1. **Title of the module**

CLAS3510 (CL351) – Archaeology: Its History, Themes and Personalities

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 4

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

15 Credits (7.5 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**

Optional for BA Classical & Archaeological Studies (Single and Joint Honours); BA Ancient History (Single Honours); BA Classical Studies (Single Honours)

Also available as a ‘wild’ module

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

8.1 Demonstrate familiarity with the history and development of archaeological theory and current theories;

8.2 Make critical interpretations of the material remains;

8.3 Demonstrate familiarity with different archaeologists and their contribution to the field;

8.4 Demonstrate knowledge of how archaeological remains can be interpreted from different theoretical points of view;

8.5 Demonstrate an awareness of the relationship between archaeology and politics, heritage and the media.

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

9.1 Demonstrate an improved understanding of library and IT sources;

9.2 Demonstrate improved written skills;

9.3 Demonstrate improved critical argumentative skills;

9.4 Work independently.

1. **A synopsis of the curriculum**

The aim of this module is to introduce students to archaeology by outlining the main developments of the field through its methods, thinking and practice. The module will begin with a history of antiquarianism and examines key individuals and sites. Students will be introduced to the development of methods and practice in archaeology, such as dating, stratigraphy and contextual studies. Interpretation of archaeological material will be presented through discussions of the development of archaeological thought: Culture History, Processualism, Structuralism, Post-Processualism and Gender, for example. Finally, the module will look at archaeology and the public: museums and heritage, political issues and archaeology in the media. Students will not only gain a grasp of the development of archaeology as a discipline, but also the ability to apply what they have learned to a broader cultural understanding of past and present societies.

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

Boyd, C. and L. E. Lassiter (2011). *Explorations in Cultural Anthropology: A Reader*. Walnut Creek, CA: AltaMira Press.

Deetz, J. (1996). *In Small Things Forgotten*. New York: Anchor Press.

Hodder, I. (2012) (ed). *Archaeological Theory Today*. (2nd Edition). London: Polity.

Hodder, I. and Hutson, I. (2004). *Reading the Past: Current Approaches to Interpretation in Archaeology*. Cambridge: Cambridge University Press.

Johnson, M. (2010). *Archaeological Theory: An Introduction*. Oxford: Wiley Blackwell.

Kottak, C. P. (2012). *Mirror for Humanity: A Concise Introduction to Cultural Anthropology.* (8th Edition). New York: McGraw Hill.

Praetzellis, A. (2011). *Death by Theory: A Tale of Mystery and Archaeological Theory.* Walnut Creek, CA: AltaMira Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

This module will be assessed by 100% coursework.

* Short Writing Assignment (1,500 words) – 15%
* Notebook – 75%
* Final Writing Assignment (1,000 words) – 10%

The notebook can include images, drawings, tables, etc. although it should not be any more than 15 pages of script (A5 journal paper).

* 1. Reassessment methods

This module will be reassessed by 100% coursework.

* Essay (2000 words) – 100%
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  |  | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Short Writing Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Notebook | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Final Writing Essay | **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**

In most respects, the study of Archaeological Theory is grounded in internationalisation. The intended learning outcomes of this module include the appreciation of different cultures and manners of thinking. With regard to subject content, the material within the syllabus teaches students to apply archaeological and anthropological methods vital for international contacts. Students will learn about how developments in archaeological theory from different areas of the world contribute to our understanding of cultural difference.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 06/01/16 | Major  | September 2015 | 5, 7-13 | No |
| 22/01/18 | Major | September 2018 | 7, 9-14 | No |
|  |  |  |  |  |