

**BA Archaeology and Classical Studies**  
**For students entering Part 1 in 2014/5**

**UCAS code: QV84**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Archaeology and Classics
Faculty:	Science Faculty
Programme length:	3 years
Date of specification:	05/Jun/2015
Programme Director:	Dr Gundula Müldner
Programme Advisor:	Prof Barbara Goff
Board of Studies:	Archaeology
Accreditation:	Not applicable

**Summary of programme aims**

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/or laboratory) with academic study of archaeology. 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 opportunity to participate in the archaeological 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.

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 also provides for the development of the specific interests of students through independent study for the dissertation, in which a topic can be approached from the perspectives of both disciplines.

**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. 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 ancient literary 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 decision-making, problem-solving, information technology, and working with data. The opportunity for developing experience of 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 Archaeology introduces the methods of the discipline of archaeology, and reviews basic evidence for past lifestyles and human social development. 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 in the archaeological 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 key literary genres 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, approaching 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>
AR1TS3	Practising Archaeology: methods and approaches	20	4
AR1RM2	From Rome to the Reformation: an introduction to historic archaeology	20	4
CL1TR	Texts, Readers, and Writers	20	4
CL1SO	Ancient Song	20	4

Students must take the two compulsory Archaeology modules (40 credits) and the two compulsory Classics modules (40 credits), and make up a further 40 credits chosen either from optional modules in Archaeology and/or Classics, or from modules available elsewhere in the University, including the language modules offered by the Institution-Wide Language Programme (IWLP). Students may take up to 20 Archaeology or Classics credits from the level above (i.e. Part 2), **but any such choices must first be discussed with, and approved by, the Programme Director in the Department of Archaeology:**

#### **In the Archaeology Department:**

*Optional modules in Archaeology (including cross-listed Museum Studies modules):*

AR1P2	Primates to Pyramids: an introduction to world prehistory	20	4
AR1TS2	Bones, Bodies and Burials: the archaeology of death	20	4
MC1CI	Museum Communication and Interpretation	20	4
MC1HPE	Museum History, Policy & Ethics	20	4

#### **In the Classics Department:**

*Optional module:*

CL1CA	CIVILISATION OF FIFTH-CENTURY ATHENS	20	4
CL1CB	AUGUSTAN ROME	20	4

Students may also take cross-listed Museum Studies modules and Latin and Greek at an appropriate level.

### Part 2 (three terms)

#### *Compulsory modules*

#### *Part 2 Compulsory Modules*

Students must choose one of the following two modules:

Code	Title	Credits	Level
AR2F11	Careers for Archaeologists	10	5
or			
CL2PR	Prospects for Classicists and Ancient Historians	10	5

### Part 2 Optional Modules

Students must take 60 credits in the Department of Archaeology and 60 credits in the Department of Classics INCLUDING the compulsory module above which can be taken in either Department. If taking compulsory module AR2F11, a further 50 credits must therefore be taken in Archaeology and 60 credits in Classics. If taking compulsory module CL2PR, a further 60 credits must be taken in Archaeology and 50 credits in Classics. At least 20 of the credits in Archaeology must be chosen from a list of 'Period Modules'. At least 20 credits in the Department of Classics must be selected from a list of 'Core Modules';

Those interested in a broader degree may substitute up to 20 credits chosen from University-wide options, including language modules offered by the Institution-Wide Language Programme (IWLP). Students may take up to 20 Archaeology or Classical Studies 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) selected from a list approved each year, including at least 20 credits of 'Period Modules'. Those modules approved in 2014/15 (as an example) included:

#### Period Modules

Code	Title	Credits	Level
AR2M3	Post-Roman & Early Medieval Europe	20	5
AR2M4	Later Medieval Europe	20	5
AR2P20	People and Societies of the Ancient Near East	20	5
AR2P21	The Mesolithic of North-West Europe	10	5
AR2P5	The Middle Palaeolithic of Europe and SW Asia	20	5
AR2P6	Later Prehistoric Europe	20	5
AR2R8	Rome's Mediterranean Empire	20	5
AR2R9	Celts & Romans: Northern Europe & Britain	20	5
AR2L1	Study Abroad**	50	5

\*\*The Study Abroad (AR2L1) module **must be discussed with the Study Abroad Coordinator** (currently Dr Aleks Pluskowski).

