



INSTITUTE OF ARCHAEOLOGY  
MA in Mediterranean Archaeology

Degree Handbook 2018-19



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## **Introduction**

Welcome to the Handbook for the MA degree programme in Mediterranean Archaeology. This outlines the aims and objectives, structure and content of the degree, and includes lists of module options available this year. It is also available on the Institute website.

This Handbook should be used alongside the MA/MSc Handbook (also on the Institute website), which contains information about all MA and MSc degrees, and options within them, being taught this year. The MA/MSc Handbook gives essential information on a range of topics, from enrolment to guidance on the dissertation, so students should ensure that they read it carefully. Distributed along with the MA/MSc Handbook are the complete MA/MSc teaching timetable and the list of Personal Tutors to MA and MSc students. The Personal Tutor for the year is the Degree Programme Co-ordinator.

If students have queries about the organisation, objectives, structure, content or assessment of this degree, they should consult the Degree Co-ordinator. Each individual module within it addresses a specific subject and has its own Co-ordinator.

## **Prerequisites**

Modules for the MA in Mediterranean Archaeology do not have formal prerequisites; students will have been accepted to the degree on the understanding that they already have sufficient background in archaeology or an associated field, through their previous degree and/or relevant experience, to be able to follow the degree and individual modules. If, however, students wish to change their degree, or the modules in which they indicated an interest in their application, they should discuss this with the relevant Degree and Module Co-ordinators, to ensure that they have the necessary background to benefit sufficiently.

For certain modules, depending on the individual student's previous background, it may be recommended that they also attend (but will not be assessed for) a parallel undergraduate lecture module, to ensure that they have the background to get the most out of the Masters level seminars.

## **Aims, objectives and learning outcomes of the degree**

### *Aims*

- To provide a wide-ranging and challenging analysis of the major interpretative paradigms applied in the Mediterranean, and the region's historiography
- To instill an overall knowledge of Mediterranean societies from earliest times to the early Medieval period from a comparative perspective, as well as in-depth familiarity with select regions, periods or issues
- To provide an in-depth understanding of approaches to the collection, analysis and interpretation of archaeological data within the Mediterranean
- To encourage critically and ethically aware perspectives on archaeological practice and research processes in the Mediterranean

- To provide a sufficiently detailed understanding of Mediterranean archaeological data to serve as a basis for independent research
- To foster the ability to develop original research questions and to explore them effectively through research
- To provide training relevant to a professional career in archaeology
- To provide a strong background for continuing on to a research degree in archaeology

### *Objectives*

These aims are pursued through the degree with two dedicated Mediterranean core modules, a theory module, and a wide range of dedicated option modules from which students can define an individual pathway through the programme, tailored to their specific interests and personal educational objectives. All students undertake a supervised research project resulting in a 15,000-word dissertation, which enables them to develop specific practical, analytical and interpretative skills as well as broader research skills.

Upon successful completion of the MA in Archaeology, students will, among other things, have:

- Gained a detailed understanding of recent intellectual, methodological, interpretative and analytical perspectives in the field
- Developed their critical faculties in discussion, debate, and evaluation of alternative perspectives on, and interpretations of, Mediterranean archaeological and other data
- Acquired a range of subject-specific skills, relevant to their further development as practising archaeologists
- Developed a range of research-oriented skills
- Carried through a substantial programme of independent research embodied in a dissertation that demonstrates theoretical understanding and practical competence in Mediterranean archaeological analysis and interpretation

### *Learning Outcomes*

Upon successful completion of the MA, students should be able to demonstrate:

- Observation and critical reflection
- The application of acquired knowledge
- The ability to gather and synthesise information from diverse sources
- The ability to present their ideas and research in multiple formats

### **Degree structure**

The programme of study for this degree comprises modules to the total value of 180 credits. It is intended to help students meet the objectives outlined above, and also to provide a framework for them to achieve any additional personal academic objectives. It comprises:

- Three compulsory core modules (15 credits each, 45 credits in total)
- Options (45 credits in total) comprising modules of either 15 credits or 30 credits (two-term modules are valued at 30 credits), which are chosen from a dedicated range of Mediterranean modules

- A dissertation on a research topic within the field of Mediterranean archaeology and related areas (90 credits)

Each module addresses a specific subject and has its own Co-ordinator.

#### *Core Modules*

- ARCL0142 Mediterranean Dynamics (15 credits; 10 weeks; Term 1; thematic and interdisciplinary exploration of principal aspects of Mediterranean societies, across most if not all time periods)
- ARCL0133 Themes, Thought and Theory in World Archaeology: Foundations (15 credits; 10 weeks; Term 1; an introduction to the modern history of archaeological ideas and to several broad interpretive frameworks that continue to guide the generation of archaeological knowledge)
- ARCL0199 Heritage Ethics and Archaeological Practice in the Middle East and the Mediterranean (15 credits; 10 weeks; Term II; an overview of debates and frameworks of practice, policy and ethical issues in cultural heritage in the Middle East and Mediterranean today)

#### *Option Modules*

Students take 45 credits of options, made up of 15-credit or 30-credit modules. At least 30 credits must be made up of options associated with this specific degree (listed below), but students may also select two options from the overall range of those available in the Institute of Archaeology, after discussion with, and subject to the agreement of, the Degree Co-ordinator, and subject to lack of timetable clashes (a full list of such modules is appended at the back of this document and in the MA/MSc Handbook, available on the Institute website together with details of each module). It is possible to take one module provided by another Department within UCL, or at one of the other Colleges of the University of London – students should, again, discuss this with their Degree Co-ordinator. In certain cases, due to equipment needs or teaching space, there may be limits on the number of students who can attend a module, and priority is given to those taking the module from the parent degree, and as one of their assessed options. A few modules have prerequisites. Subject to space and the agreement of the Module Co-ordinators involved, students are welcome to attend other Masters or undergraduate modules in addition to those for which they are formally registered and examined.

