UCL INSTITUTE OF ARCHAEOLOGY

ARCL2044

THEORY AND METHODS FOR THE ARCHAEOLOGY OF THE ANCIENT WORLD

2016-2017

Core course for second year BA Classical Archaeology and Classical Civilisation
0.5 unit; Thursday 9:00–11:00, Room B13 IoA

Turnitin Class ID: 3228650
Turnitin Password: IoA1617

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

Course contents: This course provides students with an introduction to archaeological theory and methodology relevant to the understanding and analysis of the societies and cultures of the ancient world. The course will include an introduction to key paradigms in the history of archaeological theory (antiquarianism, culture history, processual archaeology, interpretive archaeology, agency theory etc); and key issues and methods in data-analysis (excavation strategies, assemblage analysis, artifact typologies, regional analysis etc).

Summary weekly schedule: (Term 1)
1. 06/10/16: History and Theory of Classical Archaeology
2. 13/10/16: New Archaeology and Ancient Ecologies
3. 20/10/16: Interpreting Classical Archaeology, in the UK and Europe
4. 27/10/16: Individuals and Identities
5. 03/11/16: Gender and Politics in Classical Archaeology
[10/11/15 – Reading Week]
6. 17/11/16: Research designs in archaeology
7. 24/11/16: Site formation processes
8. 01/12/16: Assemblages: classification, formation and analysis
9. 08/12/16: Patterning from household to city levels
10. 15/12/16: Patterning in the landscape and regional surveys

Methods of Assessment: This course is assessed by means of: a) one 2,375-2,625-word essay on archaeological theory (50%); b) designing a research project (2,375-2,625 words). There is no examination element to the course.

Teaching methods: This course is taught through lectures introducing students to key issues in archaeological theory and methods, and in-class discussions for more in-depth exploration of specific topics.

Workload: There will be 20 hours of lectures for this course. Students will be expected to undertake around 90 hours of reading for the course, plus 78 hours preparing for and producing the assessed work. This adds up to a total workload of some 188 hours for the course.

Prerequisites: Students planning to take this course will normally be expected previously to have taken either ARCL1002 Introduction to Roman Archaeology, or ARCL1004 Introduction to Greek Archaeology in their first year, which provides the relevant background material, which will be built upon in this course.
2. AIMS, OBJECTIVES AND ASSESSMENT

Aims:
The course aims to provide students with an introduction to key issues in archaeological theory and data analysis in relation to materials from the ancient Mediterranean world and Classical antiquity, providing a theoretical and methodological underpinning for specialized regional and period options taken in the second and third years.

Objectives:
1) Develop skills and knowledge required to assess the coherence, value and relevance of a variety of theoretical frameworks employed in archaeology;
2) Gain an understanding of the major developments in the history of archaeological thought and theory, with particular reference to the ancient world;
3) Critical understanding of underlying assumptions, analytical methods and quality of evidence in archaeology of the ancient world;
4) Develop basic practical skills in data analysis and interpretation.

Outcomes:
On successful completion of the course students should have developed the ability to:
1) marshal and critically appraise other people’s arguments;
2) produce logical and structured arguments supported by relevant evidence;
3) make critical and effective use of skills in organization and analysis of data.

3: ASSESSMENT
The provisional deadlines for the following assessment are as follows:

a) Essay on archaeological theory  Wednesday 23rd November 2016
b) Assessment on data analysis  Monday 16th January 2017
   Except for Affiliate Students present at the Institute for only Term I (see Course Coordinator)

Assessment One (theory):
Choose one of the following essay topics:

1. In what respects and why is the intellectual tradition of classical archaeology different from mainstream archaeology? What special problems and/or opportunities does this present?
2. What are the key characteristics of “the new archaeology” and to what extent has it proven a helpful perspective in classical archaeology?
3. Using two or more case-studies, critically discuss archaeologists’ approaches to the understanding of ancient landscapes and their value for Classical archaeology.
4. What problems do archaeologists face in trying to recover “meanings” from the archaeological record and how far can “context” take them in such an endeavor?
5. What theoretical and philosophical debates have informed Classical archaeology outside the confines of Anglo-phone scholarship? Answer by using two or more case-studies.

6. How has the sociological concept of agency been used by archaeologists to interpret the past? Answer through the analysis of at least two case-studies.

7. Either: a) What are the current debates around the notion of identity among Classical archaeologists? Or: b) How has the postcolonial concept of hybridity entered Classical archaeology? Is it a useful concept? Discuss using at least two case-studies.

8. What is the place of Classical archaeology in current debates on the politics of archaeology? Can it contribute to such debates and if so how? Discuss using at least two case-studies.

