whilst leaving open the possibility of alternative readings? After discussing the specifics of Verulamium House 27.2 attention will turn to the wider issue of how urban stratigraphic sequences and dating evidence can be presented in such a way that scholars can challenge and reassess the validity of the interpretations offered. This remains the principal objective of full publication, and a litmus test of good archaeological practice.

Key reading


(DP & TW have copies of all - and can lend on request if library copies unavailable.)

Further reading


Frere, S S (2010) Late Roman Verulamium, Current Archaeology 241: 37–9

Field visit: Presenting the city - visit to sites in the city followed by tour of Museum of London’s Roman & medieval galleries (Tim Williams & Jackie Keily)

Synopsis

A visit to the Roman Amphitheatre, Roman and medieval city wall and Roman Fort Gate. Discussion of the presentation of urban archaeology in a modern urban context. This will be followed by a tour of the Museum of London’s Roman and medieval galleries. The aim is to examine how complex urban archaeology is presented to the public through a museum. How does urban archaeological research feed into the development of galleries, online material, educational resources, etc.? How well can it reflect current research? The curator for these galleries will discuss approaches, issues, and future plans.

Key reading: urban archaeological heritage


Further reading: urban archaeological heritage


Key reading: Museums


Further reading: Museums


Jones, I, MacDonald, R R, and McIntyre, D (eds.) (2008) *City Museums and City Development.* Plymouth: AltaMira Press  INST ARCH MG 2 JON


Merriman, N (2000) *Beyond the glass case: the past, the heritage and the public.* London: Institute of Archaeology, University College London  INST ARCH MB 2 MER


Session 15 Conclusions & review

Synopsis

A discussion of the course outcomes and further research possibilities. Discussion of progress with the part II phasing exercise and problem solving.
4 GENERAL INFORMATION & RESOURCES

All books in this general list are in UCL holdings: some in the main library (usually under History and Ancient History), some in the Bartlett, most in the Institute of Archaeology. Whilst most works cited in the detailed syllabus are also in UCL holdings, some listed under further reading may still be on order for the library (and/or are available on-line).

Please note that the bibliographies have been heavily weighted towards English language texts. Additional readings can be recommended for those students interested in pursuing the foreign language literature on the subject.

4.1 Online resources

4.1.1 Interpreting Stratigraphy Group

Now largely defunct, but material available through website at:
http://www.york.ac.uk/archaeology/strat/

4.1.2 Moodle

Access via http://moodle.ucl.ac.uk/

Most of the Interpreting Stratigraphy volumes are available here as pdfs, as are Harris’ books.

4.1.3 UCL World Archaeology Research Group

http://www.ucl.ac.uk/archaeology/research/world

The Institute of Archaeology is home to unparalleled global expertise, which builds upon over 70 years of agenda-setting activity. The Institute's World Archaeology section provides a vibrant and progressive teaching and research environment for social and cultural archaeological studies situated at the cutting edge of contemporary social science. As well as providing a forum for the cross-fertilization of ideas and collaborative activities between academic staff, post-doctoral scholars, research students, and an extensive honorary membership comprising scholars and professionals from around the globe, the World Archaeology section hosts an unmatched range of seminar series and conferences, and a steady stream of visiting scholars.

World-class scholars engage in research and outreach activity that seeks to address fundamental issues relating to the development of human societies. Archaeology is uniquely placed to investigate human behaviour in long-term perspective in its many guises, situations, periods and places, and the Institute of Archaeology is at the forefront of the contemporary development of the discipline. The World Archaeology section aims to consolidate its impact and breadth by attracting world-class teachers, researchers and students in its mission to place the long-term study of human societies at the forefront of social science.

Over 30 full-time academic staff in the section engage in field, network-based and individual research which contributes to many aspects of knowledge of the human past ranging from human origins, the development of empires, the uniqueness of local societies and the emergence of the modern world. Broad comparative approaches cover deep time and all subsequent periods and aspects of the human past. Research activity takes place across the globe, in the UK and mainland Europe, Africa, Central and South-west Asia, the Middle East, the Far East, Pacific, North, Central and South America and elsewhere.
Academic staff, post-doctoral scholars and research students are engaged in research clusters pursuing the understanding of topics of global significance including rural and urban sustainability, wellbeing, social organisation and developing perceptions of local, regional and global environments. Considerations of important issues of art, material culture, social landscapes, literacy and social theory are addressed in order to provide critical understandings of pattern and process in human cultures in long-term perspective.

