

**BA Ancient History and Archaeology  
For students entering Part 1 in 2009/0**

**UCAS code: VV41**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Archaeology and Classics and Ancient History
Faculty:	Science Faculty
Programme length:	3 years
Date of specification:	23/Mar/2011
Programme Director:	Dr Rob Hosfield
Programme Advisor:	Dr Emma Aston
Board of Studies:	Archaeology
Accreditation:	Not applicable

**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 opportunity to participate in 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.

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 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. The opportunity to experience 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.

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to career management, communication (both written and oral), information handling, problem-solving, team working and use of information technology and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

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/or 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 Part 2, 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)

#### *Compulsory modules*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
CL1CA	The Civilization of Fifth-Century Athens	20	4
CL1CB	Rome in the Augustan Age	20	4
AR1TS3	Practising Archaeology: methods and approaches	20	4
AR1RM2	From Rome to the Reformation: an introduction to historic archaeology	20	4

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

### In the Department of Archaeology

#### *Optional modules*

AR1P2	Primates to Pyramids: an introduction to world prehistory	20	4
AR1TS2	Bones, Bodies and Burials: the archaeology of death	20	4
MC1AM	Analysing Museum Displays	20	4

### In the Classics Department:

#### *Optional module:*

CL1TO	Text and Object: the History of Greek and Roman Writing	20	4
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### Part 2 (three terms)

#### *Compulsory modules*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
AR2F8	Contemporary Practice and Ethics in Archaeology	10	5

There is one compulsory module in Archaeology (10 credits) with a further 50 credits taken from the list below. 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 comprise Career Management Skills.

### **In the Department of Archaeology**

*Optional modules (totalling 50 credits) chosen from a list approved each year. Those currently approved include:*

AR2F4	Silchester Field School Joint Honours (summer vacation)	10	5
AR2P5	The Middle Palaeolithic of Europe and SW Asia	20	5
AR2P6	Later Prehistoric Europe	20	5
AR2R7	Roman Britain	20	5
AR2R8	Rome's Mediterranean Empire	20	5
AR2M4	Later Medieval Europe	20	5
AR2M3	Post-Roman and Early Medieval Europe	20	5
AR2S1	Archaeological Science	20	5
AR2T1	Archaeological Thought	10	5
GG2P3	Human Activity and Environmental Change	10	5
AR2F5	Techniques in Artefact interpretation	10	5
AR2F6	Techniques in Skeletal Interpretation	10	5
AR2L1	Study Abroad	50	5

### **In the Department of Classics (60 credits)**

*At least 40 credits must be taken from the core modules and no more than 20 credits from the options. The third core may be taken as an option.*

#### *Core Modules*

CL2GH	Greek History	20	5
CL2RR	Roman Republic	20	5
CL2RE	Roman Empire	20	5

#### *Optional Modules*

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

Students may take IWLP Modern Greek in place of one level 5 module.

### **Part 3 (three terms)**

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

AR3D1	Dissertation (Archaeology)	40	6
<i>or</i>			
CL3DS	Dissertation (Classics)	40	6
<i>or</i>			
AR3DCL	Dissertation (Joint)	40	6

#### *Optional modules in Archaeology*

*Two modules (totalling 40 credits) chosen from a list approved each year. Those approved in 2010-11 (as an example), included:*

AR3V1	Vikings of the West	20	6
AR3S4	Micromorphology and the Study of Early Agricultural and Urban Settlements and Landscapes	20	6
AR3S6	Paleopathology	20	6
AR3S10	The Archaeology of Food and Nutrition	20	6
AR3S9	Coastal and Maritime Archaeology	20	6
AR3P4	Early Agricultural Societies in the Mediterranean	20	6
AR3S13	Vegetation History and Archaeobotany	20	6
AR3P9	British Prehistory 1: The Age of Stonehenge	20	6

AR3P10	British Prehistory 2: The Age of Hillforts	20	6
AR3P13	The Emergence of Civilisation in Mesopotamia	20	6
AR3R8	Imperial Encounters in the Roman World	20	6
AR3P17	Hominins, Hearths and Handaxes: Studies in the Lower Paleolithic of North-Western Europe	20	6
AR3R4	Roman Material Culture Studies	20	6
AR3M9	Archaeology of the Dark Ages	20	6
AR3M5	The Archaeology of Later Medieval Religion and Belief	20	6
AR3M10	The Archaeology of the Medieval City	20	6
AR3T1	Burial Archaeology	20	6

### **In the Department of Classics (40 credits)**

#### *Optional modules*

A complete list of optional modules is available from the Classics Department, and a list of current options can be found in the Classics BA Programme Handbook. Part 3 modules normally include a range of cross-disciplinary options, and languages. Students may also take MC2OA, MC3OA, MC3MT, and PP2PA, which are cross-listed modules.

#### **Progression requirements**

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

- Take a total of at least 40 credits in Part 1 Archaeology (must include AR1RM2 and AR1TS3) and at least 40 credits in Classics (must include CL1CA and CL1CB).
- Obtain an overall average of 40% in 120 credits taken in Part 1, including at least an average of 40% in the compulsory Part 1 Archaeology modules (AR1RM2 and AR1TS3), and at least 40% in the module CL1CA and at least 40% in the module CL1CB.
- 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:

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

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%.

