

BA in Ancient History and Archaeology
For students entering Part 1 in 2004

UCAS code: VV41

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking group(s):

The University of Reading
The University of Reading
Archaeology and Classics & Ancient
History
Programme length: 3 years

Faculty of Science
Date of specification: February 2005
Programme Director: Professor Grenville Astill
Programme Adviser: Dr Amy Smith
Board of Studies: Archaeology and Classics
Accreditation: Not appropriate

[Http://www.rdg.ac.uk/Archaeology](http://www.rdg.ac.uk/Archaeology)

Summary of programme aims

The programme aims to provide a thorough degree-level education in Ancient History and Archaeology. It aims to produce historians and archaeologists who have experience of chronological, archaeological, thematic and genre-based approaches to both the history and culture of antiquity. Students will develop the ability to analyse change over time, the nature of causal relationships, and comparative, cross-cultural and abstract concepts. They will expand the range, depth and sophistication of their knowledge in both ancient history and archaeology through the structured progression of the programme through Parts 1, 2 and 3. They will be able to pursue their own interests through a dissertation. This programme is distinctive both in its emphasis on the application of archaeological techniques and theory, particularly through the Silchester Field School, and because of the interdisciplinary, cross-cultural, approach to the ancient world adopted by both the Departments of Classics and Archaeology at Reading. Subject-based and transferable skills are developed in a programme which encourages a scholarly, committed and enthusiastic engagement with the study of the past.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, problem-solving, team working and use of information technology.

Ancient History and Archaeology are both disciplines that lend themselves to critical judgement and problem-solving, both through personal engagement with issues and through dialogue and group discussion. Also integral is the collection, collation and analysis of substantial quantities of material and its communication and presentation, together with the ability to think comparatively and cross-culturally. Students utilise the powerful tools of research, analysis, and presentation associated with information technology in several ways, such as in the location and retrieval of bibliographic and source material, the production and presentation of student work and, where appropriate, the use of more sophisticated databases and exploitation of the internet. Through practical and field work in Archaeology they will also have the opportunity to develop proficiency in decision-making, and a sense of personal and group responsibility.

Programme content

The profile which follows states which modules must be taken (the compulsory part) together with one or more lists of modules from which the student must make a selection (the option modules) for each half of the combined degree. Students must choose such additional modules as

they wish, in consultation with their programme adviser(s), to make 120 credits in each Part. The number of credits for each module is shown after its title. In Part 1 the remaining credits can be made up from any optional modules and/or from modules available elsewhere in the University. In Parts 2 and 3, up to 20 credits can be taken from modules available elsewhere in the University.

Part 1 in Ancient History introduces students to the study of Greek and Roman Civilisations, with a particular emphasis upon the development of the study of primary sources and source criticism, alongside the development of historical writing skills to explore specific historical topics. Part 1 in Archaeology introduces the history and methods of the discipline of archaeology, reviews basic evidence for past lifestyles and human social development, and explores the place of archaeology in contemporary society. At Part 2 the Ancient History and Archaeology degree develops the students' knowledge of the protohistoric and historic periods within the Mediterranean, Europe and Britain. It also provides the opportunity to engage with primary archaeological data through participation on the Silchester Field School.

In Part 3, there is an increasing specialisation and progression in both Ancient History and Archaeology to approach topics in greater depth through the provision of optional units and the opportunity to research a dissertation topic in depth.

Part 1 (three terms)

Students must take at least the two compulsory Classics modules (40 credits) and the two compulsory Archaeology modules (40 credits), and make up a further 40 credits chosen either from extra modules in Classics and/or Archaeology, or from modules available elsewhere in the University.

