

**UCL INSTITUTE OF ARCHAEOLOGY**

**UNDERGRADUATE HANDBOOK**

**INFORMATION FOR**

**BA and BSc STUDENTS 2020-21**

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| **Potential changes in light of the Coronavirus (COVID-19) pandemic** |
| Please note that information regarding teaching, learning and assessment in this degree handbook endeavours to be as accurate as possible. However, in light of the Coronavirus (COVID-19) pandemic, the changeable nature of the situation and the possibility of updates in government guidance, there may need to be changes during the course of the year. UCL will keep current students updated of any changes to teaching, learning and assessment on the Students’ webpages. This also includes Frequently Asked Questions (FAQs) which may help you with any queries that you may have. |

**INTRODUCTION**

This is the Handbook for the following degrees:

* [BA in Archaeology](https://www.ucl.ac.uk/archaeology/study/undergraduate/degrees/ba_bsc_archaeology)
* [BSc in Archaeology](https://www.ucl.ac.uk/archaeology/study/undergraduate/degrees/ba_bsc_archaeology)
* [BA in Archaeology of Egypt and Sudan](https://www.ucl.ac.uk/archaeology/study/undergraduate/degrees/ba_egyptian_archaeology)
* [BA in Archaeology and Anthropology](https://www.ucl.ac.uk/archaeology/study/undergraduate/degrees/ba_archaeology_anthropology)
* [BA in Classical Archaeology and Classical Civilisation](https://www.ucl.ac.uk/archaeology/study/undergraduate/degrees/ba_classical_archaeology)
* [BA in Archaeology with a Year Abroad](https://www.ucl.ac.uk/archaeology/study/undergraduate/degrees/ba_archaeology_ya)
* [BA in Archaeology with a Placement Year](https://www.ucl.ac.uk/archaeology/study/undergraduate/degrees/ba_archaeology_placement_year)
* BA in Egyptian Archaeology

It outlines the aims and objectives, structure and content of the degree.

This handbook should be used alongside the **Institute of Archaeology Student Handbook: https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook**and the **Institute of Archaeology Study Skills Guide: https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide**

These give **essential information** on a range of topics including:

* + Introduction to key staff, facilities and resources at the Institute of Archaeology and at UCL.
  + Course enrolment and attendance requirements
  + Presentation of coursework, word length regulations
  + Citing of sources, use of Turnitin and avoidance of plagiarism
  + Submission of coursework, deadline regulation
  + Granting of extensions for extenuating circumstances
  + Marking criteria for coursework and dissertations
  + Planning and writing dissertations
  + Student feedback and representation
  + Student support and reasonable adjustments

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# AIMS AND OBJECTIVES OF UNDERGRADUATE DEGREES

The aim of the Institute of Archaeology is to provide education of the highest quality in all major aspects of archaeology, in a challenging yet supportive environment, under the supervision of teachers actively engaged in research at the forefront of the field. It offers varied but structured programmes which provide a solid grounding in the field, while allowing students flexibility to satisfy their own interests.

The degrees aim:

* To develop students' understanding of past societies within their cultural, socio-political, economic, historical and environmental contexts.
* To provide training in the method and theory of archaeological practice.
* To help students to develop their knowledge, critical thinking and analytical abilities, together with their interpersonal, communications and decision-making skills.
* To equip graduates with a range of generic and transferable practical skills.
* To provide a 'fast-track' route into professional qualification with the Institute for Field Archaeologists, for future field archaeologists.
* To provide a solid grounding for graduate students continuing their studies in higher education in archaeology.

These aims are pursued and achieved through a programme of study with core elements designed to provide a solid understanding of the history, theories and methods of archaeology. There is a wide range of options offered from which students can define an individual pathway through the programmes, tailored to their specific interests and personal educational objectives.

Upon successful completion of one of the programmes, students will, have:

* Acquired a broad knowledge of past human societies and their development, and detailed understanding of the culture history of specific regions and periods.
* Gained familiarity with a range of archaeological data and how they can be used to construct an understanding of past societies.
* Developed the ability to use a range of subject-specific (archaeological) skills, including varied methods of archaeological data recovery, analysis and interpretation.
* Acquired transferable intellectual skills, such as the ability to organise, analyse, present and interpret complex data; to develop and assess arguments to meet logical and evidential criteria; to communicate ideas coherently, both orally and in writing; to participate effectively in co-operative group work; to work independently; and to manage their own personal study time and work to deadlines.
* Acquired specific transferable practical skills, such as accessing information from bibliographies, bibliographic databases, and the World-Wide Web; familiarity with basic computer applications; familiarity with field and laboratory procedures; and facility with the use of audio-visual equipment.

Students following the specialised degrees in Egyptian Archaeology, Classical Archaeology & Classical Civilisation, and BA in Archaeology & Anthropology, will also acquire subject-specific skills, such as a facility with an ancient language, an appreciation of approaches to historical texts, and an understanding of the perceived legacies of ancient cultures within the Western tradition.

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# 2.. STRUCTURE AND ORGANISATION OF UNDERGRADUATE DEGREES

**Degree structure**

The number of academic staff, the breadth of the Institute's research commitment and the size of its undergraduate and graduate enrolment allow it to offer the widest range of degrees and module options of any archaeology department in the UK.

Coherence throughout the undergraduate degrees is provided by a range of first and second-year core modules which present an up-to-date grounding in the theories and methods of inter-disciplinary archaeological practice, while encouraging the development of reasoning, analytical abilities and critical assessment, as well as the learning of specific skills. With a broad grounding in the subject, students are able to select an increasing proportion of options through their three years, working from the general to the more specialised, as their interests become more focused and informed. The curriculum leads students toward specialisation and detailed knowledge based on a broad understanding of the subject, and to increasing critical independence, enabling them to work with confidence, and challenging them to develop their own approaches to the subject. The individualisation of each student's programme (developed with the advice of their Personal Tutor), culminates in a mandatory third-year report (dissertation), in which they integrate the different approaches, skills, and knowledge from their other modules in an independent research project. Students are also required to be examined in ARCL0059 Field Archaeology in the third year. Most students select their modules from those offered by the Institute, though modules may also be taken from other Departments in UCL, and from other Colleges within the University of London.