#### Recommended options for vocational students:

Code	Title	Credits	Level
AR2F13	Archaeological Field School	10	5
AR2F14	Artefacts in Archaeology	10	5
AR2F6	Techniques in Skeletal Interpretation	10	5
AR2S1	Archaeological Science	20	5
AR2Z1	Introduction to Zooarchaeology	10	5
GV2P3	Human Activity and Environmental Change	10	5
MC2CCM	Curatorship and Collections Management	20	5
MC2LE	Museum Learning and Engagement	20	5

#### In the Department of Classics (50 or 60 credits)

At least 40 credits must be taken from the core modules, with no more than 20 credits from the options (or 10 credits, depending on whether or not CL2PR has also been taken). The third core may be taken as a 20 credit option (IF CL2PR has not been selected).

#### Core modules

CL2AE	Ancient Epic	20	5
CL2DR	Ancient Drama	20	5
CL2PE	Ancient Persuasion	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 cross-listed Museum Studies modules.

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

*Compulsory module(s) taken in Archaeology or Classics:*

Code	Title	Credits	Level
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

*Optional modules:*

In addition to the Dissertation students must take 40 credits of optional modules in Archaeology and 40 credits in the Department of Classics. Students may take up to 20 credits outside Archaeology or Classics or 20 Archaeology or Classics credits from the level below (i.e. Part 2), **although any such choices must first be discussed with, and approved by, the Programme Director.**

**In the Archaeology Department**

Students must choose 40 credits from a list of optional modules approved each year. Those currently approved for 2014/15 (as an example) included:

Code	Title	Credits	Level
AR3M3	Expansion or Contraction in the 12th Century?	20	6
AR3M7	The Archaeology of Crusading	20	6
AR3M9	Archaeology of the Dark Ages	20	6
AR3P13	Emergence of Civilisation in Mesopotamia	20	6
AR3P17	Hominins, Hearths & Handaxes	20	6
AR3P19	The Archaeology of Early Iran	20	6
AR3P20	Neolithic and Early Bronze Age Britain	20	6
AR3R4	Roman Material Culture Studies	20	6
AR3R9	Archaeology of the City of Rome	20	6
AR3S10	The Archaeology of Food and Nutrition	20	6
AR3S12	Science and the Dead	20	6
AR3S15	People, Plants and Environmental Change	20	6
AR3S16	Holocene Climate Change and Human Societies	20	6
AR3S17	Microarchaeology	20	6
AR3S6	Palaeopathology	20	6
AR3S9	Coastal and Maritime Archaeology	20	6

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.

**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 take IWLP Modern Greek in place of one level 6 module.

### **Progression requirements**

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

- a) Take a total of at least 40 credits in Part 1 Archaeology (must include AR1RM2 and AR1TS3) and at least 40 credits in Classics (must include CL1TR and CL1SO); and
- b) 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 at least 40% in the module CL1TR and at least 40% in the module CL1SO; and
- 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 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; and
- (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.

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: <http://www.reading.ac.uk/web/FILES/exams/UgClassification-post-2013.pdf>

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

### **Assessment and classification**

Teaching is delivered in modules that involve (i) lectures, seminars and workshops (Parts 1 and 2); (ii) work in the field and laboratory (Part 2); and (iii) principally seminars and small-group lectures (Part 3). Modules are assessed by a mixture of coursework and formal examination, with the proportion of coursework (including formal presentations and seminar performance) increasing as the degree progresses. The Field School is assessed by a combination of on- and off-site examination and continuous assessment of performance in the field. The final year dissertation comprises a piece of independent research, directed through a series of one-to-one tutorials with supervisors, and is assessed entirely by coursework (including a research design and an oral presentation).

### **Admission requirements**

Entrants are normally required to have achieved:

ABB from three A-Level subjects, excluding Key Skills and General Studies.

International Baccalaureat: 32 points overall.

For further information about admission requirements contact [ugadmissions@reading.ac.uk](mailto:ugadmissions@reading.ac.uk).