Credits Level

In the Department of Archaeology

Credits Level

Compulsory modules

AR1RM1	<i>Introduction to Historical Archaeology</i>	20	C
AR1TS1	<i>Archaeological Practice</i>	20	C

Optional modules

AR1P1	<i>Introduction to World Prehistory</i>	20	C
AR1TS2	<i>Bones, Bodies and Burials: the archaeology of death</i>	20	C

In the Department of Classics

[minimum 40 credits; maximum 60 credits]

Compulsory modules

Mod Code	Module Title		
CL1CA	<i>Greek and Roman Civilisations A: Fifth-Century</i>	20	C
CL1CB	<i>Athens</i>		
	<i>Greek and Roman Civilisations B: Rome in the Augustan Age</i>	20	C

Optional module

Mod Code	Module Title		
CL1GRF	<i>Greece and Rome on Film</i>	20	C

Part 2 (three terms)*Credits Level*

There are three core modules in Ancient History, of which two must be taken, plus a number of optional modules, and two compulsory modules plus a number of optional modules in Archaeology, totalling 120 credits. However, those interested in a broader degree may substitute up to 20 credits chosen from University-wide special subjects. Of the 120 credits, 5 are taken up by Career Management Skills.

In the Department of Archaeology [60 credits]*Compulsory modules*

AR2F4	<i>Silchester Field School Joint Honours</i> (summer vacation)	10	I
AR2F1	<i>Professional Skills in Archaeology</i> (including <i>Careers Management Skills</i> - 5 credits)	10	I

Modules (totalling 40 credits) to be chosen from:

AR2M1	<i>Post-Roman & Early Medieval Europe</i>	20	I
AR2M2	<i>Later Medieval Europe</i>	20	I
AR2S1	<i>Archaeological Science</i>	20	I
AR2P5	<i>The Middle Palaeolithic of Europe and SW Asia</i>	20	I
AR2P6	<i>Later Prehistoric Europe</i>	20	I
AR2R1	<i>'Celts' and Romans in Northern Europe</i>	20	I
AR2T1	<i>Archaeological Thought</i>	10	I
GG2P3	<i>Human Activity & Environmental Change</i>	10	I
GO2K5	<i>Forensic Geology & Analysis</i>	10	I
and no more than one of			
AR2F5	<i>Techniques in Artefact Interpretation</i>	10	I
AR2F6	<i>Techniques in Skeletal Interpretation</i>	10	I

There are two compulsory modules of 10 credits each. A further 40 credits is chosen from any appropriate combination of modules as indicated above.

In the Department of Classics [60 credits]

At least 40 credits must be taken from the core modules, with no more than 20 credits from the optional modules:

Core Modules

Mod Code	Module Title		
CL2GH	<i>Greek History</i>	20	I
CL2RR	<i>Roman Republic</i>	20	I
CL2RE	<i>Roman Empire</i>	20	I

Optional Modules

Mod Code	Module Title		
CL2EG	Egypt and Greece	20	I
CL2AM	Greek and Roman Medicine	20	I
CL2AS	Greek and Roman Sculpture	20	I
CL2RL	Greek and Roman Religions	20	I
CL2CM	Classical Mythology	20	I
CL2GD	Greek Drama	20	I
CL2AE1	Ancient Epic I	20	I
CL2GL	Greek Lyric Poetry	20	I
CL2LP	Roman Love Poetry	20	I
CL2LC	Roman Life Cycle	20	I
CL2PS	Plato	20	I
CL2EP	Early Greek Philosophy	20	I
CL2BG	Ancient Greek for Class Stud and Anc Hist	20	I
CL2FG	Further Ancient Greek II	20	I
CL2AG	Advanced Ancient Greek II	20	I
CL2BL	Latin for Class Stud and Anc Hist	20	I
CL2FL	Further Latin II	20	I
CL2AL	Advanced Latin II	20	I
CL2ML	Introduction to Modern Greek Literature	20	I

Students may take IWLP Modern Greek in place of one I level module

Part 3 (three terms)

Credits Level

Not all optional modules will be available in any one year. The availability of all optional modules is subject to availability of staff and will require a minimum number of participants. Admission to optional modules will be at the discretion of the Programme Director

Compulsory module taken in Archaeology or Classics or shared jointly between both

Mod Code	Module Title		
AR3D1	Dissertation (Archaeology)	40	H
OR			
CL3DS	Dissertation (Classics)	40	H
OR			
AR3DCL	Dissertation (Joint)	40	H