The optional modules specifically associated with this degree are as follows:

- ARCL0141 Mediterranean Prehistory (15 credits)
- ARCL0138 The Mediterranean World in the Iron Age (15 credits)
- ARCL0167 The Transformation of the Roman Mediterranean (15 credits)
- ARCL0135 Aegean Prehistory: major themes and current debates (15 credits)
- ARCL0140 Ancient Italy in the Mediterranean (15 credits)
- ARCL0136 Egyptian Archaeology: An Object-Based Theoretical Approach (30 credits)
- ARCL0147 Themes and debates in Egyptian Archaeology (15 credits)
- ARCL0157 Archaeology of Egypt and the Near East: a Comparative Approach (15 credits)
- ARCL0151 The Neolithic and Early Bronze Age of the Near East: The emergence of villages and urban societies (15 credits)

- ARCL0146 British and European Prehistory: Neolithic to Iron Age (15 credits)
- ARCL0174 Nature, culture and the languages of art: theories and methodologies of art interpretation (15 credits)
- ARCL0176 Social and material contexts of art: comparative approaches to art explanation (15 credits)
- ARCL0162 Making and meaning in Greek art (15 credits)
- ARCL0164 Making and meaning in ancient Roman art (15 credits)
- ARCL0088 Museum and site interpretation (30 credits)
- ARCL0134 Themes, Thought and Theory in World Archaeology: Current Topics (15 credits)

### *Dissertation*

The dissertation of up to 15,000 words is a report on a piece of research, the topic chosen being approved as being relevant within the general area covered by this degree. It provides a further opportunity to define and achieve the student's own academic objectives, and also offers the challenge of applying the knowledge and intellectual or methodological and/or analytical perspectives gained from the taught component of the degree to a specific question in more depth. Dissertations vary enormously but typically develop the theoretical, methodological or comparative aspects of a question and combine this with an in-depth analysis of the rich data furnished by the Mediterranean and surrounding regions. Approaches that break new ground or explore new connections or comparisons are strongly encouraged. If a student is studying part-time while working in the field, they might choose to analyse a data set derived from their own work, or to assess the potential of particular theoretical or methodological approaches for their work. Students can treat the dissertation as a one-off research project, as a pilot study for a Ph.D. project, or use it to showcase their skills for potential employers. Soon after arrival, students should discuss their area of research interests in a preliminary fashion with their Degree Co-ordinator, who will help them to focus their ideas for their dissertation, or refer them to another member of staff who will be able to provide more specific advice, and probably be appointed to be the student's Dissertation Supervisor. They will help the student define their dissertation topic, and provide guidance through the main stages of the work.

The dissertation submission deadline is Friday 13<sup>th</sup> September 2019. Guidelines for researching, writing and producing the dissertation are included in the MA/MSc Handbook. Advice on the preparation of the dissertation will be provided through sessions at regular intervals through the year, starting at the second MA/MSc Induction Sessions on Thursday 27<sup>th</sup> and Friday 28<sup>th</sup> September 2018.

### **Teaching schedule**

Taught modules are normally timetabled in the first two terms, though assessed work may be scheduled for submission up until the end of the first week of the third term, depending on which options have been selected. Full details of the timetable for each module are included in the individual module handbook. Students are expected to use the remaining months to work on and write their dissertation.

Part-time students will normally be expected to take 60 credits worth of modules (which will normally include most or all of the core modules) in the first year and the remaining 30 credits worth of modules in the second. They must agree their choice of modules with the Degree Co-ordinator. They may start work on their dissertation at the same time as full-time students in their cohort, or they may wish to start later; either way they should consult the Degree Co-ordinator, and their Dissertation Supervisor, once the latter has been appointed.

## **Teaching methods**

Modules on Masters' degrees are usually taught through seminars, though depending on the module, lecturing may also be involved. Some modules will also have associated practicals, laboratory sessions, or field trips. Most modules taken by MA in Mediterranean Archaeology students are based on a 2-hour weekly seminar through one term (15 credit) or, more rarely, the first two terms (30 credit). Seminars are run differently by different Module Co-ordinators, but all have weekly assigned readings, which students will be expected to have read, to be able fully to follow and actively to contribute to discussion. Some modules may require the student to make a seminar presentation; if so, this will be indicated in the module handbook and explained in the first session of the module.

## **Attendance**

It is a College regulation that attendance at lectures, seminars and practicals be monitored. A register will be taken at all classes, and Departments are required to report the attendance of each student to UCL Registry at intervals throughout each term. If students are unable to attend a class, they should e-mail the Module Co-ordinator to explain, in order to ensure that there is a record of the reasons for their absence. A 70% minimum attendance at all scheduled sessions of a module is required (excluding absences due to illness or other adverse circumstances, provided these are supported by medical certificates or other documentation, as appropriate). Students should also be aware that potential employers seeking references often ask about attendance and other indications of reliability.

## **Coursework**

### *Method of Assessment*

This varies from module to module, but is always set out in the relevant module handbook. Each 15-credit module is normally assessed by means of a total of approximately 4,000 words of coursework (or its equivalent in other forms of assessment). The nature and deadlines for individual assessments are specified in the handbooks of the individual modules, available from the relevant Module Co-ordinator and on the Institute website. If students are unclear about the nature of an assignment, they should contact the Module Co-ordinator. The Module Co-ordinator will be willing to discuss an outline of their approach to the assessment, provided this is planned suitably in advance of the submission date.