**Transfer between degrees**

Students wishing to make changes to their registration status should first discuss their plans with their Personal Tutor or the Academic Administrator, who can explain the options available and help students to make the right decision. Students should also ensure that they read the relevant sections of the UCL Academic Manual before making any requests to change their academic record. Applications must be made in advance of the effective date of change.

Students will have been accepted for a specific degree on the basis of their previous experience, qualifications, personal statement, references. If, on arrival, they think that one of the other degrees may be more suitable to their objectives, they should discuss this with the Co-ordinator of the degree to which they would like to transfer. Transferring from one of the specialised degrees to the more general BA or BSc Archaeology is more straightforward than transferring either from the more general degrees to a specialist BA, or between specialist BA degrees, because teaching in degree-specific required modules will have been missed. A common transfer is from the BA Archaeology to BSc Archaeology, as a student's interests develop during the course of their studies.

Students who have doubts that a degree in archaeology is appropriate for them, and wish to apply to transfer to another Department, or interrupt their studies altogether, should discuss this with their Personal Tutor at the earliest possible opportunity, as the likelihood of a successful application to transfer diminishes rapidly with increasing missed teaching in the Department to which the transfer is desired.

If a student wishes to transfer from one UCL degree programme to another, they must make a formal application. The usual deadline for change of degree programme during the academic session is the end of October each year to be compatible with module selection deadlines, although later transfers may be possible, where the transfer does not affect module selections. Students should log in to their Portico account and complete the online application under the 'C2RS Home' menu. Students are strongly advised to discuss their plan with Judy Medrington and with the departments involved before requesting a change of programme on Portico.

Further information:

* <https://www.ucl.ac.uk/srs/academic-manual/c1/taught-registration/transfers#top>
* <http://www.ucl.ac.uk/current-students/services_2/registration_status>

# 3. MODULES AND MODULE SELECTION

### Choosing Modules

Modules are the individual units of study which lead to the award of credit. Many programmes offer students the opportunity to choose between different modules that they are interested in. However some new students will find they do not need to make selections as all their modules are compulsory.

**Individual modules and workloads**

All undergraduate modules offered by the Institute and by most other Departments at UCL, are either worth 30 or 15 credits. The specific workload for each module should be specified in the individual Module Handbook.

**Core modules and options**

The most general degrees, the BA and BSc Archaeology, have core modules in method and theory which are useful for a broad background in archaeology. The specialist and joint degrees (BA Egyptian Archaeology, BA Classical Archaeology & Classical Civilisation, and BA in Archaeology & Anthropology) have general core modules as well as degree-specific required modules in the specialised area of study. They may also require one module to be selected out of a limited range of modules on offer within the specialised area of the degree. Regardless of how specialised the degree is, there is scope for the selection of some modules outside the area of specialisation, if this is desired.

The regulations for each degree stipulate which required modules must be taken in specific years, and when students must select a certain number of modules from a specified set. These regulations are given for each undergraduate degree in APPENDIX I.

**Selecting individual modules in years 2 and 3**

The Institute of Archaeology offers the widest range of modules of any Department of Archaeology in the UK. In choosing their optional modules, students should think about which modules will explore their existing interests in archaeology yet at the same time expose them to new areas of potential interest, which areas of focus are likely to sustain their interest through the entire module, and how the different modules they select complement each other to create a coherent programme. Their Personal Tutor and individual Module and Degree Co-ordinators can provide advice which may assist them in selecting their optional modules.

While the Institute can offer an exceptionally wide range of modules, through constraints on teaching space and staff time, it does not run all of the possible options every year. Most options are offered in alternate years.

It is also possible to take a module offered by another Department at UCL, or indeed another College of the University of London, though at least half of a student's second and third-year modules should normally be Institute-based. Modules which may relate particularly well with archaeology are available in other Departments of UCL, such as Anatomy and Developmental Biology, Anthropology, Geography, Earth Sciences, Greek and Latin, Hebrew and Jewish Studies, History, Geomatic Engineering, and Biological Sciences. Any students who are interested in such modules in their second or third years should contact the relevant Departmental office for module details and then approach the appropriate Module Co-ordinator to enquire whether it will be possible to register for the module. Students must discuss such plans with their Personal Tutor, particularly bearing in mind that most other students in such a module will have had a different background of modules from their previous years of study, which may better equip them for the module, even if no formal prerequisite is specified.

Students who wish to take a modern language module should contact the Language Centre (CLIE) for information. https://www.ucl.ac.uk/languages-international-education/

# 4.. TEACHING

Teaching is designed to be varied and challenging, through lectures and seminars supplemented by tutorials, demonstrations, material handling sessions, laboratory work, projects, and field-trips, where appropriate. Generic study skills are introduced within the context of core module teaching, while additional training is provided by a series of weekly sessions throughout year 1.

Independent study is an essential part of the learning process, and students are helped in the development of study skills through tutorial sessions which complement the first-year core modules. Most modules involve assessed essays; essays are returned with written feedback designed to help improve future work.

Seminars and tutorials, where students gain experience discussing and debating issues, are integral to many modules. For these to be of value, it is essential that any assigned reading is done before the session - students will tend to benefit in proportion to what they put in to such interactive teaching contexts.

Practicals, whether demonstrations, material handling sessions or laboratory work, are considered essential to familiarise students with the material upon which interpretations are based, and are an integral component of many modules. Most make extensive use of the Institute's excellent teaching collections.

