ARCL 2004

ROMAN BRITAIN: HISTORY AND ARCHAEOLOGY

Year 2/3 option, 0.5 unit

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Coursework deadlines: 17th Nov and 12th Jan
Turnitin class id/pwd: 3228689 / IoA1617

Fridays, 2-4pm, IoA Room 612, Term I

2016-17
1. Overview

Short Description
Roman Britain provides an excellent case study of the operation of Roman imperialism and its impact on local societies. In this course, we will pursue both historical and thematic perspectives on the cultural changes that occurred in the province through several hundred years of Roman influence and occupation. Topics covered include the military and social impact of the Roman army, the development of Romano-British towns, the mixing of religious ideas in provincial society, approaches to studying Roman material culture, and the interaction between archaeological and historical sources.

Please see the last page of this document for important information about submission and marking procedures, or links to the relevant webpages.

Week-by-week summary

Fri. 7th Oct.: 1. Course Introduction; sources for the study of Roman Britain [AG]
Fri. 7th Oct.: 2. Late Iron Age societies in Britain [KL]
Fri. 14th Oct.: 3. The invasions of Britain [AG]
Fri. 14th Oct.: 4. Advances and setbacks: from Aulus Plautius to Agricola [AG]
Fri. 21st Oct.: 5. Establishing frontiers in Roman Britain [AG]
Fri. 21st Oct.: 6. Military life in early Roman Britain [AG]
Fri. 28th Oct.: 7. Towns in early Roman Britain [KL]
Fri. 28th Oct.: 8. Villas and other developments in rural settlement [KL]
Fri. 4th Nov.: 9. The problem of ‘Romanization’ [AG]
Fri. 4th Nov.: 10. Seminar: What is ‘Romanization?’ [AG/KL]

W/b 7th Nov. Reading Week (Optional field trip to St. Albans / Colchester)

Fri 18th Nov.: 11. The 3rd and 4th centuries: crisis and recovery [AG]
Fri 18th Nov.: 12. The Roman military in the 3rd and 4th centuries [AG]
Fri 25th Nov.: 13. Approaches to the Romano-British economy [KL]
Fri 25th Nov.: 14. Coin loss and coin use in Roman Britain [Philippa Walton]
Fri. 2nd Dec.: 15. The religions of Roman Britain [Philippa Walton]
Fri. 2nd Dec.: 16. Burial in Roman Britain [KL]
Fri. 9th Dec.: 17. Later Roman urbanism in Britain [KL]
Fri. 9th Dec.: 18. The later Roman countryside [KL]
Fri. 16th Dec.: 19. The end of Roman Britain: the textual evidence [AG]
Fri. 16th Dec.: 20. The end of Roman Britain: the excavated evidence [KL]
Basic Texts
These books are helpful for introductory study and for revision, and contain sections relevant to most lectures on the course. The books by Frere, Mattingly, Millett (1995), Salway and Todd are useful as ‘textbooks’ which can be used as companions to the whole course and which should be frequently referred to; you are advised to look at relevant sections of some of these works as part of your reading each week. Bear in mind that each takes a different approach to the understanding of Roman Britain, and it is useful to compare them. If you buy one book for the course, it should be David Mattingly’s An Imperial Possession, available in paperback (Waterstone’s should have plenty in stock).

Mattingly, D. 2006. An Imperial Possession: Britain in the Roman Empire. London: Penguin/Allen Lane. [Issue Desk IOA MAT 8; DAA 170 MAT; Ancient History: R30 MAT].
Todd, M. 1997. Roman Britain, 55 BC-AD 400. [ANCIENT HISTORY R 30 TOD; HISTORY 26 p TOD].
The journal *Britannia* is the main periodical relating to Roman Britain; this is available in the Institute library and online through the Electronic Journals section of the Library Services website. The *Journal of Roman Archaeology* also contains much relevant material, though is unfortunately not available online. The series of published proceedings of the *Theoretical Roman Archaeology Conferences* are very useful for getting a flavour of the latest research in the field.

