Selected topics in the archaeology of the Later Roman Empire

2017-18, Term I
Year 2/3 Option, 0.5
Turnitin Class ID: 3545412
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Deadlines for coursework for this course:
First assignment: 13th November 2017 (returned 20th November)
Second assignment: 20th December 2017 (returned 8th January)

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Office hours: Tuesday, 4-6pm in Term I
At other times by email – agreed appointment

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

Short description
This course will examine the fate of the later Roman empire from the fall of Rome through the establishment of the barbarian kingdoms in the west and the rise of Constantinople in the East to the eve of the Arab conquests (AD400-700), interrogating models of decline, catastrophe and transformation through the most recent archaeology. There is, however, much more to the study of the late antique world than the problem of how and why the Roman empire collapsed. We will explore key themes such as decline and fall, barbarians and ethnicity, urbanism, rural settlement, Christianisation, the army and the economy and compare the different trajectories of Europe, Northern Africa and the Eastern Mediterranean in this period.

Week-by-week summary

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<th>Week</th>
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<td>1</td>
<td>3rd Oct</td>
<td>Late Antiquity: models and approaches</td>
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<td>2</td>
<td>10th Oct</td>
<td>The fall of Rome and the archaeology of decline</td>
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<td>3</td>
<td>17th Oct</td>
<td>Romans and Barbarians: problems in ethnicity (Kris Lockyear)</td>
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<td>4</td>
<td>24th Oct</td>
<td>Rome reborn? Constantinople and the Eastern Empire</td>
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<td>5</td>
<td>31st Oct</td>
<td>From villa to village: the countryside</td>
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<td>NO CLASS – READING WEEK</td>
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<td>6</td>
<td>14th Nov</td>
<td>The transformation of the classical city: the view from the West</td>
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<td>7</td>
<td>21st Nov</td>
<td>The transformation of the classical city: the view from the East and South</td>
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<td>8</td>
<td>28th Nov</td>
<td>The rise of Christianity and the end of paganism</td>
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<td>5th Dec</td>
<td>Frontiers, fortifications and the army (Kris Lockyear)</td>
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<td>10</td>
<td>12th Dec</td>
<td>The house and daily life</td>
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BASIC TEXTS

No single book yet provides an up-to-date interpretative synthesis of the archaeology of the late Roman world. There are, however, a number of general histories of the period. Highly recommended as a starting point are the books by Cameron 2012 (2nd ed.), Brown 2013 (3rd rev. ed). The Cambridge Ancient History vols XIII and XIV are extremely good and more detailed. Brown (1971) and Jones (1964) are classic works on this period. Late Antiquity. A very short introduction (Clark 2011) provides an easy quick overview of the subject.

Brown, P. 1971. The World of Late Antiquity. London: Thames and Hudson. ANCIENT HISTORY A 5 BRO.
Brown, P. 2013 (3rd. rev. ed.) The Rise of Western Christendom. HISTORY 83D BRO
Cameron, Averil 1993. The Later Roman Empire. Fontana. IOA ISSUE DESK IOA CAM 4; ANCIENT HISTORY R 17 CAM.
Cameron, Averil 2012 (2nd ed.). The Mediterranean World in Late Antiquity (395-600). Routledge. ANCIENT HISTORY R 19 CAM
Archaeology
These thematic volumes serve as the best introduction to the different topics we will cover in this course and contain many useful case-studies. The Late Antique Archaeology series (available in hard-copy and online) has important bibliographic overviews at the start of each volume.

