REDISCOVERING HUMANITY

DEPARTMENT OF ARCHAEOLOGY
Investigating evidence from four million years of our past is central to understanding what it means to be human. Archaeology’s uniquely long perspective spans from our earliest origins to recent developments that have shaped the modern world: agriculture, urbanisation, capitalism and religion.

At Reading, we are especially focused on those issues from the past that are critical to our shared global future – economic risk and resilience, human diets and health, climate change, and inequality, migration and identity.

Be curious.
Reconstruct our past.
Influence our future.
We are a dynamic department, ranked in the top ten UK universities for Archaeology (QS World University Rankings by Subject 2019 - Archaeology), with a long-established reputation for teaching of the highest quality across the breadth of both social and scientific archaeological topics.

The globally recognised research quality of the Department, with 97% of our research judged to be world leading, internationally excellent or internationally recognised in the latest Research Excellence Framework, contributes directly to the development and content of the courses we offer.

With a range of flexible degree courses, expert staff and dedicated laboratory facilities, combined with a highly renowned field school, this is a vibrant and energetic Department in which to study. We hope you will join us and work together to discover more about our human past.

If you have any questions contact us at reading.ac.uk/question

Professor Hella Eckardt
Head of the Department of Archaeology

www.reading.ac.uk/archaeology
It’s important to show that migration is not a new issue. That’s not to say the Roman world was a multicultural utopia – it wasn’t. These people were conquerors. But this research shows that the reality has always been more complicated.

Professor Hella Eckardt’s research feeds directly into her third-year undergraduate module, ‘Objects and identities in the Roman empire’. It has also helped shape a number of students’ dissertation projects.

Migration and cultural integration in Britain are a dominant focus for media outlets. Anxieties about migration have been cited as reasons for the Brexit vote and shape debates about accepting refugees into the UK. However, Hella’s research shows that the UK has been home to a diverse population since at least the Roman period.

As an expert in Roman artefacts, Hella was curious about what objects from Roman Britain could tell us about mobility and migration – do exotic objects always mean that the person buried with them was foreign?

Working with two colleagues – Reading archaeologists Dr Mary Lewis and Dr Gundula Müldner – Hella applied a new scientific technique to Romano-British skeletons to determine their origin. The technique looks at chemical signatures in teeth (isotopic signatures); these signatures reflect the water and food that a person consumes in childhood and the climate they grew up in, and can tell us where he or she originally came from. Isotopes can show that while a person may appear, archaeologically, to be foreign, they may in fact have been born in Roman Britain – proving that we cannot make assumptions about where a person is from.

The research showed that later Roman towns in Britain had very diverse populations, and that travellers were not just soldiers and administrators – women and children migrated here too.

Hella’s findings are an important reminder that a closed-border Britain has never really been a reality.
UNPICKING LOCHS
NEOLITHIC CRANNOGS IN THE OUTER HEBRIDES

Dr Duncan Garrow is unravelling the mysteries of the Neolithic period using a combination of underwater and dry-land archaeology in the Outer Hebrides.

Duncan’s third-year module ‘Neolithic and Early Bronze Age Britain’ draws directly on his research. Working with him, students gain a unique perspective on the origins of farming in Britain (amongst other things), often coming along to take part in his island digs, where they can get first-hand insight into life in the outer edges of Britain 5,000 years ago.

Working with his long-term collaborator, Dr Fraser Sturt (University of Southampton), Duncan has been investigating crannogs (artificial island settlements constructed in lochs) on the Isle of Lewis, whose origins lie in the Neolithic period (c. 3500 BC) – 3,000 years earlier than previously thought.

Radiocarbon dating of objects found at the sites, as well as the artificial stone islands themselves, tells us that the crannogs were built near the beginning of the Neolithic period, which is the time that the Outer Hebrides were first settled on a widespread basis. Diver surveys identified worked timbers, stone causeways, and substantial quantities of pottery and quartz tools. The preservation of ceramics – some vessels complete, many largely intact – is perhaps unique within the British Neolithic. The discoveries so far raise a lot of interesting questions about the time and its social dynamics.