In the Archaeology Department

Two of the following selected modules (to total of 40 credits):

AR3S1	<i>Environmental Archaeology and the Cultural Landscapes of Prehistory</i>	20	H
AR3S2	<i>Environment and Landscape in Historic Periods</i>	20	H
AR3S4	<i>Micromorphology and the study of early agricultural and urban settlements and landscapes</i>	20	H
AR3S6	<i>Palaeopathology</i>	20	H
AR3S7	<i>Reconstructing Ancient Diet</i>	20	H
AR3S8	<i>Biomolecular Archaeology</i>	20	H
GG333	<i>Geographic Information Systems</i>	20	H
AR3T1	<i>Burial Archaeology</i>	20	H

AR3T2	<i>Gender Archaeology: Sex, Sexuality & Gender in the study of the past</i>	20	H
AR3P6	<i>Early Agricultural Societies in the Mediterranean</i>	20	H
AR3P7	<i>Early Complex Societies in the Mediterranean</i>	20	H
AR3P9	<i>British Prehistory 1: the Age of Stonehenge</i>	20	H
AR3P10	<i>British Prehistory 2: the Age of Hillforts</i>	20	H
AR3P11	<i>The Kingdoms of Late Iron Age Britain</i>	20	H
AR3P13	<i>The Emergence of Civilisation in Mesopotamia</i>	20	H
AR3P14	<i>Hominids & Regions: Studies in the Lower Palaeolithic of North-west Europe</i>	20	H
AR3R1	<i>Early Roman Britain</i>	20	H
AR3R4	<i>Roman Material Culture Studies</i>	20	H
AR3M1	<i>The Archaeology of Early Anglo-Saxon England</i>	20	H
AR3M2	<i>Later Anglo-Saxon England</i>	20	H
AR3M3	<i>Twelfth-century England – expansion or contraction?</i>	20	H
AR3M4	<i>Crisis? What crisis? England in the Later Middle Ages</i>	20	H
AR3M5	<i>Archaeology of Later Medieval Religion and Belief</i>	20	H

In the Department of Classics [40 credits]

40 credits taken from these Options

Optional modules:

Mod Code	Module Title		
CL3AB	Ancient Biography	20	H
CL3GG	Ancient Greek Gods	20	H
CL3AN	The Ancient Novel	20	H
CL3AR	Aristotle	20	H
CL3CN	Conversion of the Roman Empire	20	H
CL3GD	Gender in Classical Antiquity	20	H
CL3AP	Greek and Roman Painting	20	H
CL3AD	Greek Art and Drama	20	H
CL3GB	The Greek Bible	20	H
CL3HL	Hellenistic Philosophy	20	H
CL3LL	Litigation and Life in the Graeco-Roman World	20	H
CL3NC	New Comedy	20	H
CL3HO	Odes of Horace	20	H
CL3OA	Oedipus and Antigone in the 20 th Century	20	H
CL3PW	Peloponnesian War	20	H
CL3PP	Pornography and Power in the Graeco-Roman World	20	H
CL3RM	Renaissance Medicine	20	H
CL3RF	Rome On Film	20	H
CL3ST	Special Topics in Greek Drama	20	H
CL3TC	Tourism, Classics and National Identity	20	H
CL3UA	Uses and Abuses of Antiquity	20	H
CL3BG	Ancient Greek for Class Stud and Anc Hist	20	H
CL3FG	Further Ancient Greek III	20	H
CL3AG	Advanced Ancient Greek III	20	H
CL3BL	Latin for Class Stud and Anc Hist	20	H
CL3FL	Further Latin III	20	H
CL3AL	Advanced Latin III	20	H
CL3LA	Later Latin Authors	20	H

Students may take IWLP Modern Greek in place of one H module

Progression requirements

In order to progress from Part 1 to Part 2 students must:

- a) Take a total of at least 40 credits in Part 1 Archaeology and at least 40 credits in Greek and Roman Civilisations A and B.
- b) Achieve an overall average of 40% in 120 credits taken in Part 1, including at least 40% in at least two of the Part 1 Archaeology modules averaged together and 40% in Greek and Roman Civilisations A and B.
- c) Achieve a mark of at least 30% in individual modules amounting to not less than 100 credits.