Christie, N. 2004. Landscapes of Change: Rural Evolutions in Late Antiquity and the Early Middle Ages. Aldershot. INST ARCH DA 180 CHR; ISSUE DESK IOA CHR 2
Gwynn, D. and S. Bangert (eds.) 2010. Religious Diversity in Late Antiquity. Leiden. INST ARCH DA 180 GWY; ONLINE
Lavan, L. (ed.) 2001. Recent Research in Late-Antique Urbanism, Supplementary Series. Portsmouth. INST ARCH DBA 100 LAV
Lavan, L (ed.) 2015. Local Economies? Production and Exchange of Inland Regions in Late Antiquity. Leiden. INST ARCH IN CATALOGUING; ONLINE
Lavan, L. and Bowden, W. (eds.) 2003. *Theory and Practice in Late Antique Archaeology* Leiden. ISSUE DESK IOA LAV 1; ONLINE
Lavan, L. and Mulyran, M. eds. 2015. *Field methods and post-excavation techniques in late antique archaeology.* Leiden. INST ARCH DA 170 LAV; ONLINE
Lavan, L., Özgenel, L. and Sarantis, S. (eds.) 2007. *Housing in Late Antiquity: from Palaces to Shops* Leiden. INST ARCH DA 180 LAV; ONLINE

**Methods of assessment**

This course is assessed by means of two pieces of course-work, each of 2375 - 2625 words, which each contribute 50% to the final grade for the course. 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. The nature of the assignment and possible approaches to it will be discussed in class, in advance of the submission deadline. If students are unclear about the nature of an assignment, they should discuss this with the Course Co-ordinator.

**Teaching methods**

The course is taught through lectures. Students will be required to undertake set readings in order to be able to follow and actively to participate in the discussion. Students may be asked to make short presentations of case study material (non-examined). Powerpoint presentations and other learning materials are made available via Moodle.

**Workload**

There will be 20 hours of lectures for this course. Students will be expected to undertake around 80 hours of reading for the course, plus 50 hours preparing for and producing the assessed work. This adds up to a total workload of some 150 hours for the course.

2. **AIMS, OBJECTIVES AND ASSESSMENT**

**Aims**

The aim of this course is to:

- provide an introduction to the archaeology of the later Roman world from the rise of Christianity to the Muslim conquests in the seventh century
- to examine a selection of topics in the archaeology of later Roman Empire, c. AD 300 to c. AD 650.
- To consider the most important current research questions and interpretative paradigms in late antique archaeology
- To consider the nature and interpretation of different sources (archaeological, visual, textual) in approaching the late antique Mediterranean.
To develop critical faculties in written evaluation of current research (problems, method and theory, quality of evidence).

Objectives
On successful completion of this course a student should:
- demonstrate a good knowledge of the history and material culture of the later Roman world
- analyse and discuss critically key variables, models and theories for the transformations that took place in late antiquity
- engage with different forms of evidence and methodologies, and understand how to use them critically in class discussions and writing assessments.

Learning Outcomes
On successful completion of the course, students should be able to demonstrate:
- Understanding and critical awareness of the different values of primary and secondary sources.
- Written and oral skills in analysis and presentation.
- Knowledge of methods and theories of archaeological and historical analysis, and be able to apply them to archaeological data.
- Ability to conduct original research.

Coursework

Assessment tasks
Assessment 1: Problem Essay 2375-2625 words, 50% of course-mark
DUE: 13th November 2017

1. What factors have shaped the history and agendas of late antique scholarship up to today? Discuss with reference to specific scholarly works. [Session 1]
2. Is ‘collapse’ a helpful concept for understanding the archaeology of the western Roman empire? Discuss with reference to specific examples. [Session 2]
3. Is the extensive use of spolia and recycled building materials in late antiquity a sign of artistic and architectural decline or new aesthetics? Discuss with reference to specific examples. [Session 2]
4. What are the problems inherent in the identification of "barbarians" in the archaeological record and how may this period contribute to our understanding of ethnicity? Discuss with reference to specific examples. [Session 3].
5. Does the study of pottery and its distribution provide an accurate picture of Mediterranean trade patterns in late antiquity? Discuss with reference to specific examples. [Session 4].
6. How has the use of archaeological survey data changed our perception of the late Roman countryside? What are the problems in using this data? Discuss with reference to 1 detailed case-study. [Session 5]

Assessment 2: Research Essay 2375-2625 words, 50% of course-mark
DUE: Wednesday 20th December 2017
Your task is to conduct original research on an urban settlement of your choice in relation to the transformation of the classical city debate. You only have 2375-2625 words, so you need to be concise and to target the relevant data.