Knowing more about this way of life in quite an extreme environment, like the Outer Hebrides, allows us to understand the process of becoming Neolithic much more broadly. Studying the Neolithic period, when people shifted from hunting and gathering to settling the land, gives us a lens to examine how people change in response to different economies, environmental challenges and lifestyles today. Join us, and help to answer questions about our past, which could influence our future.

“...What would make people want to live on an island in the middle of a lake, away from their neighbours? What are the logistics of doing that when you don’t have modern technology? How did they move these rocks, and why?”

Dr Duncan Garrow
THE TALKING DEAD

Our staff’s research directly shapes your learning. You will have the opportunity to work collaboratively with experts at the cutting edge of developments, hone your knowledge and practice your skills.

A NEW METHODOLOGY

Rosie Howard graduated in summer 2017 – with her first publishable piece of research. Rosie has developed a new methodology for extracting and detecting hormones from bone that is likely to be adopted by other archaeologists.

Rosie worked with staff to identify a largely unexplored area for her dissertation: detecting hormones in bone, and whether hormones such as cortisol, which illustrates stress, could be extracted and analysed.

After refining her methodology, Rosie used samples of medieval human and animal bones from English and Polish sites – and found detectable levels of cortisol in all the samples. It’s the first time that cortisol has been detected in human bone from the archaeological past.

Rosie aims to continue this research during her master’s and PhD studies. She wants to look at stress in populations of the past and compare her findings with stress in modern populations. She may even be able to determine whether our hormonal make-up has changed at all.

Already, Rosie’s work has interested Reading archaeologists such as Dr Mary Lewis, who could apply Rosie’s methodology in her research about puberty.

UNCOVERING THE GENETIC BLUEPRINT FOR PUBERTY

At a time when many researchers were sceptical about the benefits of studying child and adolescent remains, Dr Mary Lewis was pioneering the field. Her work has unearthed fundamental information about puberty and the lives of teenagers going back thousands of years, and her investigation of menarche (a girl’s first period) is a firm step toward better understanding women’s health – a topic that remains under-researched even in the 21st century.

Prior to Mary’s work, a lot of what we knew about puberty came from the post-medieval period in the 17th and 18th centuries, when data started to be collected. It’s also a time when poor environmental conditions were likely to have delayed puberty a great deal.

What Mary has found is that children today are entering puberty at the same time children did in the late medieval period, between the 10th and 16th centuries. This is important because, as the age for menarche has got younger in modern times, people have worried that it’s happening too early. Instead, the research is telling us that 10 to 13 is the natural time, and what happened during the post-medieval period was not normal. The archaeology, with Mary’s new method, is giving us the opportunity to look at puberty before there are any written records.

Learn from leaders in their field. Use your knowledge, and our support, to advance our understanding of human history.

“...I think what we’re going to find is that there is a genetic blueprint for puberty. But when you start puberty, when you have your first period, and when you finish puberty, is all related to the environment that you’re living in, the work you’re doing, how much stress you’re under, how much violence you’re exposed to – all of these things have an effect.”

Dr Mary Lewis
What does it mean to be human? What binds, divides and spurs diversity in us? What can we learn from human society through the millennia? Dr Thomas Grisaffi suggests that in combining archaeology and anthropology we gain “deep-time perspective on human development”.

Together, archaeology and anthropology examine humanity from our evolutionary origins to the crowded 21st century. They unravel complexities of past and present, how we evolved and why we developed such differences and commonalities. Thomas points to the intriguing connectivity of anthropology and how exploring humanity’s present draws us inescapably into its past.

“Anthropologists study human societies in all places in the world, from global cities to nomadic camps. However – and this is key – anthropologists are always interested in what societies and individuals have in common. Because, despite the incredible cultural diversity of today’s world, all human beings share the same evolutionary history, and all human infants demonstrate the same cognitive and social capacities.”

