

CS 9552A: THE ARCHAEOLOGY OF ROMAN BRITAIN

Graduate Seminar (in-person) Fall 2026

Wednesdays 2:30-5:30 pm

Lawson Hall 3220 (seminar room)

Enrollment in this course is restricted to graduate students in Classical Studies, as well as any student that has obtained special permission to enroll in this course from the course instructor, as well as the Graduate Chair (or equivalent) from the student's home program, if applicable.

This is an in-person seminar, unless otherwise noted for an individual class meeting.

There are no course materials you are required to purchase (Costs = \$0). All readings are noted below in the 'Weekly Schedule' with information on where you can find them or how they can be obtained online.

INSTRUCTOR CONTACT INFO:

Dr. Elizabeth Greene

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Department of Classical Studies

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519-661-2111, ext. 84571 (do not leave voicemail, I will get email faster)

OFFICE HOURS: Tuesdays, 1:30-3:30 (or by appointment, I'm happy to meet other times and on Zoom)

COURSE DESCRIPTION

In this seminar on the Archaeology of Roman Britain we will focus on topics primarily grounded in archaeological theory and practice, while also learning the surrounding framework of the historical events that inform our understanding of Britain before and during the Roman period (1st c. BCE to 5th c. CE). The course will begin in the late Iron Age and the first invasions of the island by Julius Caesar in 55/54 BCE and culminate at the end of the Roman period around 410 CE.

Since many students may never have taken a course on the Roman provinces or Roman Britain, the first few weeks of the semester will be devoted to gaining the factual knowledge and historical timeline that one needs in order to understand the material culture of the region. We will begin with a review of the source material, both archaeological (sites, preservation quality, surviving construction materials, etc.) and textual (Greek and Latin literary sources, epigraphy, etc), and move into weekly topics of the key time periods in the history of Roman Britain (e.g. Roman conquest, consolidation of frontiers). We will investigate archaeological sites using excavation reports and general treatments of sites to illustrate these major time periods. The second half of the semester will be devoted to approaching this material from a theoretical perspective in order to debate issues of acculturation, romanization, discrepant experience, and identity (gender, ethnicity, age, religion, class), through the lens of the diversity of provincial Roman culture.

COURSE GOALS

The overarching goals of this course are three-fold:

- 1) Students should expect to have a complete understanding of the role of the province *Britannia* within the Roman Empire and especially in the frontiers of the Roman west. Inherent in this will be appreciation for the process of creating a province in the Roman world, both from the perspective of the dominant power of Rome, as well as wherever possible, an appreciation for the population incorporated into this vast empire. Students will approach these topics from an archaeological perspective, and will, therefore, have in depth understanding of the most important archaeological remains in Roman Britain at the end of the semester.
- 2) Students will become conversant in several current theoretical approaches to the study of Roman provinces. Several of the most important theoretical debates in Roman archaeology to have emerged in the last few decades have been developed in Romano-British studies, making a course on Roman Britain the most appropriate space to explore these trends. Theoretical approaches can be applied to almost any aspect of the study of antiquity and will serve students well in their future classics research.
- 3) In addition to solid grounding in theoretical discourse, students will also learn how to apply these approaches to the actual archaeological remains in Roman Britain. By means of a concise research paper (ca. 20 pages) students will practice this skill of testing overarching theories on the architecture, artifacts and landscapes of Roman Britain in order to extract the most relevance from the combination of field investigation and theoretical approaches.

ASSESSMENT and ASSIGNMENTS

Class Participation:	30%
Presentation 1 (site presentation):	20%
Presentation 2 (article presentation):	20%
Research Paper:	30%

Class participation:

Class participation is not simply attending the class. It goes without saying that attendance is mandatory in a graduate seminar. Further, students are expected to participate fully in the discussion taking place in class. I will present a certain amount of material each week, but we will also discuss the material you are learning about and the arguments presented in the readings. Students are expected to read the assigned articles, to internalize the arguments and to have thoughtful remarks on the material learned, arguments presented, the use of evidence by scholars, and how these work into our overall discussions about Roman Britain. It is not acceptable to remain silent in class at the graduate level.

Presentation 1 (site presentation, 20%):

Students are required to put together one presentation on the archaeology and history of a particular site in Roman Britain (see weekly lists for presentation topics). This should be a comprehensive treatment of the chosen site that will take around 30 minutes to present. The

presentation should be accompanied by a powerpoint/handout including the basic information about the site, history of excavations, most important finds/buildings/etc., the site's place in the broader landscape of Roman Britain, relevant site plans and bibliography.

