

REDISCOVERING HUMANITY

DEPARTMENT OF ARCHAEOLOGY

“ We are a dynamic department, ranked in the top 100 in the world for Archaeology (QS World Rankings by Subject 2022), with a long-established reputation for teaching of the highest quality across the breadth of both social and scientific archaeological topics.

The University of Reading is ranked 1st in the UK for research quality and research outputs in Archaeology,* contributing 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 Rob Hosfield

Head of the Department of Archaeology

www.reading.ac.uk/archaeology

* Times Higher Education Institutions Ranked by Subject, based on its analysis of the latest REF 2021



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.**

reading.ac.uk/archaeology

THE ROAMING EMPIRE

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 Professor 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 shows 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.

“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



UNPICKING LOCHS



NEOLITHIC CRANNOGS IN THE OUTER HEBRIDES

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

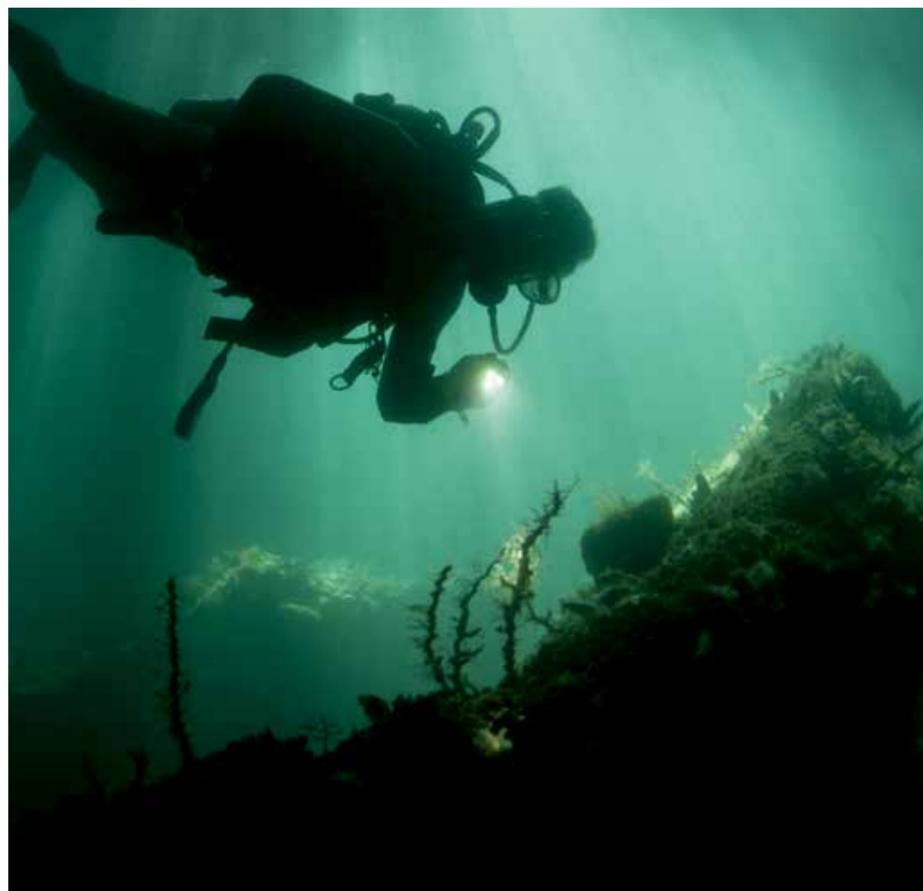
Duncan's third-year module 'Neolithic and Early Bronze Age Britain' draws directly on his research. Working with him, students gain a unique perspective on the origins of farming in Britain (amongst other things), often coming along to take part in his island digs, where they can get first-hand insight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

Working with his long-term collaborator, Professor 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

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.



“ 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? ”

Professor 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 indicates 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 Professor 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, Professor 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.



Professor Mary Lewis

“ 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. ”

ONLY HUMAN?



Dr Alanna Cant

What does it mean to be human? What can we learn from different cultures in the past and the present? Dr Alanna Cant suggests that in combining archaeology and anthropology we gain a deep-time perspective on human experience and social change.