### *Word-length*

Students must adhere to word limits on assessments; they are intended to help ensure equality of workloads between modules as well as to encourage the useful transferable skills of clearly structured arguments and succinct writing. UCL regulations impose penalties on assessed work that exceeds the prescribed word limit, so pay careful attention to the word limits stipulated for each assessment. For work that exceeds the specified maximum length by less than 10%, the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merits a pass. For work that exceeds the specified maximum length by 10% or more, the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merits a pass.

The following should not be included in the word-count: title page, contents pages, lists of figures and tables, abstract, preface, acknowledgements, bibliography, captions and contents of tables and figures and appendices.

### *Presentation*

Essays and other assessed work must be word-processed (unless otherwise specified) and should be printed on one or both sides of the paper, using 1.5-line spacing, and a readable font size (10-12 point). Bibliographies may use 1.0 line spacing. Adequate margins should be left for written comments by the examiner. Students are encouraged to use illustrations, diagrams and/or tables where relevant. These should be clearly referred to at the appropriate point in the text. Students should adhere to word limits on essays; they are intended to help ensure equality of workloads between modules as well as to encourage the useful transferable skills of clearly structured arguments and succinct writing. College regulations require the imposition of penalties for over-length work: see above.

UCL has also published guidelines on the use of non-discriminatory language which apply to students as well as staff. Students are reminded, in particular, to avoid the use of gender-biased terms in their written work.

### *Originality and plagiarism*

Coursework must be expressed in a student's own words giving the exact source of any ideas, information, diagrams, etc., that are taken from the work of others. Any direct quotations from the work of others must be indicated as such by being placed between quotation marks, and the source of the quotation must be indicated appropriately. Plagiarism means presenting material (words, figures etc.) in a way that allows the reader to believe that it is the work of the author he or she is reading, when it is in fact the creation of another person. Plagiarism is regarded as theft of intellectual property. UCL regulations require that all detected plagiarism is to be penalised and noted on the student's record, irrespective of whether the plagiarism is committed knowingly or unintentionally. The penalties can be severe and may include failing a module or whole degree. Further details are available on the IoA website. It is your responsibility to avoid any inadvertent plagiarism, and you must read and abide by the requirements for presentation, referencing and avoidance of plagiarism to be found in the IoA 'Coursework Guidelines' on the IoA website.

Students should reference their sources of information as accurately and as fully as possible. If a student summarises another person's ideas or judgments, or reproduces their figures or diagrams, a reference must be made in the text using the Harvard convention (surname, year, page [necessary, e.g. for quotations and specific figures]) and all works referred to

must be documented in full in a bibliography. Referencing and bibliographic styles are outlined in the MA/MSc Handbook.

To avoid charges of plagiarism or collusion, students must ensure that their submitted work is their own. They should not lend essays or essay drafts to other students because they might be penalised if the other student copies the work and submits it as their own. If students are unclear about the definition of plagiarism, they should review the notes on plagiarism and examples of good and bad practice with respect to sources, included in the MA/MSc Handbook, and consult their Degree Co-ordinator.

The concept of plagiarism also includes self-plagiarism, which is submission of identical or very similar work in more than one piece of assessed coursework, submitted for the same or for different modules taken as part of the degree. Although each module is assessed independently of other modules, students should not receive credit for the same work twice, students should take care to ensure that the same or very similar work is not submitted for assessment more than once during their study for this degree. Failure to do so could result in a reduction of their mark. If students are in any doubt, they should seek advice from the Degree Co-ordinator, or the relevant Module Co-ordinator.

## AVOIDING PLAGIARISM

According to UCL regulations, all detected plagiarism is to be penalized and noted on the student's record, irrespective of whether the plagiarism is committed knowingly or unintentionally. The whole process of an allegation of plagiarism and its investigation is likely to cause considerable personal embarrassment and to leave a very unpleasant memory in addition to the practical consequences of the penalty. The penalties can be surprisingly severe and may include failing a module or a whole degree. It is thus important to take deliberate steps to avoid any inadvertent plagiarism.

Avoiding plagiarism should start at the stage of taking notes. In your notes, it should be wholly clear what is taken directly from a source, what is a paraphrase of the content of a source and what is your own synthesis or original thought. Make sure you include sources and relevant page numbers in your notes.

When writing an essay any words and special meanings, any special phrases, any clauses or sentences taken directly from a source must be enclosed in inverted commas and followed by a reference to the source in brackets. It is not generally necessary to use direct quotations except when comparing particular terms or phrases used by different authors. Similarly, all figures and tables taken from sources must have their origin acknowledged in the caption. Captions do not contribute to any maximum word lengths.

Paraphrased information taken from a source must be followed by a reference to the source. If a paragraph contains information from several sources, it must be made clear what information comes from where: a list of sources at the end of the paragraph is not sufficient. Please cite sources of information fully, including page numbers where appropriate, in order to avoid any risk of plagiarism: citations in the text do not contribute to any maximum word count.

To guard further against inadvertent plagiarism, you may find it helpful to write a plan of your coursework answer or essay and to write the coursework primarily on the basis of your

plan, only referring to sources or notes when you need to check something specific such as a page number for a citation.

Take care also to avoid 'self plagiarism'. On the basis of the principle that students should not obtain credit twice for the same work, it is illicit to reproduce material for assessment in more than one piece of assessed work within a degree without acknowledging the fact. Knowledge or ideas may of course be relevant in more than one context. References to a student's own work should therefore be cited wherever appropriate in the same way as references to the works of other authors. Failure to do so is considered 'self-plagiarism'. If in doubt, students should consult their Personal Tutor or another appropriate teacher.

COLLUSION, except where required, is also an examination offence. While discussing topics and questions with fellow students is one of the benefits of learning in a university environment, you should always plan and write your coursework answers entirely independently.

