

**BA in Archaeology and Classical Studies**  
**For students entering Part 1 in 2005**

**UCAS code: QV 84**

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: November 2007  
Programme Director: Dr Mary Lewis  
Programme Adviser: Dr A 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 and learning outcomes**

The programme aims to provide a complementary balance of degree-level education in Archaeology and Classical Studies. The Archaeology element combines practical training and experience (in the field and laboratory) with academic study of archaeology. There is an opportunity to specialise in the archaeology of the Greek and Roman worlds, areas in which the University of Reading has particular research and teaching strengths. The Classics element provides a broad exposure to the literature, history, and culture of the Greek and Roman worlds at the heart of modern western civilisation, and aims to produce graduates who have experience of literary, thematic and genre-based approaches to these cultures. 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 Classical world adopted by both the Departments of Classics and Archaeology at Reading. For students who wish to, there is also the opportunity (but not the requirement) to study either Greek or Latin as part of this programme. Students will expand the range, depth and sophistication of their knowledge of Archaeology and Classical Studies through the structured progression of the programme through Parts 1, 2 and 3.

**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 develop their skills relating to career management, communication (both written and oral), information handling, problem-solving, team working and use of information technology.

Archaeology and Classical Studies 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 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. Part 1 in Classics 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 topics. Part 2 Archaeology provides the opportunity to engage with primary archaeological data through participation on the Silchester Field School, to explore approaches to interpretation, and to gain more detailed knowledge of the archaeology of the protohistoric and classical worlds of the Mediterranean, Europe and Britain. Part 2 Classical Studies provides the opportunity to explore the genres of Epic and Drama with the opportunity to take a further unit from a wide choice in language, literature, history or art history.

In Part 3, there is an increasing specialisation and progression in both Archaeology and Classical Studies 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)

*Credits Level*

Students must take at least two Archaeology modules (40 credits) and the two compulsory Classics 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.

#### In the Department of Archaeology

##### Compulsory module

AR1TS1	<i>Archaeological Practice</i>	20	C
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##### Choose one or two modules

AR1P1	<i>Introduction to World Prehistory</i>	20	C
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AR1RM1	<i>Introduction to Historical Archaeology</i>	20	C
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##### Optional module

AR1TS2	<i>Bones, Bodies and Burials: the archaeology of death</i>	20	C
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#### In the Classics Department:

##### Compulsory modules

Mod Code	Module Title		
CL1CA	<i>Greek and Roman Civilisations A: Fifth-Century Athens</i>	20	C

CL1CB	<i>Greek and Roman Civilisations B: Rome in the Augustan Age</i>	20	C
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##### Optional modules

CL1GM	<i>Greek Myths</i>	20	C
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**Part 2 (three terms) Intermediate level** Credits Level

There are two compulsory modules in both Archaeology (20 credits) and Classical Studies (40 credits), plus a number optional modules, totalling 120 credits. However, those interested in a broader degree may substitute up to 20 credits taken from modules available elsewhere in the University. 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
AR2F7	<i>Professional Careers in Archaeology</i> (including <i>Careers Management Skills</i> - 5 credits)	10	I

**Modules (totalling 40 credits) to be chosen from:**

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
AR2P9	<i>First Civilisations: culture &amp; society in the East Mediterranean c.3500-1200 BC</i>	20	I
AR2P11	<i>Egyptian Archaeology</i>	20	I
AR2R4	<i>Rome &amp; the Mediterranean</i>	20	I
AR2M1	<i>Post-Roman &amp; Early Medieval Europe</i>	20	I
AR2M2	<i>Later Medieval Europe</i>	20	I
AR2T1	<i>Archaeological Thought</i>	10	I
GG2P3	<i>Human Activity &amp; Environmental Change</i>	10	I
GO2P5	<i>Crime Scene Analysis</i>	10	I
AR2F5	<i>Techniques in Artefact Interpretation</i>	10	I
AR2F6	<i>Techniques in Skeletal Interpretation</i>	10	I
AR2L2	<i>Study Abroad</i>	60	I
AR2S1	<i>Archaeological Science</i>	20	I
AR2P5	<i>The Middle Palaeolithic of Europe and SW Asia</i>	20	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		
CL2AE	<i>Ancient Epic</i>	20	I
CL2GD	<i>Greek Drama</i>	20	I
CL2LP	<i>Roman Love Poetry</i>	20	I