Together, archaeology and anthropology examine humanity from our evolutionary origins to the crowded 21st century. They unravel complexities of past and present to understand how we evolved and why we developed such differences and commonalities.

Alanna explores questions about human experience that can shed light on the conditions and issues of today, while complementing our understanding of the past.

"Anthropology enables you to learn about the diversity of cultures and perspectives around the world: how we, as human beings, understand and experience our families, genders, relationships of power, our changing climates, and our needs and desires.

"More importantly, anthropology gives you a set of analytical skills through which you can make sense of the world as it changes around you. The ability to look at a political, economic or social situation and understand its complex relationships with other parts of society and the physical world is something that is undeniably important today."

Alanna has been on a journey of discovery during her academic career: her research highlights critical themes in anthropology such as cultural production and globalisation, the social impacts of heritage and conservation religion and identity, and the contemporary uses of the past.

Alanna spent more than two years living in small Mexican villages where she conducted ethnographic fieldwork, interviewing and spending time with artisans, foreign tourists, art collectors, government officials, heritage experts, community members, priests and other people from Mexico.

"My research has been used by organisations such as the World Crafts Council and I have also worked with a researcher at Mexico's National Institute for Industrial Property on issues of cultural appropriation in craft and fashion design."

Alanna's research and personal experiences feed directly into her teaching:

"In my modules we discuss globalisation and economics, which I investigated through my work on Mexican art markets, as well as contemporary practices and experiences of religion and witchcraft.



"We also explore issues of heritagisation, cultural tourism and cultural appropriation, all of which are topics that I have researched and written about for many years."

Students analyse real-life case studies, discuss Alanna's ongoing projects and engage with current research and debates in social and cultural anthropology. Linking anthropology and archaeology offers a profound understanding of how people have experienced environmental and social change, allowing students to interpret evidence and material culture from different times and places. By adopting a global, cross-cultural, and deep-time perspective, BA Archaeology and Anthropology students are able to engage with the big questions that concern us all: what it means to be human and to live in society.

“ Studying anthropology has completely transformed the way I see the world; it has taught me to engage with a wide range of viewpoints, to think critically, and to ask lots of questions. ”

**Henrietta Hammant
PhD in Archaeology**





CULTURAL CRUSADES



“ 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. ”



Professor Aleks Pluskowski

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 Professor 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 multicultural 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."





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 experience and skill set.