As an anthropologist, Thomas explores questions at the core of humanity that can shed light on our present, while complementing our study of the past. “Anthropology is cross-cultural and de-centring, so it brings a different perspective. We study areas like politics, kinship and exchange, where the context denationalises and draws attention to the fact that everything, however complex and different across the world’s societies, is a social construct.”

Having completed a PhD in anthropology and taught at the London School of Economics, Thomas travelled through Peru and Bolivia, conducting research on drugs and democracy. His three years of embedded ethnographic fieldwork with coca union leaders, peasant farmers, drug traffickers and politicians gave him an exceptional insight that illuminates the connections between archaeology and anthropology:

“While anthropology studies contemporary cultures, the knowledge that students of the BA Archaeology and Anthropology gain is indispensable in making sense of their studies of the material culture of the past.

“By adopting a global, cross-cultural perspective, anthropology is able to engage with the big questions that concern us all: what it means to be human and to live in society.”

Thomas’ students analyse real-life case studies, discuss his ongoing projects and engage with the most current research and debates in social anthropology: “My academic research has been concerned with indigenous social movements, democracy, and the cocaine trade in Bolivia, one of the world’s largest coca-producing nations. Much of the crop is processed into cocaine, which enters the international drug trade through illicit and often very dangerous flows.

“The New York Times has cited my work in an editorial on global drug policy (How Bolivia Fights the Drugs Scourge), and I have been invited to present my research at the UN Commission on Narcotic Drugs on two separate occasions.”

Thomas’s breadth of research and personal connections feeds deeply into his teaching, while also providing an intuitive fit with archaeology. Linking the two offers a profound understanding of human development, allowing students to interpret material culture from different epochs, generating that deep-time human perspective.
CULTURAL CRUSADES
During the medieval period, church-sanctioned religious wars were fought on the frontiers of Europe for a variety of reasons, initially to secure Jerusalem for Latin Christendom, but later for religious conversion, as well as political and territorial advantage.

The University of Reading is one of the few places in the UK that offers dedicated teaching of the archaeology of crusading, and Dr Aleks Pluskowski uses case studies in his modules which draw directly on his experiences in the field. Students have participated in his excavations, and have contributed as co-authors to publications from his projects with data generated from their dissertations. Responding to student needs, Aleks wrote the first English language book on The Archaeology of the Prussian Crusade to enable his students to access the largely Polish, but also German, Russian and Lithuanian scholarly literature.

Aleks is fascinated by the influence of religion on human behaviour in the past, particularly the conversion to and acceptance of Christianity around Europe at different times. As an environmental archaeologist, he aims to provide a different perspective on the impact of religious change. How does our understanding of the imposition and influence of religion provide a window onto human behaviour and motivation? What does the way people interacted with their environment tell us about how they lived and worshipped?

Aleks examines societies where religious change was imposed through force, and what we can learn about this cultural clash from how the people at the time used the landscape and environment in which they lived. Examining the environmental evidence around medieval structures and cultural frontier spaces allows him to investigate how people lived in these multi-cultural crucibles through a new lens.

During his work in the Eastern Baltic he discovered that despite the fact that the whole region was conquered and exploited by military Christian institutions, there is evidence that paganism endured for centuries under this imposed theocracy. Indigenous people continued to maintain sacred sites in the landscape; trees remained the focus of devotion; there were still sacred woods, and ritual practices associated with animals and plants. Despite the crusades, pre-Christian religion persisted for many centuries. It raises questions about the efficacy of militant religious authority in changing how people live and think, and shows the nuances and complexities of how people at the time reacted to that imposed transformation.

These questions continue to be explored in Aleks’ ongoing work in Spain, where he is looking at the dynamics between Christian and Muslim societies at the frontier. Looking at factors such as diet, and how the people at the time were using the landscape, can indicate that practices may not change substantially despite new regimes coming in with new religious world views. Studying these boundaries between opposing societies – how they can be crossed, how people interact on both sides – helps us to understand the complexities of religious conversion and how that affects people’s daily lives.

Emily Dutton, who joined the summer excavation as a student, says “Not only was the excavation set in an exciting and complex archaeological landscape, helping broaden my understanding of medieval territories in this region of Spain through Christian and Islamic occupations; it also gave me new perspectives into how landscapes can shape where people choose to settle – a perspective not really possible without visiting the location.”