- Introduce your chosen site and the debate that you will be addressing. Make sure to refer to the scholarship on different sides of the debate.
- Briefly describe the history of scholarship on the site and consider its implications for our understanding of the site.
- Analyse the plan of the site and chart its change over late antiquity.
- Consider the organisation of the site, the type of monuments at the site (churches, palaces, government buildings etc.), production zones and urban utilities.
- Use primary sources (ie, buildings & information in site reports, translations of texts, objects) – rather than over-relying on others’ interpretations or conclusions. You want to analyse evidence directly, yourself.
- Use the most important and recent references in bibliographies. Do not rely on introductory or synthetic textbooks.
- Please include at least 4 illustrations (they can be drawings, photos, tables or diagrams). Use them to highlight points (give these Figure Numbers & refer to them in the text). At least one should be a plan of your chosen site. Make sure to refer to the plan in the text.
- Discuss your findings in relation to bigger debates in late antique archaeology about urbanism. This is your opportunity to demonstrate original, critical thinking.

A list of sites with a decent English bibliography follows. Your choice of site must be approved by the course co-ordinator. NB. For those who are fluent in another language (French, German, Spanish, Italian), there are other options which can be discussed with the course co-ordinator.

**Britain and Gaul**
- London, UK
- Arles, France
- Marseilles, France

**North Africa**
- Leptis Magna, Libya
- Cherchel, Algeria
- Volubilis, Morocco
- Sabratha, Libya
- Leptiminus, Tunisia
- Sufetula, Tunisia

**Balkans**
- *Caricin* Grad (Justiniania Prima), Serbia
- Nicopolis ad Istrum, Bulgaria
- Butrint, Albania

**Italy and the western provinces**
- Aquilea, Italy
- Faleri Novi, Italy
- Luni, Italy
If students are unclear about the nature of an assignment, they should discuss this with the Course Co-ordinator.

Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, students may be permitted, in advance of the deadline for a given assignment, to submit for comment a brief outline of the assignment. Alternatively, teachers may arrange to discuss with the whole class how each assignment might be approached. Co-ordinators must make it clear in the course handbook what procedure they follow with regard to advice on assignments.

The Course Co-ordinator is willing to discuss an outline of the student's approach to the assignment, provided this is planned suitably in advance of the submission date.

Please note that in order to be deemed to have completed and passed in any course, it is necessary to submit all assessments.

Word counts
The word length for essays for this course is 2,375-2,625. The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, captions and contents of tables and figures, appendices, and wording of citations.
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 2017-18 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.

**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 **IoA1718** 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.

3 **SCHEDULE AND SYLLABUS**

Lectures will be held 11:00am-13:00pm on Tuesdays, in room 410 in the Institute of Archaeology in Term I.

**Syllabus**
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 reading are in the Teaching Collection in the Institute Library (where permitted by copyright) or are available online.

The assessments are designed to complement the lectures and discussions. While each assessment focuses on a particular part of the course, critical evaluation will be enriched by knowledge of other topics. In short, to write good essays, you will need to have read at least the essential readings for the entire course, and more for your specific topic.
SESSION 1: Late Antiquity: models and approaches

What do we mean by late antiquity, and what does it mean to different scholars today? What is the role of this period in world history? This introductory session outlines the core questions and aims of the module as well as introducing the major interpretive questions concerning continuity versus change and competing grand narratives for the end of the ancient world. We will consider the nature of the sources, the development of the discipline itself, and how they have shaped what we know of the archaeology of this pivotal period.

