

## **MA in Ancient Art**

Awarding Institution: The University of Reading

Teaching Institution: The University of Reading

Relevant QAA subject benchmarking group(s): Classics and Ancient History, Archaeology

Programme length: 12 months

Date of Specification: August 2003

For students entering in 2004

Programme Director: Dr A.C.Smith

Board of Studies: Classics

Accreditation: University of Reading

### **Summary of programme aims**

- To obtain a grounding in contemporary approaches to Greek and Roman art
- To offer an opportunity for deeper, specialist study of ancient art, culture, and society after a first degree
- To develop an understanding of the research skills and specialist techniques necessary for further postgraduate or other work in the field
- To enable students to enjoy a continuing appreciation of antiquity, as represented by Greek and Roman art

### **Transferable skills**

- synthesize a variety of sources, including material available in digital media
- participate in group discussion or other collaborative work
- initiate, organize, and complete research projects
- deliver coherent and well-argued analyses and syntheses in written, oral, or Web-based presentations

They will also be able to:

- explain the development of the discipline and the principles behind it
- respond critically and constructively to ideas and theories and to question received opinion
- define and assert independent judgments supported by evidence and cogent arguments

### **Programme content**

All students will take a core course entitled 'Approaches to Ancient Art' (30 credits) which provides students with both a historical overview of the field and a theoretical grounding via a series of in-depth case studies, and the Research Methods module (10 credits) which covers key skills for Classicists in an intensive week of workshops. A wide variety of choices comprise the balance of the course (50 credits). Students may elect an in-depth option chosen from course offerings in Classics and Archaeology (30 credits each) and an ancient or modern language module (20 credits); an in-depth option (30 credits) and two specialist modules chosen from offerings in the Classics Department (10 credits each x 2 = 20 credits); a language module (20 credits) and three specialist modules (3 x 10 = 30 credits) or alternatively five specialist modules (5 x 10 = 50 credits). A 20,000-word dissertation is also required (90 credits).

**Compulsory modules**

		<i>Credits</i>	<i>Level</i>
Mod Code	<i>Module Title</i>		
CLMRM	Research Methods	10	M
CLMAAA	Approaches to Ancient Art	30	M

**Language modules**

		<i>Credits</i>	<i>Level</i>
Mod Code	<i>Module Title</i>		
CL1BL	Beginners Latin	20	C
CL1BG	Beginners Greek	20	C
CL1IL	Intermediate Latin	20	C
CL1IG	Intermediate Greek	20	C
CL1AL	Advanced Latin	20	C
CL1AG	Advanced Greek	20	C
GCMSBL	Mediaeval Latin: Beginners	20	C
GCMSAL	Mediaeval Latin: Advanced	20	M
LA1PI1	Italian language: Beginners	20	M
LA1PG1	German language: Beginners	20	C
LA1PF1	French language: Beginners	20	C
LA1PK1	Modern Greek language: level 1	20	C
LA1PK2	Modern Greek language: level 2	20	C

**Optional modules**

		<i>Credits</i>	<i>Level</i>
Mod Code	<i>Module Title</i>		
CLMRA	The Reception of Architecture: royalty and the state	10	M
CLMET	Early Travellers to Greece	10	M
CLMAV	Ancient Greek Vases: Chronology versus Connoisseurs	10	M
CLMMA	The Evolution of the Museum of Antiquities	10	M
CLMHA	Art in Hellenistic Society	10	M
CLMRF	Rome on Film	10	M
CLMCB	Dissecting the Classical Body	10	M
CLMRA	The Reception of Architecture: royalty and the state	10	M
CLMTI	Tourism and National Identity	10	M
CLMPP	Changing Tragedy: the politics of performance	10	M
CLMPC	Antiquity in Popular Culture	10	M
CLMGP	The Greek Past in the Roman Empire	10	M
CLMCT	The Classical Tradition	30	M
ARM09	Roman Art in Context	30	M
CLMAPP	Approaches to Rome	30	M

**Dissertation**

		<i>Credits</i>	<i>Level</i>
Mod Code	<i>Module Title</i>		
CLMDIS	Dissertation	90	M

### **Part-time/Modular arrangements**

This course may be taken over two to five years of part-time study on a modular basis.

### **Progression Requirements**

The University's taught postgraduate marks classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
<u>Failing categories:</u>	
40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory Work

### **For Masters Degrees**

To pass the degree of Master students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.\*

Students who gain an average mark of 70 or more overall including a mark of 70 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be awarded a Merit.

### ***For Postgraduate Diplomas***

To pass the Postgraduate Diploma students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.\*

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be awarded a Merit.

### **For Postgraduate Certificate**

To pass the Postgraduate Certificate students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.\*

\*The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the candidate applied himself or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

### **Summary of teaching and assessment**

All of the modules are delivered through small group teaching. Non-linguistic modules are assessed through written assignments. The Research Methods module is assessed through a short written assignment. The Approaches to Ancient Art module is assessed through an oral or web presentation and a 2,500 word written assignment. For optional modules, students must produce both formal presentations (depending on the individual modules) and written work comprising a combination of 2500-word or 5000-word essays adding up to 12,500 words (for those without language modules) or 7,500 words (for those with language modules). Language modules are assessed by a combination of written assignments and examination. For the Dissertation, students work with a supervisor on an individual basis.

### **Admission requirements**

Entrants to this programme must have a good BA degree (normally of at least II.1 standard) or an equivalent qualification, in a relevant discipline. Overseas students are also required to fulfil the University standards of English language proficiency.