The environment – animals, plants, landscape – is an interesting way of looking at how religion drives people to think and behave, because a lot of religions put emphasis on the environment and how you relate to other species; which is ultimately about how we think about ourselves.

The environment – animals, plants, landscape – is an interesting way of looking at how religion drives people to think and behave, because a lot of religions put emphasis on the environment and how you relate to other species; which is ultimately about how we think about ourselves.
GET YOUR HANDS DIRTY

Fieldwork is fundamental to archaeology; through it you gain information about the past and develop the practical skills that bring your studies to life. These skills include excavation, surveying, GIS (geographic information systems) mapping, planning, and finds processing.

THE FIELD SCHOOL
You will have the opportunity to develop these skills at the end of your first year at the Department’s Field School, where you will be introduced to the techniques of a dig, from recognising archaeological contexts and features on the site through to cleaning, excavating and recording them. You will gain direct experience in all aspects of the excavation, from recognising ancient artefacts to learning how to read the wider landscape.

As well as technical expertise, the Field School can help you to develop transferable skills including observation and understanding, problem solving, team work and communication skills. You can tailor your experience at the Field School to suit your developing interests.

PARTICIPATE IN CURRENT RESEARCH PROJECTS
You will also be encouraged to apply for placements and traineeships on other departmental field projects, both in the UK and abroad, covering a wide range of periods and places. Work with our staff on cutting-edge research projects and contribute directly to archaeological knowledge, while building your expertise and skill set.

To find out more, visit www.reading.ac.uk/archaeology/field-school

This experience at the ‘sharp end’ of archaeology confirmed my love for this subject, and I felt I was part of a fascinating investigation into the past of our ancestors. Furthermore, I gained skills in [artefact] cleaning and recording, and improved my communication skills by creating friendships and assisting with numerous visits from the public.

Emily Channon
Second-year Archaeology student

Students were extensively involved in my fieldwork in Eastern Europe. Undergraduates and postgraduates joined our international team to excavate castles associated with the Baltic Crusades, but also contributed at all levels of the research programme, from geophysics and landscape surveys to lab work and data analysis. Several completed dissertations on aspects of the project and have gone on to do PhDs. With a new project starting in Spain, two students have already completed dissertations that will directly contribute to our research, and others have benefited from placements aimed at enhancing their learning experience abroad.

Dr Aleks Pluskowski
Associate Professor
In an increasingly international and mobile world, studying abroad can help boost your future employability. It provides an exciting opportunity to acquire numerous transferable and desirable skills, and study specialisms additional to what’s offered at Reading. It’s also a fantastic life experience.

You have the option to take our Study Abroad module, subject to meeting the eligibility criteria,* which is available across all our courses in the spring term of your second year. All courses offered by our partner universities are taught in English.

You also have the option of applying to spend a full year studying at one of our partner institutions on our four-year degrees.

For more information on our latest partner institutions, costs and how to apply visit: [www.reading.ac.uk/outgoing](http://www.reading.ac.uk/outgoing)

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**STUDY ABROAD**

My time abroad at Aarhus University, Denmark, not only helped me academically, but also allowed me to open my mind to other cultures. I feel that I have changed as a person and would recommend this experience to everyone. ♦

Edward Randall
BA Archaeology and History

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**PLACEMENTS AND EXPERIENCE**

Take advantage of the wide range of opportunities available to enhance your professional skills, develop a network of contacts and strengthen your career prospects.

**PROFESSIONAL PLACEMENTS AS PART OF YOUR DEGREE**

You have the opportunity to apply to undertake a summer or year-long professional placement as part of your degree. You may choose to gain experience within the heritage sector, including archaeological units, consultancies, government organisations, museums and charities, or take a placement beyond the field of archaeology to explore your interests and expand your career options.