Essential Reading
Cameron, A. 2003. 'Ideologies and Agendas in Late Antique Studies' in L. Lavan and W. Bowden (eds.) Theory and Practice in Late Antique Archaeology Leiden: Brill. Late Antique Archaeology I, 3-21. ISSUE DESK IOA LAV 1; ONLINE

Recommended Reading
Cameron, A. The Mediterranean World in Late Antiquity, 152-96. MAIN ANCIENT HISTORY R 19 CAM
Johnson, S.F. 2012. ‘Preface: On the Uniqueness of Late Antiquity’ in S.F. Johnson (ed.) The Oxford Handbook of Late Antiquity. ONLINE.
Wickham, C. 2003. "Studying Long-term change in the West, AD 400-800" in L. Lavan and W. Bowden (eds.) Theory and Practice in Late Antique Archaeology Leiden: Brill, 385-403. ONLINE
Wickham, C. 2009. The Inheritance of Rome: A History of Europe from 400 to 1000. Viking. HISTORY 41 F WIC

Further Reading
SESSION 2: The fall of Rome in the West and the loss of complexity

The sack of Rome in 410 and the subsequent loss of the western empire to the ‘barbarian kingdoms’ (Session 3) has heralded a vast amount of debate about how and why the western Roman empire collapsed. As we will see throughout the course, scholarly arguments for decline and collapse in late antiquity and the early middle ages have been strongly influenced by the significant changes that we see in architecture, building practices, the choices of construction materials and the appropriation of buildings and spaces from the early Roman period. In the second part of the class, we will consider in detail the role that spoliation and re-use have played in models of decline, transformation and continuity in late antiquity. Is the tendency to adapt and reuse rather than build anew, a sign of artistic and architectural decline and an index of economic and cultural collapse? Or is it a reflection of new aesthetic values or pragmatism on the part of their builders?

Essential


Podcasts

‘The Roman Empire’s Collapse in the 5th Century’ Radio 4 ‘In Our Time’ (recorded 2001) http://www.bbc.co.uk/programmes/p00547ds

‘Transformation of the Roman Empire’ (Prof. Paul Freedman, Yale) http://oyc.yale.edu/history/hist-210/lecture-6
Recommended
Elsner, J. 2000. 'From the Culture of Spolia to the Cult of Relics: the Arch of Constantine and the Genesis of Late Antique Forms' Papers of the British School of Rome 68, 149-84. INST ARCH PERS; ONLINE
Fleming, R. 2012. 'Recycling in Britain after the Fall of Rome's Metal Economy' Past and Present 217, 1: 3-45. ONLINE
Swift, E., 2015. The Analysis of Reused Material Culture for Late Antique Studies. In Field Methods and Post-Excavation Techniques in Late Antique Archaeology (pp. 91-119). Brill.

Further reading - Later Roman Empire
Christie, N. 2006. From Constantine to Charlemagne: an archaeology of Italy, AD 300-800. Aldershot. INST ARCH DAF 100 CHR
Christie, N. 2011. The Fall of the Western Roman Empire: An archaeological and historical perspective. London. INST ARCH DA 170 CHR

Further reading: spolia
SESSION 3: Romans and Barbarians: Problems in Ethnicity

The collapse of the western Roman empire during the fifth century created a power vacuum in the western Mediterranean that was filled by barbarian kingdoms: Vandal Africa, Visigothic Spain, Ostrogothic Italy and Frankish Gaul. This lecture will have a look at some of the barbarian groups which were attacking and settling in the Empire. We will focus on the controversial debates surrounding migration and ethnicity in this period. Has the concept of 'barbarian invasions' outlived its usefulness? Should we rather discuss periods of migration, or 'assimilation,' with sporadic outbreaks of violence? How have archaeologists and historians tried to identify ‘barbarians’ in the archaeological record? What are the issues?

