# BA in Archaeology and Latin                     UCAS code: VQ46

Awarding Institution:                             The University of Reading
Teaching Institution:                             The University of Reading
Relevant QAA subject benchmarking group(s):       Archaeology and Classics & Ancient
                                                  History

Faculty of Science                                Programme length: 3 years
For students entering Part 1 in 2003              Date of specification: January 2004
Programme Director: Dr Janet DeLaine
Programme Adviser: Prof. Stephen Oakley
Board of Studies: Archaeology and Classics
Accreditation:  Not appropriate

Http:/www.rdg.ac.uk/Archaeology

## Summary of programme aims
The programme aims to provide a complementary balance of degree-level education in Archaeology and Latin. The Archaeology element combines practical training and experience (in the field and laboratory) with academic study of archaeology.  If desired, there is an opportunity to specialise in the archaeology of the Greek and Roman worlds, an area in which the University of Reading has particular research and teaching strengths. The Latin element provides a broad exposure to the literature, history, and culture of the Roman world at the heart of modern western civilisation, and aims to produce graduates who have experience of linguistic, literary, thematic and genre-based approaches to the cultures of antiquity. This programme is distinctive both in its emphasis on the study of Latin language, literature and culture combined with the application of archaeological techniques and theory, particularly through the Silchester Field School. Together, the Departments of Classics and Archaeology at Reading adopt an interdisciplinary, cross-cultural approach to the Classical world. For students who wish to, there is the further opportunity (but not the requirement) to study the ancient Greek language as part of this programme.  Students will expand the range, depth and sophistication of their knowledge of Archaeology and Latin through the structured progression of the programme through Parts 1, 2 and 3.

## Transferable skills
The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, problem-solving, team working and use of information technology.

Archaeology and Latin are both disciplines that lend themselves to critical judgement and problem-solving, both through personal engagement with issues and through dialogue and group discussion.  Integral to Archaeology 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 field work in Archaeology students 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 Parts 2 and 3, up to 20 credits can be taken from modules available elsewhere in the University.

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. Part 1 Latin develops the students' linguistic skills in the language. Part 2 Archaeology provides the opportunity to engage with primary archaeological data through participation in the Silchester 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 in Latin develops the students' knowledge of Latin language and literature and fosters an awareness of the role of the classics in the shaping of modern Western culture. It also includes units to develop their academic capabilities (study skills, literary skills).  In addition, students choose option units that are either more thematic or add greater depth than the core units.

In Part 3, there is an increasing specialisation and progression in both Archaeology and Latin 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)** | *Credits* | *Level* |
|---|---|---|

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

**In the Department of Archaeology**

| | *Credits* | *Level* |
|---|---|---|

Students may take a minimum of 40 credits, and a maximum of 60 credits.  They must take the compulsory module *Archaeological Practice*, plus a minimum of one other Archaeology module.  For the degree in Archaeology and Latin, *Introduction to Historical Archaeology* is recommended.

*Compulsory module*

| | | *Credits* | *Level* |
|---|---|---|---|
| AR1TS1 | *Archaeological Practice* | 20 | C |

*Choose one or two modules*

| | | | |
|---|---|---|---|
| AR1P1 | *Introduction to World Prehistory* | 20 | C |
| AR1RM1 | *Introduction to Historical Archaeology* | 20 | C |

**In the Classics Department**:

*Compulsory modules*

| Mod Code | *Module Title* | | |
|---|---|---|---|
| | **Either** | 40 | C |
| CL1IL | *Intermediate Latin* | | |
| | **or** | 40 | C |
| CL1AL | *Advanced Latin* | | |

| Mod Code | Module Title | | |
|----------|-------------|---|---|
| CL1CA | *Greek and Roman Civilisations A: Fifth-Century Athens* | 20 | C |
| CL1CB | *Greek and Roman Civilisations B: Rome in the Augustan Age* | 20 | C |
| CL1GRF | *Greece and Rome on Film* | 20 | C |

## Part 2 (three terms)       *Credits    Level*

There are two compulsory modules in Archaeology (20 credits) and three in Latin (40 credits), plus a number optional modules, totalling 120 credits. However, those interested in a broader degree may substitute up to 20 credits chosen from modules available elsewhere in the University. Of the 120 credits, 5 are taken up by Career Management Skills.

