Institute of Archaeology

ARCL2031
Advanced Field Methods
Second/third year half unit optional course

2016–2017

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1 Overview

This course consists of ten separate topics relating to archaeological field techniques. It builds on previous work undertaken in ARCL1015: Archaeological Field Methods. Topics covered include: geophysics, aerial survey, desk-based assessments, GIS, field survey, research designs, post-excavation analysis and LiDAR.

Course syllabus

All classes are on Tuesdays from 2-4pm in room B13.

13/01/2017 Desk-based assessments (KL)
20/01/2017 Research designs (Jim Stevenson, Archaeology South-East)
27/01/2017 Survey and field survey (KL)
3/02/2017 Geophysics (KL)
10/02/2017 Running a field project: the real story (KL)
17/02/2017 Reading Week
24/02/2017 Aerial survey (Dave MacLeod, English Heritage)
3/03/2017 LiDAR (Simon Crutchley, English Heritage)
10/03/2017 3D recording using photography: Structure from Motion (Gai Jorayev)
17/03/2017 Recording systems (Sarah May)
24/03/2017 Post-excavation analysis (Andy Margetts, ASE)

Methods of assessment

This course is assessed via two pieces of written work: a desk-based assessment and a Updated Project Design. Each piece of which is 2,375–2,625 words and contributes 50% to the final mark for the course. Details of this two pieces of work are given in section 2.4.

Teaching methods

This course will be taught through ten two-hour sessions which will combine both lecture, discussion and practical elements. Attendance at all elements of the course is compulsory. I am looking into an optional field course on geophysical survey. If this happens it will be during reading week.
Workload

There will be 20 hours of classes for this course. Students will be expected to undertake around 120 hours of reading for the course, plus 48 hours preparing for and producing the assessed work. This adds up to a total workload of approximately 188 hours for the course.

Prerequisites

Students planning to take this course will be expected previously to have taken ARCL1015, which provides relevant background material which will be built upon in this course.

2 Aims, Objectives and Assessment

2.1 Aims of the course

The aim of this course is to provide a more in depth examination of selected topics in archaeological fieldwork building upon the material covered in ARCL1015, Introduction to Archaeological Field Methods and Techniques. The emphasis is largely (although not entirely) on the types of knowledge useful for commercial archaeology, and the assessments are based on real-world tasks.

2.2 Objectives of the course

This course is designed to give students:

1. a better understanding of the process of undertaking a field project from design to publication;

2. an introduction to creating a desk-top assessment;

3. further experience in analysing aerial photographs;

4. knowledge of the acquisition and analysis of LiDAR data.

2.3 Learning outcomes

1. Improve upon your group working skills.

2. Improve your skills in seeking out relevant data both in traditional publications and the web, and from other professionals.

3. Expand and improve basic computing skills.

4. Experience of academic research, writing and referencing.
2.4 Coursework

2.4.1 Method of Assessment

This course is assessed by means of two pieces of coursework, each of 2,375–2,625 words, of which each contribute 50% to the final grade for the course.

If students are unclear about the nature of an assignment, they should discuss this with the Course Co-ordinator.

The nature of the assignment and possible approaches to it will be discussed in class, in advance of the submission deadline.

2.4.2 Assessment One: a desk-based assessment

This assessment builds on the lecture and discussion we will be having in week two of the class. You will be given a series of scenarios for proposed development work. Using online and published data including maps you should write a desk-based assessment for that location. I will give out details in class and then post to moodle. Note that for this assessment, you may include appendices of data which do not contribute to your final word count.

If you wish to undertake a DBA of another locality, e.g., near where you live, this is possible (in fact preferable!), please talk to Kris.


2.4.3 Assessment Two: an updated project design

The task for this assignment is to prepare an Updated Project Design (UPD) based on the excavation assessment report from Addington Street, Waterloo. You will be given copies of this report nearer the time.