Moodle is UCL's online teaching and learning environment, which is used for nearly all UCL modules. You will find the module handbooks and other information here <https://moodle.ucl.ac.uk/login/> . You will be given the logins by your module tutors.

# 5. TEACHING SUPPORT

In addition to subject-specific teaching in archaeology, the teaching of generic and academic skills is thoroughly embedded in the curriculum of all undergraduate degrees. During the first year, training in some of these skills is pursued more explicitly, to help support the student's work in their assessed modules. This is done through a range of teaching and learning contexts.

**Computing and email**

Essays and other assessed work must be word-processed (unless otherwise specified), and this is a skill which it will benefit a student to pick up sooner rather than later. Information on training is available from the ISD Helpdesk in the DMS Watson Science Library and the Information Services web-site: <www.ucl.ac.uk/is/training/student/>. The IoA IT Manager (ioa-it@ucl.ac.uk) is available to advise on any computing problems students may have.

WEEKLY REVIEWS

FIRST YEAR

At 3pm on Fridays in Term 1 and at 12 noon on Tuesdays in Term 2, the First-Year Tutor will hold a Weekly Review, which all first-year students are expected to attend. The focus of the Review will vary each week - reminders will be given about upcoming events, e.g. particular coursework deadlines, meetings, trips, meetings with Personal Tutors, reminders about tutorials, etc. Sometimes a particularly topical issue will be raised for discussion, for example to brief students on an up-coming part of their programme, discuss particular study skills, or to field questions arising from a particular exercise. Other weeks, there will be no specific topic, but simply a chance to air any problems students would like to raise and discuss, or anything that they want the First-Year Tutor to follow up and report back on.

SECOND AND THIRD YEARS

There will be Weekly Reviews for second and third years at times to be confirmed. You will be given more details by Andrew Reid and Gabe Moshenska

SEMINARS AND PRACTICAL SESSIONS

Regular seminars and practical sessions will be held for all Core Modules. These provide small-group support teaching related directly to topics introduced in the lectures for these modules, but also touch on a range of issues which are relevant to archaeology in general, and include sessions to familiarise students with approaches to the study of archaeological materials.

Any student who will be unable to attend these classes at a specific time in the week (e.g. because they have difficulties with transport, or because of family commitments early or late in the day) should indicate which groups they are unable to attend on the signing-up sheets on the notice board in the Common Room in the basement.

DEGREE TUTORIAL GROUPS

All Institute of Archaeology students are assigned to small tutor groups which will meet fortnightly

These groups will discuss broad-ranging issues, and will not be directly linked to particular modules. Attendance is compulsory, and it is intended that they will help students to draw together the different strands of the module. Time-slots will be agreed with the tutor concerned and the sessions will normally be held in the office of that member of staff.

MENTOR GROUPS FOR FIRST YEARS: TRANSITION MENTORS

The UCL Transition Programme supports new first-year students at UCL, helping them to settle in quickly and achieve their potential. Each first-year student is assigned a Transition Mentor for their first term. Transition mentors are later-year students within each department who work with small groups of students on a weekly basis to help them settle in to UCL and London as well as focussing on academic issues and topics specific to their degree programme. First-year students meet their Transition Mentor during the first week of term at their department’s ‘Meet your Mentor’ session.

More information: <http://www.ucl.ac.uk/transition>

In the second half of the term Peer Assisted Learning (PAL) sessions will take place.

PRACTICE ESSAY

Much of the written work students will be asked to produce during their degree will take the form of essays. Because students may not be familiar with the type of essay required, or may not have written an essay for some time, all first years are asked to submit a practice essay. This exercise is intended to provide practice and build confidence *before* the submission of work which counts towards the final mark for a module. Setting and marking this essay at the very beginning of the programme allows the Tutors to identify those students who would benefit from assistance with essay writing immediately.

# 5. DISSERTATIONS

All Institute degrees have a third-year dissertation. This is a report on independent research, with a maximum length of 10,000 words, in which students integrate the different approaches, skills, and knowledge from their other modules in an independent research project. The submission date for dissertations is the second working day of the second week of Term III. A compulsory meeting is held early in Term II for all second-year students, to introduce the nature and role of the dissertation, and to answer any questions which students may have at that point. A Dissertation Handbook outlines the requirements, provides advice on how to undertake dissertation research, and provides a list of staff and suggestions of projects or areas of research that they would be interested in supervising a dissertation on. Students are not limited to this range of suggestions, and they are advised to begin to discuss possible dissertation subjects with their Personal Tutor and other members of staff, early in Term II of their second year.

Once a focus for research has been defined, a member of staff will be appointed to be the student's Dissertation Supervisor. They will help the student to define the dissertation topic and provide guidance through the main stages of the work. Together, the student and their Supervisor will determine whether there is relevant work the student should undertake (e.g. during the summer between their second and third years), perhaps through fieldwork or studying museum collections, in preparation for their dissertation.

Detailed advice on the preparation of the dissertation, and a recommended timetable for the work, is given in the separate Dissertation Handbook

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# 6. FIELDWORK

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| **Potential changes in light of the Coronavirus (COVID-19) pandemic** |
| Please note that information regarding fieldwork in this degree handbook is subject to adjustment in light of the Coronavirus (COVID-19) pandemic, the changeable nature of the situation and updates in government guidance. It is likely that there will need to be changes during the course of the year. |

Fieldwork is an integral part of an undergraduate degree. All students are normally required to attend the Summer Field Training Course and the Archive Archaeology Course in their first year, and to conduct further fieldwork. Our definition of 'fieldwork' is broad and includes the following categories:

* excavation/field survey/ underwater archaeology
* laboratory work
* museum work
* digital analysis of archaeological data-sets
* reconstruction work/experimental archaeology
* interpretation/presentation
* archive work on collections/finds
* finds processing
* outreach

Due to Covid-19 restrictions on travel and fieldwork, arrangements for fieldwork will be circulated later in the year. However, in normal years students are expected to be able to dedicate some time to fieldwork in the summer vacations of your first and second years, so that you are able to complete the third year module ARCL0059.