9. Using at least two case studies, discuss how gender issues may inform our understanding of the material record of the ancient world.

**Assessment Two (data):**

**Vericomodium: a Roman town in Central Italy.**

Vericomodium is a small Roman town in central Italy. Situated in the Apennines, it lies in a valley between two ridges of the mountains on the flat fertile plain at the foot of a small mountain. The valley, some 40km long and up to 6km wide, is extensively used for modern arable agriculture and is largely ploughed land. The footslopes of the mountains are occupied with terraces for vines, and the upper slopes and mountain tops are rough grass and grazing mainly used for sheep and goats.

At some point in the post-Roman period the settlement shifted slightly onto the lower footslopes of the mountain leaving the site of the Roman town largely unoccupied although the remains were quarried for building stone, much of which can be seen in the medieval walls and palaces of the modern town. In recent years, the modern town has expanded beyond the confines of the medieval walls back onto the flat plain, and as a result the Roman archaeology is now under threat from development.

Excavation at the town had been largely limited to some rather crude work in the 1920s. Since the turn of the millennium, however, an international team in close collaboration with the local University and the Soprintendenza have been excavating at the town with excellent results. The team consists of a number of small “sub-projects” with scholars at the various universities taking responsibility for parts of the research programme.

You have just taken up a position with one of the collaborating Universities and it has been suggested that you might like to design and implement one of the “sub-projects”. A number of possibilities exist.
1. Landscape analysis. Up until now, the project has focused on the site of the main town due to the threat from development. Obviously, it is essential that the town is situated within its wider landscape context. Non-destructive survey in the hinterland would be a valuable addition to the project.

2. Finds assemblages. The excavations have turned up large numbers of different classes of finds and the excavators are always after willing scholars to investigate the material. In particular, the coinage, small finds and glass assemblages need analysis. (NB. Choose one of these types of find. You may choose a different class in consultation with the class tutor.)

3. Use of space. The excavations have uncovered a series of second century domestic structures with a rich finds assemblage. Questions have been raised as to how this space was used. Can we identify slave’s quarters? Activity areas? Social hierarchy? The evidence available includes environmental evidence from rubbish pits outside the structures in what appears to be a ‘back yard’ area, along with associated ceramics, pottery and other finds from the grander internal gardens, small finds from some of the smaller rooms and so on. The “rich” rooms with tessellated floors, however, are remarkably free from finds.

For your assignment you need to choose ONE of the three suggested research projects. (If you would like to investigate some other aspect of the settlement please consult with Kris Lockyear.) You need to write an informal research design for your project in order to sell the idea to the rest of the team. For all the projects, you need to consider the aims of your piece of research: what are the interesting questions about the ancient world that you are seeking to answer? This will draw heavily on the reading you have undertaken for the theory section of this course (sessions 1 to 5) as well as your wider knowledge of current research issues in classical archaeology. Then, you should draw on your reading for research designs discussed in the session six of the course. Be aware that this is a piece of research that you will undertake, possibly aided by student labour in the summer recess and should be of an appropriate scale. Formation processes are going to be important in your research, and you should mention how these would impact on your project and how you might approach investigating them. This will draw on your reading for session 7 of this course. For each topic you need to consider what analysis methods you might use drawing on your reading from sessions 8 to 10 of the course. You should show awareness of comparative projects such as other field surveys, other finds analyses and so forth.

This informal research proposal should be 2,375-2,625 words. You should ensure it has a strong structure and use of headings to break the proposal down is recommended. Remember your colleagues are all over-worked and stressed and you need to make the aims and methods you propose to use clear. You should
demonstrate the context of your design by appropriate referencing of relevant materials. *Remember to use the author-date system, not footnote referencing.* This assignment draws upon the readings for each week of the class. Each week we will also discuss in class how what we have been discussing might be used in the assignment.

If students are unclear about the nature of an assignment, they should discuss this with the Course Coordinator. Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, the nature of the assignment and possible approaches to it will be discussed in class, in advance of the submission deadline, if students would like to receive further guidance.

**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. The word length for each assignment is **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; 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.

**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 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. Go to 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.
3. SCHEDULE AND SYLLABUS
Lectures will be held 9:00-11:00 on Thursday mornings in Room B13 in IoA
Lecturers: Corinna Riva (CR), Kris Lockyear (KL).

FULL SYLLABUS AND READING LIST

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, and often will form the basis of in-class discussions.
Copies of individual articles and chapters identified as essential reading are in the
Teaching Collection in the Institute Library (where permitted by copyright) or
available online.

