

**BA Ancient History and Archaeology
For students entering Part 1 in 2012/3**

UCAS code: VV41

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| 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: | 14/May/2014 |
| Programme Director: | Dr Gundula Müldner |
| Programme Advisor: | Prof Phiroze Vasunia |
| 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. 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 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.

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. 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 ancient historical and archaeological material evidence, and its communication and presentation through written media, 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 their coursework students develop skills of oral expression, independent learning, and the critical analysis of data. Through practical and/or field work in Archaeology they will also have the opportunity to develop proficiency in problem-solving, 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.

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 methods of the discipline of archaeology and reviews basic evidence for past lifestyles and human social development. 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> |
|-----------------|---|----------------|--------------|
| CL1CB | Rome in the Augustan Age | 20 | 4 |
| AR1RM2 | From Rome to the Reformation: an introduction to historic archaeology | 20 | 4 |
| CL1CA | The Civilization of Fifth-Century Athens | 20 | 4 |
| AR1TS3 | Practising Archaeology: methods and approaches | 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, including language modules offered by the Institution-Wide Language Programme (IWLP). Students may take up to 20 Archaeology credits from the level above (i.e. Part 2), **although any such choices must first be discussed with, and approved by, the Programme Director.**

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 |
|-------|---|----|---|

Part 2 (three terms)

Compulsory modules

Compulsory module:

There is one compulsory module (10 credits) taken in either Archaeology (AR2F11) or in Classics (CL2PR or CL2PL):

| <i>Code</i> | <i>Module title</i> | <i>Credits</i> | <i>Level</i> |
|-------------|---|----------------|--------------|
| AR2F11 | Careers for Archaeologists | 10 | 5 |
| <i>or</i> | | | |
| CL2PR | Prospects for Classicists and Ancient Historians | 10 | 5 |
| <i>or</i> | | | |
| CL2PL | Work Placement for Classicists and Ancient Historians | 10 | 5 |

Optional modules:

In addition, a further 50 credits (if taking the compulsory module AR2F11) or 60 credits (if taking the compulsory module CL2PR or CL2PL) are taken in Archaeology from the list below (60 credits in Archaeology in total).

There are three core modules in Ancient History, of which a minimum of two must be taken (40 credits), plus a further 20 credits (or 10 credits, if taking the compulsory module CL2PR or CL2PL). Those further credits can be made up of either 20 or 10 credit optional modules. Students must take a total of 60 credits in Ancient History.

However, those interested in a broader degree may substitute up to 20 credits chosen from University-wide options, including a museums-based module (Curatorship and Collections Management MC2CCM), or language modules offered by the Institution-Wide Language Programme (IWLP). Of the 120 credits in total, career learning is particularly emphasised in modules AR2F11, CL2PR and CL2PL (only one of these modules is taken). Students may take up to 20 Archaeology or Ancient History credits from the level below (i.e. Part 1) or above (i.e. Part 3), **although any such choices must first be discussed with, and approved by, the Programme Director.**

In the Department of Archaeology (50 or 60 credits)

Optional modules (totalling 50 or 60 credits, depending on whether or not AR2F11 is also chosen). Those available vary from year to year, but students will receive a definitive list before the academic year commences. Those currently planned for 2013-14 include:

| | | | |
|--------|---|----|---|
| AR2F4 | Silchester Field School Joint Honours (summer vacation) | 10 | 5 |
| AR2P5 | The Middle Palaeolithic of Europe and SW Asia | 20 | 5 |
| AR2P20 | People and Societies of the Ancient Near East | 20 | 5 |
| AR2P21 | The Mesolithic of North-West Europe | 10 | 5 |
| AR2P6 | Later Prehistoric Europe | 20 | 5 |
| AR2R9 | Celts & Romans: Northern Europe & 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 |
| GV2P3 | Human Activity and Environmental Change | 10 | 5 |
| AR2F5 | Techniques in Artefact interpretation | 10 | 5 |
| AR2F6 | Techniques in Skeletal Interpretation | 10 | 5 |
| AR2F9 | Geophysics | 10 | 5 |
| AR2Z1 | Introduction to Zooarchaeology | 10 | 5 |
| AR2L1 | Study Abroad | 50 | 5 |

The Study Abroad module (AR2L1) **must be discussed with the Study Abroad co-ordinator** (currently Dr Anna Boozer).

Students should note that module CL2PR may clash with the preparatory week for the Silchester Field School (module AR2F4). IF you are considering taking both CL2PR and AR2F4 **you must discuss this first** with the Programme Director.

In the Department of Classics (50 or 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 (or 10 credits, depending on whether or not CL2PR or CL2PL has also been taken). The third core may be taken as a 20 credit option (IF CL2PR or CL2PL have not been selected)

Core modules:

| | | | |
|--------|------------------------------|----|---|
| CL2GH | Greek History | 20 | 5 |
| CL2RO | Roman History | 20 | 5 |
| CL2TIH | Themes and Issues in History | 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 MC1CI or MC1HPE which are cross-listed modules.