The total fieldwork requirement for archaeology students is normally 70 days. This fieldwork must be completed to the satisfaction of the Tutor for Fieldwork, who will base his/her assessment on the project director's reports and the entries in the student's Fieldwork Notebook (see section Record of Completed Fieldwork and Assessment). The forms for fieldwork approval/grant application, director's reports (Student Fieldwork Experience Report) and student feedback are available online.

The remainder of the required period of 70 days fieldwork must involve work on archaeological sites of different types and periods, to provide the student with a suitably wide range of expertise. The definition of 'fieldwork' is broad, in order to give students flexibility and to enable them to complete some work in the winter months if they wish. Some of the categories of work described below can be undertaken at the Institute or online. The following categories have been agreed:

* excavation/field survey
* underwater archaeology
* environmental work
* museum work
* reconstruction work/experimental archaeology
* interpretation/presentation
* work on collections/finds
* finds processing
* digital and archive archaeology

The Field Archaeology module (ARCL0059 Field Archaeology) is a compulsory core module that students complete early in their final year. Normally students enrolled for the BA in Classical Archaeology and Classical Civilisation may opt to take ARCL0060 Field Study Tour instead of ARCL0059.

Fieldwork associated with the preparation of the Third Year Dissertation can also be considered. Such fieldwork must be discussed and approved by your Dissertation Supervisor and the Third Year Tutor; both of whom should sign the Fieldwork Approval/Grant Form.

Please contact the Tutor for Fieldwork if, due to illness or other good reason, you wish to request a waiver of these norms.

ARCL0059: FIELD ARCHAEOLOGY

For completion of the compulsory Third Year 15 credit core module in Field Archaeology you are required to present two pieces of written work. The details of these are available in the course handbook. It is therefore necessary for you to undertake the fieldwork element of this module during your First and Second Year vacations.

CHOOSING A PROJECT

Please look at the details for every project carefully. Please be aware that many projects take place in remote areas with long work hours and minimal personal time. (Also see section Applications to Directors below). Please note that all non-IoA projects must submit a Risk Assessment before we can allow students to work on that project. All projects advertised on the IoA website will have done so. The Fieldwork Tutor will not sign off on any project which has not done so.

CONSULTATION

Students should consult their Personal Tutors and the Tutor for Fieldwork before the end of the Spring Term regarding their plans for the coming summer. Students should also consult the Fieldwork Administrator who can help them complete their forms.

FIELDWORK APPROVAL AND GRANT FORM

Since fieldwork comprises part of the requirements for the degree, all students must complete the joint Approval/Grant Application Form prior to undertaking any fieldwork. Formal approval is needed for every project which is intended to count towards your 70 days (even those where grant aid is not requested); the student's Personal Tutor and the Fieldwork Tutor must approve the project and sign the form. If the project is to count as fieldwork towards the student's Third Year Dissertation, then the Dissertation Tutor should sign to show her approval. (For details about grants see section Grants below).

FIELDWORK SCHEDULE

All undergraduates are normally expected to complete at least 30 days fieldwork during the summer vacation of their First Year. Students are expected to have completed the full 70-day requirement by the beginning of their final year.

CORE MODULES, FIELD TRIPS AND DISSERTATION WORK

Students wishing to take modules that include compulsory fieldtrips/fieldwork (e.g., Archaeological Surveying), or wanting to undertake fieldwork for their third year dissertation, should remember to keep sufficient days' grant available.

FIELDWORK OUTSIDE OF THE UK

In the first summer vacation, undergraduates should normally work in the UK, and will only be allowed to work abroad if the project is run by a member of Institute staff. Second year students who have failed to complete any fieldwork beyond the compulsory modules by the start of their second year are subject to the same restriction.

If students wish to apply for a grant for fieldwork outside of the UK they must adhere to the following guidelines:

* To claim for flight money within Europe you must attend a project for at least 14 days
* To claim for flight money outside of Europe you must attend a project for at least 21 days

Please be aware that you may need vaccinations and visas and will need insurance to work in countries other than the UK. Students are responsible for their own health on any project.

RECORD OF COMPLETED FIELDWORK AND ASSESSMENT

All grant-aided fieldwork, and any other fieldwork that the student would like to submit as part of the compulsory 70 days, must be recorded.

FIELDWORK NOTEBOOK

Guidelines for entries into the Fieldwork Notebook are given on two forms at the back of the Field Notebook, and in the Student Handbook (provided at the start of each year).

* All students are required to keep a continuous record of fieldwork undertaken, as set out in the Guidelines. This should be done on site, preferably, although it is understood that some project directors would rather you filled in your notebook in your own time.
* At the back of the Fieldwork Notebook students are required to keep a Record of Practical Work detailing the type and length of fieldwork undertaken during the course of the degree.
* All Field Notebooks will be checked in the second year and must be handed to the Fieldwork

Administrative Assistant on or before the last Friday before the Term 1 Reading Week. They will also be submitted as part of ARCL0059.

STUDENT FIELDWORK EXPERIENCE REPORTS (Yellow Forms)

It is the student's responsibility to ensure that a Student Fieldwork Experience Report (yellow form), is completed by the director, or site supervisor, of each fieldwork project. The form should be submitted to the Tutor for Fieldwork. Any fieldwork that is grant-aided, and any further fieldwork that is to be counted towards the student's degree, must have a corresponding yellow form.