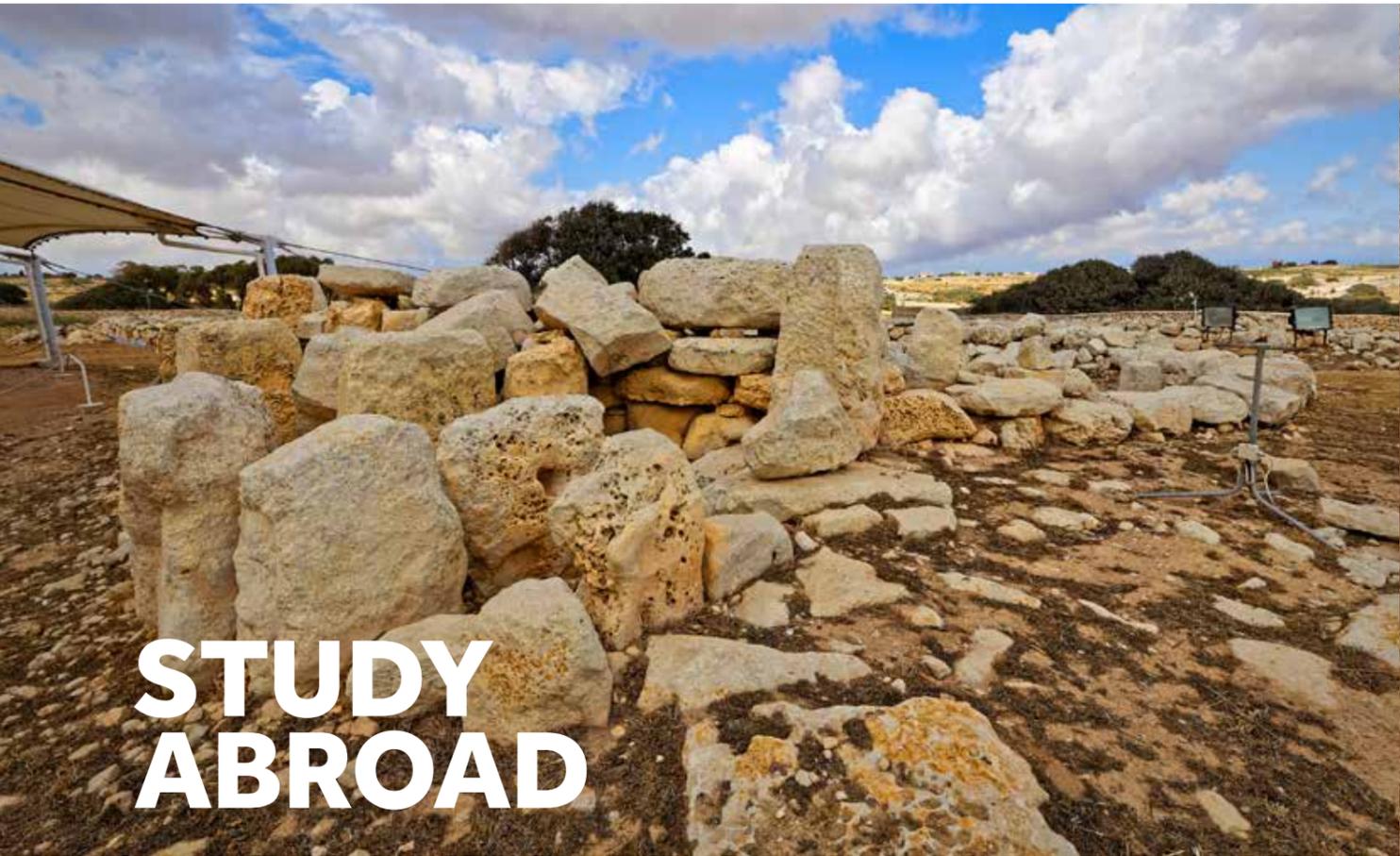
To find out more, visit www.reading.ac.uk/archaeology/field-school

“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.”

Professor Aleks Pluskowski



STUDY ABROAD

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: studyabroad.reading.ac.uk/outgoing

*Subject to availability, see back cover.



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 with 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-excavation 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

*Subject to availability, see 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.

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

There is currently a rising demand for archaeologists to investigate the archaeological remains being revealed by major infrastructure projects in the UK, such as HS2 and by smaller projects such as new housing estates.

In addition to professional archaeology, many of our students have pursued careers in the broader heritage sector, working in and with heritage trusts and museums. In this

sector, you'll have the opportunity to use the skills you've developed during your degree – including object handling, curation, illustration, presentation and analysis.