Presentation 2 (article presentation, 20%):

In addition to required weekly readings, in the second half of the semester each week students will be responsible for presenting articles to the class (one per student in the semester). Expect to give a brief, 15-20-minute presentation of the article that includes a summation of the argument, evidence used, strengths and weaknesses, and your opinion about this article. You should provide the class with a 1-2 page 'handout' (electronic is fine), giving summaries of the useful information (the key elements of the article; e.g. think what would be helpful if you suddenly needed to know this article for an exam but could only skim it). When providing your opinion remember to be critical in both directions; please do not just look for holes in an argument because this is easier. It is always less work to criticize and more work to provide a comprehensive review with pros and cons. We will have article presentations before our discussions, which together with the required readings will be the basis for our discussions during class.

Research Paper (30%):

The research paper will be a significant work of ca. 20 pages. We can discuss the direction and focus of the paper individually. The paper should be complete with an original argument/perspective, proper citations, bibliography and accompanied by figures if necessary.

Statement on AI use: We will discuss in class how and when AI might be appropriate to use in this class. As a Humanities graduate student, you should never be using AI to generatively write anything for you that is research focused. Please do not use generative AI for writing this essay. There is certainly a useful place for AI tools to help find resources, check grammar, etc. Let's discuss this as a group and/or in individual meetings, if you prefer.

****Please include at the start of your paper a statement on your use of AI for the research and execution of the essay (to what extent AI was used, how it was used, etc. If this statement says "I did not use AI at all" that's completely fine)****

A note about reading and weekly meetings

Since this is a graduate seminar you are expected to have a comprehensive understanding of the major directions that scholarship on Roman Britain has taken over the last few decades and the primary scholars involved in these developments. That means you should read first-hand everything required for weekly discussions, and when necessary items on the extended bibliography list, especially what interests you for a term paper and for possible future inquiry. Discussion will naturally draw on the relevant material from the reading list, therefore familiarity will help your class participation. In order to prompt discussion, there will be 4-6 readings each week that are mandatory for all students to prepare and other articles that students will present to the class. Readings will be a combination of background material that is primarily giving you info needed on a time period or theoretical approach, as well as articles with key arguments and critical evaluation of case studies from Roman Britain.

Useful Secondary Source Material (General works for reference):

de la Bédoyère, G. 1999. *Companion to Roman Britain* (Gloucestershire: Tempus)
Birley, A.R. 2005a. *The Fasti of Roman Britain* (Oxford: University Press)

Birley, A.R. 2005b. *The Roman Government of Britain* (Oxford: University Press)

Blagg, T. and M. Millett (eds). 1990. *The Early Roman Empire in the West* (Oxford: Oxbow)

Bowman, A.K. and J.D. Thomas. 1994. *The Vindolanda Writing-Tablets: Tabulae Vindolandenses* Volume II (London: The British Museum Press)

Bowman, A.K. and J.D. Thomas. 2003. *The Vindolanda Writing-Tablets: Tabulae Vindolandenses* Volume III (London: The British Museum Press)

Collingwood, R.G. and R.P. Wright. 1995. *The Roman Inscriptions of Britain* (Gloucestershire: Tempus)(but see below this all now online)

Holder, P.A. 1982. *The Roman Army in Britain* (London: Batsford)

Ireland, S. 1986. *Roman Britain: A Source Book* (London: Croom Helm)

Johnson, P. and I. Haynes. 1996. *Architecture in Roman Britain* (London)

Jones, R.H.J. ed. 1991. *Britain in the Roman Period: Recent Trends* (Sheffield: Collis)

Jones, B. and D. Mattingly. 1990. *An Atlas of Roman Britain* (Oxford: Blackwell Reference)

Mann, J.C. 1996. *Britain and the Roman Empire* (Aldershot: Variorum)

Mattingly, D.J. 2006. *An Imperial Possession: Britain in the Roman Empire, 54 BC-AD 409* (Penguin)

Millett, M. 1990. *The Romanization of Britain: an essay in archaeological interpretation* (Cambridge)

Potter, T.W. and C. Johns. 1992. *Roman Britain* (London: British Museum Press)

Rivet, A.L.F. and C. Smith. 1979. *The Place-Names of Roman Britain* (London: Batsford)

Salway, P. 1993. *Roman Britain* (Oxford: University Press)

Talbert, R.J.A. ed. 2000. *Barrington Atlas of the Greek and Roman World* (Princeton)