**Methods of Assessment**
The course is assessed by means of:

**a)** A site report critique, 1,900-2,100 words in length (40%), due 17th Nov.

**b)** A standard essay, 2,850-3,150 words in length (60 %), due 12th Jan.

If you are unclear about the nature of an assignment, you should discuss this with the course teachers. The course teachers are willing to discuss an outline of your approach to the assignment provided this is planned suitably in advance of the submission date.

**Teaching Methods**
The course is taught by 20 contact hours, consisting of 19 lectures and 1 seminar, plus an optional trip in Reading Week. All classes take place on Fridays, from 2-4pm, in room 612, Institute of Archaeology.

**Workload**
There are 20 contact hours (lectures and seminar). Students are expected to undertake around 100 hours of reading (about 5 hours per week), plus 68 hours preparing for and producing the assessed essay work (two essays). The workload for the course should therefore total about 188 hours.

**Prerequisites**
There are no pre-requisites for this course which is open to all second and third year undergraduates.
2. Aims, Objectives and Assessment

Aims
This course is concerned with the history and archaeology of Britain from the first century BC to the fifth century AD. In general terms the aim of the course is to give students who are interested in the Roman empire the chance to study a single province in depth and to familiarise themselves with the available evidence whether written (limited) or archaeological (relatively abundant). As such it should serve as a starting point for a study of other provinces of the empire by providing a base line for comparison and contrast. For students interested in the subsequent history of Britain, the course also provides the essential background to the arrival of Saxon settlers in England as well as to the introduction of Christianity which survived in areas beyond Saxon control.

Objectives
On successful completion of the course students should have:

1. an awareness of the broad outlines of the political and military history of the province from the later pre-Roman iron age to the collapse of direct Roman control in the fifth century AD

2. an understanding of the potential and limitations of written evidence, both the statements of contemporary writers and information provided by inscriptions

3. a knowledge of the ways in which archaeological data can be employed to complement the meagre textual material available and the dangers inherent in making the one ‘fit’ the other

4. a knowledge of the social and economic conditions obtaining in Britain before the Roman conquest and the extent to which these were subsequently altered and modified under Roman rule

5. an awareness of how archaeological theory is applicable to the period covered by the course

Since the material covered is easily accessible, students may, on completion, have identified possible subjects for third year undergraduate dissertations.

Learning Outcomes
On successful completion of the course students should have developed:

1. observation and critical reflection skills, in lectures and through consideration of readings

2. application of acquired knowledge, through oral contributions and written work

3. independent research skills, through preparation for essays and exams

4. written and oral presentation skills
Coursework
Assessment Tasks
There will be two assignments for this course. They consist of two essays, the first of 1,900-2,100 words (40% of the course mark) and the second of 2,850-3,150 (60%).

Essay 1 is due on 17th November 2016 and Essay 2 on 12th January 2017.

Essay 1:
For this assessment you must write a critical review of an excavation report relating to a key site in Roman Britain. This could be a villa or farmstead, or part of a town or a fort. You will need to examine the evidence from that site in relation to one of the major themes that are discussed during the course. For example, did the military have a role in the foundation and construction of the ‘public’ towns? Or, how did the rural economy develop during the 2nd century? You will need to critically assess the data presented in your chosen report. Is the dating presented supported by the evidence? Are the interpretations of the evidence open to question or are alternative interpretations possible?

This essay should take the form of:

1. Short introduction to the theme being addressed.
2. Short introduction to the site.
3. Detailed discussion and critique of the data presented in the specific excavation report and how it contributes to the theme being discussed. This should form the bulk of your report. Focus on the main site narrative, as supported by the finds, rather than a detailed discussion of any one finds type.

A detailed list of sites and reports will be provided early in the term. Other bibliography should be used as appropriate in relation to the wider theme.