### *Anonymity*

To accord with UCL regulations on anonymous marking, all coursework cover-sheets must be identified with student Candidate Numbers only, not names. This is a 5-digit alphanumeric code and can be found on Portico; it is different from the Student Number/ID. The filenames for all assessed work submitted through 'Turnitin' (see below), should include the student's candidate number, not name (e.g. YBPR6 \_Assessment\_1).

It is also essential that students put their Candidate Number at the start of the title line on Turnitin, followed by the short title of the coursework. – eg YBPR6 Funerary practices

### *Submission*

Students are required to submit hard copy of all coursework to the Module Co-ordinator's pigeon hole by the specified deadline, via the red Essay Box at Reception. The coursework must be stapled to a completed blue coversheet (available from the IoA website, outside Room 411A, or the IoA library). Please do not use paper clips, as these drop off or snag other essays.

Please note that late submission will be penalized in accordance with the regulations below unless permission has been granted (see below).

Date-stamping (confirming submission date) is via 'Turnitin' (see further below), so in addition to submitting hard copy, students must also submit their work to Turnitin by midnight on the day of the deadline for each piece of work. It is essential that students upload all parts of their coursework to Turnitin (including the bibliography and images). This ensures that a complete electronic copy of all work is available in case an essay goes astray. Markers will not include these additional elements when checking word-counts.

Students who encounter technical problems in submitting their work to Turnitin should e-mail the nature of the problem to [ioa-turnitin@ucl.ac.uk](mailto:ioa-turnitin@ucl.ac.uk) in advance of the deadline in order that the Turnitin Advisers can notify the relevant Module Co-ordinator that the student attempted to submit the work before the deadline. In such a situation, students are advised to e-mail a

copy of the coursework direct to the Module Co-ordinator, to demonstrate that it was completed prior to the deadline, but still must submit it formally through Turnitin.

### *Granting of extensions*

Please note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. You are reminded that Module Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on a the appropriate UCL form, together with supporting documentation, via Judy Medrington's office and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements. Please see the IoA website for further information. Additional information is given here

<http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/>

### *Late submission penalties*

Late submission will be penalized in accordance with current UCL regulations, unless formal permission for late submission has been granted.

The UCL penalties are as follows:

- The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).
- The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (50%).
- Work submitted more than five working days after the published date and time, but before the second week of the third term will receive a mark of zero but will be considered complete.

For more information on this and other regulations, please consult the wiki page for MA students at: <http://wiki.ucl.ac.uk/display/archadmin>

### *Turnitin*

In addition to providing date-stamping, Turnitin's primary function is to scan work for evidence of plagiarism. This system gives access to billions of sources worldwide, including websites and journals, as well as work previously submitted to the Institute, UCL and other universities. In common with most other UCL Departments, the Institute uses this system for all assessed coursework. Turnitin can be used to help students improve their work and avoid inadvertent plagiarism. In advance of submitting their coursework for marking they may, if they wish, run their work through the system in order to obtain a report on the originality of the wording and then make any necessary adjustments prior to final submission. It is important to recognise that the final decision about whether work contains plagiarism rests with academic staff. Consequently, the presence or absence of matches in a Turnitin report does not, by itself, provide a guarantee that the work in question either contains or is free from plagiarism.

Students submit hard copy of coursework in the normal way, but are also required to submit each piece electronically to Turnitin. The declaration that students sign on coursework

coversheets includes a statement confirming that the work has been submitted to Turnitin. Unless instructed otherwise, all work must be submitted to Turnitin. Work which is not submitted to Turnitin will be subject to late submission penalties except in cases where the Turnitin Advisers have been notified of a technical problem before the submission deadline.

A training session will take place in the first week of term, at which the submission procedures will be explained to new students, and they will be provided with the Turnitin code and password for submitting coursework for each module. For the 15,000-word Dissertation, the Turnitin 'Class ID' will be confirmed nearer the time.

Turnitin advisors will be available to help students via e-mail: [ioa-turnitin@ucl.ac.uk](mailto:ioa-turnitin@ucl.ac.uk) if help is needed generating or interpreting the reports.

### *Grading*

The grading system for coursework is set out in the MA/MSc Handbook. The mark given by the first Internal examiner (prior to return) is a provisional assessment for the student's guidance, and may be modified after assessment by the second Internal Examiner or by the External Examiner.

### *Timescale for return of marked coursework to students*

Students can normally expect to have their marked coursework returned within four calendar weeks of the official submission deadline. If work is submitted late, it is likely to be returned later than this. If they do not receive their work within this period, or a written explanation for any delay from the marker, students should notify the IoA's Academic Administrator, Judy Medrington.

### *Return of Coursework*

All marked coursework must be returned to the Module Co-ordinator within two weeks of its return to students, so that it can be second-marked, and is available to the Board of Examiners. Because assessed work forms part of the student's permanent academic record, it needs to be retained until well after the completion of the degree. If work is not returned to the Module Co-ordinator, the student will be deemed not to have completed the module. Students are strongly advised always to keep a copy of all work, and to make a copy for retention of work after it has been assessed and commented upon by the first examiner, if they wish to make future reference to the comments on the work.

### *Re-submission of Coursework*

Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, students may be permitted, in advance of the deadline for a given assignment, to submit for comment a brief outline of the assignment.

## **Degree assessment**

The MA/MSc Board of Examiners normally meets in early November. At that time students who have completed all assessed elements may be recommended for the award of a degree.

Degree results will be graded as a Distinction, Merit, Pass or Fail.