Todd, M. ed. 2004. *A Companion to Roman Britain* (London: Blackwell)

Whitaker, C.R. 1994. *The Frontiers of the Roman Empire. A Social and Archaeological Study* (Baltimore: Johns Hopkins)

TRAC (Theoretical Roman Archaeology Conference) volumes when relevant

Individual site excavation reports when relevant

Limes Congress volumes when relevant

Primary Source Material:

Caesar: *De Bello Gallico* Book IV

Tacitus: *Annals*; *Agricola*

Suetonius: *Lives*, *Vespasian*

Dio Cassius: (Invasion, Severan period, civil war with Clodius Albinus)

Herodian: (Clodius Albinus, Severan campaign in Scotland)

Scriptores Historiae Augustae: Hadrian, Antoninus Pius, Septimius Severus

Ammianus Marcellinus: *History* (middle 4th century)

Ptolemy: *Geography* (place names, AD 138-161)

Antonine Itinerary (place names, Caracalla, early 3rd c.)(Also see: Rivet, A.L.F. 1970. 'The British section of the Antonine Itinerary,' *Britannia* 2, 34-82)

Notitia Dignitatum (catalogue of imperial offices and administration) (Also see: Hassall, M. 1976. "Britain in the Notitia", in Goodburn, R. and Bartholomew, P. (eds.), *Aspects of the Notitia Dignitatum*, B.A.R. International 15:103-117, Oxford: B.A.R.)

Ravenna Cosmography (AD 700 using classical maps) (Also see: Richmond, I.A. and Crawford, O.G.S. 1949. 'The British section of the Ravenna Cosmography,' *Archaeologia* 93, 1-50)

Epigraphy: Roman Inscriptions of Britain (RIB): Stones (funerary, dedicatory, votive and building inscriptions), Military diplomas; *Tabulae Vindolandenses* (Bowman and Thomas 2003): Tablets (ink on wood and stylus)

Websites you might find useful:

RIB Online (Roman Inscriptions of Britain online): <https://romaninscriptionsofbritain.org/>

Clauss/Slaby (for epigraphy): <https://edcs.hist.uzh.ch/>

Archaeology Data Service (ADS: search for published reports and unpublished data, good for finding old reports and things): <https://archaeologydataservice.ac.uk/>

Potsherd Atlas of Roman Pottery: <https://potsherd.net/atlas/potsherd>

Vindolanda Research tab (excavation reports/bibliography): <https://www.vindolanda.com/research>

Zenon-DAI (archaeology source finder): <https://zenon.dainst.org/>

Britannia Journal (we have access through Weldon and JSTOR): <https://www-cambridge-org.proxy1.lib.uwo.ca/core/journals/britannia>

The Roads of Roman Britain: <https://roadsofromanbritain.org/>

WEEKLY TOPICS, READINGS AND PRESENTATIONS

Week 1 (Sept. 16): Introduction

- Broad overview of history of Roman Britain and timeline
- Understand our sources of evidence for Britain in the Roman period
 - a. **Read: D. Mattingly, 2006. *An Imperial Possession: Britain in the Roman Empire, 54 BC – AD 409*. Chap. 2 “Sources of Information and Rules of Evidence” pp. 21-46 (PDF)**
- Introduction to syllabus and major topics we’ll discuss
- Review Presentation options and choose sites and articles

Week 2 (Sept. 23): Roman contact and Conquest

- TOPIC: Late Iron age, Caesar, Conquest of *Britannia*
- **Readings for discussion:**
 1. Creighton, J. 2001. “The Iron Age-Roman transition,” in S. James and M. Millett eds., *Britons and Romans*, 4-11. (PDF)
 2. Haselgrove, C. 1995. “Late Iron Age society in Britain and north-west Europe: structural transformation or superficial change?” in B. Arnold and D. Blair Gibson (eds.), *Celtic chieftdom, Celtic state: The evolution of complex social systems in prehistoric Europe* (Cambridge) 81-87. (PDF)
 3. Hind, J.G.F. 1989. “The Invasion of Britain in AD 43: An Alternative Strategy for Aulus Plautius,” *Britannia* 20: 1-21. (JSTOR or PDF)
 4. Black, E.W. 2000. “Sentius Saturninus and the Roman Invasion of Britain,” *Britannia* 31: 1-10. (JSTOR or PDF)
 5. Frere, S. and M. Fulford. 2001. “The Roman Invasion of AD 43,” *Britannia* 32: 45-55. (JSTOR or PDF)

