ARCL0042

THEORY AND METHODS FOR THE ARCHAEOLOGY OF THE ANCIENT WORLD

2019-2020

Core module for second year BA Classical Archaeology and Classical Civilisation
15 credit module; Thursday 9:00–11:00, Room B13 IoA

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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.

Deadlines: assignment 1: 21st November 2019; assignment 2: Friday 17th January 2020
1. OVERVIEW

Module contents: This module 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 module 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. 03/10/19: History and Theory of classical archaeology
2. 10/10/19: The scientific and the interpretative turn in the Classical landscape
3. 17/10/19: Identity, materiality and postcolonialism in Classical archaeology
4. 24/10/19: The ontological turn and post-humanism
5. 31/10/19: Gender and Politics in Classical Archaeology

[4–8/11/17 – Reading Week]
6. 14/11/20: Research designs in archaeology
7. 21/11/20: Site formation processes
8. 28/11/20: Assemblages: classification, formation and analysis
9. 05/12/20: Patterning from household to city levels
10. 12/12/20: Patterning in the landscape and regional surveys

Methods of Assessment: This module 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 module.

Teaching methods: This module 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 module. Students will be expected to undertake around 70 hours of reading for the module, plus 60 hours preparing for and producing the assessed work. This adds up to a total workload of some 150 hours for the module.

Prerequisites: Students planning to take this module will normally be expected previously to have taken either ARCL0001 Introduction to Roman Archaeology, or ARCL0005 Introduction to Greek Archaeology in their first year, which provides the relevant background material, which will be built upon in this module.
2. AIMS, OBJECTIVES AND ASSESSMENT

Aims:
The module 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 module 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  Monday 21st November 2019
   b) Assessment on data analysis  Friday 17th January 2020
      Except for Affiliate Students present at the Institute for only Term I (see Module 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? How can we solve them?
2. What are the key characteristics of “the new archaeology” and to what extent is it still relevant today?
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 and materiality 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 difference between global classical archaeology and globalization of classical archaeology? How can we move classical archaeology towards a global movement? Use two cases studies

9. 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.

10. Using at least two case studies, discuss how posthumanism may inform our understanding of the material record of the Classical past, use two examples.

11. If you are very passionate about a topic that is not presented in this list, you are allowed to choose that as an essay subject, but only after consulting me and by handing in an essay question with at least five references.

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 up 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 module (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 module. 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 module. For each topic you need to consider what analysis methods you might use drawing on your reading from sessions 8 to 10 of the module. 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 Module 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 2019–20 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.
- 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. Please note that the procedure has changed for 2019–20, and work is now submitted to Turnitin via Moodle.

Submitting coursework via turnitin.

1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document. Please include the module code and your candidate number on every page as a header.
2. Go into the Moodle page for the module to which you wish to submit your work.
3. Click on the correct assignment (e.g., Essay 1),
4. 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 Essay 1). Note that your candidate number changes each year.
5. Click “Upload”.
6. Click on “Submit”
7. You should receive a receipt – please save this.

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 module 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 Module 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: Eva Mol (EM), Kris Lockyear (KL).

FULL SYLLABUS AND READING LIST

The following is an outline for the module 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 module, 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 and 2): History and Theory of classical archaeology

Lecture 1, introduction to theory: thinking things through
What is archaeological theory and why do we need theory? The first lecture, next to providing a general overview of the course, will give an introduction to the history of archaeological thinking and to contemporary archaeological theory.

Essential
Harris and Cipolla 2017, An introduction to contemporary archaeological theory: confronting dualisms (pp1-8) Archaeological theory in the New Millennium (online available, also in the archaeology library: INST ARCH AH HAR)

Further reading
Gardner A., M. Lake and U. Sommer (eds) 2014 The Oxford Handbook of Archaeological Theory (online)
Lecture 2: History and theory in classical archaeology

The second lecture will deal with the origins of Classical Archaeology and the antiquarian tradition in the Classical world. 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


Further reading


Session 2 (lectures 3 and 4) The scientific and the interpretative turn in the Classical landscape

Lecture 3: New archaeology and the Classical landscape
In this lecture we will look at the impact of the development of processual archaeology upon Classical Archaeology and the relationship between these developments and the emergence of a ‘social archaeology of Greece and Rome’ through an important method that changed the way the classical landscape was studied and conceived: survey archaeology.