Essential Reading
**Podcast: 7 ‘The Barbarian Kingdoms’ [http://oyc.yale.edu/history/hist-210/lecture-7]

Further Reading
Halsall, G. Barbarian Migrations and the Roman West 376-568. Cambridge. HISTORY 41 FA HAL + ONLINE

Further reading – The Germanic kingdoms

**Further reading - Ethnicity**
Bowden, William. 2003. ‘The construction of identities in post-Roman Albania’, in Luke Lavan (ed) *Theory and Practice in Late Antique Archaeology* (Leiden), 57-78. ISSUE DESK I OA LAV 1; ONLINE
Curta, F. 2011. ‘Medieval Archaeology and Ethnicity: Where are we?’ *History Compass* 9/7: 547-48. ONLINE
Fentress, E. 2000. 'Social Relations and Domestic Space in the Maghreb' in A. Bazzana and É. Hubert (eds.) *CASTRUM 6: Maisons et espaces domestiques dans le monde méditerranéen au moyen âge* (Madrid), 15-26. INST ARCH DAG 100 BAZ


**SESSION 4: Rome reborn? Constantinople and the Eastern Empire**
The eastern Roman empire (often called Byzantium), based in Constantinople, continued to exist until it was conquered by the Turks in 1453. How different was New Rome from Old Rome? We will then consider in detail Justinian I’s reign and his attempt to restore the Roman empire by reconquering the Roman west in the sixth century. How different was New Rome from Old Rome?

In the second half of the lecture, we will look at trade and the economy over this period. Did Justinian’s conquests result in a surge in Mediterranean commerce? Archaeological evidence does point to a sharp drop in Mediterranean traffic and especially in large-scale seaborne commerce by the seventh century. How significant were these changes? How accurate a picture of trade links and mobility does the study of pottery and its distribution offer us in late antiquity? What are the methodological concerns?

Essential

**Podcast** ‘Lecture 8 – Survival in the East’ (Prof. Paul Freedman, Yale) http://oyc.yale.edu/history/hist-210/lecture-8
**Podcast** – Lecture 9 – The Reign of Justinian (Prof. Paul Freedman, Yale) http://oyc.yale.edu/history/hist-210/lecture-9
**Podcast** ‘Byzantium’ Radio 4 ‘In Our Time’(recorded 2001) http://www.bbc.co.uk/programmes/p00547j9

Recommended
Grig, L. and G. Kelly (eds.) 2010. *Two Romes: Rome and Constantinople in Late Antiquity*.ANCIENT HISTORY R 22 GRI + ONLINE.

Further Reading - Byzantium
Haldon, J. 1993. The State and the Tributary Mode of Production. London. HISTORY 82 B HAL
Haldon, J. 2016. The Empire that would not die. Harvard. ANCIENT HISTORY S 12 HAL
Laiou, A. (ed.) The Economic History of Byzantium, from the Seventh through the Fifteenth Century. Washington. HISTORY QUARTOS 82 C 1 LAI; SSEES Gr.IX.c ECO
Saradi, H. 2006. The Byzantine City in the Sixth Century: Literary images and historical reality. Athens. ANCIENT HISTORY QUARTOS R 64 SAR
Sarris, P. 2006. Economy and society in the age of Justinian. Cambridge. ANCIENT HISTORY S 64 SAR; ONLINE

Further Reading - Economy
Hodges, R. and W. Bowden 1998. The Sixth Century. Production, distribution, demand. Leiden: Brill. See especially chapters 1 and 2 (Pirenne), 6 (Italy), 7 (Spain) and 12 (Overview by Wickham). INST ARCH DA 180 HOD.
Ward Perkins, B. 2000. 'Specialised production and exchange', CAH XIV Chapter 13. ANCIENT HISTORY A 5 CAM. TC 3396

Further Reading
Arthur, P. (1989). 'Some observations on the economy of Bruttium under the later Roman empire.' Journal of Roman Archaeology 2: 133-42. INST ARCH PERS.


Garnsey, P. and C. R. Whittaker 1998. 'Trade, industry and the urban economy', CAH XIII, Chapter 10. ANCIENT HISTORY A 5 CAM.

Hodges, R. and W. Bowden 1998. The Sixth Century. Production, distribution, demand. Leiden: Brill. See especially chapters 1 and 2 (Pirenne), 6 (Italy), 7 (Spain) and 12 (Overview by Wickham). INST ARCH DA 180 HOD.


Karagiorgou, Olga 2009. 'Mapping trade by the amphora.' In M. M. Mango (ed) Byzantine trade, 4th-12th centuries: the archaeology of local, regional and international exchange, pp. 37-58. Farnham: Ashgate. INST ARCH DA 180 MAN.