- 6. Bird, D. 2002. "The Events of AD 43: Further Reflections," *Britannia* 33: 257-63. (JSTOR or PDF)
- Practical Session: Finding resources for research on Roman Britain: Zenon (DAI), Google Scholar, RIB Online, ADS (use this time to start searching for sources on your site presentation)

Week 3 (Sept. 30): NO CLASS, Truth and Reconciliation Day Observed

Week 4 (Oct. 7): Conquest continued and resistance to Rome

- TOPIC: The decades after conquest and resistance to Rome (Caratacus and Boudicca)
- **Site Presentation 1: Richborough** (as it relates to landing and conquest)(Good start: Millett and Wilmott, 2003. "Rethinking Richborough," in P. Wilson (ed.), *The Archaeology of Roman Towns: Studies in Honor of John S. Wacher*, 184-194.) **NATASHA**
- **Site Presentation 2: Camulodunum (Colchester)** (Good start: Crummy, P. 1977. **HANNAH** 'Colchester: The Roman fortress and the development of the colonia,' *Britannia* 8: 65-105; P. Crummy 2003. "Colchester's Roman town wall," in P. Wilson (ed.), *The Archaeology of Roman Towns: Studies in Honor of John S. Wacher*, 44-52.)
- **Site Presentation 3: Fishbourne Roman "palace"** (lots of material out there, start with stuff by Barry Cunliffe) **SHAYMA**
- **Readings for Discussion:**
 1. Mattingly, Ch. 4, "The Iron Fist: conquest (43-83) and Aftermath" 87-127. (Book or PDF)
 2. Todd, M. 2004. "The Claudian Conquest and its Consequences," in M. Todd (ed.), *A Companion to Roman Britain* (Blackwell) 42-59. (Weldon Online or PDF)

Week 5 (Oct. 14): NO CLASS, Reading Week

Week 6 (Oct. 21): The Army and the Frontiers

- TOPIC: Conquest of the west and north, Stanegate Frontier, Hadrian's Wall, Antonine Wall (ca. 70-170 CE)
- **Site Presentation 4: Corbridge Roman town and military base** (Good start: M.C. Bishop and J.N. Dore 1989. *Corbridge, excavations of the Roman fort and town, 1947-80.*) **JACOB**
- **Site Presentation 5: The Antonine Wall** (lots of material available) **NOAH**
- **Site Presentation 6: Traprain Law (Scotland)** (lots of material available) **RICHARD**
- **Readings for Discussion:**
 1. Maxwell, G. 2004. "The Roman Penetration of the North in the Late First Century AD," in M. Todd, *A Companion to Roman Britain* (Blackwell) 75-90. (Weldon Online)
 2. Hodgson, N. 2000. "The Stanegate: A Frontier Rehabilitated," *Britannia* 31: 11-22. (JSTOR or PDF)
 3. Crow, J. 2004. "The Northern Frontier of Britain from Trajan to Antoninus Pius," in M. Todd (ed.), *A Companion to Roman Britain* (Blackwell) 114-135. (Weldon Online)

Week 7 (Oct. 28): A Developed Roman Province

- TOPIC: Vindolanda, Close look at an auxiliary military fort and extramural settlement on the frontier (early phases, more to do with last week on northern frontier; Vindolanda later phases—case study for changing archaeology in 3rd and 4th centuries)
- **Site Presentation 7: Londinium (London), a provincial capital** (lots of material available) **DUSTIN**
- **Site Presentation 8: Caerleon (Wales), a legionary base** (lots of material available) **MATT**
- **Site Presentation 9: Chedworth Roman villa** (lots of material available) **OLIVIA**
- **Readings for Discussion:**
 1. Mattingly, Ch. 9, “*Forma Urbis*: The Development of Towns” 255-291. (Book or PDF)
 2. Jones, M.J. 2004. “Cities and Urban Life,” in M. Todd (ed.), *A Companion to Roman Britain* (Blackwell) 162-192. (Weldon Online)