5 ADDITIONAL INFORMATION

5.1 Libraries and other resources

In addition to the Library of the Institute of Archaeology, other libraries within UCL with holdings of particular relevance to this course are the Anthropology and Bartlett libraries. In addition, The British Library, located nearby at St Pancras, has extensive collections. To apply for a readers’ ticket see [http://www.bl.uk/help/how-to-get-a-reader-pass](http://www.bl.uk/help/how-to-get-a-reader-pass).

5.2 Information for intercollegiate and interdepartmental students

Students enrolled in Departments outside the Institute should obtain the Institute’s coursework guidelines from Tina Paphitis (email [t.paphitis@ucl.ac.uk](mailto:t.paphitis@ucl.ac.uk)), which will also be available on the IoA website.

5.3 Health and Safety

The Institute has a Health and Safety policy and code of practice which provides guidance on laboratory work, etc. This is revised annually and the new edition will be issued in due course. All work undertaken in the Institute is governed by these guidelines and students have a duty to be aware of them and to adhere to them at all times. This is particularly important in the context of the laboratory/field/placement work which will be undertaken as part of your degree.
APPENDIX A: POLICIES AND PROCEDURES 2016-17 (PLEASE READ CAREFULLY)

This appendix provides a short précis of policies and procedures relating to courses. It is not a substitute for the full documentation, with which all students should become familiar. For full information on Institute policies and procedures, see the following website:

http://wiki.ucl.ac.uk/display/archadmin

For UCL policies and procedures, see the Academic Regulations and the UCL Academic Manual:

http://www.ucl.ac.uk/srs/academic-regulations and http://www.ucl.ac.uk/academic-manual/

GENERAL MATTERS

ATTENDANCE: A minimum attendance of 70% is required. A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email.

DYSLEXIA: If you have dyslexia or any other disability, please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia should indicate it on each coursework cover sheet.

COURSEWORK

LATE SUBMISSION: Late submission will be penalized in accordance with current UCL regulations, unless formal permission for late submission has been granted. Please note that these regulations have changed for the 2016-17 session.

The UCL penalties are as follows:

- The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).
- The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (40% for UG modules, 50% for PGT modules).
- Work submitted more than five working days after the published date and time, but before the second week of the third term will receive a mark of zero but will be considered complete.

GRANTING OF EXTENSIONS: Please note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. You are reminded that Course Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on the appropriate UCL form, together with supporting documentation, via Judy Medrington’s office, and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements. Please see the IoA website for further information. Additional information is given here:

http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/

RETURN OF COURSEWORK AND RESUBMISSION: You should receive your marked coursework within one month of the submission deadline. If you do not receive your work within this period, or a written explanation, notify the Academic Administrator. When your
marked essay is returned to you, return it to the Course Co-ordinator within two weeks. You must retain a copy of all coursework submitted.

**CITING OF SOURCES and AVOIDING PLAGIARISM:** Coursework must be expressed in your own words, citing the exact source (author, date and page number; website address if applicable) of any ideas, information, diagrams, etc., that are taken from the work of others. This applies to all media (books, articles, websites, images, figures, etc.). Any direct quotations from the work of others must be indicated as such by being placed between quotation marks. Plagiarism is a very serious irregularity, which can carry heavy penalties. It is your responsibility to abide by requirements for presentation, referencing and avoidance of plagiarism. Make sure you understand definitions of plagiarism and the procedures and penalties as detailed in UCL regulations: [http://www.ucl.ac.uk/current-students/guidelines/plagiarism](http://www.ucl.ac.uk/current-students/guidelines/plagiarism).

**RESOURCES**

**MOODLE:** Please ensure you are signed up to the course on Moodle. For help with Moodle, please contact Tina Paphitis, Room 411a (email t.paphitis@ucl.ac.uk).