Keay, Simon (1984). Late Roman Amphorae in the Western Mediterranean. BAR Inst Series 196. INST ARCH DAPA QTO. KEAY


Patterson, H. and A. Rovelli (2004). 'Ceramics and coins in the middle Tiber Valley from the fifth to the tenth centuries AD', in Helen Patterson (ed.) Bridging the Tiber, pp. 269-284. London: British School at Rome. INST ARCH DAF QTO. PAT.


Salter, Christopher J. 2009. 'Early tin extraction in the south-west of England: a resource for Mediterranean metalworkers of Late Antiquity.' In M. M. Mango (ed) Byzantine trade, 4th-12th centuries: the archaeology of local, regional and international exchange. Farnham: Ashgate. INST ARCH DA 180 MAN.
Ward Perkins, B. 2000. 'Specialised production and exchange', CAH XIV Chapter 13. ANCIENT HISTORY A 5 CAM. TC 3396

Whittow, Mark 2013. 'How much trade was local, regional, and inter-regional? A comparative perspective on the Late Antique economy.' In Luke Lavan (ed.), Local Economies? Production and Exchange of Inland Regions in Late Antiquity. pp. 133-165. AVAILABLE ONLINE AS VOL. 10 OF LATE ANTIQUE ARCHAEOLOGY.


SESSION 5: From villa to village: the late antique countryside

The majority of the peoples in the late antique Mediterranean lived in the countryside rather than in the towns. In the last few decades, field survey has transformed our understanding of the late antique countryside. This session will compare the different trends in the western and eastern Mediterranean and their relation to the economic trends outlined in Session 4. What are the methodological problems that archaeologists face when using survey data for this period? Did climate change have an impact on the exploitation of resources, agriculture and land management practices in late antiquity?

Essential Reading


Recommended Reading
Bowes, K. and Gutteridge, A. 2005. 'Rethinking the later Roman Landscape' Journal of Roman Archaeology 18: 405-118. INST ARCH PERS; ONLINE (a response to Lewit)

Christie, N. 2006. 'Rural settlement and Patterns of Change', From Constantine to Charlemagne. An archaeology of Italy AD300-800. INST ARCH DAF 100 CHR


Ward-Perkins, B. 2000. 'Land, labour and settlement', CAH XIV, chapter 12. ANCIENT HISTORY A 5 CAM.

Further Reading
SESSION 6: The transformation of the classical city: the view from the West

The fate of the classical city has been an archaeological obsession for decades. Whilst it is widely agreed that cities underwent significant change during the course of late antiquity, there is much debate about the timing and interpretation of these changes, and whether they
denote urban collapse. Key issues include the Christianization of urban space, urban fortification, the abandonment or appropriation of public monuments (baths, theatres, circus etc.) the movement of production into the city, encroachment and urban shrinkage. This lecture will look at the history of towns in the west. How did they change in form and in function?

**Essential Reading**


Christie, N. 2011. 'Ch 4 –Towns and Urban Society in the Late Empire’ *The Fall of the Western Empire: An Archaeological and Historical Perspective.* London: Bloomsbury, 112-141. INST ARCH DA 170 CHR

**Further Reading**


Keay, Simon 1996. 'Tarraco in Late Antiquity', in N. Christie and S. T. Loseby (eds) *Towns in transition: urban evolution in late antiquity and the early Middle Ages*, pp. 18-44. INST ARCH DA 200 CHR; INST ARCH TEACHING COLLECTION 3170.

Knight, Jeremy 1999. 'The Christian city', in *The End of Antiquity*, chapter 4. HISTORY 41 FA KNI.