The essay topics are keyed to the lectures, each listing essential reading. While each essay focuses on a particular class, critical evaluation of any one
perspective is much enriched by knowledge of others. The strengths and limitations
of new archaeology, for example, are best seen in relation to traditional and post-
processual archaeologies. In short, to write good essays, you will need to have read
at the very least the essential readings from the whole range of topics.

Session 1 (lectures 1–2): History and Theory of Classical Archaeology

Lecture 1: Theory and theorising in Classical Archaeology
Introduction: what is theory for Classical Archaeology? Has Classical Archaeology
remained marginal to new theoretical developments in the discipline at large? What
are the main theoretical debates in Classical Archaeology over the years and today?

Essential

1-12, chapter I “Commonsense is not enough” (IoA Issue Desk; IoA: AH JOH)
or
Oxford Handbook of Archaeological Theory (online) – compare with:
Haggis D. C. and C. M. Antonaccio 2015 A contextual archaeology of ancient Greece
Theory and Practice in Excavation of the Greek World. De Gruyter, 1-11 (online)

Ancient Histories and Modern Archaeologies, 8-47 (IoA: YATES A20 MOR;
IoA: TC 569)


**Further reading**


**Lecture 2: Antiquarianism, cultural history and pottery styles**

The origins of Classical Archaeology and the antiquarian tradition in the Classical world. Classical Archaeology vis-à-vis the concept of archaeological culture and diffusionism.

**DISCUSSION** (for session 3): Osborne & Alcock vs. Terrenato: what is their agenda for Classical archaeology?


Terrenato N. 2002 The innocents and the sceptics: antiquity and Classical archaeology, *Antiquity* 76, 1104-11 (online)

**Essential**


Further reading


Childe, G. 1960. What happened in history. 3rd edition (IoA: BC 100 CHI)


Session 2 (lectures 3–4): New Archaeology and Ancient Ecologies
Lecture 3: The New Archaeology, Processual Archaeology and Classical Archaeology

How did the New Archaeology develop in Anglo-American archaeology? What were its premises and objectives? How did Processual Archaeology originate from the New Archaeology? In this session we will look at the impact of these developments upon Classical Archaeology and the relationship between these developments and the emergence of a ‘social archaeology of Greece’. The distinctive engagement with theory in Classical Archaeology, as we shall see, however, is such that it is impossible to disentangle the impact of the New Archaeology on the discipline from the impact of the critical reaction to it, also known as post-processual archaeology. We will therefore have to reflect on this reaction both here, and next week, when we will look at the major shifts in archaeological theory in the 1980s and 1990s in more detail.
Essential


Further reading


Schiffer, M., 1972. Archaeological context and systemic context. American Antiquity 37, 156-65 (online)


Whitley J. 1991 Style and society in Dark Age Greece: the changing face of a preliterate society. Cambridge, CUP (IoA: YATES A22 WHI)

Lecture 4: Environment and landscape
In this session, we will trace the developments in the investigation of ancient landscapes and environments from scientific environmental studies of the 1950s and 1960s and the geographical and anthropological studies that followed to more recent studies that have paid attention towards the symbolic dimension and the social construction of landscape. How have these studies shaped Classical Archaeology? One particular aspect we shall be looking at is the recent interest of Classical studies towards the landscape and ecology of the Mediterranean.

Essential


Further reading


Session 3 (lectures 5–6): Interpreting Classical Archaeology, in the UK and Europe

Lecture 5: Interpretative archaeologies: from contextual meanings to the new cultural history

The 1980s and 1990s have seen some major shifts in theoretical debates that have moved the pendulum from a positivist view of archaeology towards so-called interpretative archaeologies, a focus on the archaeological context and the meanings, be they cultural, symbolic, ideological, and other, of material culture. We shall be looking at the many trends of what some call post-processual archaeology, the influence from Marxism, Structuralism and Social Theory, and the ‘benefits’ that these changes have brought to the study of the Classical world.

Essential


* Morris I. 2000 Archaeology as Cultural History: Words and Things in Iron Age Greece. Chapter 1, “Archaeology as cultural history”, 3-36 & **Chapter 6 “The Past, the east and the hero of Lefkandi”, 195-256 (IoA Issue Desk; YATES A20 MOR)


Further reading

Lecture 6: Theory and Classical Archaeology elsewhere

It is often argued that archaeological theory is characteristic to English-speaking archaeology. This is far from the truth, and in this session we will see why. We will explore the rich panorama of theoretical and philosophical debates on history and the past that have concerned ancient historians and classical archaeologists by selecting a few studies from Europe and the Mediterranean.

