1. **Title of the module**

CLAS8050 (CL805) – Contemporary Archaeology: Theories, Methods and Issues

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Compulsory for MA in Archaeology; MA in Roman History and Archaeology

Optional for the MA International Heritage and Law

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate a systematic understanding of contemporary issues, approaches and thinking in archaeology and how its various constituent areas can be used to interpret past cultures;

8.2 Firmly locate archaeological theories and interpretations within conceptual frameworks and understand their intellectual origins;

8.3 Demonstrate a systematic understanding of the value and contribution of particular methods in archaeological study and a comprehensive understanding of the history and direction of theoretical and practical approaches in the 21st century;

8.4 Demonstrate familiarity with critical issues in archaeology and be able to evaluate the strengths and weaknesses in archaeological work and its presentation;

8.5 Demonstrate a rounded understanding of methods in contemporary archaeology, their relationship to theoretical approaches and their appropriateness in particular circumstances;

8.6 Demonstrate a strong awareness of the nature of archaeological remains and other sources of information upon the past, how these have survived or otherwise (‘taphonomy’) and how their survival impacts upon archaeological thinking.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate and initiate skills in independent research and presentation of material;

9.2 Show a robust awareness of the contrasting academic issues and discourses in a particular intellectual domain;

9.3 Demonstrate their ability in critical analysis and argument through engagement with the module content;

9.4 Demonstrate their researching, data handling, IT and library skills;

9.5 Show responsibility and autonomy in learning, debate and presentation of evidence.

1. **A synopsis of the curriculum**

The Module is designed with training, knowledge enhancement and skills acquisition to the fore. The module begins with an introduction to the origins and development of theoretical perspectives in archaeology (e.g. ‘cultural history’, the ‘New Archaeology’, ‘Post-Processualism’), and assesses the contributions of these approaches. A central question is how we may use material evidence to study and define past society. The value of material evidence of the past is then considered within a contemporary intellectual framework. We examine particular approaches to understanding the morphology, elements and the identity of archaeological sites as lived environments; spatial approaches are considered here too. Approaches to the archaeology of landscape are in turn examined, this being a dynamic field in contemporary archaeological understanding. How archaeological data is assessed, organised, and published is then examined from a theoretical and methodological angle. Finally, how the various strands of archaeological data can be brought together to assemble a coherent picture of past human life and society are critically examined and reviewed.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Gosden, C. (1999). *Anthropology and Archaeology a Changing Relationship*. New York and London: Routledge.

Hodder, I. And R. Pruecel (eds.) (1996). *Contemporary Archaeology in Theory*. Oxford: Blackwell.

Johnson, M. (2007). *Archaeological Theory: An Introduction*. Oxford: Blackwell Publishers.

Renfrew, C and Bahn, P. (2008). *Archaeology: The Key Concepts*. London: Routledge.

Shanks, M and C. Tilley (1987). *Social Theory in Archaeology*. Cambridge: Polity Press.

Shanks, M. and C. Tilley (1992). *Reconstructing Archaeology, Theory and Practice*. London: Routledge.

Trigger, B. (1989). *A History of Archaeological Thought*. Cambridge: Cambridge University Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Presentation (30 minutes) – 35%
* Research Paper (5,000 words) – 65%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Presentation | **x** |  | **x** | **x** |  |  | **x** | **x** | **x** | **x** |  |
| Research Paper | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module will require students to discuss archaeological theory in a world archaeology context such as disciplinary development in continental, North American and UK archaeology. Students are encouraged to consider worldwide themes and topics for their assessments.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 07/11/16 | Minor | September 2017 | 7, 10, 12-14 | No |
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| Revised FSO Jan 2018 |