## In the Department of Archaeology [60 credits]

*Compulsory modules*

| AR2F4 | *Silchester Field School Joint Honours* (summer vacation) | 10 | I |
|-------|-----------------------------------------------------------|----|---|
| AR2F1 | *Professional Skills in Archaeology* (including Careers Management Skills - 5 credits) | 10 | I |

*At least one of:*

| AR2R3 | 'Celts' and Romans in Northern Europe | 20 | I |
|-------|---------------------------------------|----|---|
| AR2R4 | Rome and the Mediterranean | 20 | I |

*Any combination of modules to make up remaining credits from:*

| AR2S1 | Archaeological Science | 20 | I |
|-------|------------------------|----|---|
| AR2P6 | Later Prehistoric Europe | 20 | I |
| AR2P7 | First Civilisations | 20 | I |
| AR2M3 | Post-Roman & Early Medieval Europe | 20 | I |
| AR2M4 | Later Medieval Europe | 20 | I |
| AR2T1 | Archaeological Thought | 10 | I |
| *and no more than one of* | | | |
| AR2F5 | Techniques in Artefact Interpretation | 10 | I |
| AR2F6 | Techniques in Skeletal Interpretation | 10 | I |

There are two compulsory modules of 10 credits each. A further 40 credits is chosen from any appropriate combination of modules as indicated above.

## In the Classics Department (60 credits)

*Compulsory modules*

| Mod Code | Module Title | | |
|----------|-------------|---|---|
| | **Either** | 20 | I |
| CL2IL | *Intermediate Latin* | | |
| | **or** | | |
| CL2AL | *Advanced Latin* | 20 | I |

And 40 credits taken from:

*Optional modules (not all are offered in any one year):*

| Mod Code | Module Title | | |
|----------|-------------|---|---|
| CL2SS | *Study Skills* | 10 | I |
| CL2LS | *Literary Skills* | 10 | I |
| CL2LP | *Roman Love Poetry* | 20 | I |
| CL2EG | *Egypt and Greece* | 20 | I |
| CL2AS | *Greek and Roman Sculpture* | 20 | I |
| CL2RL | *Religions of the Roman World* | 20 | I |
| CL2CM | *Classical Mythology* | 20 | I |
| CL2GH | *Greek History* | 20 | I |
| CL2RR | *Roman Republic* | 20 | I |
| CL2RE | *Roman Empire* | 20 | I |
| CL2EG | *Greek Lyric Poetry* | 20 | I |
| CL2PS | *Plato* | 20 | I |
| CL2EG | *Early Greek Philosophy* | 20 | I |
| CL2LL | *Later Latin Authors* | 20 | I |

**Part 3 (three terms)**                                                     *Credits     Level*

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

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

| Mod Code | Module Title | | |
|----------|-------------|---|---|
| AR3D1 | Dissertation (Archaeology) | 40 | H |
| OR | | | |
| CL3DS | Dissertation (Classics) | 40 | H |
| OR | | | |
| AR3DCL | Dissertation (Joint) | 40 | H |