Lavan, L. 2001. *Recent research in late-antique urbanism.* Journal of Roman Archaeology Supplementary Series 42. INST ARCH DBA 100 LAV.
SESSION 7: The transformation of the classical city: the view from the East and South

A different picture emerges in the Eastern and Southern Mediterranean where scholars have generally seen cities as more prosperous until at least the sixth century. The debate is particularly charged in the Levant which was later conquered by the Arabs. Here, the gridded and colonnaded streets of the ‘classical’ Graeco-Roman city were replaced by irregular alleys, suqs (markets) and mosques effecting a transformation from polis (Greek ‘city’) to madina (Arabic – ‘city’) as Hugh Kennedy (1985) has described in an important article.

Essential Reading
Decker, M.J., 2016. The Byzantine Dark Ages, p81-122. London. ARCH ISSUE DESK; SSEES Gr.IX.b DEC + Online
Kennedy, H. 1985. 'From Polis to Madina: urban changes in late antique and early Islamic Syria' Past and Present 106, 3-27. ONLINE

Further Reading
and North Africa (7). INST ARCH DA 200 CHR; TARRACO: INST ARCH TEACHING COLLECTION 3170.
Dally, O. and Ratte, C. 2011. Archaelogy and the cities of Asia Minor in late antiquity. Ann Arbor, YATES QUARTOS E80 DAL
Deliyannis, A. 2010. Ravenna in Late Antiquity. Cambridge. YATES E 22 RAV
Lavan, L. 2001. Recent research in late-antique urbanism. Journal of Roman Archaeology Supplementary Series 42. INST ARCH DBA 100 LAV.
Leone, A. 2013. The end of the pagan city: religion, economy and urbanism in late antique North Africa. ANCIENT HISTORY L74 LEO
Ozgenel, Lale 2007. 'Public use and privacy in Late Antique houses in Asia Minor: the architecture of spatial control.' In Luke Lavan, Lale Ozgenel, and Alexander Sarantis (eds) Housing in late antiquity: from palaces to shops, pp. 239-281. Leiden: Brill. INST ARCH DA 180 LAV.
Saradi, H. 2006. The Byzantine City in the Sixth Century: Literary images and historical reality. Athens. ANCIENT HISTORY QUARTOS R 64 SAR
Zavagno, L. 2017. Cyprus Between Late Antiquity and the Early Middle Ages. London. ON ORDER

**SESSION 8: The rise of Christianity**

This period saw the dramatic rise to prominence of the Church with the adoption of Christianity by Constantine. Our focus will be on Christianity and its infrastructure from its establishment as the ‘state-sanctioned’ religion during the early-mid 4th century AD and its subsequent spread across the Mediterranean. What impact did the Church have on both
urban and rural landscapes? How did Church architecture develop? Can we trace the spread of Christianity in the archaeological record? How far did paganism survive?

**Essential Reading**


**Podcast:** ‘The Nicene Creed’ Radio 4 ‘In Our Time’ (recorded 2007) [http://www.bbc.co.uk/programmes/b008jglt](http://www.bbc.co.uk/programmes/b008jglt)

**Podcast:** ‘Lecture 4 – The Christian Roman Empire’ (Prof. Paul Freedman, Yale) [http://oyc.yale.edu/history/hist-210/lecture-4](http://oyc.yale.edu/history/hist-210/lecture-4)

**Recommended Reading**

Caseau, B. 2004. 'The fate of rural temples in late antiquity and the Christianisation of the countryside' In W. Bowden, L. Lavan and C. Machado (eds.) *Recent Research on the Late Antique Countryside* Leiden, p. 105-144. INST ARCH DA 170 BOW; ONLINE

**Further Reading**


Mitchell, John 2004. 'The archaeology of pilgrimage in Late Antique Albania: the Basilica of the Forty Martyrs', in Bowden, W., Luke Lavan and Carlos Machado Recent research on the late antique countryside, pp 145-86. Leiden: Brill. INST ARCH DA 170 BOW; ONLINE


Patrick, Joseph 2004. 'Monastic Landscapes', in Bowden, W., Luke Lavan and Carlos Machado Recent research on the late antique countryside, pp 413-446. Leiden: Brill. INST ARCH DA 170 BOW; ONLINE


SESSION 9: Frontiers, fortifications and the army

This lecture looks at changes in the Roman army including the development of the field army. It also examines the development of fortifications from the display / offensive works of the earlier Empire to the defensive works of the later Empire including both military sites and civilian settlements.

