INSTRUCTOR CONTACT INFO:

INSTRUCTOR: Dr. Elizabeth Greene
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OFFICE HOURS: Tuesday, 3:30-4:30 and Thursday, 9:30-10:25 AM (or by appointment)

COURSE DESCRIPTION
The archaeology and history of Roman Britain considers topics primarily grounded in archaeological theory and practice, surrounding a framework of the historical events that inform our understanding of Roman Britain. The course will begin in the time period of the late Iron Age and the first invasions of the island by Julius Caesar in the mid-1st century BC, and culminate in the sub-Roman period of the 5th century AD. 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 that one needs in order to approach myriad theoretical issues that are inherent in the study of the Roman provinces. 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, papyrology), and move into weekly topics of the key time periods in the history of Roman Britain (e.g. Roman conquest, consolidation of frontiers, Late Antiquity). 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).

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 major 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 subject 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 sometimes non-specific debates 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**

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<tr>
<th>Assignment</th>
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<tr>
<td>Class Participation:</td>
<td>30%</td>
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<tr>
<td>Presentation 1 (article presentation):</td>
<td>10%</td>
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<td>Presentation 2 (article presentation):</td>
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<td>Presentation 3 (site presentation):</td>
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<td>Research Paper:</td>
<td>30%</td>
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**Class participation:**
Students are expected to participate fully in the discussion taking place in class. I will present a certain amount of material but we will also discuss the arguments presented in the article readings, particularly in the second half of the course when we focus on theoretical issues. Students are expected to read the assigned articles, to internalize the arguments and to have thoughtful remarks on arguments, use of evidence and how these work into our overall discussions about Roman Britain. It is not acceptable to remain silent in class at the graduate level.

**Presentations 1 and 2 (article presentations; 10% each):**
In addition to required weekly readings, each week a student (or students) will be responsible to present articles to the class (two per student in the semester), one in the historical overview in weeks 1-6 and a second in the theoretical readings in week 7-12. Expect to give a brief, 15-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 hand-out (**if printing please print double sided**) giving summaries of this 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 begin classes with the article presentation(s), which together with the required readings will be the basis for our discussions during class.

**Presentation 3 (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 30-45 minutes to present. The presentation should be accompanied by a 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. **Please print double sided!**

**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.

**BIBLIOGRAPHY 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.

**SECONDARY SOURCE MATERIAL (General works for reference):**
de la Bédoyère, G. 1999. *Companion to Roman Britain* (Gloucestershire: Tempus)
Blagg, T. and M. Millett, eds. 1990. *The Early Roman Empire in the West* (Oxford: Oxbow)
Mattingly, D.J. 2006. *An Imperial Possession: Britain in the Roman Empire, 54 BC–AD 409* (Penguin)
*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 Marcelinus: 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)
*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)

**COURSE UNITS AND READINGS**

**PART I: HISTORICAL AND ARCHAEOLOGICAL BACKGROUND**

**Note on reading: I have assigned articles from the last 40 years, please keep in mind the date of an article and where possible, think about how our thoughts and agenda have changed over the course of recent research.**

**WEEK 1 (Sept. 10): Introduction and opening discussion**
Choose presentation subject and dates.
Discussion about history of the archaeology of Roman Britain.

**Read in advance of course start:**


**WEEK 2 (Sept. 17): Late Iron Age, 100 BC – AD 43**
Native tribes, urbanization, Caesar’s expeditions to Britain, and transition towards Roman control. Trade and exchange “before the flag”.

**READING:**

*Primary textual evidence*: Caesar, *De Bello Gallico*, Invasion of Britain
**Background Readings**: Mattingly, Ch. 3, “Nothing for us to Fear or Rejoice at: Britain, Britons and the Roman Empire” 47-84.

**Required articles:**

**Article Reports:**

**WEEK 3 (Sept. 24): Roman conquest**
Roman Invasion in AD 43 under Claudius and first century expansion. Logistics of landing and initial conquest and spread of influence in the province. Movement North and West through the province.

**READINGS:**
**Primary textual evidence:** Dio Cassius; Suetonius, *Vespasian*
**Background Reading:** Mattingly, Ch. 4, “The Iron Fist: conquest (43-83) and Aftermath” 87-127.