A record of the fieldwork each student has completed is maintained by Fieldwork Administrator

The Student Fieldwork Experience Report form is used to assess student's fieldwork experience in two ways:

* On site experience and performance. The project director provides an overall grade for the student's performance, comments about the archaeological expertise acquired, and the student's general conduct. All yellow forms are checked by the Tutor for Fieldwork.
* These forms provide evidence to the UCL Board of Examiners that students have completed their fieldwork requirement. Failure to provide this documentation may cause a delay in the award of your degree. Please be sure to take a yellow form with you to each project that you attend.

STUDENT FEEDBACK ON FIELDWORK

Students are also asked to fill in a blue Fieldwork Report Form themselves for each excavation they attend. Please submit these to Charlotte Frearson. The information provided on these forms help to build up a file about archaeological sites and student opportunities (and experiences), for reference by staff and other students.

When applying to the Director of an excavation or other project it is essential that you outline your previous field experience and state clearly that you wish to attend the project as part of your required field training. Please also let them know of any medical condition that you have (medicines may not be always be available), as well as if you have any special dietary requirements, as the director, or the country, may not be able to support this. You will need to hand a Student Fieldwork Experience Report (yellow form) to the project Director on arrival, in order for your work on their site to be assessed.

If you find that, for any reason, you will be unable to attend a project to which you have applied, you should inform the Director of the project immediately. This may enable them to offer your place to another student, and it may be important to their budgeting to know that they cannot rely on your fieldwork grant as a source of income for their project. It is, in any case, a common courtesy to keep them informed, and it will avoid damaging future relations between the Institute and their project. You should also inform the Fieldwork Administrator.

All BA and BSc students are eligible to apply for grants. Grants can be made towards the expenses of attending the compulsory fieldwork, up to a maximum of 70 days. Expenses can include maintenance (at a standard daily rate), travel costs, and the cost of health insurance (if travelling abroad), but the student must be able to show that these expenses are not already being paid by the director of the excavation or the museum. Please Note: If you wish to take an Institute taught module that involves fieldwork, e.g., surveying, please ensure that you hold sufficient days' grant in reserve.

The Institute will make block applications on behalf of all students for funding for the Experimental Archaeology Course and the Archive Archaeology course. When calculating the number of days grant to which you are entitled, please remember to include these days.

HOW AND WHEN TO APPLY FOR A GRANT

* The student must complete a fieldwork approval and grant form for each project.
* The student's Personal Tutor, and the Fieldwork Tutor, must approve the project and sign the form. If the project is fieldwork towards the student's Third Year Dissertation, then the Dissertation Tutor must sign the Approval Form.
* Please make sure that you include a contact address and telephone number for the project, so that you can be contacted in emergencies.
* Students are asked to submit their forms as soon as they have been accepted for a project. Please hand your completed form to the Fieldwork Administrative Assistant and contact them if you have any queries.
* If you are applying for a grant please bear in mind that it can take up to six weeks for a cheque to arrive, therefore apply earlier if necessary. Please also ensure that you are not claiming for days in excess of your 70 days.
* It is not possible to claim grants in retrospect. Grant applications should always be made before you commence your fieldwork.
* Fieldwork grants are not normally available for work undertaken during term time.
* In order to be eligible for support for the cost of a flight, outside of Europe, trips abroad must be of at least 21 days duration.
* In order to be eligible for support for the cost of a flight, inside Europe, trips must be of at least 14 days duration.
* The College has limited funds for fieldwork so students may be unable to obtain the full amount they would like for fieldwork. Students are advised, wherever possible, to arrange to go to sites where subsistence is paid or provided by the organiser of the excavation. Should a student intend to apply for excavation outside the UK it should be remembered that the grant will probably not cover the full cost of living abroad.

RATES OF GRANT

In the 2020-21 session it is expected that fieldwork claims will be paid at the following rates. Receipts will be required for travel costs:

* Maintenance: £20 per day
* Travel: £230 (maximum per trip, including local travel) for Europe, UK, Cyprus and Turkey £335 (maximum per trip, including local travel) for long haul travel.

If students choose to travel by car, they may claim 10p per mile up to the equivalent of the cost of public transport. Students who are living at home whilst undertaking fieldwork may not be eligible for maintenance payments. Receipts will be required.

INSURANCE

All students must have individual health and public liability insurance for each project that they join. Charlotte Frearson will arrange this for the Experimental Archaeology Course and Field Training Course and for other projects for which you submit a grant form.

HEALTH AND SAFETY

If you are planning to work abroad it is essential that you consult your doctor well in advance of departure, and take her/his advice with regard to vaccinations and other medical precautions (e.g., against malaria). You must also seek the advice of the Foreign Office if you are planning to travel to an area of the world which has experienced recent unrest. If you are working within the European Union, and are an UK or EU citizen, remember to obtain an EU Health Insurance Card (EHIC) and take it with you when you go. Also see Appendix XII: Guidelines for Safety on Fieldwork.

Students are reminded that they must ensure that their tetanus vaccinations are up to date at all times.

No student will be permitted to travel for fieldwork, study tours or undergraduate dissertation research to any country on the Foreign and Commonwealth Office's list advising against all travel. Travel to countries on the second 'essential business' list will only be considered where a full risk assessment has been prepared by the student in conjunction with their personal tutor, dissertation supervisor and/or the excavation director. These countries are in general not considered suitable for undergraduate field training. Please check the FCO website at www.fco.gov/travel.

REPORTING PROBLEMS

If a situation about which you are concerned arises whilst you are on fieldwork, you should contact the Fieldwork Tutor, Mark Roberts (mobile number 07803 500321) for advice. Please also email Mark (mark.roberts@ucl.ac.uk), and Charlotte Frearson - c.frearson@ucl.ac.uk / mobile 07341127716

**7. PRIZES**

At the end of each year, four Sessional Prizes are awarded for good performance both in examinations and other aspects of the work of the Institute. These are shared among first and second-year undergraduates.

The Edward Pyddoke Prize is awarded for the best Field Notebook produced by a first-year student.

