

MA in Ancient Art
For students entering in 2006

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 2006

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 take a Research Methods module (10 credits) which covers key skills in an intensive week of workshops. All students also take a course titled '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. Students will also take a language module (20 credits), studying Ancient Greek or Latin in the Department at an appropriate level. By special permission, the latter may be replaced by a modern language offered through the IWLP. In the second term of the academic year, students take *either* a Special Options module (30 credits), which involves the study of three options, *or* a module on the Debates and Approaches in the History of Art and Architecture (20 credits) together with a 10-credit Special Options module *or* a course on the Archaeology of Greece (40 credits), which is taught at the British School at Athens (in the latter case, by special dispensation, students will take the language course for one term only for 10 credits). A 20,000-word dissertation is also required (90 credits).

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Compulsory modules

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

Language modules

Mod Code	Module Title	Credits	Level
CL1L1	Latin 1	20	C
CL2L2	Latin 2	20	I
CL2L3	Latin 3	20	I
CL3L4	Latin 4	20	H
CL3L5	Latin 5	20	H
CL1G1	Ancient Greek 1	20	C
CL2G2	Ancient Greek 2	20	I
CL2G3	Ancient Greek 3	20	I
CL3G4	Ancient Greek 4	20	H
CL3G5	Ancient Greek 5	20	H
LA1PK1	Modern Greek 1	20	C
LA1PK2	Modern Greek 2	20	C

Optional modules

Either one module to be chosen from:

Mod Code	Module Title	Credits	Level
CLMSO	Special Options	30	M
CLMAG	Archaeology of Classical Greece	40	M

Or both of the following

CLMSOB	Special Options B	10	M
HAMCM	Debates and Approaches in the History of Art and Architecture	20	M

Dissertation

Mod Code	Module Title	Credits	Level
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 students must gain an average mark of 50 or more overall and have no mark below 40 in Approaches and 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 60 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 50 or more for the dissertation and have no mark below 40 will be eligible for 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 a book review, an oral or web presentation and a 2,500 word written assignment. The Special Options module is assessed by EITHER three 2,500 word essays, one per option, OR one 2,500 essay and one 5,000 essay on two different options. Language modules are assessed by a combination of written assignments and examination. For the Dissertation, students work with a supervisor on an individual basis.

* This hasn't been mentioned as a possibility before and isn't mentioned on any of the other prog specs!! Surely its completely inappropriate: why can't they do a Modern Language module?*

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
- 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

Programme Outcomes

Knowledge and Understanding

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

<p>B. Intellectual skills</p> <p>Students will develop the ability to:</p> <ul style="list-style-type: none"> • Engage in analytical and evaluative discussion of a range of texts and sources • Estimate the relevance of specific arguments and interpretations • Discriminate between opposing theories and interpretations • Respond critically and constructively to ideas and theories and to question received opinion • Define and assert independent judgments supported by evidence and cogent arguments 		<p>Teaching/learning methods and strategies</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>
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<p>C. Practical skills – able to:</p> <ul style="list-style-type: none"> • Gather, organise and deploy evidence and information, and make judgements in the absence of complete data • Deal with complex issues systematically and creatively, showing critical judgement and applying appropriate methodologies • Communicate conclusions effectively in oral and written form to specialist and non-specialist audiences • Develop effective bibliographical and library research skills • Handle material evidence and visual data effectively • Demonstrate self-direction and originality in tackling and solving problems 		<p>Teaching/learning methods and strategies</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> 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>
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<p>D. Transferable skills – able to:</p> <ul style="list-style-type: none"> • 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 • Act autonomously in planning, timing and implementing tasks • Work constructively and adaptably with others • Display the independent learning ability required for continuing professional development 		<p>Teaching/learning methods and strategies</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> 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 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.