**Admissions Tutor:** The Programme Director.

### **Support for students and their learning**

The Departments of Classics and Archaeology have strong research records and thriving communities of postgraduate students. Discussion and interchange of ideas among staff and postgraduate students is fostered through the Departmental research seminars, which include regular contributions from international guest speakers. The Department has its own specialised library and a 'Resource Room' with a variety of electronic resources for the use of postgraduates.

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. The University Library has good holdings on classics, art, and archaeology, and students will also be able to make use of specialist facilities offered by major research libraries and museums and galleries in London, only half-an-hour away by train, as well as those in Oxford. There are language laboratory facilities for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens, and the Students' Union.

### **Career prospects**

This course equips students for further research, typically at a doctoral level. At the same time, when taken as an opportunity for further study, this degree will enhance the prospects of graduates in those diverse fields which Classicists and Art Historians are well-equipped to enter: gallery and museum work, teaching, publishing, administration, management, the civil service, and law.


### **Educational aims of the programme**

- To obtain a grounding in contemporary approaches to Greek and Roman art

- To offer an opportunity for deeper, specialist study of ancient art, culture, and society after a first degree
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
## Programme Outcomes

### *Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b></p> <p>Students will acquire:</p> <ul style="list-style-type: none"> <li>• a substantial body of knowledge concerning Greek and Roman art</li> <li>• a broad perspective on the mechanisms of art and visual culture in its social context</li> <li>• the development of the discipline and the principles behind it</li> <li>• specific areas and topics of the student's choice, researched in depth</li> <li>• key issues of contemporary debate and scholarly enquiry</li> <li>• a range of current critical approaches and methodologies</li> <li>• a range of research techniques drawn from different areas at a theoretical and a practical level of application</li> <li>• specific linguistic skills</li> </ul>		<p><b>Teaching/learning methods and strategies</b></p> <p>Knowledge and understanding are gained through:</p> <ul style="list-style-type: none"> <li>• instruction and discussion in a classroom setting</li> <li>• visits to museums and galleries</li> <li>• informal activities such as attendance at Department lecture and seminar series or at conferences and colloquia in Reading and outside</li> <li>• guided independent reading, enquiry and research</li> <li>• assessed elements of the programme: essays, presentations and the dissertation.</li> </ul> <p><i>Assessment</i></p> <p>Knowledge and understanding are assessed through:</p> <ul style="list-style-type: none"> <li>• a range of written assignments</li> <li>• individual presentations</li> <li>• language tests and examinations</li> <li>• the dissertation.</li> </ul>
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### *Skills and other attributes*

<p><b>B. Intellectual skills</b></p> <p>Students will develop the ability to:</p> <ul style="list-style-type: none"><li>• Engage in analytical and evaluative discussion of a range of texts and sources</li><li>• Estimate the relevance of specific arguments and interpretations</li><li>• Discriminate between opposing theories and interpretations</li><li>• Respond critically and constructively to ideas and theories and to question received opinion</li><li>• Define and assert independent judgments supported by evidence and cogent arguments</li></ul>	→	<p><b>Teaching/learning methods and strategies</b></p> <p>Intellectual skills are developed through formal teaching, participation in informal activities, independent research, presentations, and the writing of essays and a dissertation.</p> <p><i>Assessment</i></p> <p>Intellectual skills are assessed informally through discussion and formally through a range of written assignments, including short essays and/or critical commentaries, long essays and a dissertation.</p>
<p><b>C. Practical skills – able to:</b></p> <ul style="list-style-type: none"><li>• Gather, organise and deploy evidence and information, and make judgements in the absence of complete data</li><li>• Deal with complex issues systematically and creatively, showing critical judgement and applying appropriate methodologies</li><li>• Communicate conclusions effectively in oral and written form to specialist and non-specialist audiences</li><li>• Develop effective bibliographical and library research skills</li><li>• Handle material evidence and visual data effectively</li><li>• Demonstrate self-direction and originality in tackling and solving problems</li></ul>	→	<p><b>Teaching/learning methods and strategies</b></p> <p>Practical skills are developed through participation in formal and informal activities, independent research, presentations, and the writing of essays and a dissertation.</p> <p><i>Assessment</i></p> <p>Practical skills are assessed through a range of written assignments, including short essays and/or critical commentaries, long essays and a dissertation, and through participation in a range of formal and informal activities.</p>

<p><b>D. Transferable skills – able to:</b></p> <ul style="list-style-type: none"> <li>• Synthesize a variety of sources, including material available in digital media</li> <li>• Participate in group discussion or other collaborative work</li> <li>• Initiate, organize, and complete research projects</li> <li>• Deliver coherent and well-argued analyses and syntheses in written, oral, or Web-based presentations</li> <li>• Act autonomously in planning, timing and implementing tasks</li> <li>• Work constructively and adaptably with others</li> <li>• Display the independent learning ability required for continuing professional development</li> </ul>		<p><b>Teaching/learning methods and strategies</b></p> <p>Transferable skills are acquired through participation in seminars, attendance at lectures and seminars with internal and external speakers, and are applied in self-study and the writing of assignments</p> <p><i>Assessment</i></p> <p>Oral communication is assessed in presentations. Planning skills are an intrinsic part of the delivery of long essays to time throughout the course and of the development and production of one extended piece of work, the Dissertation.</p>
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*Please note:* This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.