Essay 2:
Answer one of the following questions:

1. What political and social factors have played a part in shaping the history of scholarship on Roman Britain over the last two centuries?

2. In what ways were British societies engaged with the Roman world before the invasion of 43 AD, and to what extent did this engagement have an impact on their social and political organisation?

3. To what extent was Roman frontier policy in northern Britain between the 2nd and 4th centuries AD driven by local factors versus imperial political agendas?

4. In what ways can evidence from military sites be used to reconstruct the lives of members of military communities on Britain’s frontiers in the 3rd and 4th centuries AD?
5. What are the problems in trying to produce an integrated view of the economy of Roman Britain?

6. How has our understanding of Roman rural settlement archaeology changed in the last half-century, and what is the current picture of rural life in the 2nd OR the 4th century AD?

7. What contributions can the study of pottery OR coins OR environmental remains make to an understanding of Romano-British social and economic life?

8. How true is it to say that Roman Britain ended in the first decade of the 5th century AD?

You are not permitted to re-write and re-submit essays in order to try to improve your marks. However, you may, in advance of the deadline for a given assignment, submit for comment a brief outline of your planned approach to the assignment.

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 and contents of tables and figures, appendices. 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 overlength 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.

Submission Procedures
* All coursework must normally be submitted both as hard copy and electronically. (The only exceptions are bulky portfolios and lab books 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 (or room 411a in the case of Year 1 undergraduate work)

* 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 that Turnitin uses the term ‘class’ for what we normally 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 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 In what sense can culture be said to evolve?),

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.

**Keeping Copies**

Please note that it is an Institute requirement that you retain a copy (this can be electronic) of all coursework submitted. When your marked essay is returned to you, you must return it to the Course Co-ordinator within two weeks. You are advised to keep a copy of the comments if you are likely to wish to refer to these later.
3. Schedule and Syllabus

Teaching Schedule
Lectures will be held in room 612, at 2-4pm on Fridays. There will be a short break between the two hours of this session.

Detailed week-by-week syllabus
The following is an outline for the course as a whole, and identifies readings additional to the standard general works listed above which are relevant to each session. Copies of individual articles and chapters identified as essential reading are in the Short Loan/Teaching Collections in the Institute Library (where permitted by copyright). The literature on Roman Britain is extensive, and the listings below are necessarily selective; you should be prepared to follow-up further references listed in the bibliographies of works that you consult, where this is helpful.

1. Course Introduction; sources for the study of Roman Britain [AG]
Understanding life in Roman Britain is a multi-disciplinary enterprise involving archaeological, literary, epigraphic and documentary sources. This session will introduce the main types of data and their problems of interpretation.

Essential:
Mattingly 2006, Ch. 2

References and further reading:


2. Late Iron Age societies in Britain [KL]
The late Iron Age saw the development of large multifocal settlements (“oppida”) in southern Britain and the development of a variety of high status burial rites. These developments will be reviewed along with the arguments for continental influences.

Essential:
Haselgrove 2009.

References and further reading:


3. The invasions of Britain [AG]

The expeditions of Julius Caesar in 55 and 54 BC may have established new power networks in Britain, but the invasion of Claudius in AD 43 initiated the full incorporation of Britain into the empire. In this lecture, we will compare the course of
these different campaigns, and look at some of the problems of historical interpretation surrounding the Claudian conquest.

Essential:
Mattingly 2006, Ch. 4; Ireland 2008, Chapters 3 & 5; Frere and Fulford 2001.

References and further reading:

4. Advances and setbacks: from Aulus Plautius to Agricola [AG]
After the capture of Camulodunum, Roman forces moved quite rapidly across southern Britain. By AD 60, they had reached the north-western tip of modern Wales. Then the instability of the conquered province was made apparent by the revolt of Boudicca which, although ultimately unsuccessful, led to a period of consolidation. Subsequently, a series of increasingly aggressive governors finally secured Roman
control over western Britain, and then pushed north. These events, and their archaeological consequences, will concern us in this lecture.