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 Baccalaureat, we advise you to contact an Admissions Tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

**Admissions Tutor:** Dr H Eckardt

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

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional 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](http://www.reading.ac.uk/student)

The Departmental Handbooks provide extensive information on resources and study skills. The Department occupies a purpose-built structure with further shared facilities within the School of Archaeology, Geography and Environmental Science providing research- and , 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 facilities for producing professional graphics (both digitally and manually); geophysical and Total Station/GPS surveying equipment; excavation equipment; soil and sediment coring equipment; and 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 classical studies and archaeology.

### **Career learning**

As part of their degree course, students will engage actively in career learning (through modules AR2F11 or CL2PR which encourages them to consider, at an early stage in their university career, the possible career paths open to them (in Archaeology, Classics and other sectors) based upon the skills and experience gained as part of their joint degree and their individual interests. The modules offer the students the opportunity to enhance their career prospects through a placement.

### **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/or 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 and other sectors. 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**

As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement. The Department of Archaeology participates in an active ERASMUS

exchange through which students can currently spend the second half of Part 2 at the University of Lund, Sweden or Nicolaus Copernicus University in Toruń, Poland on programmes taught in English (through module AR2L1).

### **Placement opportunities**

During their time in the Archaeology and Classics Departments students will have the opportunity to enhance their employability through various placements. They will be able to develop their practical fieldwork and analytical skills (e.g. excavation and recording, geophysics and other scientific techniques, planning and post-excavation, presentation to the public) through the Field School module and, in their 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 in Britain and abroad. A number of placements are also available to 2nd year and graduating 3rd year students within our commercial scientific company (QUEST), which provides archaeological, forensic, and environmental services (<http://www.reading.ac.uk/quest/>). Students will also have the opportunity to develop curatorial skills through voluntary work placements at the University's museums (<http://www.reading.ac.uk/about/about-museums.aspx>; see <http://www.reading.ac.uk/merl/about/merl-volunteering.aspx>) Voluntary post-excavation opportunities are also available in the form of finds processing and assisting with human bone curation.

During their time at Reading students also have the opportunity to develop non-vocational skills, gain new work experiences, and further boost their 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 ([www.reading.ac.uk/careers/placements/](http://www.reading.ac.uk/careers/placements/)), including the Summer Enterprise Experience and Discovery internship scheme ([www.reading.ac.uk/careers/placements/seed/](http://www.reading.ac.uk/careers/placements/seed/)), the Community Service Volunteering scheme (tutoring in local schools; [www.reading.ac.uk/studentrecruitment/StudentTutoring/sr-studenttutoringinschools.aspx](http://www.reading.ac.uk/studentrecruitment/StudentTutoring/sr-studenttutoringinschools.aspx)), the Student Associates Scheme (work experience in local schools; [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; [www.reading.ac.uk/internal/urop/urop\\_home.aspx](http://www.reading.ac.uk/internal/urop/urop_home.aspx)).

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. the origins and growth of archaeology as a discipline, and current practice within its wider political, social and institutional context;
2. the archaeology, literature, thought, art and religion of antiquity and the reception of Graeco-Roman culture in the West;
3. a diverse range of primary source material and evidence, their variability and reliability;
4. a range of problems of dating, interpretation and evaluation of primary materials in their historical, political and social context;
5. a range of techniques and methodologies, including scientific methods in Archaeology.

##### **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 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 by a combination of coursework and formal examination, except that in most practical-based modules it is examined entirely by coursework; the dissertation is entirely by coursework. In Part 3, oral presentations also

contribute.

### **Skills and other attributes**

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

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

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

1. to gather, organise and deploy evidence and information, and to show awareness of the consequences of the unavailability of evidence;
2. to develop the capacity for critical judgement in the light of evidence and argument;
3. to select and apply appropriate methodologies in assessing the meaning and significance of evidence or data;
4. to 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 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**

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 subsequent progress are supported through workshops and supervisions.

#### *Assessment*

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

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

These are developed through the deployment of seminar classes and essay assignments, and through participation in the 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 dedicated Part 2 modules, and is linked with placement opportunities and the skills acquired through the Field School and/or other aspects of the degree.

#### *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.**