There are a range of prizes available to final-year students:

* Gordon Childe Memorial Prize: for the best undergraduate student.
* W.F. Grimes Prize: for outstanding work which combines archaeology and the environment. Roy Hodson Prize: for the best final-year dissertation in prehistory.
* Margaret Murray Prize in Egyptology: for distinguished work in Egyptology, involving first-hand study of Egyptian antiquities.
* Bryan Clauson Prize: for the most deserving student studying Roman Archaeology.
* Seton Lloyd Memorial Prize: for undergraduate or postgraduate research in Western Asiatic archaeology.
* Peter Dorrell Book Prize: for the best overall performance in ARCL0035 Archaeological Photography.
* Hellyar Prize: for outstanding contributions to the life and work of the Institute.
* Jonathan Rowe Prize: for outstanding work in human palaeoecology
* Irene Sala Prize: for outstanding work in lithic studies
* Peter Ucko Prize: for outstanding academic achievement in Archaeology and Anthropology
* Norah Moloney Prize for Fieldwork: for outstanding fieldwork
* Norah Moloney Prize for Palaeolithic Archaeology

**8. DEGREE STRUCTURES**

The Institute is responsible for the running of the following BA/BSc degree programmes.

Modules which are compulsory for students registered for each degree are indicated below.

|  |  |  |
| --- | --- | --- |
| **BA in Archaeology**  Co-ordinator: Mark Roberts  YEAR 1 |  |  |
| ARCL0002 World Archaeology: the Deep History of Human Societies |  | 30 credits |
| ARCL0006 Introduction to Social Anthropology |  | 15 credits |
| ARCL0010 Introduction to Archaeology |  | 15 credits |
| ARCL0011 Field Methods |  | 15 credits |
| ARCL0012 Sites and Artefacts |  | 15 credits |
| ARCL0013 People and Environments  And one of the following: |  | 15 credits |
| ARCL0001 Introduction to Roman Archaeology |  | 15 credits |
| ARCL0005 Introduction to Greek Archaeology |  | 15 credits |
| ARCL0007 Intro. to Egyptian & Ancient Near Eastern Archaeology 15 credits ARCL0008 Introduction to European Prehistory 15 credits  ARCL0009 Texts in Archaeology 15 credits | | |

YEAR 2

ARCL0037 Interpreting Archaeological Evidence 15 credits

ARCL0038 Research and Presentation Skills 15 credits

ARCL0026 Public Archaeology 15 credits

ARCL0030 Current Issues in Archaeological Theory 15 credits

At least one 15 credit Science/Skills option , At least one 15 credit World Archaeology option

30 further credits - chosen from a range of options in consultation with the student's Personal Tutor.

YEAR 3

ARCL0047 Dissertation 30 credits

ARCL0059 Field Archaeology 15 credits

ARCL0077 Archaeology in the World 15 credits

At least one 15 credit Science/Skills option , At least one 15 credit World Archaeology option

30 further credits - chosen from a range of options in consultation with the student's Personal Tutor.

**BSc** **in Archaeology** Co-ordinator: Dr Rhiannon Stevens

|  |  |  |
| --- | --- | --- |
| YEAR 1  ARCL0002 World Archaeology: the Deep History of Human Societies |  | 30 credits |
| ARCL0006 Introduction to Social Anthropology |  | 15 credits |
| ARCL0010 Introduction to Archaeology |  | 15 credits |
| ARCL0011 Field Methods |  | 15 credits |
| ARCL0012 Sites and Artefacts |  | 15 credits |
| ARCL0013 People and Environments  And one of the following: |  | 15 credits |
| ARCL0001 Introduction to Roman Archaeology |  | 15 credits |
| ARCL0005 Introduction to Greek Archaeology |  | 15 credits |
| ARCL0007 Intro. to Egyptian & Ancient Near Eastern Archaeology 15 credits ARCL0008 Introduction to European Prehistory 15 credits  ARCL0009 Texts in Archaeology 15 credits | | |

YEAR 2

ARCL0037 Interpreting Archaeological Evidence 15 credits

ARCL0038 Research and Presentation Skills 15 credits

ARCL0043 Applications of Archaeological Science 15 credits

ARCL0030 Current Issues in Archaeological Theory 15 credits

At least one 30 credit Science/Skills option , At least one 15 credit World Archaeology option

15 further credits - chosen from a range of options in consultation with the student's Personal Tutor.

YEAR 3

ARCL0047 Dissertation 30 credits

ARCL0059 Field Archaeology 15 credits

ARCL0077 Archaeology in the World 15 credits

At least one 30 credit Science/Skills option , At least one 15 credit World Archaeology option

**BA in Egyptian Archaeology** Coordinator Dr Claudia Naeser

YEAR 1

ARCL0002 World Archaeology: the Deep History of Human Societies 30 credits

ARCL0007 Introduction to Egyptian and Ancient Near Eastern Archaeology 15 credits

ARCL0009 Texts in Archaeology 15 credits

ARCL0010 Introduction to Archaeology 15 credits

ARCL0011 Field Methods 15 credits

ARCL0012 Sites and Artefacts 15 credits

ARCL0013 People and Environments 15 credits

YEAR 2

ARCL0038 Research and Presentation Skills 15 credits

ARCL0020 Archaeology of Ancient Egypt 30 credits

ARCL0030 Current Issues in Archaeological Theory 15 credits

ARCL0044 Introduction to Ancient Egyptian Language 15 credits

Additional Egyptian language course 15 credits

30 credits of Archaeology options

YEAR 3

ARCL0047 Dissertation 30 credits

ARCL0059 Field Archaeology 15 credits

ARCL0077 Archaeology in the World 15 credits

At least 45 credits of Archaeology options

15 further credits - chosen from a range of options in consultation with the student's Personal Tutor.