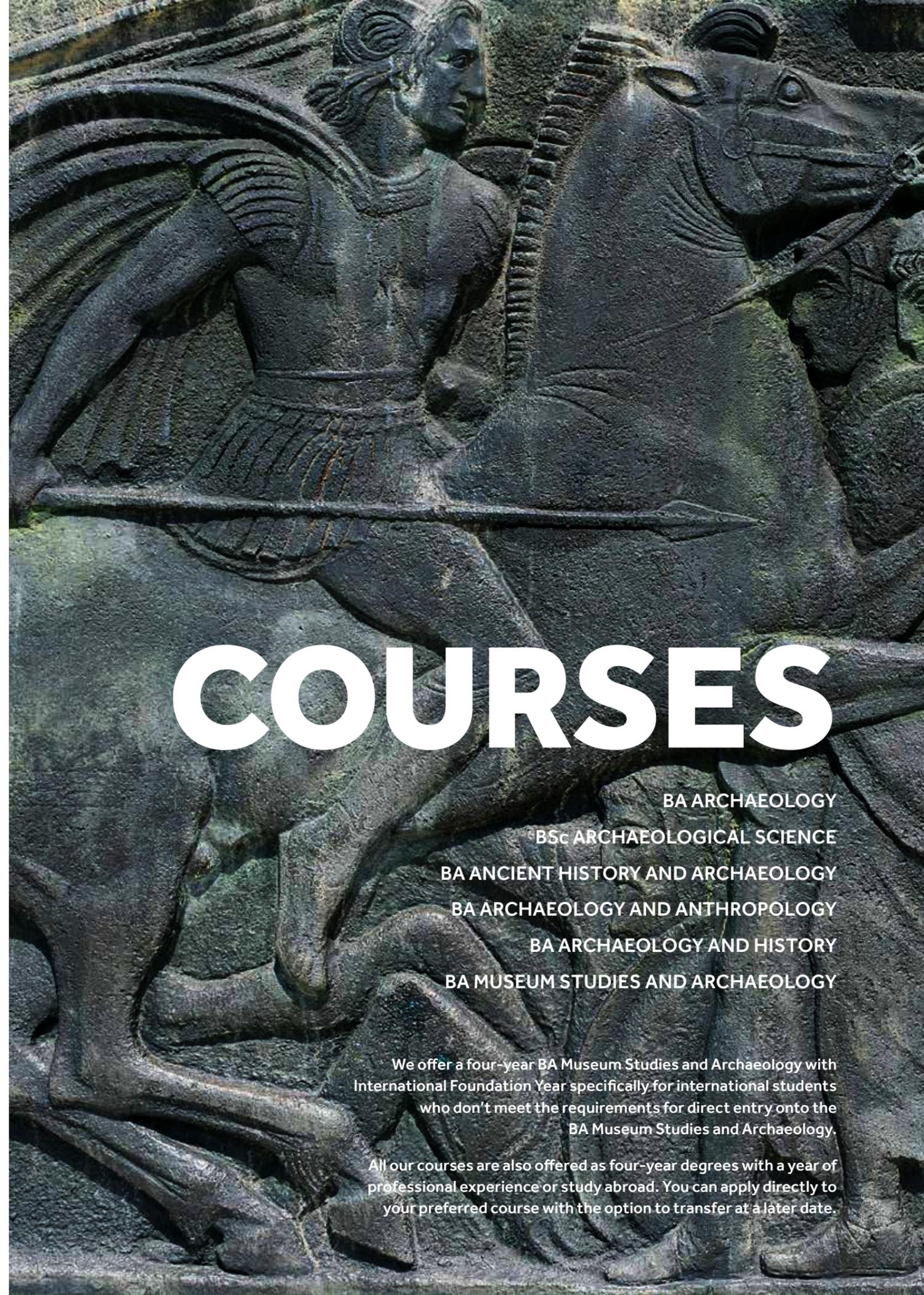
Recent graduates have become excavators, surveyors, find specialists and environmentalists working in field archaeology, or advisors working in planning departments. Recent employers include Ashmolean Museum, Thames Valley Archaeological Services, Magnitude Surveys and Wessex Archaeology.

“The Department has good links with Oxford Archaeology, which helped me get my first job in the heritage industry. I have subsequently employed many Reading alumni in the knowledge that they would possess a similar passion and solid grasp of the basics that the companies I worked for needed in their staff.”

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 employment in 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.



COURSES

- BA ARCHAEOLOGY
- BSc ARCHAEOLOGICAL SCIENCE
- BA ANCIENT HISTORY AND ARCHAEOLOGY
- BA ARCHAEOLOGY AND ANTHROPOLOGY
- BA ARCHAEOLOGY AND HISTORY
- BA MUSEUM STUDIES AND ARCHAEOLOGY

We offer a four-year BA Museum Studies and Archaeology with International Foundation Year specifically for international students who don't meet the requirements for direct entry onto the BA Museum Studies and Archaeology.

All our courses are also offered as four-year degrees with a year of professional experience 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

Compulsory modules include:

- Revolutions and transitions: the human journey from 6 million years ago to the present day
- Early empires: Mesopotamia, Egypt and Rome
- Archaeology today: methods and practice

Optional modules include:

- Presenting the past
- Museum history, policy and ethics
- Forensic anthropology and the archaeology of death

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:

- Dissertation

Optional modules include:

- Emergence of civilisation in Mesopotamia
- Neolithic and Bronze Age Britain
- Objects and identities in the Roman Empire
- The archaeology and anthropology of food
- Archaeology of the Dark Ages
- The archaeology of crusading



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

Compulsory modules include:

- Revolutions and transitions: the human journey from 6 million years ago to the present day
- Archaeology today: methods and practice
- Forensic anthropology and the archaeology of death
- Introduction to Quaternary science