In order to progress from Part 2 to Part 3 students must:

- a) Obtain at least 40% in the compulsory modules.
- b) Achieve an overall average of 40% in 120 credits taken in the examination.
- c) Achieve a mark of at least 30% in individual modules amounting to not less than 100 credits.

Summary of teaching and assessment

Teaching is delivered by a mixture of lectures and seminars in Parts 1 and 2, with a greater emphasis on seminars in Part 3. Some Archaeology modules also involve workshops and practical sessions in the field and laboratory. Modules are assessed by a mixture of coursework and formal examination, with the proportion of coursework (including seminar performance) increasing as the degree progresses. The Silchester Field School is assessed entirely by coursework, including both performance in the field and a formal piece of assessed work. The dissertation in Part 3 comprises a piece of work based on supervised independent study and is assessed entirely by coursework.

The conventions for classification are included in the Programme Handbook but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

Admission requirements

No previous experience of Ancient History or Archaeology is required for admission. Entrants should have achieved:

Grade C or better in English in GCSE and :

UCAS Tariff: Either: 260 points from 3 full A-levels, or: 280 points from 3 A-levels and 1 AS level. Two AS grades are accepted in place of one A-Level.

International Baccalaureat: 30 points

Scottish Highers: BBBB

Irish Leaving Certificate: BBBBC

Applications from mature candidates are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken or is undertaking recent study, for example one or more A levels or an Access course, but each case is assessed on its individual merits. You are advised to contact an Admissions Tutor as soon as possible to discuss your individual circumstances.

Applications from international students are welcomed. If you are not offering A-levels or an International Baccalaureat, we advise you to contact an Admissions Tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Admissions Tutor: Dr H Eckardt

Support for students and their learning

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. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

The Departmental Handbooks provide extensive information on resources and study skills. The Archaeology Department occupies a purpose-built structure with further shared facilities providing a research laboratory, teaching laboratories, computer laboratories, and space for undergraduates to work in the Department (including a Reading Room). There are also traditional and digital drawing office facilities; geophysical and tacheometric survey equipment; excavation equipment; soil and sediment coring equipment; audio-visual resources. The Classics Department is housed in the Humanities and Social Sciences Building and curates the Ure Museum of Greek Archaeology. The University Library is well stocked with works relating to many different aspects of ancient history and archaeology.

Career prospects

Graduates in Ancient History and Archaeology have found that their degree programme has been a good basis for careers in the arts, media, management, administration, the civil service, commerce, law, publishing, librarianship and teaching, as well as being a route into archaeology (including field archaeology, museums and heritage management). Graduates have also gone onto postgraduate programmes within the fields of Archaeology, History or Classics at Reading and elsewhere. The emphasis on field and practical training in the Archaeology part offers a broad range of vocational skills, in addition to those of communication and problem-solving. Whether direct from a BA degree, or following graduate study, a number of graduates have found positions in UK and European archaeology.

Opportunities for study abroad or for placements

Students may spend a period of study abroad, normally during Part 2, either in the Fall Semester at the University of Calgary's Department of Greek and Latin (applications need to be made in the spring term of Year 1) or through the Department of Archaeology's exchange with the University of Lund, Sweden.

Educational aims of the programme

This joint degree aims to provide a thorough degree-level education in Ancient History and Archaeology. The syllabus aims to familiarise students with the core chronological and geographical range of Greek and Roman cultures, and with the archaeology of later prehistoric, proto-historic, Roman and early medieval Europe and the Mediterranean region. Students are also able to study thematic topics in depth and develop special interests through independent study and the dissertation. The programme is distinctive in its emphasis on the application of archaeological techniques, particularly through the Silchester Field School. Students will expand the range, depth and sophistication of their knowledge of Ancient History and Archaeology by means of a structured progression through Parts 1, 2, and 3 of the programme.

