



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David
LLANBEDR PONT STEFFAN - LAMPETER

Module Syllabus
CLAH5010 Roman Britain
2014 – 2015, Semester 1



MODULE CODE: CLAH 5010
TITLE: Britain in the Western Roman Empire
LEVEL: 5
CREDITS: 20

JACS CODE: Q800

Lecturer: Dr Ralph Häussler, r.haeussler@tsd.uwtsd.ac.uk

AIM(S)

- To introduce students to the history and archaeology of Roman Britain from the Roman invasion down to c. A.D. 400.
- To explore and assess the degree of societal, cultural and religious change in Roman Britain between the 1st century B.C. and the early 5th century A.D.
- To familiarise students with archaeological evidence and controversial issues surrounding, for example, the origins of Roman urbanism, the religious changes in Britain, the defence of the Roman province, and reconstructing social and economic models for Roman Britain based on archaeological evidence.
- To develop students' ability to critically engage with a variety of ancient sources: literary, epigraphic, numismatic and archaeological.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate:

1. a knowledge of the geography of Britain in the Roman period and of key personalities, events and historical processes regarding the Roman province of *Britannia*;
2. an understanding of the sociocultural, religious and economic development of Roman Britain;
3. an expertise of selected key sites of Roman Britain;
4. an understanding of the available documentary and archaeological evidence and how they can be critically employed to understand the society, culture and economy of Roman Britain;
5. an ability to apply visual and spatial skills to the analysis of artefacts, architectural and archaeological plans;
6. an ability to engage with theoretical approaches regarding specific cultural and historic problems when studying an area on the periphery of the Roman Empire;
7. a familiarity with, and ability to evaluate, the major debates and scholarship relevant to the module topics;
8. an ability to discuss the above, both orally and in writing, in a clear, effective and scholarly manner, showing an ability to think critically and challenge assumptions.

INDICATIVE CONTENT

This module covers the history and archaeology of Roman Britain from Caesar's invasion down to c. A.D. 400. It provides a case-study on how Roman imperialism affected the lives of people in a Roman province. Apart from an introduction to the material culture of the Roman empire, the main topics considered in this module are the history, character and motives of the Roman conquest of Britain, revolts and the creation of 'frontiers', the introduction of the Roman provincial system, the late Roman changes in administrative and military arrangements, and notably the impact of incorporation into the Roman Empire on the culture, religion, society, economy and landscape. Particular emphasis is put on the rich archaeological and artistic evidence, much of which students can see today in Wales. Developments in Roman Britain can only be adequately understood when inserting them into a wider framework; hence the importance to compare local developments with those in other Roman provinces.

Topic include *inter alia*:

- o The Changing perceptions of Roman Britain from the 19th to the 21st century
- o The Late Pre-Roman Iron Age – from the 1st century B.C. to the Claudian Invasion.
- o Conquest, Colonisation and Client Kingdoms: Caratacus, Boudicca and Agricola.
- o The Roman Army in Britain
- o Hadrian's Wall and the Antonine Wall.
- o Roman Wales: Army, Urbanism and Mining
- o Urbanisation and Municipalisation: the Growth of Romano-British Towns
- o Rural Settlements in Roman Britain
- o Britons and Romans: Identity, Status and Migration
- o The emergence of Romano-British (or Britanno-Roman) Art
- o Trade and Industry: Britain and the Empire.
- o The Gods and Cults in Roman Britain: Native, Roman and Britanno-Roman
- o Sanctuaries of Roman Britain
- o Romano-British Burial Customs.
- o Crisis in the Third Century: Carausius and the "British Empire"
- o The History and Archaeology of the End of Roman Britain

LEARNING AND TEACHING STRATEGY

Lectures and workshops

Lectures will introduce the students to the concepts, principles and practices. Seminars/workshops will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
TOTAL	[credit x10]	100%

ASSESSMENT

Assessment Component 1 – 50%

2,500-word essay, deadline 28th October 2014, to be submitted on Moodle-

Please answer ONE of the following four questions:

- 1) Discuss the evidence for political and social organisation in Britain in the 100 years prior to the Claudian conquest.
- 2) What was the function of ‘client’ kingdoms? To what extent was the use of ‘client’ kings a failure in Britain?
- 3) What were the driving forces behind Claudius’ invasion of Britain? To what extent did his invasion of Britain mark a departure from traditional Roman Imperial policy?
- 4) What were the causes of the Boudiccan revolt? How does it compare with other provincial uprisings during the first century AD?