Optional modules include:

- Early empires: Mesopotamia, Egypt and Rome
- Contemporary world cultures: an introduction to social anthropology

YEAR TWO

Compulsory modules include:

- Archaeology field school
- Professional practice
- Archaeology and heritage: past, present and future
- Bioarchaeology

Optional modules include:

- Prehistoric Europe: the first million years
- People of the Roman Empire: conquerors and conquered
- Medieval Europe: power, religion and death
- Changing the face of the Earth: past, present and future sustainability

YEAR THREE

Compulsory modules include:

- Dissertation

Optional modules include:

- Biological anthropology
- Emergence of civilisation in Mesopotamia
- The archaeology and anthropology of food
- Objects and identities in the Roman Empire
- Post-Excavation: assessment, analysis & publication in the profession
- The archaeology and anthropology of hunter-gatherers



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 and transitions: the human journey from 6 million years ago to the present day
- Forensic anthropology and the archaeology of death
- Economy, politics and culture in the Roman world

YEAR TWO

Compulsory modules include:

- Professional practice or
- Prospects for classicists 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
- Technology in the ancient world
- Late Antique Egypt
- Anatolia and the Aegean in the late Bronze Age. The context for the Trojan War
- Greek & Roman painting

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 and transitions: the human journey from 6 million years ago to the present day
- Forensic anthropology and the archaeology of death
- Contemporary world cultures: an introduction to social anthropology
- Contemporary issues in human geography

Optional modules include:

- Museum history, policy and ethics
- Early Empires, Mesopotamia, Egypt and Rome

YEAR TWO

Compulsory modules include:

- Archaeology and heritage: past, present and future
- Changing the face of the Earth: past, present and future sustainability
- Geographies of development, identity and place
- Professional Practice

Optional modules include:

- Forensic archaeology and crime scene analysis
- Ancient objects: materials and meanings
- Bioarchaeology
- Analysing social data
- Growth, de-growth and sustainability

YEAR THREE

Compulsory modules include:

- Dissertation

Optional modules include:

- Emergence of civilisation in Mesopotamia
- The archaeology and anthropology of food
- The archaeology and anthropology of aunter-gatherers
- Climate change
- Archaeology of the Dark Ages
- The anthropology of heritage and cultural property
- Biological anthropology

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 and transitions: the human journey from 6 million years ago to the present day
- 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 or
- Professional practice

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 late twentieth century
- Pirates of the Caribbean: empire, slavery, and society, 1550-1750

YEAR THREE

Compulsory modules include:

- Dissertation

Optional modules include:

- Archaeology of the Dark Ages/Vikings
- The archaeology of crusading
- Hidden histories: investigating and interpreting historic buildings and landscapes
- England without a king
- Heretics and Popes: heresy and persecution in the medieval world

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:

- Archaeology today: methods and practice
- Museum history, policy and ethics
- Presenting the Past

Optional modules include:

- Revolutions and transitions: the human journey from 6 million years ago to the present day
- Early empires: Mesopotamia, Egypt and Rome
- Forensic anthropology and the archaeology of death
- Contemporary world cultures: an introduction to social anthropology

YEAR TWO

Compulsory modules include:

- Ancient objects: materials and meanings
- Archaeology and heritage: past, present and future
- Break into the museum: work placement
- Curatorship and collections management
- Museum learning and engagement

Optional modules include:

- People of the Roman Empire: conquerors and conquered
- Forensic archaeology and crime scene analysis

YEAR THREE

Compulsory modules include:

- Display design, planning and creation: project module

Optional modules include:

- The archaeology of crusading
- Objects and identities in the Roman Empire
- The archaeology and anthropology of food
- The anthropology of heritage and cultural property
- Hidden histories: investigating and interpreting historic buildings and landscapes

Disclaimer

This brochure was issued in 2022 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 2023. 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 (May 2022). 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/study](https://www.reading.ac.uk/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

Sample modules are provided as a taster of some of the modules that may be available on each course. The sample modules listed may be compulsory (core) or optional modules. Information is correct at the time of going to press (May 2022) but the University cannot guarantee that a module appearing in this list will definitely run. Teaching staff on specific courses or modules mentioned in this prospectus may be subject to change.

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](https://www.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 2022).

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



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