Week 8 (Nov. 4): Identity and Archaeology

- TOPIC : Identity as a tool for evaluating archaeological remains. We will discuss: situational construction, expressing identity physically/visually, relationship between person and objects and objects and identity.
- **Article presentation 1:** Haynes, I. 1999. ‘Military service and cultural identity in the auxilia,’ in A. Goldsworthy and I. Haynes (eds.), *The Roman Army as a Community*. *Journal of Roman Archaeology* supplement 34. 165-174. (PDF) **RICHARD**
- **Article presentation 2:** James, S.T. 1999. “The Community of Soldiers: a major identity and centre of power in the Roman empire,” in C. Forcey and R. Witcher (eds.), *Proceedings of the Eighth Theoretical Roman Archaeology conference, Leicester, 1998* (Oxford: Oxbow) 14-25. (PDF) **NOAH**
- **Article presentation 3:** Cool, H.E.M. 2014. “Clothing and Identity,” in M. Millett (ed.), *The Oxford Handbook of Roman Britain* (Oxford) 406-424. (Weldon Online or PDF) **NATASHA**
- **Readings for Discussion:**
 1. Diaz-Andreu, M. and S. Lucy. 2005. “Introduction,” in M. Diaz-Andreu, S. Lucy, S. Babić, D.N. Edwards (eds.), *The Archaeology of Identity: Approaches to gender, age, status, ethnicity and religion* (Routledge) 1-12. (*intro to identity in archaeology broadly with good history of use in social sciences*) (PDF)
 2. Hodos, T. 2010. “Local and Global Perspectives in the Study of Social and Cultural Identities,” in S. Hales and T. Hodos (eds.), *Material Culture and Social Identities in the Ancient World* (Cambridge University Press) 3-31. (*intro to identity specifically in Roman/Classical archaeology*) (PDF)
 3. Mattingly, D. 2004. “Being Roman: Expressing identity in a provincial setting,” *J. of Roman Archaeology* 17: 5-25 (case study in Britain) (Weldon Online or PDF)
 4. Pitts, M. 2007. “The Emperor’s New Clothes? The utility of identity in Roman archaeology,” *American J. of Archaeology* 111.4: 693-713 (*case studies and caution of using identity as a category*) (JSTOR)
 5. Haynes, I. 2014. “Identity and the Military Community in Roman Britain,” in M. Millett (ed.), *The Oxford Handbook of Roman Britain* (Oxford) 448-463. (Weldon Online or PDF)

Week 9 (Nov. 11): The Romanization Debate and Post-colonial perspectives

- TOPIC: Background on Romanization debate, early constructions of ‘Romanness’, 19th to early 20th century viewpoints

- **Article presentation 4:** Rogers, A. and R. Hingley. 2010. "Edward Gibbon and Francis Haverfield: the traditions of imperial decline," in M. Bradley (ed.), *Classics and Imperialism in the British Empire* (Oxford) 189–209. (Weldon online) **JACOB**
- **Article presentation 5:** Webster, J. 2001. "Creolizing the Roman provinces," *American J. of Archaeology* 105: 209-25. (JSTOR) **DUSTIN**
- **Readings for Discussion:**
 1. Freeman, P.W.M. 1996. "British Imperialism and the Roman Empire", in J. Webster and N.J. Cooper (eds.), *Roman Imperialism. Post-colonial Perspectives* (Leicester Archaeology Monographs 3) 19-34. (*Read this specifically in contrast to Hingley 1996*). (PDF)
 2. Hingley, R. 1996. "The 'legacy' of Rome: the rise, decline, and fall of the theory of Romanization," in J. Webster and N.J. Cooper (eds.), *Roman Imperialism. Post-colonial Perspectives* (Leicester Archaeology Monographs 3) 35-48. (*Read this specifically in contrast to Freeman 1996*). (PDF)
 3. Versluys, M.J. 2014. "Understanding objects in motion: An archaeological dialogue on Romanization," *Archaeological Dialogues* 20.1: 1-20 (Read with all responses in *Archaeological Dialogues* 20.1) (Weldon Online)
 4. Ghisleni, L. 2018. "Contingent Persistence: Continuity, change, and Identity in the Romanization Debate," *Current Anthropology* 59.2: 138-166. (Read with all responses) (JSTOR)
 5. Gardner, A. 2021. "Post-Colonial Rome, and Beyond: Religion, Power and Identity," *Revista de historiografía* 36: 309-320 (*shift from 'romanization' to 'post-colonialism'*). <https://doi.org/10.20318/revhisto.2021.6561> (or Weldon Online or PDF)