**BA in Classical Archaeology and Classical Civilisation** Co-ordinator: Dr Eva Mol

YEAR 1

ARCL0004 World Archaeology (ii): From early states to globalization 15 credits

ARCL0010 Introduction to Archaeology 15 credits

ARCL0011 Field Methods 15 credits

ARCL0012 Sites and Artefacts 15 credits

Ancient Language (Greek or Latin) 30 credits

And two of the following:

ARCL0001 Introduction to Roman Archaeology 15 credits

ARCL0005 Introduction to Greek Archaeology 15 credits

ARCL0009 Texts in Archaeology 15 credits

YEAR 2

ARCL0038 Research and Presentation Skills 15 credits

ARCL0030 Current Issues in Archaeological Theory 15 credits

30 credits from Greek and Roman Archaeology options (normally at least one of the following)

ARCL 0017 Greek Art and Architecture 15 credits

ARCL 0018 Roman Art and Architecture 15 credits

At least 45 credits from ancient languages, Archaeology, or Ancient World Studies options

15 further credits chosen from a range of options in consultation with the student's Personal Tutor.

YEAR 3

ARCL0047 Dissertation 30 credits

ARCL0059 Field Archaeology OR 15 credits

ARCL0060 Field Study Tour 15 credits

ARCL0077 Archaeology in the World 15 credits

At least 45 credits from Greek and Roman Art/Archaeology /Classical World (Archaeology/Literature/ancient language/history) options

Up to 15 further credits - chosen from a range of options in consultation with the student's Personal Tutor.

**BA in Archaeology with a Year Abroad** Co-ordinator Prof Elizabeth Graham

|  |  |  |
| --- | --- | --- |
| YEAR 1 |  |  |
| ARCL0002 World Archaeology: the Deep History of Human Societies |  | 30 credits |
| ARCL0006 Introduction to Social Anthropology |  | 15 credits |
| ARCL0010 Introduction to Archaeology |  | 15 credits |
| ARCL0011 Field Methods |  | 15 credits |
| ARCL0012 Sites and Artefacts |  | 15 credits |
| ARCL0013 People and Environments  And one of the following: |  | 15 credits |
| ARCL0001 Introduction to Roman Archaeology |  | 15 credits |
| ARCL0005 Introduction to Greek Archaeology |  | 15 credits |
| ARCL0007 Intro. to Egyptian & Ancient Near Eastern Archaeology 15 credits ARCL0008 Introduction to European Prehistory 15 credits  ARCL0009 Texts in Archaeology 15 credits | | |

YEAR 2

ARCL0037 Interpreting Archaeological Evidence 15 credits

ARCL0038 Research and Presentation Skills 15 credits

ARCL0026 Public Archaeology 15 credits

ARCL0030 Current Issues in Archaeological Theory 15 credits

At least one 15 credit Science/Skills option , At least one 15 credit World Archaeology option

30 further credits - chosen from a range of options in consultation with the student's Personal Tutor.

YEAR 3 Year abroad\*

YEAR 4

ARCL0047 Dissertation 30 credits

ARCL0059 Field Archaeology 15 credits

ARCL0077 Archaeology in the World 15 credits

At least one 15 credit Science/Skills option , At least one 15 credit World Archaeology option

30 further credits - chosen from a range of options in consultation with the student's Personal Tutor.

\*This year is not included in classification

**BA in Archaeology and Anthropology** Co-ordinators: Prof David Wengrow and Prof Haidy Geismar

YEAR 1

|  |  |
| --- | --- |
| ARCL0010 | Introduction to Archaeology 15 credits |
| ARCL0011 | Field Methods 15 credits |
| ARCL0012 | Sites and Artefacts 15 credits |
| ARCL0014 | World Archaeology: an outline of the Deep History of Human Societies  15 credits |
| ANTH0001 | [Introduction to Material and Visual Culture](http://www.ucl.ac.uk/anthropology/degree_programmes/outline.php?ID=1)  30 credits |
| ANTH0004 | Introductory Social Anthropology I 15 credits |
| ANTH0010 | Introduction to Biological Anthropology II 15 credits |

YEAR 2

ARCL0038 Research and Presentation Skills 15 credits

ARCL0030 Current Issues in Archaeological Theory 15 credits

ANTH0013 [Introduction to Theoretical Perspectives in Social Anthropology and Material Culture](http://www.ucl.ac.uk/anthropology/degree_programmes/outline.php?ID=54)  15 credits

At least 30 credits from Archaeology options, At least 30 credits from Anthropology options

15 credits free option in Archaeology, Anthropology or a related subject

YEAR 3

ARCL0047 Dissertation 30 credits

ARCL0059 Field Archaeology 15 credits

ARCL0077 Archaeology in the World 15 credits

At least 45 credits in Archaeology or Anthropology

15 further credits chosen from a range of options in consultation with the student's Personal Tutor.

**BA in Archaeology with a Placement Year** Co-ordinator: Dr Bill Sillar

YEAR 1

|  |  |  |
| --- | --- | --- |
| ARCL0002 World Archaeology: the Deep History of Human Societies |  | 30 credits |
| ARCL0006 Introduction to Social Anthropology |  | 15 credits |
| ARCL0010 Introduction to Archaeology |  | 15 credits |
| ARCL0011 Field Methods |  | 15 credits |
| ARCL0012 Sites and Artefacts |  | 15 credits |
| ARCL0013 People and Environments  And one of the following: |  | 15 credits |
| ARCL0001 Introduction to Roman Archaeology |  | 15 credits |
| ARCL0005 Introduction to Greek Archaeology |  | 15 credits |
| ARCL0007 Intro. to Egyptian & Ancient Near Eastern Archaeology 15 credits ARCL0008 Introduction to European Prehistory 15 credits  ARCL0009 Texts in Archaeology 15 credits | | |

YEAR 2

ARCL0037 Interpreting Archaeological Evidence 15 credits

ARCL0038 Research and Presentation Skills 15 credits

ARCL0026 Public Archaeology 15 credits

ARCL0030 Current Issues in Archaeological Theory 15 credits

At least one 15 credit Science/Skills option , At least one 15 credit World Archaeology option

30 further credits - chosen from a range of options in consultation with the student's Personal Tutor.