**Required Articles:**

**Article presentations:**
Site Report:


WEEK 4 (Oct. 1): The Frontier and the North
Creation of the northern frontier: Agricola, the Stanegate Frontier and the Flavian occupation of the north

READINGS:
Primary textual evidence: Tacitus Agricola
Background Reading: Mattingly, Ch. 5, “Britannia Perdomita: The Garrisoning of the Provinces” 128-165.

Required Articles:

Article presentations:

Site Report:
- The Stanegate “frontier” (start with Hodgson and go from there)

WEEK 5 (Oct. 15): The southern zone
The cities, towns and villas in Britannia.

READINGS:

Required Articles:


**Article Reports:**


**Site Report:**


Fishbourne Roman Villa (lots of material out there)

**WEEK 6 (Oct. 22): The North in the 2nd century**

Hadrian’s Wall, the Antonine Wall and the Military occupation of the province in the 2nd century.

**READINGS:**

**Primary textual evidence:** Dio Cassius; Herodian; Scriptores Historiae Augustae Hadrian, Antoninus Pius, Septimius Severus (relevant sections)

**Required Articles:**


**Article presentations:**

**Site Reports:**
- The Antonine Wall (Good start: D.J. Breeze 2006. *The Antonine Wall*)

**PART II: THEORETICAL ISSUES**

**WEEK 7 (Oct. 29): Romanization of Britain**


**Required Reading:**

**Article presentations:**
- Roymans, N. 1995. ‘Romanization and the transformation of a martial-elite ideology in a frontier province,’ in Metzler et.al., 47-64.
WEEK 8 (Nov. 5): Military and Civilian in Roman Britain

Background Reading: Mattingly, Ch. 7, “The Fashioning of the Military Identity” 199-224; Ch. 10, “Townspeople: Demography, Culture and Identity” 292-324; Ch. 15, “Rural Culture and Identity” 453-487.

Required Articles:
• Alston, R. 1999. ‘The ties that bind: soldiers and societies,’ in A. Goldsworthy ed., The Roman Army as a Community.

Article Presentations:

Site (topical) Presentation:
• Forts and their extramural settlements (canabae and vici, can choose specific sites for presentation/argument)

WEEK 9 (Nov. 12): Roman and Native in Roman Britain

Background Reading:
• Mattingly, Ch. 16, “Different Economies, Discrepant Identities” 491-528.

Required Reading:
• Fulford, M. 1989. “Roman and Barbarian: The economy of Roman Frontier systems,” in Barrett, et.al. (eds.) Barbarians and Romans in North-West Europe from the later Republic to late antiquity (Oxford: BAR International 471) 81-.
Article Presentations:

Site Presentation:

WEEK 10 (Nov. 19): Identity and Cultural identification in Roman Britain
Background Reading: Same as Week 8 (review or read for first time if necessary)

Required readings:

Article Presentations:

WEEK 11 (Nov. 26): Women and Gender: Social relations in Roman Britain
Required Reading:

**Article Presentations:**


**WEEK 12 (Dec. 3): Religion in Roman Britain: Syncretism, et al.**


**Required Articles:**


**Article Presentations:**


**Site Presentation:**

• Bath, England, site and complex of Sulis Minerva (tons of stuff out there)

**Western & Department Policies**

**Plagiarism**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

**UWO Accessibility Policy**
Western has many services and programs that support the personal, physical, social and academic needs of students with disabilities. For more information and links to these services: http://accessibility.uwo.ca/

**Mental Health**

Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

**Accommodation Policy**

Staying healthy – physically and mentally – is an essential part of achieving your academic goals. There are many resources on campus available to help you maintain your health and wellness (start here: http://wec.uwo.ca/ and https://www.uwo.ca/health/). Please contact the Graduate Chair if you have any concerns about health or wellness interfering with your studies.

If academic accommodation should become necessary at any point, students should contact their course instructor(s) and/or supervisor, as appropriate. Students should also contact the Graduate Chair in most cases, and especially if accommodation is needed for:

- more than one course
- more than one week
- any tests, exams, and/or assignments worth 10% or more of a final grade
- any program milestone (comprehensive exams, thesis, etc.)

In these cases, the Graduate Chair may request that a student work with Student Accessibility Services (http://www.sdc.uwo.ca/ssd/) to arrange a plan for accommodation (see SGPS Regulation 14: http://www.grad.uwo.ca/current_students/regulations/14.html).