Week 10 (Nov. 18): Globalization in the Provinces

- TOPIC: Globalization, Glocalization, Provincialization?
- **Article presentation 6:** Laurence, R. and F. Trifilò. 2015. "The Global and the Local in the Roman Empire: Connectivity and Mobility from an Urban Perspective," in M. Pitts and M.J. Versluys (eds.), *Globalisation and the Roman World: World History, Connectivity and Material Culture* (Cambridge) 99-122. (Weldon Online) **HANNAH**
- **Article presentation 7:** Van Alten, D.C.D. 2017. "Glocalization and Religious Communication in the Roman Empire: Two Case Studies to Reconsider the Local and the Global in Religious Material Culture," *Religions* 8.8: 1-20. **MATT**
<https://doi.org/10.3390/rel8080140> (or Weldon Online or PDF)
- **Readings for Discussion:**
 1. Hodos, T. 2017. "Globalization. Some Basics: An Introduction to The Routledge Handbook of Archaeology and Globalization," in T. Hodos (ed.), *The Routledge Handbook of Archaeology and Globalization* (Routledge) 3-11. (PDF or Weldon Online) (*this will give you some basics on the approach*)
 2. Pitts, M. 2008. "Globalizing the local in Roman Britain: an anthropological approach to social change," *J. of Anthropological Archaeology* 27: 493–506.
<https://doi.org/10.1016/j.jaa.2008.08.003> (or Weldon Online or PDF)
 3. Gardner, A. 2013. "Thinking about Roman Imperialism: Postcolonialism, Globalisation and Beyond?" *Britannia* 44: 1-25.
<https://doi.org/10.1017/S0068113X13000172> (or JSTOR)
 4. Greene, E.M. and A. Birley. 2024. "The Extramural Settlement at Vindolanda in the Early 2nd century CE: Defining a Glocalized Environment on the Romano-British

Frontier,” *American J. of Archaeology* 128.1: 89-116. (open access)
<https://doi.org/10.1086/727259> (a case study using glocalization approaches)

Week 11 (Nov. 25, writing/research week): NO IN-PERSON MEETING

- Individual meetings about research progress

Week 12 (Dec. 2): Women/Gender and the Roman Army

- TOPIC: Evidence for women at Vindolanda
- **Article presentation 8:** Alberti, M. 2018. “The Construction, Use, and Discard of Female Identities: Interpreting Spindle Whorls at Vindolanda and Corbridge,” *Theoretical Roman Archaeology Journal* 1.1: 1-16. <https://doi.org/10.16995/traj.241> **OLIVIA**
- **Article presentation 9:** Hodgson, N. 2014. “The accommodation of soldiers’ wives in Roman fort barracks – Hadrian’s Wall and Beyond,” in R. Collins and F. McIntosh (eds.), *Life in the Limes: Studies of the People and Objects of the Roman Frontiers* (Oxbow) 18-28. (PDF) (this is one of a few dissenting voices in this debate) **SHAYMA**
- **Readings for Discussion:**
 1. Greene, E.M. and L.L. Brice. 2024. “Approaches to women and the Roman army: The history of a debate,” in L.L. Brice and E.M. Greene (eds.), *Women and the Army in the Roman Empire* (Cambridge) 21-53. (Weldon Online) (this will give you the full background on the history of this topic)
 2. Driel-Murray, C. van. 1998. “A question of gender in a military context,” *Helinium* 34 [1994]: 342-62. (PDF) (one of the first to say “hey, I think there’s women and children here!”)
 3. Allason-Jones, L. 1999. “Women and the Roman Army in Britain,” in A. Goldsworthy and I. Haynes (eds.), *The Roman Army as a Community* (Portsmouth RI: Journal of Roman Archaeology) 41-51. (PDF) (a good overview of evidence and also another early voice)
 4. Greene, E.M. 2016. “Identities and Social Roles of Women in Military Communities of the Roman West,” in S. Budin and J. Turfa (eds.), *Women in Antiquity: Real Women across the Ancient World* (Routledge) 942-953. (PDF) (this is a useful overview of the different types of evidence we use to reconstruct who the women were)

Week 13 (Dec. 9): Course wrap-up and research presentations (informal)

- a. Review course themes
- b. Discuss problems of isolating a particular province for study
- c. Final discussions
- d. Present your paper topics and research conducted, informally (not graded), gives you a chance to articulate your topic, show your research and get some feedback

UNIVERSITY POLICIES AND PROCEDURES:

Scholastic offences are taken seriously and students are directed to read the [Scholastic Offences Policy](#), specifically, the definition of what constitutes a Scholastic Offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com.

Policy on AI use in this class: Please see above in the section on the research paper required for this class. We will discuss AI use further in class.

Students who are in emotional/mental distress should refer to [Mental Health Support at Western](#) for a complete list of options about how to obtain help.

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education (AE), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AE and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations may include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts on the [Wellness and Wellbeing website](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.