The requirements for each grade are as follows: **Distinction:** An award of a degree with Distinction will be made where:

The Final Weighted Mark is 69.50% or greater

OR The Final Weighted Mark is greater than or equal to 68.50 AND the candidate has module marks of at least 70.00% in at least 50% of all credits

**Merit:** An award of a degree with Merit will be made where:

The Final Weighted Mark is greater than or equal to 59.50% OR

The Final Weighted Mark is greater than or equal to 58.50% AND the candidate has module marks of at least 60.00% in at least 50% of all credits

**Pass:** An award of Pass degree will be made where:

The mark for the dissertation is 50% or greater AND

The weighted arithmetic mean is 50% or greater AND

At least 75% of the marks for taught elements are 50% or greater and the marks for the remaining taught elements is 40% or greater

(In other words, fail marks in the range 40-49% in up to 30 credits of the taught elements can be condoned.)

**Fail:** A candidate will be considered to have failed the degree if the dissertation mark is less than 50% or the mark for any element is less than 40%.

After the Board has met in November, the Chair of the Board of Examiners will write to candidates to inform them of the outcome (i.e. Pass, Fail, Merit, Distinction). Degree certificates and transcripts giving individual marks for each assessed element will be sent in due course by the Examinations Division of the College Registry.

### *Oral examination*

All Master's students are required to attend an oral examination as part of their Dissertation assessment. This will normally be held in late May or early June. Students must submit to their Dissertation Supervisor and Degree Co-ordinator a single sheet of A4 summarising the proposed research design of their dissertation, to which they will speak. The oral examination will normally be attended by the Degree Co-ordinator and the Dissertation Supervisor(s) and will last for approximately 20 minutes. No marks are awarded for the oral examination; the assessment is satisfactory or unsatisfactory. In the event of a problem being identified by the examiners of the Dissertation, students may be invited to attend a formal viva voce examination with the External Examiner for the degree also in attendance. Part-time students will normally have their oral examination in the year in which they are examined in the Dissertation.

### **Communication**

The primary channel of communication within the Institute of Archaeology is e-mail. If students wish to be contacted via a different personal or work e-mail address, they must arrange for e-mail sent to their UCL address to be forwarded to their other address, since staff and other students will expect to be able to reach all students through their College e-mail, which can be

found via the UCL website. Instructions for forwarding e-mail from a UCL account can be found on the IoA website. Students must consult their e-mail regularly, as well as check the student pigeon holes in the basement common room (B12) for written communications. They should also ensure that they keep their contact details (especially their telephone number) up to date on Portico, in case they need to be contacted.

## **Feedback**

In attempting to make this degree as effective as possible, we welcome feedback during the course of the year. Students will be asked to fill in Progress Forms at the end of each term, which the Degree Co-ordinator will discuss with them. These forms include space for comment on each of their modules. At the end of each module all students are asked to give their views on the module in an anonymous questionnaire, which will be distributed at one of the last sessions of the module. These questionnaires are taken seriously and help the Module Co-ordinator to develop the module. The summarised responses are considered by the Degree Co-ordinator, the Institute's Staff-Student Consultative Committee, Teaching Committee, and by the Faculty Teaching Committee.

If students are concerned about any aspect of a specific module, we hope they will feel able to talk to the relevant Module Co-ordinator, but if they feel this is not appropriate or have more general concerns, they should consult their Degree Co-ordinator or the Graduate Tutor (Ulrike Sommer). They may also consult the Academic Administrator (Judy Medrington), the Chair of Teaching Committee (Bill Sillar), or the Director (Sue Hamilton).

## **Health and safety**

The Institute has a Health and Safety policy and code of practice which provides guidance on laboratory work, etc. This is revised annually and the new edition will be issued in due course. All work undertaken in the Institute is governed by these guidelines and students have a duty to be aware of them and to adhere to them at all times.

## **Dyslexia and other disabilities**

If a student has dyslexia or any other disability which may affect their academic work, they should make their Degree Co-ordinator and Module Co-ordinators aware of this. They should discuss with the Co-ordinators and individual teachers whether there is any way in which they can assist. Students with dyslexia are reminded to indicate this on each piece of coursework.

## **Libraries and other resources**

In addition to the Library of the Institute of Archaeology, other libraries in UCL with holdings of particular relevance to this degree are the Science Library (DMS Watson Building) and the Main Library. Libraries outside UCL which have holdings which may also be relevant to this degree are: the library of the Institute of Classical Studies (Senate House), University of

London Library (Senate House), the library of the School of Oriental and African Studies, the Commonwealth Library (University of London) and the British Library.

UCL INSTITUTE OF ARCHAEOLOGY

**MA/MSc TEACHING TIMETABLE 2018-19 as at 14/09/18**

DATES OF TERM: Monday 24 September - Friday 14 December 2018; Monday 7 January – Friday 22 March 2019

Formal teaching commences on Monday 1 October in Term 1 and on Monday 7 January in Term 2.

READING WEEKS: 5-9 November, 11-15 February (but please note that some classes may be held during these weeks)

*Please note that 0092, 0110, 0111, 0112, 0113, 0114, 0115, 0116, 0117, 0118, 0119, 0130, 0131, 0132, 0144, 0149, 0157, 0170, 0181, are only available to those enrolled for the degree for which they are Core Modules. Other modules shown in italics are Core Modules for particular degrees, and there is a limit on numbers.*

**Please note that all UCL module codes have been changed with effect from the 2018-19 session. Both codes are given below (the old codes are shown in italics), but all websites and documentation will use the new codes.**