Buzzwords: New Archaeology, processualism

Essential
*Harris and Cipolla 2017, chapter 2: Beyond paradigms: a potted history of archaeological thought (13-34), *Archaeological theory in the New Millennium* (online)
Shanks M. 1995 *Classical archaeology of Greece. Experiences of the discipline*, chapter 5 “Rudiments of a social archaeology”, Routledge. London, 118-153 (IoA: AG SHA and Issue Desk; also available online at academia.edu)

Further reading
Lecture 4: the landscape in post-processualism: interpretation and symbolism

The distinctive engagement with post-processual theory in Classical Archaeology is impossible to disentangle from the impact of the critical reaction to it, also known as post-processual archaeology. The 1980s and 1990s caused 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 discuss some of the trends of call post-processual archaeology, the influence from Marxism, Structuralism and Social Theory, and the benefits and problems that these changes have brought to the study of the Classical world.

Buzzwords: post-processualism, postmodernism, the interpretative turn


Further reading

Lecture 5: Cultural identity, material culture and postcolonialism

Next to interpreting the landscape, the concept of ‘identity’ has been a vital focus in Classical archaeological theory, especially concerning the ‘pots are people debate’. How does material culture reflect cultures? Was there a Romanization process? What is a Greek identity? Whereas in early cultural historical scholarship this would not have been problematic, after rethinking identity and material culture in post-processualism the idea that Romanization is only a one-way cultural influence became untenable. Postcolonialist and hybridity theory approaches look at how ‘natives’ also have impacted Greek and Roman (material) culture, and how identities are constructed through the help of material culture.

Buzzwords: identity, ethnicity, postcolonialism, hybridity

Essential

* Harris and Cipolla 2017, Situating things in society: identity and personhood (online)
* Van Dommelen, P., 2011, Postcolonial archaeologies between discourse and practice World Archaeology Vol. 43, No. 1, pp. 1-6 (online)


Further reading


Lecture 6: Beyond representation: identity, materiality and globalization

Post-processualism has been a paradigm change in archaeology, but since the turn of the millennium an increasing amount of Greek and Roman archaeologists have voiced criticism against the overtly interpretative approach, as it conceived of objects merely as ‘a medium’ for communication or appreciated for its symbolic value. Recently, materiality has been adopted to bring the object back as an agent capable of creating values instead of merely reflecting them. What does the object do?

**Buzzwords:** materiality, agency, globalization

**Essential**

*Knappet, C., 2014, Materiality in Archaeological Theory, Encyclopedia of Global Archaeology (online)


**Further reading**


Ribeiro, 2016, Archaeology will be alright, *Archaeological Dialogues*, archaeological Dialogues 23 (2) 146–151


**Session 4 (lectures 7 and 8) The ontological turn and post-humanism**

**Lecture 7: The ontological turn: other pasts**

Academia in general, but certainly Classics and Classical archaeology as we saw during the previous session, has been approached from a Eurocentric and colonial perspective. Whereas postcolonialism functioned as a critique against this, recently a more active response to this is being taken in the form of decolonization. Decolonizing approaches emerged initially as a means to counter the Western belief-categories of Indigenous representations, but are now applied in a broader way. The ontological turn and New Materialism as decolonizing theories have been growing in number, but they have yet to integrate into Greek and Roman scholarship. What has Classical archaeology to gain from other pasts and different perspectives than European and Anglo-Saxon scholarship?

