

BA Archaeology and History
For students entering Part 1 in 2015/6

UCAS code: VV14

| | |
|---|-------------------------|
| Awarding Institution: | University of Reading |
| Teaching Institution: | University of Reading |
| Relevant QAA subject Benchmarking group(s): | Archaeology and History |
| Faculty: | Science Faculty |
| Programme length: | 3 years |
| Date of specification: | 02/Sep/2015 |
| Programme Director: | Dr Gundula Müldner |
| Programme Advisor: | Prof Patrick Major |
| Board of Studies: | Archaeology |
| Accreditation: | Not applicable |

Summary of programme aims

The programme aims to provide a complementary balance of distinctive degree-level education in Archaeology and History. The Archaeology element combines practical experience (on the archaeological Field School and/or in the laboratory) and academic study of archaeology, with an opportunity to specialise in the archaeology of the historic periods, while the History element offers insights into the richness and variety of human experience covering a wide range of subjects and approaches. Students will gain knowledge of a wide range of chronological periods, as well as developing the ability to analyse change over time, the nature of causal relationships, and comparative, cross-cultural and abstract concepts. Students will expand the range, depth and sophistication of their knowledge in both archaeology and history 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. 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. Archaeology and History are both disciplines that lend themselves to independent learning, critical judgement, and problem-solving, both through personal engagement with issues and through dialogue and group discussion. Students of Archaeology and History will also develop skills in the collection, collation, and critical analysis of quantities of data, in drawing conclusions from historical and archaeological evidence, and in its communication and presentation through written media and oral expression. They will be able to think historically, comparatively and cross-culturally. Through practical and/or field work in Archaeology they will also have the opportunity to develop proficiency in problem-solving and decision-making, numeracy, information technology and working with data. The opportunity to gain 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 modules) together with one or more lists of modules from which the student must make a selection (the optional 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 elsewhere in the University. In Parts 2 and 3, up to 20 credits can be taken from modules available elsewhere in the University.

Part 1 in Archaeology introduces the methods of the discipline of archaeology and reviews basic evidence for past lifestyles and human social development. Part 1 in History provides a general introduction to the discipline and methodology of history, and specifically to periodisation and causation in history through the introductory modules.

Part 2 Archaeology provides the opportunity to engage with primary archaeological data through participation in the archaeological Field School, to explore techniques, and approaches to interpretation, and to gain more detailed knowledge of the archaeology of the Mediterranean and the Near East, Europe and Britain. Part 2

History provides the opportunity to study different Periods in more depth and to engage with historical problems and texts through the structured exploratory context of the seminar.

In Part 3, there is an increasing specialisation and progression in both Archaeology and History, the approaching of 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

| | | | |
|--------|---|----|---|
| AR1RM2 | From Rome to the Reformation: an introduction to historic archaeology | 20 | 4 |
| AR1TS3 | Practising Archaeology: methods and approaches | 20 | 4 |
| HS1RSO | Research Skills and Opportunities in History | 20 | 4 |
| HS1JH1 | Journeys through History 1: Power and People | 20 | 4 |
| HS1JH2 | Journeys through History 2: Culture and Concept | 20 | 4 |

Students must take two compulsory Archaeology modules (40 credits) and three compulsory History modules (60 credits), and make up a further 20 credits chosen either from extra modules in Archaeology, or from modules available elsewhere in the University, including the language modules offered by the Institute-Wide Language Programme (IWLP).

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 |
| MC1PP | Presenting the Past | 20 | 4 |
| MC1HPE | Museum History, Policy & Ethics | 20 | 4 |

In the Department of History

No optional modules in History

Part 2 (three terms)

Compulsory modules

| Code | Module title | Credits | Level |
|--------|----------------------------|---------|-------|
| AR2F11 | Careers for Archaeologists | 10 | 5 |

Students must take 60 credits in the Department of Archaeology (INCLUDING compulsory module AR2F11) and 60 credits in the Department of History.

At least 20 of the credits in Archaeology must be chosen from a list of 'Period Modules' (see below). Students interested in a broader degree may substitute up to 20 credits chosen from modules available elsewhere in the University, including the language modules offered by the Institution-Wide Language Programme (IWLP). Students may also take up to 20 Archaeology or 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