#### **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.

#### **Admission requirements**

No previous experience of Archaeology is required for admission. Because Archaeology draws on many elements of the Arts and Sciences, almost any combination of A-Levels will be appropriate. Entrants should have achieved:

UCAS Tariff: Either: 280 points from 3 full A-levels, or: 300 points from 3 A-levels and 1 AS level. Total points exclude Key Skills and General Studies.

International Baccalaureate: Pass Diploma and achieve 5, 5, 5 in three higher level subjects

Scottish Highers: BBBB

Scottish Advanced Highers: BBC

Irish Leaving Certificate: BBBB

We welcome deferred-entry applications from those wanting to take a gap year between School and University, and mature students, and students with special needs, for whom we may take a broader view of entry requirements. 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 A-levels or an Access course, but each case is assessed on its individual

merits. For those with special needs, we are happy, where necessary to take a flexible approach to field-work and practical work requirements, and to make appropriate arrangements for note taking and examinations.

Applications from international students are welcomed. If you are not offering A-levels or an International Baccalaureate, 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 G Thomas

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

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers Advisory Service, In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Directorate. The Student Services Directorate is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support and Counselling. Student Services has a Helpdesk available for enquiries made in person or online ([www.risisweb.reading.ac.uk](http://www.risisweb.reading.ac.uk)), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student website ([www.reading.ac.uk/student](http://www.reading.ac.uk/student)).

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/or 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.

### **Placement Opportunities**

During your time in the Archaeology Department you will have the opportunity to develop your archaeological employability through various placements. You will be able to develop your fieldwork skills (e.g. excavation and recording, geophysics and other scientific techniques, planning and post-excavation, presentation to the public) through the Silchester Field School module and, in your second and third years, through the Placement and Trainee Schemes at Silchester.

Other optional placements are provided by fieldwork projects run by different members of the Department (these currently include: The Ecology of Crusading [<http://www.ecologyofcrusading.com/>], the Central Zagros Archaeological Project [<http://www.czap.org/>], and the Inner Hebrides Archaeological Project [<http://www.reading.ac.uk/archaeology/research/Projects/arch-project-IHAP.aspx>]).

A limited number of placements are also available to graduating 3rd year students within our commercial scientific company (QUEST), which provides archaeological, forensic, and environmental services to the commercial sector (<http://www.reading.ac.uk/afess/>).

You will also have the opportunity to develop curatorial skills through voluntary work placements at the University's museums (<http://www.reading.ac.uk/merl/about/merl-support.aspx>): the Ure Museum of Classical Archaeology (<http://www.reading.ac.uk/Ure/index.php>), the Museum of English Rural Life (MERL; <http://www.reading.ac.uk/merl/>), and the Coles Museum of Zoology (<http://www.colemuseum.reading.ac.uk/>). Voluntary post-excavation opportunities are also available in the form of finds processing and assisting with human bone curation.

During your time at Reading you will also have the opportunity to develop non-vocational skills, gain new work experiences, and further boost your employability through a diverse range of other placement opportunities. The University's Careers Advisory Service (CAS) provides all Reading students with information about a wide range of placement opportunities (<http://www.reading.ac.uk/careers/placements/>), including the Summer Enterprise Experience & Discovery internship scheme (<http://www.reading.ac.uk/careers/placements/seed/>), the Community Service Volunteering scheme (tutoring in local schools; <http://www.reading.ac.uk/studentrecruitment/StudentTutoring/sr-studenttutoringinschools.aspx>), the Student Associates Scheme (work experience in local schools; [http://www.reading.ac.uk/internal/urop/urop\\_home.aspx](http://www.reading.ac.uk/internal/urop/urop_home.aspx)), and the Undergraduate Research Opportunities Programme (UROP; [http://www.reading.ac.uk/internal/urop/urop\\_home.aspx](http://www.reading.ac.uk/internal/urop/urop_home.aspx)).

### **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**

##### **A. Knowledge and understanding of:**

1. Another culture's history and political and social organisation
2. A diverse range of primary materials, their variability and reliability
3. A range of problems of dating, interpretation and evaluation of primary materials
4. A range of techniques and methodologies, including scientific methods for archaeological data
5. The origins and growth of archaeology as a discipline, and the current practice of archaeology within its wider political, social and institutional context

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

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/or in dedicated modules by problem-oriented class work.

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.

##### *Assessment*

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.

## Skills and other attributes

### B. Intellectual skills - *able to:*

1. 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.
2. 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.

### C. Practical skills - *able to:*

1. Gather, organise and deploy evidence and information, and to show awareness of the consequences of the unavailability of evidence
2. Develop the capacity for critical judgement in the light of evidence and argument
3. Select and apply appropriate methodologies in assessing the meaning and significance of evidence or data
4. Have effective bibliographical, internet and library research skills
5. To plan and carry out a primary research project, working independently.

### D. Transferable skills - *able to:*

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

### Teaching/learning methods and strategies

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*

Coursework and examinations, as well as in the dissertation

### 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/or 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.

### 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/or in the practical elements of several Archaeology modules. Career management is taught through a distinct Part 2 module linked with other professional practices 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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**