Essential:
Mattingly 2006, Ch. 4; Frere 1987, Chapter 4; Ireland 2008, Chapter 6.

References and further reading:

5. Establishing frontiers in Roman Britain [AG]
The gradual withdrawal from Scotland under the governors following Agricola culminated in the construction of Hadrian’s Wall from the mouth of the Tyne to the Solway Firth. In this lecture, we will consider the nature of Roman frontiers in the
early empire, and the possible functions that the Hadrianic installations were supposed to fulfill.

Essential:
Mattingly 2006, Ch. 5; Hodgson 2000; Lightfoot and Martinez 1995.

References and further reading:


6. Military life in early Roman Britain [AG]

In the earlier phases of Roman conquest, the military was quite mobile, occupying temporary camps and short-lived forts and fortresses. As the 1st century AD wore on, and into the 2nd century, more permanent settlements were built, home to soldiers and to the civilians who interacted with them. In this lecture, we will look at the structure of the early Roman army in Britain, and at the different kinds of archaeology these different phases of activity have produced.


References and further reading:


7. Towns in early Roman Britain [KL]

Towns appeared very quickly in Roman Britain after the invasion. This lecture looks at the evidence for the earliest phases of Roman towns and examines the question of who was responsible for their construction and how this was achieved.

Essential reading

References and further reading
8. Villas and other developments in rural settlement [KL]
Alongside the growth of towns, the countryside saw the growth of villas, ‘Romanised’ rural dwellings. What was the pattern of their development, and the cause of their growth? How typical are they of developments in the countryside, and deep was the impact of the Roman conquest in rural areas? What was their relationship with towns?

Essential reading:
Millett 1990, pp 91–99, 117–123; Smith 1997, chapters 13–14; Mattingly 2006, Ch. 12; also look at at least one villa excavation report.

Also, look at the Roman Rural Settlement Project websites (e.g., http://archaeologydataservice.ac.uk/archives/view/romangl/; http://www.reading.ac.uk/archaeology/research/roman-rural-settlement/)


9. The problem of ‘Romanization’ [AG]

A fundamental problem in the study of Roman Britain – implicit in all of the preceding lectures – is the extent to which invasion and occupation initiated a process of
cultural change. Was life in Britain fundamentally transformed by Roman conquest? If so, how, through what processes, and with what lasting effects? Different approaches to this problem have defined the different phases of Roman archaeology in Britain, and in this lecture, and the following seminar, we will discuss and debate these.

Essential:
Freeman 1993; Gardner 2013; Hingley 2003; Webster 2001

References and further reading:


10. **SEMINAR: What is ‘Romanization’?** [AG]

In this seminar we will discuss the advantages and disadvantages of different approaches to cultural change in Roman Britain. You should come prepared to offer your opinions on at least the essential readings from Lecture 13.

**READING WEEK** (a trip will be arranged to Verulamium or Camulodunum)

12. **The 3rd and 4th centuries: crisis and recovery** [AG]

The 3rd century AD was a time of political disruption in the Roman empire, with a great deal of instability. ‘Barbarian’ invasions and civil wars, with a range of economic consequences, affected the continental provinces of the empire. For Britain, after the short campaigns conducted in the north by Septimius Severus early in the century, reliable historical sources dry up, being pre-occupied with events elsewhere. The extent to which the security and economic crises disrupted life in Britain, if at all, must thus be examined largely from the archaeological evidence. The century ends, though, with another event at least partially documented: the rebellion of Carausius and Allectus, which can be seen in the context of the political...
(but not necessarily cultural) fragmentation in the empire during this period. Despite the re-incorporation of Britain into the empire by Constantius Chlorus, the 4th century saw further break-away movements, most notably that of Magnentius in the middle of the century. There also seem to have been increasing security problems, culminating in the so-called ‘Barbarian Conspiracy’ of 367. In this lecture, we will look at these events, casting a critical eye over the evidence available for them.