**RESEARCH EXPERIENCE**

Work among professional teams on our research projects and develop skills to use in your own project work. Opportunities may include UROP (Undergraduate Research Opportunities Programme) placements or an academic research project. You’ll gain a variety of research skills and experience, for example excavation recording and planning, geophysics, post-exavation analysis, or presenting projects to the public.

**MUSEUM EXPERIENCE**

With three museums on campus, you’ll have the opportunity to volunteer or apply for a paid placement at the Ure Museum of Greek Archaeology, the Cole Museum of Zoology and the Museum of English Rural Life, helping with displays, public events, social media, education and outreach activities.

For such a practical subject as archaeology, being able to undertake a work placement has been an invaluable experience for me. It has allowed me to really gain an insight into what working in the industry is like, which has helped me to figure out my career goals. ♦

Lucie Collett, BA Ancient History and Archaeology with Professional Placement Year
Placement at Border Archaeology

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*Subject to availability, see inside back cover.
A ROAD TO EVERYWHERE

Pursue a wide range of careers with a degree in archaeology. Key transferable skills, plus practical experience from a world-class department, build the foundation for you to follow a variety of career paths.

EMPLOYABILITY SKILLS
During your course, you will be given the opportunity to develop a set of wide-ranging and transferable skills. Abilities such as analysis, team-working and self-management are highly sought after by employers, and your experiences in the laboratory, small group tutorials and out in the field will make you a well-rounded candidate for an array of career paths.

A CBI Education and Skills Survey* found that employers are looking for graduates with an aptitude for numeracy, literacy, problem-solving, global cultural awareness, and communication— all skills you will have the chance to develop as part of your archaeology degree at Reading.

CAREERS IN THE ARCHAEOLOGY AND HERITAGE SECTORS
A surge in infrastructure projects, such as HS2 in the UK, means that there’s an urgent need for archaeologists. There are more than 40 major infrastructure projects planned across the UK over the coming years, and archaeologists are required for the exploratory excavations that must take place before construction begins and for analysis afterwards.

Recent graduates have become excavators, surveyors, find specialists and environmentalists working in field archaeology, or advisors working in planning departments. Recent employers include Museum of London Archaeology, Thames Valley Archaeological Services, John Moore Heritage Services, and L-P Archaeology.

*Gateway to Growth, CBI/Pearson Education and Skills Survey 2014

Greg Pugh (BA Archaeology)
Operations Manager and Staff Archaeologist for Archaeological Services Inc (Toronto)

DIVERSE OPPORTUNITIES
While a significant number of our graduates go into further study or the archaeological sector, the majority go on to pursue great careers elsewhere: in the media, science, law, financial services, teaching and other occupations where logic and critical thinking are valued. For example, some of our recent graduates include a policy manager for the UK Space Agency, front-of-house host at the Fitzwilliam Museum and a business officer for Historic England.

COURSES

- BA ARCHAEOLOGY
- BA ANCIENT HISTORY AND ARCHAEOLOGY
- BA ARCHAEOLOGY AND ANTHROPOLOGY
- BA ARCHAEOLOGY AND CLASSICAL STUDIES
- BA ARCHAEOLOGY AND HISTORY
- BSc GEOGRAPHY AND ARCHAEOLOGY
- BA MUSEUM STUDIES AND ARCHAEOLOGY

All our courses are also offered as four-year degrees with a year of professional experience and/or study abroad. You can apply directly to your preferred course with the option to transfer at a later date.
BA ARCHAEOLOGY
Study our human past from as early as the first hominins through to the modern day using material remains – and discover their stories for yourself. Learn about burial archaeology, material culture, bioarchaeology, forensics, past environments, and museums.