The programme also aims to develop skills of critical analysis: students will be able to think comparatively and cross-culturally, to draw conclusions from ancient historical and archaeological evidence and to communicate these through written media. Through practical

experience they will gain proficiency in problem-solving and decision-making, numeracy, information technology and working with data. Experience of teamwork in the field assists in developing skills of communication and a sense of personal and group responsibility. Through their coursework students develop skills of oral expression, independent learning, and the critical analysis of data.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ul style="list-style-type: none"> ➤ another culture's history and political and social organisation ➤ a diverse range of primary materials, their variability and reliability ➤ a range of problems of dating, interpretation and evaluation of primary materials, ➤ a range of techniques and methodologies, including scientific methods for archaeological data ➤ the origins and growth of archaeology as a discipline, and the current practice of archaeology within its wider political, social and institutional context 	<p>Teaching/learning methods and strategies</p> <p>Knowledge and understanding are gained through formal teaching (lectures, seminars, and individual essay feedback), recommended reading, and the writing of essays and a dissertation. Knowledge of practical techniques and methodologies are further developed through participation in the Silchester Field School, and in dedicated modules by problem-oriented class work.</p> <p>In all Parts students are expected to undertake independent reading on the basis of bibliographies issued for each module, and prepare essays and seminar papers. The dissertation provides an opportunity for the further development of independent research.</p> <p><i>Assessment</i></p> <p>Most knowledge is tested through a combination of coursework and formal examination, except that in most practical-based modules it is examined entirely by coursework. The Dissertation and oral presentations also contribute.</p>
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Skills and other attributes

<p>B. Intellectual skills – able:</p> <ul style="list-style-type: none">➤ to engage in analytical and evaluative thinking about texts, sources, arguments and interpretations, independently estimating their relevance to the issue in question, discriminating between opposing theories, and forming judgements on the basis of evidence and argument.➤ to locate, extract, and assess the character and quality of archaeological data, and to synthesise and integrate evidence from multiple and diverse sources critically and independently, organising the material in order to articulate an argument effectively, while recognising and critically evaluating past and current theoretical approaches and competing interpretations, and thinking comparatively and cross-culturally.	<p>Teaching/learning methods and strategies</p> <p>Skills will be introduced in lectures, developed through reading, writing of essays, dissertation and examination, with individual feedback provided on content and organisation of essays. Independent thinking is developed especially through the dissertation module for which initial preparation and regular support are provided.</p> <p><i>Assessment</i></p> <p>Coursework and examinations, as well as in the dissertation</p>
<p>C. Practical skills – able to:</p> <ul style="list-style-type: none">➤ gather, organise and deploy evidence and information, and to show awareness of the consequences of the unavailability of evidence➤ to identify, excavate, record and analyse archaeological stratigraphy, features and deposits and to recognise and interpret archaeological traces in the landscape➤ develop the capacity for critical judgement in the light of evidence and argument➤ select and apply appropriate methodologies in assessing the meaning and significance of evidence or data➤ have effective bibliographical, internet and library research skills➤ to plan and carry out a primary research project, working independently	<p>Teaching/learning methods and strategies</p> <p>These are developed through the deployment of seminar classes and essay assignments, and through participation in the Silchester Field School and in problem-oriented class work. Oral presentation also constitutes a percentage of the assessment of the dissertation</p> <p><i>Assessment</i></p> <p>Coursework and examinations, as well as in the dissertation</p>

D. Transferable skills – able:

- **to deploy a range of IT resources effectively**
- to present material orally in a clear and effective manner
- to present material in a variety of written forms, with discrimination and lucidity in the use of language, professional referencing, and clear layout
- to deal effectively with a variety of numerical data and visual material
- to identify and devise strategies for solving problems
- to work creatively and flexibly with others
- to write and think under pressure and to meet deadlines
- to make informed career plans.

Teaching/learning methods and strategies

In lectures and seminars and applied in self-study and writing of assignments, as well as through the Field School and in the practical elements of several Archaeology modules. Career management is taught through a distinct Part 2 module linked with other professional skills in Archaeology.

Assessment

Coursework, oral presentations, and examinations, as well as in the dissertation.

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.