The purpose of a UPD is to guide the analytical and publication stage of an archaeological project. It is meant to be a clear, concise statement concerning:

- the research aims of the project;
- the potential of the site to address the research aims;
- the analytical methods;
- the tasks for post-excavation;
- a publication synopsis;
- a statement on archive deposition.

Your assignment needs to cover all these points. You should start with a short summary with the background to the site, and a summary of the archaeology found.

You should then go on to identify what the original research aims were (these are not as clear as they should be, but they are in the document). You should discuss whether these can be addressed by the stratigraphy and artefact groups and very importantly, identify any new research aims which could be addressed. You may find it helpful to consult:
The purpose of the assignment is to give you an enjoyable experience of how post-excavation projects get set up and the thinking behind the structure. Preparing a good well-balanced UPD is a fine art (you have been spared the tricky aspect of costing), but an important and useful experience.

If you have problems, feel free to come and talk to Kris or email noviodunum@hotmail.com.

2.4.4 Word length

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.

Each assignment should be in the range 2,375–2,625.

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.

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 the equivalent of 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 the equivalent of ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a pass.

Coursework 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 for turnitin 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 (3228635) 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).


  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.

3 Course Schedule and Lecture summaries

Lectures will be held 2–4pm on Fridays, in room 209.

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; 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
3.1 Desk-top assessments (Kris Lockyear)

The first half of this session will look at what a desk-top (or desk-based) assessment is, what it includes and where one gets the data from. In the second half of the session you will be split into small groups and asked to look at an assessment in detail. We will then have a class discussion.

Bowden, Mark 1999. *Unravelling the landscape: an inquisitive approach to archaeology*, chapter 3. Tempus. INST ARCH AH BOW.


Examples on-line

There are now a large number of these on the web. Here are just a small selection.

Taplow Quarry: [http://www.wessexarch.co.uk/files/61054_Taplow%20Quarry.pdf](http://www.wessexarch.co.uk/files/61054_Taplow%20Quarry.pdf)


Colchester Training Area: [http://www.wessexarch.co.uk/files/68560_Colchester%20Ranges_for%20web_0.pdf](http://www.wessexarch.co.uk/files/68560_Colchester%20Ranges_for%20web_0.pdf)


East Beechwood, Inverness: [http://her.highland.gov.uk/hbsmrgatewayhighland/DataFiles/LibraryLinkFiles/88091.pdf](http://her.highland.gov.uk/hbsmrgatewayhighland/DataFiles/LibraryLinkFiles/88091.pdf)


On-line data

One of the first SMRs/HERs on-line in England was Essex. Look at: [http://unlockingessex.essexcc.gov.uk/](http://unlockingessex.essexcc.gov.uk/). It is still a good example. The best place

Also look at information held by the Archaeological Data Service at http://ads.abds.ac.uk/catalogue/ which allows various types of search including a map based one. The Portable Antiquities Scheme also has a web site at www.finds.org.uk.

Maps are usually under copyright although the OS first series maps are available at http://www.old-maps.co.uk/.

3.2 Project designs and research frameworks (Louise Rayner)

The session examines why we have Project designs, what they can consist of, and how we might approach the design of flexible designs.

MoRPHE

The English Heritage guidelines, MoRPHE, replace MAP2 and are an essential resource for this topic now: http://www.english-heritage.org.uk/professional/training-and-skills/training-schemes/short-courses/project-management-using-morphe/. They even provide a free distance learning module!

Other reading

Redman, C L (1973) Multistage fieldwork and analytical techniques, American Antiquity 38, 61–79.
Shanks, M and Tilley, C (1987b) Re-constructing archaeology: theory and practice, CUP.
Yoffee, N and Sherratt (1993) Archaeological theory: who sets the agenda?, New Directions in Archaeology, CUP.

Research frameworks

The previous two items can be downloaded as pdfs from: http://www.eaareports.demon.co.uk/research_framework.htm

Project management: very selected reading list


Some useful websites

Association of Local Government Archaeological Officers (ALGAO) http://www.algao.org.uk/
Archaeological Data Service: Standards in Archaeology: http://ads.ahds.ac.uk/ahds/project/userinfo/standards.html
3.3 Sampling in regional survey (Kris Lockyear)

This session will examine the role of sampling in the design and implementation of regional surveys.