**In the Archaeology Department**

*Two of the following selected modules (to total 40 credits):*

| AR3S2 | Environment and Landscape in Historic Periods | 20 | H |
|-------|-----------------------------------------------|----|---|
| AR3T1 | Burial Archaeology | 20 | H |
| AR3T2 | Gender Archaeology: Sex, Sexuality and Gender in the study of the past | 20 | H |
| AR3T4 | Material Culture Studies in Archaeology | 20 | H |
| AR3P5 | Early Complex Societies in the Mediterranean | 20 | H |
| AR3P9 | British Prehistory 1: the Age of Stonehenge | 20 | H |
| AR3P10 | British Prehistory 2: the Age of Hillforts | 20 | H |
| AR3P11 | The Kingdoms of Late Iron Age Britain | 20 | H |
| AR3R1 | Early Roman Britain | 20 | H |
| AR3R2 | Roman Art in the Public Sphere | 20 | H |
| AR3R3 | Roman Art in the Private Sphere | 20 | H |
| AR3M1 | The Archaeology of Early Anglo-Saxon England | 20 | H |
| AR3M2 | Later Anglo-Saxon England | 20 | H |
| AR3M5 | Archaeology of Later Medieval Religion and Belief | 20 | H |

**In the Classics Department**:

*Compulsory modules*

| Mod Code | Module Title | | |
|----------|-------------|------|---|
| CL3AL | *Advanced Latin* | 20 | H |
| CL3LP | *Latin Prose Style* | 20 | H |

**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 40 credits in Latin.

b)  Achieve an overall average of 40% in 120 credits taken in the examination, including at least 40% in at least two of the Part 1 Archaeology modules averaged together and 40% in Latin.

c)  Achieve not less than 30% in 100 credits taken at Part 1

In order to progress from Part 2 to Part 3 students must:

a)  Obtain at least 40% in the compulsory modules.

b)  Achieve an overall average of 40% in 120 credits taken in the examination.

c)  Achieve not less than 30% in 100 credits taken at Part 2

**Summary of teaching and assessment**

Latin is taught in small groups throughout the course. The rest of the teaching is delivered by a mixture of lectures, seminars, and essay tutorials, 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 supported by workshops and is assessed entirely by coursework.

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%.

**Admission requirements**

No previous experience of Archaeology is required for admission, but some knowledge of Latin is required: at least GCSE Latin, or equivalent.  Entrants should have achieved:

Either: 260 points from 3 full A-levels,  or: 280 points from 3 A-levels and 1 AS level. Two AS grades are accepted in place of one A-Level.

GNVQ (Adv): B in A level plus distinction in GNVQ (Adv) – 12 modules of GNVQ (Adv) + pass 4 additional modules

International Baccalaureat: 30 points

Scottish Highers: BBBB

Irish Leaving Certificate: BBBBC

Applications from mature candidates are welcomed. 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 one or more A levels or an Access course, but each case is assessed on its individual merits. You are advised to contact an Admissions Tutor as soon as possible to discuss your individual circumstances.

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 Tutors: Prof. Richard Bradley

**Support for students and their learning**
University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students reading for a modern-language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. 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 issued to Part 1 and to degree course students 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; and a minibus. The Classics Department is housed in the Humanities and Social Sciences Building and includes a Departmental Library and the Ure Museum of Greek Archaeology. The University Library is well stocked with works relating to many different aspects of archaeology and Latin.

**Career prospects**
The degree in Archaeology and Latin at Reading offers a firm foundation qualification in the humanities, together with skills relevant to many careers and life-long learning – including the opportunity for linguistic development. Graduates in Archaeology and in Latin have found that their degree course has been a good basis for careers in teaching, management, administration, the civil service, commerce, law, publishing, and librarianship. The emphasis on field and 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 Latin have also gone on to postgraduate courses within the field of the Classics at Reading and elsewhere. Whether direct from a BA degree, or after graduate study, a number of graduates have found positions in UK and European archaeology. Archaeology and Latin 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 or for placements**
Students may spend a period of study abroad, normally during Part 2, through either the Department of Classics' Socrates exchange with the University of Aarhus, Denmark, or The Department of Archaeology's exchange with the University of Lund, Sweden.