**Essential**


Further reading


Cuozzo, M. A. 1994. Patterns of organisation and funerary customs in the cemetery of Pontecagnano (Salerno) during the Orientalising period in Journal of European archaeology vol. 2.2: 264-297 (IoA Pers)


Dyson, Stephen L. 1981 Some Reflections on the Archaeology of Southern Etruria, Journal of Field Archaeology, 8:1, 79-83 (online)


Marchand, S. L. 1996 Down from Olympus: archaeology and Philhellenism in Germany 1750-1970 (Main: GERMAN A 60 MAR)


Terrenato, N. 2005 ‘Start the revolution without me’: recent debates in Italian Classical Archaeology in P. Attema, A. Nijboer, and A. Zifferero (eds) Conference of Italian Archaeology. Papers in Italian archaeology VI. Communities and settlements from the Neolithic to the early Medieval period. Proceedings of the 6th Conference of Italian Archaeology held at the University of Groningen, Groningen Institute of Archaeology, the Netherlands, April 15-17, 2003, 39-43 (IoA: DAF Qto ATT)
Session 4 (lectures 7–8): Individuals and Identities

Lecture 7: Agency: individuals and social structures

One aspect that interpretative archaeologies have increasingly emphasised since the 1980s is the role of the individual within ancient societies and how easily we can identify him/her and interpret his/her actions in material culture. Sociological studies from the late 1970s and 1980s have provided the conceptual basis upon which archaeologists today have developed theories and interpretative frameworks for placing the social agent and the constraints or structures of society upon him/her at the centre of our enquiry.

Essential
Morris, I. 1992 Death-Ritual and Social Structure in Classical Antiquity. Cambridge, Chapter 1 (Main: ANCIENT HISTORY M 55 MOR – several copies with reference and overnight loan)
*Osborne R. 2006 W(h)ither Orientalization? in C. Riva and N. Vella (eds.) Debating Orientalization: Multidisciplinary Approaches to Change in the Ancient Mediterranean. London: Equinox, 153-158 (IoA: DAG 100 RIV; IoA Issue Desk)

Further reading
**Lecture 8: Post-colonialism and identities**

We will already have thought of the importance of identities in the ancient world in the session above. In this session, we focus more on this and how the post-colonial era in which we live has shaped current theoretical debates; classical archaeology has stood at the centre of these debates, particularly as far as the Greek world is concerned, but not only.

**Essential**


**On post-colonial theory more broadly:**

Further reading


Given, M. 1998 Inventing the Eteocypriots: imperialist archaeology and the manipulation of ethnic identity. Journal of Mediterranean Archaeology 11: 3-29 (IoA Pers)


Woolf, G. 1997 Beyond Romans and natives, World Archaeology 28 (3), 339-50 (online)

Session 5 (lectures 9–10): Gender and Politics in Classical Archaeology

Lecture 9: Gender and embodiment
What is the role of gender in archaeological theoretical debates? In answering this, we will discuss the important realisation that gender, whether male, female or other, is culturally constructed, and that gender is part of the identity of an individual. We will look at the evolution of gender theories in the course of the last two decades that has seen a shift of scholarly attention towards the body as the medium through which the individual interacts with the world and in society.

Essential

Further reading
Nevett, L. 1999. House and Society in the Ancient Greek World (IoA: YATES K71 NEV)
Osborne R. 2011 The History Written on the Classical Greek Body. Cambridge (especially Ch. 3) [Main: Ancient Hist. P 4 OSB]
Lecture 10: The politics of Archaeology

In the previous sessions, we will have realised that archaeology is not a discipline living in a glass case; quite the contrary, the theoretical debates and intellectual shifts so far discussed demonstrate the political nature of these debates. This is also the case with Classical Archaeology that has recently come under serious scrutiny for its contribution to the construction of Western identities and European national imaginations in what is today a global world. What is the role of Classical Archaeology in this world? This is not a question belonging to a theory book, but one that is at the very centre of the practice of the discipline today and, some claim, the survival of Classical Archaeology.

Essential

Friedman, J. 1992 The past in the future: history and the politics of identity, American anthropologist 9, 837-859 (online)
* Rowlands, M. 1994 The politics of identity in archaeology, in G. Bond and A. Gilliam (eds), Social construction of the past: representation as power (One world archaeology 24), London: Routledge, 129-143 (IoA Issue Desk; IoA: BD BON)
* Hamilakis, Y. and E. Yalouri 1996. Antiquities as symbolic capital in modern Greek society, Antiquity 70: 117-29 (online)

Further reading


Galaty, M. L. and C. Watkinson (eds) 2004 Archaeology under Dictatorship. London, New York (IoA: AF GAL), Ch. 9 particularly good.