YEAR ONE
- Revolutions in human behaviour: 4 million years BC to the present
- Early empires: Mesopotamia, Egypt and Rome
- Archaeology, today: methods and practice
- Forensic anthropology and the archaeology of death
- Contemporary world cultures: an introduction to social anthropology

Optional modules include:
- Presenting the past
- Museum history, policy and ethics

YEAR TWO
- Compulsory modules include:
  - Archaeology field school
  - Professional practice
  - Bioarchaeology
  - Neo- and post-classical archaeology
  - The archaeology and anthropology of food
  - Coastal and maritime archaeology

Optional modules include:
- Prehistoric Europe, the first million years
- People of the Roman Empire: conquerors and conquered
- Medieval Europe: power, religion and death
- Bioarchaeology

YEAR THREE
- Compulsory modules include:
  - Revolutions in human behaviour: 4 million years BC to the present
  - Archaeology today: methods and practice
  - Forensic anthropology and the archaeology of death
  - Introduction to Quaternary science

Optional modules include:
- Prehistoric Europe: the first million years
- People of the Roman Empire: conquerors and conquered
- Medieval Europe: power, religion and death
- Bioarchaeology

BSc ARCHAEOLOGICAL SCIENCE
Focus on the scientific and forensic aspects of archaeology and experience the excitement of discovery. Take advantage of our outstanding teaching collections and laboratory facilities – with dedicated spaces for the analysis of artefacts; human, plant and animal remains; and soils and sediments.

YEAR ONE
- Revolutions in human behaviour: 4 million years BC to the present
- Early empires: Mesopotamia, Egypt and Rome
- Archaeology, today: methods and practice
- Forensic anthropology and the archaeology of death
- Contemporary world cultures: an introduction to social anthropology

Optional modules include:
- Biological anthropology
- Emergence of civilisation in Mesopotamia
- The archaeology and anthropology of food
- Coastal and maritime archaeology

YEAR TWO
- Compulsory modules include:
  - Archaeology field school
  - Professional practice
  - Archaeology and heritage: past, present and future
  - Ancient objects, materials and meanings

Optional modules include:
- Prehistoric Europe, the first million years
- People of the Roman Empire: conquerors and conquered
- Medieval Europe: power, religion and death
- Bioarchaeology

YEAR THREE
- Compulsory modules include:
  - Archaeology field school
  - Professional practice
  - Archaeology and heritage: past, present and future
  - Ancient objects, materials and meanings
  - Bioarchaeology
  - Changing the face of the Earth: archaeology, climate and human resilience

Optional modules include:
- Prehistoric Europe, the first million years
- People of the Roman Empire: conquerors and conquered
- Medieval Europe: power, religion and death
BA ANCIENT HISTORY AND ARCHAEOLOGY

Combine study of the political, military, economic, social and cultural history of the ancient Greco-Roman world, with evidence of our human past through material remains. Gain an insight into the rich cultures of Ancient Greece and Rome, and how these civilisations influenced the modern world.

YEAR ONE
Compulsory modules include:
- Early empires: Mesopotamia, Egypt and Rome
- Archaeology today: methods and practice
- Greek history: war, society, and change in the Archaic Age
- Roman history: the rise and fall of the republic

Optional modules include:
- Revolutions in human behaviour: 4 million years BC to the present
- Forensic anthropology and the archaeology of death
- Economy, politics and culture in the Roman world

YEAR TWO
Compulsory modules include:
- Professional practice
- Prospects for classical and ancient historians

Optional modules include:
- People of the Roman Empire: conquerors and conquered
- Ancient objects: materials and meanings
- Roman history: from republic to empire
- Greek history: Persian Wars to Alexander

YEAR THREE
Compulsory modules include:
- Dissertation

Optional modules include:
- Emergence of civilisation in Mesopotamia
- Objects and identities in the Roman Empire
- The archaeology and anthropology of money
- Technology in the ancient world
- Late Antiquity Egypt
- Anatolia and Aegean

BA ARCHAEOLOGY AND ANTHROPOLOGY

What does it mean to be human? Acquire a deep-time perspective on human development and study contemporary global challenges: population growth and development, climatic change and justice, and the need for sustainable living. Explore the differences, and appreciate the similarities, of peoples in both the past and the present.