**Educational aims of the programme**
This is a multi-disciplinary programme which aims to provide a thorough degree-level education in Archaeology and Latin. The syllabus aims to familiarise students with the archaeology of later prehistoric, proto-historic, Roman and medieval Europe and the Mediterranean region, and with the Latin language, as well as the literature, art, philosophy and history of Greek and Roman cultures and their reception and use in modern culture. It also provides students with the opportunity to study more thematic topics in depth. 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 is distinctive in its emphasis on the application of archaeological techniques, through practical experience in the Silchester Field School and laboratory-based modules. The programme provides for the development of the specific interests of students through independent study and, specifically, the dissertation. Students will expand the range, depth and sophistication through the structured progression through Parts 1, 2, and 3 of the programme.

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 literary 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. Experience of 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.

**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: | Teaching/learning methods and strategies |
|---|---|
| 1. the origins and growth of archaeology as a discipline, and current practice within its wider political, social and institutional context;<br><br>2. the Latin language;<br><br>3. the archaeology, literature, thought, art and religion of antiquity and the reception of Graeco-Roman culture in the West;<br><br>4. a diverse range of primary source material and evidence, their variability and reliability;<br><br>5. a range of problems of dating, interpretation and evaluation of primary materials in their historical, political and social context;<br><br>6. a range of techniques and methodologies, including scientific methods in Archaeology. | Knowledge and understanding are gained through formal teaching (lectures, seminars, small-group classes, 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 in dedicated modules by problem-oriented class work.<br><br>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.<br><br>*Assessment*<br>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 mostly by coursework. In Part 3, oral presentations also contribute. |

## Skills and other attributes

| **B. Intellectual skills** – Students will be able: | **Teaching/learning methods and strategies** |
|---|---|
| 1. to assess the character and quality of archaeological data;<br>2. to engage in analytical and evaluative thinking about texts, sources, arguments and interpretations;<br>2. to synthesise and integrate evidence from multiple and diverse sources;<br>3. to recognise and to evaluate past and current theoretical approaches and competing interpretations critically, independently estimating their relevance to the issue in question;<br>4. to think comparatively and cross-culturally;<br>5. to think critically and independently, forming judgements on the basis of evidence and argument;<br>6. to locate, extract and assemble data and information;<br>7. to organise material in order to synthesise and articulate an argument effectively. | 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 regular support are provided.<br><br>*Assessment*<br>These skills are assessed in all Parts of the programme by a combination of coursework, essays, oral presentations, dissertation and examination. |

| **C. Practical skills** – students will be able : | **Teaching/learning methods and strategies** |
|---|---|
| 1. to identify, excavate, record and analyse archaeological stratigraphy, features and deposits, and to recognise and interpret archaeological traces in the landscape;<br>2. analyse, understand and translate Latin texts;<br>3. to gather, organise and deploy evidence and information, and to show awareness of the consequences of the unavailability of evidence;<br>4. to develop the capacity for critical judgement in the light of evidence and argument;<br>5. to select and apply appropriate methodologies in assessing the meaning and significance of evidence or data<br>6. to have effective bibliographical, internet and library research skills;<br>7. to plan and carry out a primary research project, working independently. | These are developed through the deployment of small-group classes, seminar classes and essay assignments, and through participation in the Silchester Field School and in problem-oriented class work. Oral presentation also constitutes a percentage of the assessment of the dissertation<br><br>*Assessment*<br>Coursework and examinations, as well as in the dissertation |

| **D. Transferable skills** – Students will be able: | **Teaching/learning methods and strategies** |
|---|---|
| 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; | In lectures and seminars and applied in self-study and writing of assignments, as well as through the Field School and in the practical elements of several Archaeology modules. Career management is taught through a distinct Part 2 module linked with other professional skills in Archaeology. |
| 2. apply language skills to learn languages other than Latin | |
| 3. to deal effectively with a variety of visual material and numerical data; | *Assessment* |
| 4. to identify and devise strategies for solving problems; | Coursework, oral presentations, and examinations, as well as in the dissertation. |
| 5. to work effectively in a team; | |
| 6. to locate information and use a range of information technology effectively; | |
| 7. to organise their own time purposefully and work independently; | |
| 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 expect 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 module and programme handbooks.