Assessment Component 2 – 50%

2-hour exam in the January exam period; you have to answer 2 out of 8 questions

Assessment Summary

Activity type	Percentage
Written	50%
Coursework	50%
Practical	0%
TOTAL	100%

BIBLIOGRAPHY

Essential

- M. Millett, *The Romanization of Britain*. Cambridge: CUP (1990).
D. Mattingly, *An Imperial Possession. Britain in the Roman Empire*. London: Pinguin (2006).
R. Hobbs and R. Jackson, *Roman Britain* (2010).
P. Salway *A History of Roman Britain*. Cambridge: CUP (2001).
M. Todd *Roman Britain (55BC - AD400)* (3rd ed.). Harvester Press(1999).

Recommended

- Arnold, C. and Davies, J. *Roman and Early Medieval Wales*, Stroud: Sutton (2000).
- Breeze, D. J. *Roman Scotland. Frontier Country*, London: Historic Scotland / Batsford (1996).
- Creighton, J. *Britannia. The Creation of a Roman Province*, London: Routledge (2006)
- S.S. Frere, *Britannia*. Routledge, 3rd ed., rev. (1987).
- Fulford, M. 'Britain', in *Cambridge Ancient History Vol. XI.2 The High Empire AD 70-192*, Cambridge: CUP (2000), 559-76
- S. Ireland, *Roman Britain, A Sourcebook*, London: Routledge, 2nd ed., (1996)
- Todd, M. 2004. *Companion to Roman Britain*. London: Routledge (2004).
- Wilson, R. *Guide to Roman Britain* (4th ed.), London: Constable (2002).

Background

- Birley, A. *The Fasti of Roman Britain*, Oxford: OUP (1981)
- Birley, A. *The Roman Government of Britain* (rev. ed. of Birley 1981), Oxford: OUP (2005).
- Casey, P. J. *Roman Coinage in Britain*, Shire: Princes Risborough (1994).
- De la Bedoyere. G. *The Finds of Roman Britain* London: Batsford (1989).
- Greene, K. *Roman Pottery*, London: BMP (1992).
- Hingley, R. *Roman officers and English gentlemen: the imperial origins of Roman archaeology*, London: Routledge (2000).
- Hingley, R. *The recovery of Roman Britain*, Oxford: OUP (2008).
- James, S. 'Romanisation and the peoples of Britain', Keay, S. and Terrenato, N. (eds) *Italy and the West. Comparative Issues in Romanization*, Oxford: Oxbow, 187-209 (2000).
- James, S. and Millett, M. eds. *Britons and Romans. Advancing an archaeological agenda*, CBA Research Reports 125, York: CBA (2001)
- Jones, G.D.B. and Mattingly, D. *An Atlas of Roman Britain*. Oxford: Blackwell (1990)
- Manning, W.H. *A Pocket Guide to Roman Wales*, Cardiff (2001).
- Millett, M. *The English Heritage Book of Roman Britain* (2nd ed.). London: Batsford (2005).
- Potter, T. W. and Johns, C. *Roman Britain*. London: BMP (1992).
- Reece, R. *My Roman Britain*, Cirencester: Cotswold Studies (1988).
- Rivet, A. L. F. and Smith, C. *Place names of Roman Britain*. London: Batsford (1979).

MARKING CRITERIA FOR ESSAYS WITHIN THE SCHOOL OF CLASSICS

LEVEL 5

Exceptional (90-100%) EXCEPTIONAL FIRST CLASS. An answer that fulfils all of the criteria for Outstanding and in addition shows a high degree of insight and independent thought, together with some flair in tackling issues. Work displaying the highest level of scholarship and originality attainable at level 5.

Outstanding (80-89%) HIGH FIRST CLASS. A sound answer that provides an effective response to the question. It should show a sound command of the literature and an ability to integrate that literature and an attempt to go beyond it. The analysis should achieve a sustained level of quality. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be some sustained attempt at critical and committed argument, which is mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content.