**ONLINE TIMETABLE** Students will also be able to access their timetables online at

<https://timetable.ucl.ac.uk/tt/homePage.do>

**Please check here for late changes to this schedule, or to locations.**

Cre	Code	Module Name	Co-ordinator	Term	Day and Time	Room
30	ARCL0088 <i>ARCLG034</i>	Museum and site interpretation	Rachel King	I II	Fri 2-4 Fri 11-6	412 B13
30	ARCL0091 <i>ARCLG056</i>	<i>Public Archaeology</i>	<i>Tim Schadla-Hall</i>	<i>I &amp; II</i>	<i>Mon 10-12</i>	<i>612</i>
		<i>Seminar</i>	<i>Tim Schadla-Hall</i>	<i>I&amp;II</i>	<i>Wed 2-4</i>	<i>410</i>
15	ARCL0092 <i>ARCLG064</i>	<i>The Museum: Critical Perspectives (time slot includes seminars)</i>	<i>Alice Stevenson</i>	<i>I</i>	<i>Tu 9-1</i>	<i>612</i>
15	ARCL0093 <i>ARCLG065</i>	<i>Managing Museums</i>	<i>Tim Schadla-Hall</i>	<i>I</i>	<i>Th 4-6 and</i>	<i>Bentham House LG26 Lecture Room</i>
		<i>Seminars – one of Starting in Teaching Week 2</i>	<i>Tim Schadla-Hall</i>	<i>I</i>	<i>Th 2-3 or 3-4</i>	<i>612</i>
15	ARCL0094 <i>ARCLG090</i>	Geographic Information Systems in Archaeology and History	Andy Bevan	I	Wed 9-12	501
15	ARCL0095 <i>ARCLG091</i>	Geographic Information Systems Approaches to Past Landscapes	Mark Lake	II	Mon 10-1	322c
15	ARCL0096 <i>ARCLG101</i>	Archaeobotanical analysis in practice	Dorian Fuller	II	Reading week	209
15	ARCL0097 <i>ARCLG104</i>	Geoarchaeology: Lectures Practicals	Manuel Arroyo-Kalin	I	Tu 11-1 Wed 2-4	B13 lab
15	ARCL0098 <i>ARCLG108</i>	Archaeometallurgy Practicals	Mike Charlton	I	Th 11-1 and Fri 12-2	B13 B13
15	ARCL0099 <i>ARCLG111</i>	Archaeological glass and glazes	Ian Freestone	II	Mon 9-11 + practicals some weeks – times tbc	B13
15	ARCL0100 <i>ARCLG112</i>	Interpreting Pottery - lectures	Bill Sillar	I	Mon 10-12 and	B13
		Practicals - one of	Bill Sillar	I	Mon 12-1, 2-3, 3-4	B13
15	ARCL0101 <i>ARCLG113</i>	Prehistoric Stone Artefact Analysis	Ignacio de la Torre	I	Wed 11-2	410
15	ARCL0102 <i>ARCLG114</i>	Archaeological ceramic analysis Lab sessions	Patrick Quinn Patrick Quinn	II II	Tu 2-4 and Wed 2-4	B13 Geology South Wing 44
15	ARCL0103 <i>ARCLG117</i>	Spatial Statistics, Network Analysis and Human History	Andy Bevan	II	Mon 2-4	322C
30	ARCL0108 <i>ARCLG127</i>	Managing archaeological sites	Tim Williams	I,II	Wed 4-6	612
		Seminars	Tim Williams	I II	Tu 2-4	B13 410
15	ARCL0109 <i>ARCLG128</i>	Archaeology of hunter-gatherers from the emergence of modern humans	Andrew Garrard	II	Th 2-4	410
15	ARCL0110 <i>ARCLG139</i>	<i>Skills for conservation management - Lectures</i>	<i>Caitlin O'Grady</i>	<i>II</i>	<i>Wed 9-11</i>	<i>209</i>