Other readings


3.4 Geophysical techniques (Kris Lockyear)

This session will quickly revise the material covered last year in ARCL1015, and then address some more advanced issues in archaeological geophysics.

Excellent General Text


Evaluations


Case studies

For Wroxeter see various papers in Archaeological Prospection, volume 7 (2000). More specifically look at the following two.


Other interesting surveys include:
3.5 When reality meets the Project Design. Looking at a real example (Kris Lockyear)

This class will look at the Noviodunum Archaeological Project: what did we hope to achieve? What actually happened? What did we get right, wrong, and couldn’t really allow for?

There are no specific readings for this class but please be prepared to discuss the subjects raised based on the course so far and your wider archaeological experiences.

3.6 Reading week

Possible geophysical survey field course.
3.7 Aerial photography (Martyn Barber, Historic England)

This session will look at further topics in aerial survey in the detection and analysis of archaeological sites.

**Essential reading**


**Further reading**


3.8 LiDAR (Simon Crutchley, Historic England)

LiDAR is one of the most exciting of the ‘new tools’ available for field archaeology. This session will introduce the subject, and then conclude with a short practical.

**Essential Reading**

An extended list of publications is available on Moodle.

Further reading

References in *The Light Fantastic* cover work up to 2010. Subsequent publications include:


Campana S and Forte M (eds) *From Space to Place: 2nd International Conference on Remote Sensing in Archaeology*. BAR Internat Ser 1568. INST ARCH AL QTO CAM.


Opitz R.S., Cowley D.C. (eds.) *Interpreting archaeological topography: airborne
3.9 Structure from Motion (Gai Jorayev)

The ability to create maps from overlapping aerial photographs has long been known, but recent developments in hardware (UAVs) and software (Structure from Motion) is revolutionising archaeological recording. We can now create 3D models of everything from small artefacts to landscapes using digital images, and combined with UAVs we now have an extremely powerful tool at our disposal.

Essential Reading


Further Reading


3.10 Recording excavations (Sarah May)

Excavation is still one of the principal methods of archaeological investigation. The reports we read and use, however, and built from the record, not the actual deposits. How to we record excavations, and how to the strategies we use impact the sort of reports we can write?

Chadwick, A. 1997. “Archaeology at the edge of chaos: further towards reflexive excavation methodologies.” Assemblage 3, at http://www.shef.ac.uk/assem/3/3chad.htm#k. This will be given out in advance.

But there have been some more recent papers (finally):

Within that book, look especially at:
May, S 2012 ‘Commentary’ 167–180
Thorpe, R. 2012 ‘Often Fun, Usually Messy: Fieldwork, Recording and the Higher Order of Things’
Lönn, M. 2012 ‘An Archaeology of Many Steps’
ATP 2012 ‘The Struggle within: Challenging the Subject/Object relationship on a shoestring’


These are all still good, but for further reading more than for essential:


3.11 Post Excavation (Andy Margetts, ASE)


4 Additional Information

4.1 Online Resources

The Archaeological Data Service has a grey literature library (http://archaeologydataservice.ac.uk/archives/view/greylit/) from which you can download examples of Desk-based assessments and Updated Project Designs. English Heritage has a series of useful manuals available from its website.

4.2 Libraries and other resources

All the materials for this course should be available in the Institute of Archaeology library. Some of the readings are available online: any archaeological units and projects now put interim reports on the Web. A good place to start is either the Archaeological Data Service web site (www.ads.ahds.ac.uk) or the Council for British Archaeology website (www.britarch.ac.uk).

4.3 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.

4.4 Institute of Archaeology course work procedures

General policies and procedures concerning courses and course work, including submission procedures, assessment criteria, and general resources, are available on the IoA website. It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g., undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your course co-ordinator.

4.5 Granting of extensions

Note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. Note 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/ara/academic-manual/c4/extenuating-circumstances/