YEAR ONE
Compulsory modules include:
- Archaeology today: methods and practice
- Revolutions in human behaviour: 4 million years BC to the present
- Forensic anthropology and the archaeology of death
- Contemporary cultures today: an introduction to social anthropology
- Contemporary issues in human geography

Optional modules include:
- Museum history, policy and ethics

YEAR TWO
Compulsory modules include:
- Archaeology and heritage: past, present and future
- Changing the face of the earth: archaeology, climate and human resilience
- Cultures, identity and place

Optional modules include:
- Forensic archaeology and crime scene analysis
- Ancient objects: materials and meanings
- Biocultural archaeology
- Geographies of development
- Growth, degrowth and sustainability

YEAR THREE
Compulsory modules include:
- Emergence of civilisation in Mesopotamia
- The archaeology and anthropology of food
- Drugs, development and democracy in Latin America
- Climate policy, justice and society
- The archaeology and anthropology of money
BA ARCHAEOLOGY AND CLASSICAL STUDIES
Examine the ancient world from a variety of perspectives to gain a rich understanding of the lives and culture of the Mediterranean civilizations. Combine studying our human past through material remains with a focus on the literature of the ancient world.

YEAR ONE
Compulsory modules include:
• Early empires: Mesopotamia, Egypt and Rome
• Archaeology today: methods and practice
• Ancient song
• Texts, Ancient and Writers
Optional modules include:
• Revolutions in human behaviour: 4 million years BC to the present
• Forensic anthropology and the archaeology of death
• Economy, politics and culture in the Roman world
• Ancient Greek
• Latin

YEAR TWO
Compulsory modules include:
• Professional practice
• Prospects for classists and ancient historians
Optional modules include:
• People of the Roman Empire: conquerors and conquered
• Ancient objects: materials and meanings
• Ancient epic
• Ancient Greek sculpture
• The ancient novel

YEAR THREE
Compulsory modules include:
• Dissertation
Optional modules include:
• Emergence of civilization: Mesopotamia to the present
• Gender and cultural identities
• Transformations of society

BA ARCHAEOLOGY AND HISTORY
Unlock people, places and perspectives otherwise impossible to access. Immerse yourself in a study of our human past – gain an awareness of the development of differing values, systems and societies; how our past has influenced who we are today; and consider how this may affect our global future.

YEAR ONE
Compulsory modules include:
• Revolutions in human behaviour: 4 million years BC to the present
• Archaeology today: methods and practice
• Journeys through history 1: power and people
• Journeys through history 2: culture and concepts
• Research skills and opportunities in history
Optional modules include:
• Ancient empires: Mesopotamia, Egypt and Rome
• Forensic anthropology and the archaeology of death

YEAR TWO
Compulsory modules include:
• Going public: presenting the past, planning the future
Optional modules include:
• People of the Roman Empire: conquerors and conquered
• Medieval Europe: power, religion and death
• Archaeology and heritage: past, present and future
• The American Dream? US history from colonial times to the Cold War
• Pirates of the Caribbean: empire, slavery and society, 1530-1750

YEAR THREE
Compulsory modules include:
• Dissertation
Optional modules include:
• Archaeology of the Dark Ages/ Viking
• The archaeology of crusading
• Hidden histories: investigating and interpreting historic buildings and landscapes
• Germanic peoples after 800
• Heretics and Popes: heresy and persecution in the medieval world
BSc GEOGRAPHY AND ARCHAEOLOGY

Develop your understanding of how human societies influence and are influenced by the natural world. Combining long-term and contemporary perspectives can provide unique insights and enables you to apply the lessons from our past and present to address the global challenges of the future, including social inequality, cultural identity and heritage, sustainability, and climate change.

Compulsory modules include:
• Revolutions in human behaviour: 4 million years BC to the present
• Archaeology today: methods and practice
• Technologies in geography and environmental science

Optional modules include:
• Early empires: Mesopotamia, Egypt and Rome
• Forensic anthropology and the archaeology of death
• Contemporary issues in human geography

YEAR TWO

Compulsory modules include:
• Researching in geography or environmental science
• Archaeology: fieldwork
• Geographical or historical perspectives

Optional modules include:
• Early empires: Mesopotamia, Egypt and Rome
• Forensic anthropology and the archaeology of death
• Contemporary issues in human geography

YEAR THREE

Compulsory modules include:
• Dissertation

Optional modules include:
• Changing the face of the Earth: archaeology, climate and human resilience
• Culture, identity and place
• Natural hazards
• Quaternary global climate change

BA MUSEUM STUDIES AND ARCHAEOLOGY

This unique course allows you to combine the study of museological theory and practice with the excitement of discovery afforded by archaeology. Learn to think and research like a museum professional while gaining hands-on experience at our three on-site museums and on archaeological digs.