		<i>Skills</i>	<i>Caitlin O'Grady</i>	<i>II</i>	<i>Wed 11-2</i>	<i>209</i>
		<i>Practicals (groups)</i>			<i>Tu pm- times tbc</i>	<i>tbc</i>
15	ARCL0111 ARCLG140	<i>Conservation in practice: preventive conservation</i>	<i>James Hales</i>	<i>I</i>	<i>Th 9-11 and</i>	<i>209</i>
		<i>Seminars(commence Week 3) – one of</i>	<i>James Hales</i>	<i>I</i>	<i>Th 1,2 or 3</i>	<i>B13</i>
15	ARCL0112 ARCLG141	<i>Issues in conservation: context of conservation</i>	<i>Renata Peters</i>	<i>I</i>	<i>Tues 9-11 and</i>	<i>410</i>
		<i>Seminars – one of (commencing Teaching Week 2)</i>	<i>Renata Peters</i>	<i>I</i>	<i>Tu times tbc</i>	<i>tbc</i>
15	ARCL0113 ARCLG142	<i>Issues in conservation: understanding objects</i>	<i>Renata Peters</i>	<i>II</i>	<i>Mon 11-1 and</i>	<i>209</i>
		<i>Seminars- groups (Note: times will be discussed at the first session of the course.) –commence Teaching Week 2</i>	<i>Renata Peters</i>	<i>II</i>	<i>Mon pm</i>	<i>tbc</i>
15	ARCL0114 ARCLG143	<i>Morphology and palaeopathology of the human skeleton</i>	<i>Tony Waldron</i>	<i>I</i>	<i>Mon 1-2</i>	<i>612</i>
		<i>Weeks 1-4 Divided into 2 groups</i>			<i>Th 10-5</i>	<i>308</i>
		<i>Weeks 5-11</i>			<i>Th 11-2</i>	<i>612</i>
15	ARCL0115 ARCLG144	<i>Variation and evolution of the human skull (Divided into groups)</i>	<i>Simon Hillson</i>	<i>I</i>	<i>Mon 12-1</i>	<i>612</i>
					<i>Wed 10-5</i>	<i>308</i>
15	ARCL0116 ARCLG145	<i>Dental anthropology (Divided into groups)</i>	<i>Simon Hillson</i>	<i>II</i>	<i>Mon 12-1</i>	<i>612</i>
					<i>Wed 10-5</i>	<i>308</i>
15	ARCL0117 ARCLG146	<i>Methodology and issues in bioarchaeology and palaeoepidemiology (in groups)</i>	<i>Tony Waldron</i>	<i>II</i>	<i>Th 10-1 or 2-5</i>	<i>308</i>
30	ARCL0118 ARCLG148	<i>Collections management and care (slot includes seminars)</i>	<i>Alice Stevenson</i>	<i>I</i>	<i>Tu 2-6</i>	<i>209</i>
15	ARCL0119 ARCLG151	<i>Forensic anthropology- Lectures Practicals (divided into groups)</i>	<i>Carolyn Rando</i>	<i>I</i>	<i>Tues 11-1</i>	<i>209</i>
					<i>Fri 10-5</i>	<i>308</i>
15	ARCL0120 ARCLG158	<i>Maya art, architecture and archaeology</i>	<i>Elizabeth Graham</i>	<i>II</i>	<i>Th 2-4</i>	<i>B13</i>
15	ARCL0121 ARCLG175	<i>Cultural Memory</i>	<i>Beverley Butler</i>	<i>II</i>	<i>Reading week 2</i>	<i>412</i>
30	ARCL0123 ARCLG179	<i>Themes in Palaeoanthropology and Palaeolithic Archaeology</i>	<i>Andy Garrard</i>	<i>I</i>	<i>Mon 11-1</i>	<i>412</i>
				<i>II</i>	<i>Mon 12-2</i>	<i>412</i>
15	ARCL0122 ARCLG176	<i>Archaeology of human evolution in Africa</i>	<i>Ignacio de la Torre</i>	<i>I</i>	<i>Wed 4-6</i>	<i>410</i>
15	ARCL0124 ARCLG183	<i>Evolution of the human brain and behaviour</i>	<i>James Steele</i>	<i>II</i>	<i>Fri 2-4</i>	<i>410</i>
15	ARCL0125 ARCLG184	<i>Zoarchaeology in practice</i>	<i>Louise Martin</i>	<i>I</i>	<i>Mon 10-11</i>	<i>308</i>
					<i>Mon 2-4</i>	<i>308</i>
15	ARCL0126 ARCLG185	<i>Antiquities and the law</i>	<i>Marina Papa Sokal</i>	<i>II</i>	<i>Wed 11-1 and</i>	<i>612</i>
		<i>Seminars (commence Wk 1 – groups will be agreed at lecture)</i>	<i>Marina Papa Sokal</i>	<i>II</i>	<i>Wed 1-2, 2-3 or 3-4</i>	<i>412</i>
15	ARCL0127 ARCLG186	<i>Archaeology and education</i>	<i>Mike Corbishley</i>	<i>I</i>	<i>Wed 11-1</i>	<i>412</i>
15	ARCL0128 ARCLG187	<i>Resources and subsistence</i>	<i>Michele Wollstonecroft</i>	<i>I</i>	<i>Tu 9-11</i>	<i>412</i>
15	ARCL0129 ARCLG188	<i>Environmental archaeology in practice</i>	<i>Louise Martin</i>	<i>II</i>	<i>Wed 9-11</i>	<i>410</i>
15	ARCL0130 ARCLG190	<i>Museum Communication and Audience Engagement: Lectures Seminars</i>	<i>Jonathan Gardner</i>	<i>I</i>	<i>Th 9-11</i>	<i>612</i>
					<i>Th 11-12 or 12-1</i>	<i>209</i>
15	ARCL0131 ARCLG191*	<i>Exhibition Project</i>	<i>Ian Carroll and Hana Morel</i>	<i>II</i>	<i>Th 10-1* and</i>	<i>612</i>
				<i>II</i>	<i>Wed 2-6</i>	<i>B13</i>
15	ARCL0132 ARCLG192	<i>Collections Curatorship Tutorials – small groups, certain weeks</i>	<i>Jonathan Gardner</i>	<i>II</i>	<i>Mon 2-5</i>	<i>209</i>
					<i>Mon 10-11.30 (starting wk 3)</i>	<i>108</i>
15	ARCL0133 ARCLG193	<i>Themes, Thought and Theory in World Archaeology: Foundations</i>	<i>Todd Whitelaw</i>	<i>I</i>	<i>Mon 11-1 or 2-4 or Tu 2-4</i>	<i>410</i>
						<i>410</i>