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

Part 3 (three terms)

Compulsory module(s) taken in Archaeology or Classics:

Either:

| | | | |
|-------|----------------------------|----|---|
| AR3D1 | Dissertation (Archaeology) | 40 | 6 |
|-------|----------------------------|----|---|

or both:

| | | | |
|-------|--|----|---|
| CL3DP | Preparation for Dissertation in Classics | 10 | 6 |
|-------|--|----|---|

| | | | |
|-------|--------------------------|----|---|
| CL3DN | Dissertation in Classics | 30 | 6 |
|-------|--------------------------|----|---|

or both:

| | | | |
|-------|--|----|---|
| CL3DP | Preparation for Dissertation in Classics | 10 | 6 |
|-------|--|----|---|

| | | | |
|--------|--------------------------------|----|---|
| CL3INP | Independent Third Year Project | 30 | 6 |
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In the Archaeology Department

Two modules (totalling 40 credits) chosen from a list approved each year. Those approved in 2012/13 (as an example) included:

| | | | |
|--------|--|----|---|
| AR3S4 | Micromorphology and the Study of Early Agricultural and Urban Settlements and Landscapes | 20 | 6 |
| AR3S6 | Palaeopathology | 20 | 6 |
| AR3S10 | The Archaeology of Food and Nutrition | 20 | 6 |
| AR3S15 | People, Plants & Environmental Change | 20 | 6 |
| AR3S9 | Coastal and Maritime Archaeology | 20 | 6 |
| AR3S12 | Science and the Dead: Taphonomy & Molecular Analysis of Human Remains | 20 | 6 |
| AR3S16 | Holocene Climate Change & Human Societies | 20 | 6 |
| AR3P17 | Hominins, Hearths and Handaxes | 20 | 6 |
| AR3P19 | The Archaeology of Early Iran | 20 | 6 |
| AR3P9 | British Prehistory 1: the Age of Stonehenge | 20 | 6 |
| AR3P13 | Emergence of Civilisation in Mesopotamia | 20 | 6 |
| AR3R8 | Imperial Encounters in the Roman World | 20 | 6 |
| AR3R4 | Roman Material Culture | 20 | 6 |
| AR3R10 | The Archaeology of Money: Coins, Power and Society | 20 | 6 |
| AR3M9 | The Archaeology of the Dark Ages: Early Christian Britain | 20 | 6 |
| AR3M12 | Untold Stories: Artefacts of Medieval Daily Life | 20 | 6 |
| AR3M3 | Expansion or Contraction in 12th Century England? | 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.

*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. Students may take up to 20 Archaeology or Ancient History credits from the level below (i.e. Part 2), **although any such choices must first be discussed with, and approved by, the Programme Director.***

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 a mark of at least 40% in *each* of the compulsory Part 1 Archaeology modules (AR1RM2 and AR1TS3), and a mark of at least 40% in the module CL1CA and a mark of 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 achieve a threshold performance. To gain a threshold performance at Part 2, a student shall normally be required to achieve:

- (i) a weighted average of 40% over 120 credits taken at Part 2;
- (ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
- (iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

Assessment and classification

The University's honours classification scheme is:

| <i>Mark</i> | <i>Interpretation</i> |
|-------------|------------------------|
| 70% - 100% | First class |
| 60% - 69% | Upper Second class |
| 50% - 59% | Lower Second class |
| 40% - 49% | Third class |
| 35% - 39% | Below Honours Standard |
| 0% - 34% | Fail |

For the University-wide framework for classification, which includes details of the classification method, please see: www.reading.ac.uk/internal/exams/Policies/exa-class.aspx.

The weighting of the Parts/Years in the calculation of the degree classification is

Three-year programmes:

- Part 2 one-third
- Part 3 two-thirds

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/or the 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 performance in the field, an on-site examination, and a skills self-assessment document. 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, a range of combinations of A-Levels will be appropriate. Entrants should have achieved:

UCAS Tariff: 300 points from 3 full A-levels. 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 applications from 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 H Eckardt

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, Placement and Experience Centre (CPEC), 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. 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 and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

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 with diverse teaching collections, computer laboratories (undergraduate access), and space for undergraduates to work in the Department (including a Reading Room). There are also traditional and digital drawing office facilities; geophysical and Total Station/GPS surveying 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

Study Abroad:

Students may spend a period of study abroad, normally during Part 2, through the Department of Archaeology's exchange with the University of Lund, Sweden.

Placements:

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 the Field School.

Other optional placements are provided by fieldwork projects run by different members of the Department (these currently include: The Ecology of Crusading [www.ecologyofcrusading.com/], the Central Zagros Archaeological Project [www.czap.org/], and the Inner Hebrides Archaeological Project [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 (www.reading.ac.uk/afess/). You will also have the opportunity to develop curatorial skills through voluntary work placements at the University's museums (www.reading.ac.uk/merl/about/merl-support.aspx): the Ure Museum of Classical Archaeology (www.reading.ac.uk/Ure/index.php), the Museum of English Rural Life (MERL; www.reading.ac.uk/merl/), and the Coles Museum of Zoology (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, Placement and Experience Centre (CPEC) provides all Reading students with information

about a wide range of placement opportunities (<http://www.reading.ac.uk/careers/placements/>), including the Reading Internship Scheme, the Reading Experience and Development Award, and the Undergraduate Research Opportunities Programme. Placements can also be taken for credit, through the Careers for Archaeologists module (AR2F11) or the Work Placement for Classicists and Ancient Historians module (CL2PL).

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.

Teaching/learning methods and strategies

Skills will be introduced in lectures, developed through reading, writing of essays, the dissertation and examinations, with individual feedback provided on content and organisation of essays. Independent thinking is developed especially through the dissertation module for which initial preparation and subsequent progress are supported through workshops and supervisions.

Assessment

Coursework and examinations, as well as in the dissertation.

C. Practical skills - able to:

1. Gather, organise and deploy evidence and information, and to show awareness of the

Teaching/learning methods and strategies

These are developed through the deployment of seminar classes and essay assignments, and through

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.

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.

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 dedicated Part 2 module, and is linked with placement opportunities and the skills acquired through the Silchester Field School and/or other aspects of the degree.

Assessment

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