And 20 credits taken from:

*Optional modules (not all are offered in any one year):*

*Optional modules:*

A complete list of options is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook. Part 2 modules normally include options in classical Literature, History, Art, Culture, Language and Reception. Students may also take MC1AM, MC20A, MC3OA, MC3MT, and PP2PA, which are cross-listed modules.

**Part 3 (three terms)** Honours level

*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	Credits	Level
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 &amp; the Cultural Landscapes of Prehistory</i>	20	H
AR3S2	<i>Environment &amp; Landscape in Historic Periods</i>	20	H
AR3S10	<i>The Archaeology of Food and Nutrition</i>	20	H
AR3S11	<i>Information Molecules: biomolecular methods for the archaeologist</i>	20	H
AR3S9	<i>Coastal and Maritime 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 &amp; Gender in the study of the past</i>	20	H
MC3MT	<i>Museum Theory, History &amp; Ethics</i>	20	H
MC3OA	<i>Object Analysis and Museum Interpretation (2007-8 only)</i>	20	H
AR3P4	<i>Early Agricultural Societies in the Mediterranean</i>	20	H
AR3P5	<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
AR3P13	<i>The Emergence of Civilisation in Mesopotamia</i>	20	H
AR3P16	<i>Ancient Aegean Landscapes: human interaction with the natural environment between the Neolithic &amp; Classical periods</i>	20	H
AR3P17	<i>Hominins, Hearths and Handaxes: studies in the Lower Palaeolithic of North-west Europe</i>	20	H
AR3R6	<i>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
AR3M3	<i>Expansion or Contraction in Twelfth Century England</i>	20	H
AR3S1	<i>Environmental Archaeology &amp; the Cultural Landscapes of Prehistory</i>	20	H
AR3S2	<i>Environment &amp; Landscape in Historic Periods</i>	20	H
AR3S4	<i>Micromorphology &amp; the study of early agricultural &amp; urban settlements &amp; landscapes</i>	20	H
AR3S6	<i>Palaeopathology</i>	20	H

## **In the Department of Classics [40 credits]**

### *Optional modules*

A complete list of optional modules is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook. Part 3 modules normally include a range of cross-disciplinary options, and languages.

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

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### **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) Obtain 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 and 40% in Greek and Roman Civilisations A and B.
- c) Obtain a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

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

- a) Obtain at least 40% in the compulsory modules.
- b) Obtain an overall average of 40% in 120 credits taken in Part 2; and
- c) Obtain a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 2.

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

Teaching is delivered by a mixture of lectures, seminars, and essay tutorials. 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 supported by workshops 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 Archaeology or Classical Studies is required for admission. Entrants should have achieved:

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.

GNVQ (Adv): B in A level plus distinction in GNVQ (Adv) – 12 modules of GNVQ (Adv) + pass 4 additional modules

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 Tutors: 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 Learning Resource Centre with some 200 workstations. There are language laboratory facilities both for those students studying on a modern-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 issued to Part 1 and to degree course students 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; and a minibus. The Classics Department is housed in the Humanities and Social Sciences Building and includes a Departmental Library and the Ure Museum of Greek Archaeology. The University Library is well stocked with works relating to many different aspects of archaeology and classical studies.

### **Career prospects**

The degree in Archaeology and Classical Studies at Reading offers a firm foundation qualification in the humanities and social sciences, and a set of skills relevant to many careers and life-long learning – including the opportunity for linguistic development. The interdisciplinary nature of the Archaeology and Classical Studies programme, and the emphasis on development of transferable skills including teamwork, oral presentation, numeracy and IT, and essay/report writing, makes Reading Archaeology and Classical Studies graduates highly suitable for a wide range of professional careers in teaching, the arts, media, communication, business, and other fields. The emphasis on field and practical training in the Archaeology part offers a broad range of vocational skills leading to careers in field archaeology, museums and heritage management, in addition to those of communication and problem-solving. Graduates in Archaeology and in Classics have also gone onto postgraduate courses at Reading and elsewhere. Whether direct from a BA degree, or following graduate study, a number of Archaeology graduates have found positions in UK and European archaeology. Classics and Archaeology represent the core of our modern western civilisation, and together offer analytical and presentation skills set within a broad cultural education.