15	ARCL0134 ARCLG194	<i>Themes, Thought and Theory in World Archaeology: Current Topics</i>	Stephen Shennan	II	Tu 11-1	410
15	ARCL0135 ARCLG195	Aegean prehistory: major themes and current debates	Borja Legarra	II	Tu 9-11	410
15	ARCL0136 ARCLG200	Egyptian Archaeology through the Petrie Museum: an Object-Based Theoretical Approach	Stephen Quirke	I	Fri 9-11	612/ Petrie Mus
15	ARCL0137 ARCLG201	Aztec archaeology and ethnohistory	Elizabeth Baquedano	I	Mon 9-11	412
15	ARCL0138 ARCLG202	Mediterranean world in the Iron Age	Corinna Riva	II	Fri 2-4	209
15	ARCL0140 ARCLG203	Ancient Italy in the Mediterranean	Corinna Riva	II	Mon 2-4	B13
15	ARCL0141 ARCLG205	Mediterranean prehistory	Borja Legarra	I	Th 9-11	B13
15	ARCL0142 ARCLG206	<i>Mediterranean dynamics</i>	Corinna Riva	I	Tu 4-6	412
15	ARCL0144 ARCLG209	<i>Cultural heritage, globalisation and development - lectures</i> <i>Visits (certain weeks – dates tbc)</i>	Jonathan Gardner	II	Tu 4-6 and  tbc	Torrington (1-19) 433  Off site
		<i>Seminar – one of</i>	Jonathan Gardner	II	Wed 9,10,11,12,1	B13
15	ARCL0146 ARCLG218	British and European Prehistory: Neolithic to Iron Age	Mike Parker Pearson	I	Mon 2-4	412
15	ARCL0147 ARCLG226	Themes and debates in Egyptian Archaeology	Claudia Naeser	II	Mon 2-4	412
15	ARCL0148 ARCLG233	Applied Heritage Management	Tim Williams	II	Mon 12-2 + Pracs in reading week	B13
15	ARCL0149 ARCLG234	<i>Critical perspectives on cultural heritage</i>  <i>Visits (dates tbc)</i>	Beverley Butler	I (week 1-5) I (week 7-11)	Tu 4-6  Tu 4-6  Mon pm	Chadwick Building G08  Gordon House 106  Off site
		<i>Seminar – one of</i>	Beverley Butler	I	Wed 11,12, 1, 2 or 3	B13
15	ARCL0151 ARCLG269	Neolithic and early Bronze Age of the Near East: The emergence of villages and urban societies	Karen Wright	I	Wed 11.30- 1.30	209
15	ARCL0152 ARCLG274	Archaeologies of Asia	Yijie Zhuang	I	Fri 12-2	412
15	ARCL0153 ARCLG275	Archaeological heritage management in Asia	Tim Williams	II	Tu 11-1	412
15	ARCL0154 ARCLG277	Archaeology of Buddhism	Julia Shaw	II	Tu 1-3	412
15	ARCL0155 ARCLG278	Social complexity in Early China: from Neolithic to Early Empire	Yijie Zhuang	II	Th 9-11	209
15	ARCL0156 ARCLG281	Funerary archaeology	Mike Parker Pearson	I	Tu 4-6	612
15	ARCL0157 ARCLG313	<i>Archaeology of Egypt and the Near East: a comparative approach</i>	David Wengrow	I	Fri 2-4	209
15	ARCL0158 ARCLG327	<i>Material structure and deterioration of craft materials + Practicals</i>	Caitlin O'Grady	I	Wed 9-11  Tu 4-6	209  615
15	ARCL0159 ARCLG328	Introduction to Ancient Egyptian Language	Stephen Quirke	I	Fri 4-6	209
15	ARCL0082 ARCLG332	Coptic language and culture	Stephen Quirke	II	Mon 9-11	209
15	ARCL0162 ARCLG340	Making and meaning in ancient Greek art	Jeremy Tanner	I	Tu 2-4	British Museum
15	ARCL0164 ARCLG341	Making and meaning in ancient Roman art	Jeremy Tanner	II	Tu 2-4	British Museum
15	ARCL0160 ARCLG338	<i>Archaeological Data Science</i>	Andy Bevan/Mark Lake	I	Th 10-1	322C
15	ARCL0161 ARCLG339	<i>Complexity, Space and Human history</i>	Mark Lake	I	Th 2-4	410

15	ARCL0167 ARCLG345	The Transformation of the Roman Mediterranean	Corisande Fenwick	I	Mon 11-1	209
15	ARCL0169 ARCLG346	<i>Technology within Society</i>	Bill Sillar	I	Tu 11-1	412
15	ARCL0170 ARCLG347	<i>Laboratory and instrumental skills in archaeological science</i>	Mike Charlton	I	Wed 9-11	B13
15	ARCL0171 ARCLG348	<i>Working with artefacts and assemblages</i>	Ulrike Sommer	I II	Th 4-6 Th 11-1	410 410
15	ARCL0172 ARCLG350	Comparative Archaeologies of the Americas I: First Peoples to emerging complexity	Manuel Arroyo-Kalin/ Bill Sillar	I	Fri 9-11	B13
15	ARCL0174 ARCLG352	Nature, culture and the languages of art: theories and methodologies of art interpretation	Jeremy Tanner	I	Wed 9-11	412
15	ARCL0176 ARCLG353	Social and material contexts of art: comparative approaches to art explanation	Jeremy Tanner	II	Wed 9-11	412
15	ARCL0178 ARCLG354	Themes and Debates in Islamic Archaeology and Heritage	Corisande Fenwick	I	Wed 4-6	412
15	ARCL0180 ARCLG355	Archaeologies of the Modern World	Sefryn Penrose	I	Th 4-6	B13
15	ARCL0181 ARCLG356	<i>Advanced Forensic Anthropology</i>  <i>Practicals (divided into groups)</i>	Carolyn Rando	II	Mon 1-2 Tu 10-11 Tu 11-5	612 612 308
15	ARCL0199 ARCLG357	Heritage Ethics and Archaeological Practice in the Middle East and Mediterranean	Corisande Fenwick/Alice Stevenson	II	Th 2-5	209
15	ARCL0189	Sources and social research methods for heritage and archaeology	Rachel King	II	Th 4-6	612
15	ARCL0195	African Heritage	Kevin MacDonald/ Rachel King	II	Th 1-3	612
15	ARCL0188	Comparative Archaeologies of the Americas II : Empires, states and settlement	Manuel Arroyo-Kalin / Bill Sillar	II	Fri 9-11	410

NOTES

Please contact Judy Medrington if you have any queries (email [j.medrington@ucl.ac.uk](mailto:j.medrington@ucl.ac.uk))

Please check here <http://www.ucl.ac.uk/maps/> for more details of locations