Hamilakis, Y. 2011 Museums of oblivion, Antiquity 85, 625-629 (online)

Hamilakis, Y. 2012 Are we postcolonial yet? Tales from the battlefield, Archaeologies: Journal of the World Archaeological Congress vol. 8/1, 67-76 (online)


Nelis J. 2007 'Constructing Fascist identity: Benito Mussolini and Romanità', Classical World 100.4, pgs. 391-415 (online).


Nora, P. 1989 Between memory and history: les lieux de la mémoire, Representations 26, 7-25 (online)

Papadakis, Y. 1998 Greek Cypriot narratives of history and collective identity: nationalism as a contested process, American Ethnologist 25: 149-165 (online)

Sant Cassia, P. 1999: Tradition, tourism and memory in Malta, Journal of the royal anthropological institute 5, 247-263 (online)

Session 6 (lectures 11-12): Defining your questions, research designs and the archaeological process

Why do we need a research design? How do research designs impact on what we can deduce from our archaeological projects. How do research designs reflect our own interests and theoretical perspectives and how can we use the results from other people’s work? DISCUSSION: To sieve or not to sieve?

BANNING, E. 2000. The Archaeologist’s Laboratory, Chapter 4: “Research design and sampling.” London. ISSUE DESK AHBAN.


HASSAN, F. 1998. “Beyond the surface: comments on Hodder’s reflexive excavation methodology.” Antiquity 72: 213–217. TEACHING COLL. 1610 (4 copies) and 2233 (1 copy); IOA PERS and available online.

Historic England 2016. “Project management for Heritage”, available at https://historicengland.org.uk/advice/technical-advice/project-management-for-heritage/ See also the various links, documents etc.

Session 7 (lectures 13-14): Site formation processes

What are site formation processes and why are they important? How can we study them, and what can they tell us about sites? How does the study of these processes help us interpret sites? DISCUSSION SESSION: site formation processes and the study of Pompeii.

Binford, L. 1981 “Behavioural archaeology & the Pompeii premise.” Journal of Anthropological Research 37:195–208. Teaching Coll. 824 (3 copies); Pers (1 copy). Also in: Working at Archaeology. Issue Desk Bin 5 (1 copy); Ah Bin (2 copies); Anthroc7 Bin) Also available through JSTOR.


SCHIFFER, M. B. 1972 “Archaeological context and systemic context.” American Antiquity 37:156–65. TEACHING COLL. 1102 (5 copies); Available from JSTOR.


Session 8 (lectures 15-16): Artefacts: classification, assemblage formation and analysis

How do we classify artefacts? How do our classification schemes impact on the types of analysis we can perform? How can we compare assemblages and what are the problems inherent in doing so? Why should we want to?

DISCUSSION/PRACTICAL SESSION: looking at a coin assemblage.


Session 9 (lectures 17-18): Patterning at a household to settlement level

Archaeologists often try to understand the function of a room or structure by examining the artefacts found there. What are the advantages, disadvantages and problems inherent in such an approach? How can we approach the analysis of settlements on a city-wide basis? What has such research shown us?


ALLISON, P. 2013. People and spaces in Roman military bases. Cambridge: Cambridge University Press. YATES K 82 ALL.


**Session 10 (lectures 19-20): Regional survey and landscape archaeology**

What are the aims of regional survey and what methods have they employed? What are problems in comparing different surveys? How can we interpret the patterns revealed and what are the problems? Practical: estimating site numbers from surface survey.


*FLANNERY, K. (ed.) 1976. *The Early Mesoamerican Village.* New York: Academic Press. Chapter 5: Sampling on the Regional Level, pp. 131–160 (all articles); Chapter 6: Analysis on the Regional Level, Part I; introduction (pp. 161–162); article by Flannery (pp. 162–173); Inter-regional exchange networks: introduction (pp. 283–286). ISSUE DESK FLA3; DF 100 FLA; ANTHRO TK 95 FLA; GEOG WN 63 FLA


ORTON, C. R. 2000. Sampling in Archaeology, Chapter 4: “Covering the ground”, pp. 67–111. ISSUE DESK IOA ORT 3; INST ARCH AK 10 ORT.


4. ADDITIONAL INFORMATION

Libraries and other resources
In addition to the Library of the Institute of Archaeology, other libraries in UCL with holdings of particular relevance to this degree are the Classics and Ancient History sections of the Main UCL Library.

Information for intercollegiate and interdepartmental students
Students enrolled in Departments outside the Institute should obtain the Institute’s coursework guidelines from Judy Medrington (email: j.medrington@ucl.ac.uk), which will also be available on the IoA website.

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).
- 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

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@ucl.ac.uk).