YEAR ONE

Compulsory modules include:
• Revolution in human behaviour: 4 million years BC to the present
• Archaeology today: methods and practice
• Museum history, policy and ethics

Optional modules include:
• Early empires: Mesopotamia, Egypt and Rome
• Forensic archaeology and crime scene analysis
• Contemporary issues in museology

YEAR TWO

Compulsory modules include:
• Ancient objects: materials and meanings
• Archaeology and heritage: past, present and future

Optional modules include:
• People of the Roman Empire: conquerors and conquered
• Forensic anthropology and the archaeology of death
• Contemporary landscapes: an introduction to rural archaeology

YEAR THREE

Compulsory modules include:
• Display design, planning and creation: project module

Optional modules include:
• The archaeology and anthropology of money
• The archaeology of slavery
• Objects and identities in the Roman Empire
• The archaeology and anthropology of food
• Hidden features: investigating and interpreting historic buildings and landscapes

Optional modules include:
• The archaeology and anthropology of food
• Hidden features: investigating and interpreting historic buildings and landscapes
Disclaimer
This brochure was issued in 2019 and is aimed at prospective undergraduate students wishing to apply for a place at the University of Reading (the University) and start a course in autumn 2020. The University makes every effort to ensure that the information provided in the brochure is accurate and up-to-date at the time of going to press (June 2019). However, it may be necessary for the University to make some changes to the information presented in the brochure following publication—for example, where it is necessary to reflect changes in practice or theory in an academic subject as a result of emerging research; or if an accrediting body requires certain course content to be added or removed. To make an informed and up-to-date decision, we recommend that you check reading.ac.uk/Ready-to-Study.

The University undertakes to take all reasonable steps to provide the services (including the courses) described in this brochure. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the University interfere with its ability to provide the services, the University undertakes to use all reasonable steps to minimise any disruption to the services.

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Modules disclaimer
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For optional modules, the University cannot guarantee that all optional modules will be available to all students who may wish to take them, although the University will try to ensure that students are able to take optional modules in which they have expressed interest at the appropriate time during their course. Optional modules vary from year to year and entry to them will be at the discretion of the Programme Director.

Joint courses disclaimer
Our joint courses may have extra requirements, including English language requirements. Please check the individual course pages on our website for further details.

Year abroad and placement fees
Some courses include an optional or compulsory year abroad or placement year. During this year you will only pay a partial fee which is currently set at 15% of the normal tuition fee. Check the website for the latest information: reading.ac.uk/fees-and-funding

Placements disclaimer
Programmes with a Professional Placement Year (also known as ‘Year in Industry’ or ‘Placement Year’) are fully dependent on students securing their own placement opportunity, normally through a competitive recruitment process. The University provides dedicated career and application support for placement year students. Students who do not secure a placement or who are unable to complete the placement year due to extenuating circumstances, have the option to transfer to a three year variant of their programme with agreement from their school/department.

Study abroad disclaimer
The partnerships listed are correct at the time of publication (June 2019). For up to date information on the University’s partnerships contact studyabroad@reading.ac.uk.

Where Study Abroad is not a compulsory part of the degree programme, the University of Reading cannot guarantee that every applicant who applies for the scheme will be successful. Whilst efforts are made to secure sufficient places at partner institutions, the number of places available and the University’s partners can vary year-on-year. In all cases, the University cannot guarantee that it will be possible for applicants to choose to study abroad at a particular institution. Further, certain courses and/or institutions may require you to satisfy specific eligibility criteria. It can be a competitive process. For further information on the University’s Study Abroad Scheme please contact studyabroad@reading.ac.uk.