**Opportunities for study abroad**

Students may spend a period of study abroad, normally during Part 2, through either the Department of Classics' Socrates exchange with the University of Aarhus, Denmark, or The Department of Archaeology's exchange with the University of Lund, Sweden.

**Educational aims of the programme**

This is a multi-disciplinary programme which aims to provide students with subject-specific knowledge and more general skills, including knowledge of the archaeology of later prehistoric, proto-historic, Roman and early medieval Europe and the Mediterranean region, and of a variety of Classical literature, art, philosophy, and their reception in modern culture, as well as perspectives on different methods of critical analysis. The programme aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to both disciplines. The programme is distinctive in its emphasis on the application of archaeological techniques, through practical experience in the Silchester Field School and laboratory-based modules. The programme also provides for the development of the specific interests of students through independent study for the dissertation, in which a topic is approached from the perspectives of both disciplines.

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 literary 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><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. the <b>origins and</b> growth of archaeology as a discipline, and current practice within its wider political, social and institutional context;</li><li>2. the archaeology, literature, thought, art and religion of antiquity and the reception of Graeco-Roman culture in the West;</li><li>3. a diverse range of primary source material and evidence, their variability and reliability;</li><li>4. a range of problems of dating, interpretation and evaluation of primary materials in their historical, political and social context;</li><li>5. a range of techniques and methodologies, including scientific methods in Archaeology.</li></ol>	<p><b>Teaching/learning methods and strategies</b></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 by a combination of coursework and formal examination, except that in most practical-based modules it is examined entirely by coursework; the dissertation is mostly by coursework. In Part 3, oral presentations also contribute.</p>
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### *Skills and other attributes*

#### **B. Intellectual skills** – Students will be able:

1. to assess the character and quality of archaeological data;
2. to engage in analytical and evaluative thinking about texts, sources, arguments and interpretations;
2. to synthesise and integrate evidence from multiple and diverse sources;
3. to recognise and to evaluate past and current theoretical approaches and competing interpretations critically, independently estimating their relevance to the issue in question;
4. to think comparatively and cross-culturally;
5. to think critically and independently, forming judgements on the basis of evidence and argument;
6. to locate, extract and assemble data and information;
7. to organise material in order to synthesise and articulate an argument effectively.

#### **Teaching/learning methods and strategies**

These skills are developed throughout the programme. 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.

#### *Assessment*

These skills are assessed in all Parts of the programme by a combination of coursework, essays, oral presentations, dissertation and examination.

#### **C. Practical skills** – students will be able :

1. to gather, organise and deploy evidence and information, and to show awareness of the consequences of the unavailability of evidence;
2. to identify, excavate, record and analyse archaeological stratigraphy, features and deposits, and to recognise and interpret archaeological traces in the landscape;
3. to develop the capacity for critical judgement in the light of evidence and argument;
4. to select and apply appropriate methodologies in assessing the meaning and significance of evidence or data
5. to have effective bibliographical, internet and library research skills;
6. to plan and carry out a primary research project, working independently.

#### **Teaching/learning methods and strategies**

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

#### *Assessment*

Coursework and examinations, as well as in the dissertation

**D. Transferable skills** – Students will be able:

1. to communicate clearly and effectively in speech and in a variety of types of writing, showing discrimination and lucidity in the use of language, professional referencing, and clear layout;
2. to deal effectively with a variety of visual material and numerical data;
3. to identify and devise strategies for solving problems;
4. to work effectively in a team;
5. to locate information and use a range of information technology effectively;
6. to organise their own time purposefully and work independently;
7. 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 be expected 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**