Optional modules 50 credits, selected from a list approved each year and including at least 20 credits of 'Period Modules'. Those modules approved in 2015/16 (as an example) included:

| Code | Module title | Credits | Level |
|--------|--|---------|-------|
| AR2R9 | Celts and Romans: Northern Europe and Britain | 20 | 5 |
| AR2R8 | Rome's Mediterranean Empire | 20 | 5 |
| AR2P6 | Later Prehistoric Europe | 20 | 5 |
| AR2P21 | The Mesolithic of North-West Europe | 10 | 5 |
| AR2P20 | Peoples and Societies of the Ancient Near East | 20 | 5 |
| AR2M4 | Later Medieval Europe | 20 | 5 |
| AR2M3 | Post Roman and Early Medieval Europe | 20 | 5 |
| AR2P22 | The European Palaeolithic | 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:

| <i>Code</i> | <i>Module title</i> | <i>Credits</i> | <i>Level</i> |
|-------------|--|----------------|--------------|
| AR2F13 | Archaeology Fieldschool (Joint Honours) | 10 | 5 |
| AR2F14 | Artefacts in Archaeology | 10 | 5 |
| MC2LE | Museum Learning and Engagement | 20 | 5 |
| MC2CCM | Curatorship and Collections Management | 20 | 5 |
| AR2Z1 | Introduction to Zooarchaeology | 10 | 5 |
| AR2S1 | Archaeological Science | 20 | 5 |
| AR2F6 | Techniques of Skeletal Interpretation | 10 | 5 |
| AR2F15 | Experimental Archaeology and Heritage Outreach | 10 | 5 |
| GV2QP | Quaternary Palaeoecology | 10 | 5 |

In the Department of History [60 credits]

Students must take 60 credits: These can be chosen from the list of Part 2 Option modules or students may wish to replace one or two Option modules with one of more of the core modules My Career: Working it Out, Public History: Its Uses and Abuses, and/or Historical Approaches and My Dissertation

HS2HAD Historical Approaches and My Dissertation is recommended if taking a History Dissertation. A list of Option modules can be obtained from the Department of History.

Part 3 (three terms)

Compulsory module taken in Archaeology or History:

| | | | |
|--------|----------------------------|----|---|
| AR3D1 | Dissertation (Archaeology) | 40 | 6 |
| Or | | | |
| HS3HLD | Dissertation (History) | 40 | 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 History. Students may take up to 20 credits outside Archaeology or History or 20 Archaeology or 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.**

In the Archaeology Department

Students must choose 40 credits from a list of optional modules approved each year. Those currently approved for 2015/16 (as an example) included:

| <i>Code</i> | <i>Module title</i> | <i>Credits</i> | <i>Level</i> |
|-------------|---|----------------|--------------|
| AR3S9 | Coastal and Maritime Archaeology | 20 | 6 |
| AR3S6 | Palaeopathology | 20 | 6 |
| AR3S16 | Holocene Climate Change and Human Society | 20 | 6 |
| AR3S10 | The Archaeology of Food and Nutrition | 20 | 6 |
| AR3R9 | Archaeology of the City of Rome | 20 | 6 |
| AR3P20 | Neolithic and Early Bronze Age Britain | 20 | 6 |
| AR3P19 | The Archaeology of Early Iran | 20 | 6 |
| AR3P17 | Hominins, Hearths and Handaxes: Studies in the Lower Palaeolithic of North-Western Europe | 20 | 6 |
| AR3P13 | Emergence of Civilisation in Mesopotamia | 20 | 6 |
| AR3M7 | The Archaeology of Crusading | 20 | 6 |
| AR3M11 | Medieval Townscapes: Understanding Urbanisation | 20 | 6 |
| AR3R11 | Coins, Power and Society in the Late Iron Age and Early Roman World | 20 | 6 |
| AR3V1 | Vikings in the West | 20 | 6 |
| AR3S18 | Human Activities in Settlements and Landscapes | 20 | 6 |
| GV3TRC | Tropical Rainforests, Climate and Lost Civilisations | 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 History [40 credits]

Students choose TWO optional 20-credit Part 3 Option modules (40 credits total). Normally one module will be studied in the Autumn, the other in the Spring. A complete list of Part 3 Option modules is available from the Department of History. Not all Option modules will run in any year.

Progression requirements

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

- a) Take a total of at least 40 credits in Part 1 Archaeology and at least 40 credits in Part 1 History; 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 (AR1TS3 and AR1RM2), and a mark of at least 40% in **each** of the compulsory Part 1 History modules (HS1JH1, HS1JH2 and HS1RSO); 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, a student 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

Summary of Teaching and Assessment

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.

Qualifications should include a Grade B in History/Ancient History at AL or HL5.

For further information about admission requirements contact 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 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 Programme Handbooks issued to all students in both Departments provide extensive information on resources and study skills. Additional support is given through orientation sessions on module choices (at the start of Part 1 and at the end of Part 1 and Part 2) and Study Skills seminars in the Part 1 Autumn Term. There is full written feedback on essay work. The personal tutor scheme also assists in helping students assess their development. 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. There is a Departmental Resource Room in History which provides quiet study space and a photocopier. The University Library is well stocked with works relating to many different aspects of archaeology and history.