Essential:
Mattingly 2006, Ch. 8; Frere 1987, Chapter 8; Ireland 2008, Chapter 10.

References and further reading:


13. The Roman military in the 3rd and 4th centuries [AG]
The later Roman military was a rather different organization to that of the 1st and 2nd centuries, but how this change occurred, and how extensive it was, are matters of continued debate. Evidence is rather lacking in the 3rd century, but in the 4th century various new kinds of units appear in the documentary sources, while the archaeology of forts reveals some new developments in both buildings and artefacts used. These will be the subject of this lecture.

Essential:
Allason-Jones 1995; Hodgson and Bidwell 2004; Mattingly 2006, Ch. 8.

References and further reading:


14. Approaches to the Romano-British economy [KL]
This session will look at differing approaches to ancient economy (modernising and primitive), and at some of the evidence for trade, in particular for shipping and transport.
Essential reading:
Jones & Mattingly 1990, pp. 179–204; Greene 1986; Harris 1993; Mattingly 2006, Ch. 16.

References and further reading:

15. Coin loss and coin use in Roman Britain [PW]
This session is going to examine the changing patterns of coin loss in Roman Britain, and the implication that has for coin supply and coin use, and our understanding of the Roman economy.

Essential reading:
References and further reading:


15. The religions of Roman Britain [PW]
Religion was an important aspect of life in the ancient world, not really separable from everyday activities in the way that it can be for many people today. As such, it provided an important arena for cultural contact and, sometimes, conflict. In this lecture, we will look at how the Classical pantheon of Rome was incorporated into Romano-British life, and at some of the more exotic ‘mystery’ cults imported into Britain, including Christianity.

Essential:
Henig 1984; Potter and Johns 1992, Chapter 6; Revell 2007.

References and further reading:
Hingley, R. 2006. The deposition of iron objects in Britain during the later prehistoric and Roman periods: contextual analysis and the significance of iron. *Britannia* 37, 213-57. [INST ARCH Pers].

16. Burial in Roman Britain [KL]
This session will examine Roman burial in Britain looking at regional and temporal trends. What can we deduce from burial evidence? How can we approach its analysis? How do our preconceptions affect our interpretation. You should have a look at at least one modern cemetery report, examples cited below but others can be found in the library catalogue or via references in other article.
Essential reading:

References and further reading:
Pearce, J. 2015. 'Urban exits: commercial archaeology and the study of death rituals and the dead in the towns of Roman Britain', in M. Fulford and N. Holbrook (eds), The Towns of Roman Britain: the contribution of commercial archaeology since 1990, pp. 138–66. Britannia Monograph No. 27. [DAA 170 Qto FUL].
Stead, I. M. & V. Rigby 1989. *Verulamium, the King Harry Lane site*. English Heritage, London. [DAA 410 Qto STE].


17. Later Roman urbanism in Britain [KL]
The later Roman period also saw changes in urban life, and these are again somewhat controversial. Many grand town-houses were built and inhabited in this period, but are these an indication of the prosperity of urban life, or of settlements which had become 'administrative villages' with a small, elite population? This debate is crucial to our understanding of the transformation of Roman Britain over time, and will be the focus of this lecture.

Essential:
Millett 1990, Chapter 6; Reece 1980; Mattingly 2006, Ch. 11.

References and further reading:


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Wilson, P. 2000. ‘Cataractonium’ (Catterick): The end of a Roman town?.’ In Tony Wilmott and Pete Wilson The Late Roman Transition in the North, 25–32. British Archaeological Reports British Series 299. [DAA Qto SERIES BRI 299].


18. The later Roman countryside [KL]
Many villas in the fourth century became opulent, large sprawling structures. How did these villas develop? Is there any regional patterning? What happened to them as the century progressed?