Essential Reading

Christie, N. 2011. ‘Ch 4. Defending the Late Roman West: II. Frontiers, Forts and Towns’ in The Fall of the Western Roman Empire: An archaeological and historical perspective. London. INST ARCH DA 170 CHR [See also Ch 3 on the organization of the army]


Further Reading

Elton, H. 1996. Frontiers of the Roman Empire. Batsford. ANCIENT HISTORY R 61 ELT; INST ARCH CDC 220 ELT.
Elton, H. 1996. Warfare in Roman Europe, AD 350-425. ANCIENT HISTORY R 70 ELT
Goldsworthy, Adrian 2000. Roman Warfare, chapters 5 and 6. ANCIENT HISTORY R 70 GOL.
Southern, P. and K. Ramsay Dixon 1996. The Late Roman Army. Batsford. ANCIENT HISTORY R 70 SOU.
Swift, E. 2000. The End of the Western Roman Empire: an archaeological investigation. Stroud: Tempus. ISSUE DESK INST ARCH SWI.
Todd, M. 1978. The walls of Rome. London: Elek. INST ARCH DAF 10 TOD; YATES K 85 TOD.
Tomlin, Roger 1998. 'The later Empire AD 200-450', in Peter Conolly, Greece and Rome at War, pp. 249-61. Greenhill books. ANCIENT HISTORY QUARTOS M 70 CON.
SESSION 10: The House and Daily life

This final session looks at the house and daily life in light of the debates in Session 2 about the decline of Roman life and the ‘loss of comfort’. Houses are often assumed to be reliable mirrors of society, and so too the elite house of the third to sixth centuries have often been read as material symptoms of decline. We will consider in detail what we know of houses and domestic archaeology in the late antique world, and the different ways that scholars have approached them. Since this is the final class, we will also reflect on the current state of research on the late antique world and the possibilities for the future.

Essential
Bowes, K. 2010. *Houses and Society in the Late Roman Empire*, London. YATES K 73 BOW:

Further Reading
Dossey, L. 2012. *Peasant and Empire* (Berkeley), 62-100. ANCIENT HISTORY R 26 DOS
Ellis, S. 1995: Classical reception rooms in Romano-British houses. *Britannia* 26, 163–78. INST ARCH PERS; ONLINE.
Ellis, S. 2007: Late antique housing and the uses of residential buildings: an overview. In Lavan, L., Özgenel, L. and Sarantis, A. (eds.), Housing in Late Antiquity: From Palaces to Shops (Leiden), 1–22. INST ARCH DA 180 LAV; ONLINE
Ward-Perkins, B., 1981. Two Byzantine houses at Luni. Papers of the British School at Rome, 49, pp.91-98. ONLINE

4 ONLINE RESOURCES

Moodle
The full UCL Institute of Archaeology coursework guidelines are given here: http://www.ucl.ac.uk/archaeology/administration/students/handbook. Information will also be posted on Moodle for course ARCL3065.
Online reading list is available at http://readinglists.ucl.ac.uk/modules/arcl3065.html

5 ADDITIONAL INFORMATION

Libraries and other resources
In addition to the Library of the Institute of Archaeology, libraries in UCL with holdings of particular relevance to this course are:
Main Library (Ancient History, History, Art, Classics)

Other accessible libraries in the vicinity of UCL which have holdings relevant to this course include:
Senate House Library http://www.senatehouselibrary.ac.uk/
Institute of Classical Studies Library http://library.icls.sas.ac.uk/admission-membership.htm
British Library http://www.bl.uk/- please note that this resource is primarily for doctoral students, but may be of help for details of more advanced research in some coursework.

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 Moodle.
INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES
General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources, are available on the IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/course/view.php?id=40867. 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.

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 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 Student Administration section of Moodle for further information. Additional information is given here http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/