Excellent (70-79%) FIRST CLASS. A focused answer of sound intellectual quality, which adopts a comprehensive approach to the question and maintains a level of analysis throughout. It should show a willingness to engage critically with the literature and an attempt to move beyond it, using sources to arrive at its own conclusions.

Very Good (60-69%) Structured work displaying an ability to deal with the concepts, sources and arguments relevant to the topic under discussion and judgement in selecting, evaluating and organising material. In the 64-60 range the work will display some of the qualities of excellence outlined above, although some aspects will be less fully realised. The 69-65 range represents a degree of achievement in most respects.

Good (50-59%) Sound work which covers the basic subject matter and is appropriately organised and presented. May tend to narrative and description rather than analysis but does attempt to answer the question. Work in the 54-50 band is likely to be factually sound for the most part but to show only a general grasp of the issues which the question is raising, and to be weak in analytical qualities. There may be some evidence of the inclusion of irrelevant material, a certain lack of focus in the discussion or deficiencies in the evidence used to support the argument.

Pass (40-49%) Work which is adequate but limited. It may include irrelevant material and be too descriptive and/or narrative. There may be an attempt to answer some aspects of the question, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the key themes, or poor style, structure and presentation.

Fail (30-39%) Work which is poorly structured and of very limited relevance to the question. It may be distinguished by a lack of supporting evidence, misunderstandings, a failure to address the question asked, substantial generalisation and the lack of any real argument.

Clear Fail (20-29%) Work which shows little or no real understanding of the question and which displays little or no evidence of learning.

Bad Fail (10-19%) Work which fails on all criteria. It could also be the mark for a very short answer with little relevant material.

Outright Fail (0-9%) Incomplete work, or work with absolutely no relevance to the question. A mark of 0 will be awarded for plagiarism or failure to submit.

EXAM MARKING CRITERIA: ALL LEVEL 5 2 HOUR EXAMS WITHIN THE SCHOOL OF CLASSICS

Exceptional (90-100%) EXCEPTIONAL FIRST CLASS. An answer that fulfils all of the criteria for Outstanding and in addition shows a high degree of insight and independent thought, together with some flair in tackling issues. Work displaying the highest level of scholarship and originality attainable at level 5.

Outstanding (80-89%) HIGH FIRST CLASS. A sound answer that provides an effective response to the question. It should show a sound command of the literature and an ability to integrate that literature and an attempt to go beyond it. The analysis should achieve a sustained level of quality. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be some sustained attempt at critical and committed argument, which is mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content.

Excellent (70-79%) FIRST CLASS. A focused answer of sound intellectual quality, which adopts a comprehensive approach to the question and maintains a level of analysis throughout. It should show a willingness to engage critically with the literature and an attempt to move beyond it, using sources to arrive at its own conclusions.

Very Good (60-69%) Structured work displaying an ability to deal with the concepts, sources and arguments relevant to the topic under discussion and judgement in selecting, evaluating and organising material. In the 69-65 range the work will display some of the qualities of excellence outlined above, although some aspects will be less fully realised. The 64-60 range represents a degree of achievement in most respects.

Good (50-59%) Sound work which covers the basic subject matter and is appropriately organised and presented. May tend to narrative and description rather than analysis but does attempt to answer the question. Work in the 54-50 band is likely to be factually sound for the most part but to show only a general grasp of the issues which the question is raising, and to be weak in analytical qualities. There may be some evidence of the inclusion of irrelevant material, a certain lack of focus in the discussion or deficiencies in the evidence used to support the argument.

Pass (40-49%) Work which is adequate but limited. It may include irrelevant material and be too descriptive and/or narrative. There may be an attempt to answer some aspects of the

question, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the key themes, or poor style, structure and presentation.

Fail (30-39%) Work which is poorly structured and of very limited relevance to the question. It may be distinguished by a lack of supporting evidence, misunderstandings, a failure to address the question asked, substantial generalisation and the lack of any real argument.

Clear Fail (20-29%) Work which shows little or no real understanding of the question and which displays little or no evidence of learning.

Bad Fail (10-19%) Work which fails on all criteria. It could also be the mark for a very short answer with little relevant material.

Outright Fail (0-9%) Incomplete work, or work with absolutely no relevance to the question. A mark of 0 will be awarded for plagiarism or failure to submit.