Career learning

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

Career prospects

The degree in Archaeology and History 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. The interdisciplinary nature of the Archaeology and History programme, and the emphasis on development of transferable skills including teamwork, oral presentation, numeracy and IT, essay/report writing, independence and adaptability, makes Reading BA Archaeology and History graduates highly suitable for a wide range of professional careers in management, the civil service, local government, accountancy, banking and commerce, law, publishing, librarianship, teaching, media, communications, and social work. A number of specialised careers are open to Archaeology and History graduates, such as jobs in field archaeology, museums, and increasingly the heritage and leisure industries. Graduates in Archaeology and in History 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.

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 Aarhus, Denmark or Nicolaus Copernicus University in Torun, Poland on programmes taught in English (through module AR2L1).

Placement opportunities

During their time in the Archaeology and History 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/), including the Summer Enterprise Experience and Discovery internship scheme (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), the Student Associates Scheme (work experience in local schools; 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).

Placements can also be taken for credit, through the Careers for Archaeologists module (AR2F11).

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:

1. The growth of archaeology as a discipline, and its current practice within its wider political, social and institutional context;
2. The broad sweep of history and the development of selected western societies and cultures focusing on the post-classical period;
3. The contextualisation of forces, events, and individual experiences in the historical process;
4. A diverse range of primary archaeological and historical source material and evidence, their variability and reliability;
5. A range of problems of dating, interpretation and evaluation of primary materials in their historical, political and social context;
6. A range of techniques and methodologies, including scientific methods in Archaeology and the nature of debate and dispute in historical writing.

Teaching/learning methods and strategies

Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, and individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. Knowledge of practical techniques and methodologies are further developed through participation in the archaeological Field School, and/or in dedicated modules by problem-oriented class work.

At Part 1 formal lectures impart crucial information and perspective, which is reinforced by seminars. As the degree progresses, less use is made of the lecture format and students engage with primary evidence and archaeological and historical problems through the structured exploratory contexts of the seminar and the workshop. Class sizes become progressively smaller as greater emphasis is placed on student-centred learning. 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 by written coursework and oral presentation. In Part 3, oral presentations also contribute to some modules.

Skills and other attributes

B. Intellectual skills - able to:

1. To assess the character and quality of archaeological and historical data;
2. To synthesise and integrate evidence from multiple and diverse primary and secondary sources, and to formulate arguments based on evidence;
3. To recognise and critically evaluate past and current theoretical approaches, issues, and competing interpretations;
4. Identify and appreciate the forces which generate historical change;
5. To think comparatively and cross-culturally;
6. To think critically and develop creative intelligence in independent research and interpretation;
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 synthesise large quantities of material and information, and to show awareness of the consequences of the unavailability of evidence;
2. To develop the capacity for critical judgement, including self-awareness as a working historian;
3. To select and apply appropriate methodologies in assessing the meaning and significance of evidence or data;
4. To engage in group discussion and debate on historical and archaeological issues;
5. To have effective bibliographical, internet and library research skills;
6. To plan and carry out individual research programmes and strategies, working independently.

Teaching/learning methods and strategies

These skills are developed throughout the programme. Modules at all levels deal with questions of evidence and interpretation in lectures, seminars, workshops and practicals. Set essays, seminar discussions, oral presentations and examination questions frequently involve analysis and debate of intellectual problems. Awareness of current approaches is encouraged as Part 3 options are often linked to lecturers' research interests. Individual feedback is 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 skills are developed throughout the programme. Skills will be introduced in lectures, developed through reading, seminar discussion and workshop participation, and tested in the writing of essays, dissertation and examinations. The Option modules in History consist of various appropriate exercises aimed at promoting, amongst other things, research, IT and referencing skills. Practical skills in Archaeology are taught primarily through the archaeological Field School and/or by problem-oriented class work in dedicated Part 2 modules. Individual feedback provided on content and organisation of essays encourages constructive self-criticism. Independent thinking is developed especially through the dissertation module for which initial preparation and subsequent progress is supported.

Assessment

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

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 numerical data;
3. To identify and devise strategies for solving problems;
4. To work effectively in a team;
5. To locate information and use a range of information technology effectively;
6. To organise their own time purposefully and work independently;
7. To make informed career plans.

Teaching/learning methods and strategies

In lectures and seminars and applied in self-study and writing of assignments, as well as through the Field School and/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 archaeological Field School and 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.