Essential:

References and further reading:


The first decade of the 5th century is traditionally considered the last decade of the entity we call 'Roman Britain'. In this lecture, we will look at the textual sources that give some impressions of what happened in this period, from the perspective of near-contemporaries in both the wider empire and, for the first time, Britain itself.

Essential:
Bartholomew 1982; Kulikowski 2000

References and further reading:
Evans, J. 1990. From the end of Roman Britain to the 'Celtic West'. Oxford Journal of Archaeology, 9.1, 91-103. [INST ARCH Pers; <www>].
Gildas. The Ruin of Britain (De Excidio Britonum) and Other Documents. Translated by M. Winterbottom, 1978. London: Phillimore & Co. (Arthurian Period Sources Vol. 7). [CLASSICS LZ 20 GIL; CELTIC A 33 GIL; HISTORY 5 a GIL].


20. The end of Roman Britain: the excavated evidence [KL]

This lecture will examine the evidence for the end of Roman Britain, particularly the arguments centred about a short chronology vs. a long chronology. How much of this debate is an archaeological problem over a transitional period from well dated to undated evidence? Or is it a problem with our conceptual models?

Essential reading
Esmonde Cleary 1989b, esp. chapters 3 and 4.

References and further reading


Esmonde Cleary, S. 1989a. ‘Constantine I to Constantine III.’ In M. Todd (ed.), *Research on Roman Britain 1960–1989*, Britannia Monograph Series No. 11,
pp. 235–44. Society for the Promotion of Roman Studies, London. [DAA 170 Qto TOD].


Gillam, J.P. 1979. 'Romano-Saxon pottery: an alternative explanation.' In P. J. Casey (ed) The End of Roman Britain, 103–118. British Archaeological Reports 71. [DAA Qto SERIES BRI 71]

Gerrard, J. 2004. 'How late is late? Pottery and the fifth century in southwest Britain.' In R. Collins and J. Gerrard Debating Late Antiquity in Britain AD 300–700, pp. 65–76. BAR British Series 365. [DAA Qto SERIES BRI 365]


Gerrard, J. 2013. The Ruin of Roman Britain. Cambridge: Cambridge University Press. [DAA 170 GER; <www>]


4. Online Resources
This handbook contains basic information about the content and administration of this course. If you have queries about the objectives, structure, content, assessment or organisation of the course, please consult the Course Co-ordinator.

Further important information, relating to all courses at the Institute of Archaeology, is to be found at http://www.ucl.ac.uk/archaeology/handbook/common/ and in the relevant degree handbook. It is your responsibility to read and act on it. It includes information about originality, submission and grading of coursework; disabilities; communication; attendance; and feedback.

This document is also available (as a PDF file) from the course website on Moodle.

5. Additional Information

Libraries and Other Resources
In addition to the Library of the Institute of Archaeology, the main library of University College has holdings relevant to this course.

Libraries outside UCL which have holdings which are relevant to this course are: THE UNIVERSITY OF LONDON LIBRARY (4th floor, Senate House) and THE JOINT LIBRARY OF THE INSTITUTE OF CLASSICAL STUDIES, THE SOCIETIES FOR THE PROMOTION OF HELLENIC AND OF ROMAN STUDIES (3rd floor, Senate House). To use the latter library, students must become members of one of the Societies; student rates are available.

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), which will also be available on the IoA website.

Feedback
In trying to make this course as effective as possible, we welcome feedback from students during the course of the year. All students are asked to give their views on the course in an anonymous questionnaire which will be circulated at one of the last sessions of the course. These questionnaires are taken seriously and help the Course Co-ordinator to develop the course. The summarised responses are considered by the Institute’s Staff-Student Consultative Committee, Teaching Committee, and by the Faculty Teaching Committee.

If students are concerned about any aspect of this course we hope they will feel able to talk to the Course Co-ordinator, but if they feel this is not appropriate, they should consult their Personal Tutor, the Academic Administrator (Judy Medrington), or the Chair of Teaching Committee (Dr Bill Sillar).
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;
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 a 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

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