**Buzzwords:** decolonization, ontology, perspectivism

*Essential*


Latour, B., Perspectivism, type or bomb? Anthropology Today, April 2009 – vol 25 – no 2 (2 Pages; online)


Further reading


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)


Lecture 8: Posthumanism
The other way to decolonize past and present is through adopting posthumanism as a perspective. Posthumanism is a critique against anthropocentrism and the categories it has created. The ultimate aim is the disappearance of the hierarchical boundaries between the human, the animal, the non-human and the machine and adopt a multispecies perspective. What is the difference between posthumanism antihumanism, and transhumanism? Should we become less anthropocentric? And how can the posthuman approach help Classical Archaeology?

Buzzwords: posthumanism, multispecies

Essential
*Braidotti, 2013, The Posthuman, Introduction (ANTHROPOLOGY D 10 BRA)

Further reading
Selsvold, I., and L. Webb (eds.), Beyond the Romans: Posthuman Perspectives in Roman archaeology Oxbow Books | Series: TRAC Themes in Archaeology | Volume: 3 | Publication: May 2020

Session 5 (lectures 9–10): Decolonizing Classical Archaeology: Gender and politics

Lecture 9: Gender, embodiment, and feminism
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 and to
current movements that want to draw attention to issues in the field such as the Trowelblazers collective.

**Buzzwords:** feminism, gender, intersectionality, trowelblazers

*Essential*

*Battle-Baptiste, W., 2011, Black feminist archaeology, Introduction, understanding a black feminist framework online: ([file:///C:/Users/eva_m/Downloads/Battle-Baptiste%202011%20(3).pdf](file:///C:/Users/eva_m/Downloads/Battle-Baptiste%202011%20(3).pdf)) – read this and think about your own relation to archaeology, did you ever come across racism and injustice in your practice or life, how could you help this as an archaeologist. Also pay attention to writing style!*


*Further reading*


“Archaeology and gender” OR “Archaeology, gender and identity” (2010 edition only) (IoA Issue Desk; AH JOH)


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 Classical Archaeology: where to go?
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. Even worse, the Classical world and its objects become increasingly adopted in white supremacist, alt right, and misogynist rhetoric. What is our role as Classical archaeologist in these developments? 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
* Quinn, J., 2017, Against Classics (https://wcc-uk.blogs.sas.ac.uk/2017/10/27/against-classics/)
* Zuckerber, D., 2016, How to be a good classicist under a bad emperor, Eidolon https://eidolon.pub/how-to-be-a-good-classicist-under-a-bad-emperor-6b848df6e54a

Further reading
Ram-Prasad, K., Reclaiming the Ancient World Towards a Decolonized Classics, Eidolon (https://eidolon.pub/reclaiming-the-ancient-world-c481fc19c0e3)
Friedman, J. 1992 The past in the future: history and the politics of identity American anthropologist 9, 837-859 (online)


**Further reading**


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)


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


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.


REDMAN, C. L. (1973) “Multistage fieldwork and analytical techniques.” American Antiquity 38, 61–79. INST ARCH PERS AND AVAILABLE FROM JSTOR.


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); ANTHRO C7 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.


**HAYDEN, B. AND A. CANNON 1983.** “Where the garbage goes: refuse disposal in the Maya highlands.” Journal of Anthropological Archaeology 2: 117–63. TEACHING COLL. 1387 (4 copies); IOA PERS. Also available online.


**LOCKYEAR, K. 2007.** Patterns and Process in Late Roman Republican Coin Hoards, 157–2 BC. Oxford: British Archaeological Reports, International Series 1733. See chapter 2 on the data. YATES QUARTOS R 85 LOC.
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.


Landscape Archaeology, pp. 55–64. Oxford: Oxbow. ISSUE DESK IOA BAR 3; INST ARCH DAG 100 QTO BAR.

*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 FLA 3; 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). These guidelines will also be available on Moodle under Student Administration.

APPENDIX A: POLICIES AND PROCEDURES 2019-20 (PLEASE READ CAREFULLY)

This appendix provides a short précis of policies and procedures relating to modules. 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 IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/module/view
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 register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email. Students are normally required to attend at least 70% of classes.

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.

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 Module 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 Support and Wellbeing (SSW) 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 Module 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 module on Moodle. For help with Moodle, please contact Charlotte Frearson (c.frearson@ucl.ac.uk)