YEAR 3 Placement Year\*

YEAR 4

ARCL0047 Dissertation 30 credits

ARCL0059 Field Archaeology 15 credits

ARCL0077 Archaeology in the World 15 credits

At least one 15 credit Science/Skills option , At least one 15 credit World Archaeology option

30 further credits - chosen from a range of options in consultation with the student's Personal Tutor.

\*not included in classification

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# 9. STAFF AND RESEARCH SPECIALISATIONS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ALTAWEEL Mark PhD | | | | Reader | | Near Eastern archaeology, GIS applications, computational approaches to archaeology |
| ARROYO-KALIN Manuel PhD | | | | Associate Professor | | Historical ecology; landscape history; South American pre-Columbian history and archaeology. |
| BEVAN Andrew PhD | | | | Professor | | Value theory; GIS applications; the Bronze Age eastern Mediterranean. |
| BRIDGE Martin PhD | | | | Lecturer | | Dendrochronology; use of living trees and historical timbers to aid analyses; responses of trees to environmental change; investigation of methodologies for tree ring dating. |
| BROOKES Stuart PhD | | | | Lecturer | | Development of towns, particularly ports and strongholds. Databasing and quantitative analysis of inter-disciplinary data. Geographical approaches to state formation. Archaeology of SE England |
| BUTLER Beverley PhD | | | | Reader | | Cultural heritage; museum studies: cultural rights; heritage myth and memory; maritime and museum history; landscape; cultural revivalism; Alexandrian and Egyptian cultural heritage. |
| CHARLTON Mike PhD | | | | Lecturer | | Archaeometallurgy, iron smelting in Sudan |
| FENWICK, Corisande PhD | | | | Associate Professor | | Roman, Late Antique and Islamic archaeology & history; North Africa and the Mediterranean in the 1st millennium AD; comparative empire and state formation. |
| FULLER Dorian PhD | |  | | Professor | | Archaeobotany; early agriculture; South Asian archaeology; Nubian archaeology. |
| FREESTONE Ian PhD | |  | | Professor | | Technology and production of glass, ceramics and metals, structure and microscopy of early materials |
| GARDNER Andrew PhD | |  | | Senior Lecturer | | Roman Empire; archaeological perspectives on social agency and identity. |
| GARRARD Andrew PhD | | Reader | | | | Early prehistory of Western Asia; behavioural changes relating to the origin of modern humans; origins of cultivation and pastoralism; palaeoenvironmental reconstruction; faunal analysis. |
| GRAHAM Elizabeth PhD | | Professor | | | | Maya archaeology; Spanish colonial period; coastal adaptations; Belize; Cuba; urban environments and ecology. |
| HARRISON Rodney PhD | | Professor | | | | Archaeology and colonialism; global heritage; archaeology of the contemporary past |
| HAMILTON Sue PhD | | Professor | | | | Landscape archaeology, archaeology of Rapa Nui, European  prehistory, particularly first millennium BC; technological analysis of prehistoric pottery; |
| HILLSON Simon PhD | | Professor | | | | Bioarchaeology; dental anthropology and dental palaeopathology; palaeohistology and palaeopathology in humans and other mammals. |
| KING Rachel DPhil | | Lecturer | | | | Archaeologies of the recent and contemporary past in southern Africa, particularly in marginal environments, and addressing the construction of epistemic categories such as disorder, outlaws, resistance, and heritage through innovative methodological and theoretical frameworks. |
| LAKE Mark PhD | | Senior Lecturer | | | | Development and use of quantitative and computational methods for studying the past, especially agent-based computer simulation and geographical information systems. |
| LEGARRA HERRERO Borja PhD Lecturer | | | | | | Socio-political change in the Mediterranean, 5th - 1st Millennia BC,  State formation on Bronze Age Crete, later prehistory of South East  Spain, Knossos Urban Landscape Project |
| LOCKYEAR Kris PhD | | | | Senior Lecturer | | Late Iron Age and Roman archaeology, including numismatics; East European (especially Romanian) history and archaeology; ethnicity and nationalism; field methods; statistics in archaeology; typesetting and publication. |
| MACDONALD Kevin PhD | | | | Professor | | History and prehistory of the peoples of West Africa (including the Diaspora). |
| MACPHAIL Richard PhD | | | | Senior Research Fellow | | Soil micromorphology of archaeological soils and sediments. |
| MARTIN Louise PhD | | | | Reader | | Vertebrate zooarchaeology; animal behaviour and ecology; the role of animals in past societies, focusing on prehistoric Western Asia. |
| MOL Eva PhD | | | | Associate Lecturer | | Mediterranean archaeology, Greek and Roman art |
| MOSHENSKA Gabe PhD | | | | Associate Professor | | Archaeology, anthropology and history of modern conflict; community archaeology; public archaeology; history and philosophy of archaeology |
| MOUSSOURI Theano PhD | | | | Associate Professor | | Museum education and communication; exhibition development. |
| NAESER Claudia DPhil | | | | Lecturer | | Archaeology of Egypt and Nubia from prehistory to Islam, funerary archaeology, the social and political dimensions of archaeological practice; the production, appropriation and consumption of archaeological heritage places in the contemporary world. |
| OLIVER José PhD | | | | Reader | | Archaeology of Latin America; complex 'chiefdom' societies in the Caribbean and South America; origins of agriculture and paleoeconomic systems in the South American neotropical forests; . |
| PARKER PEARSON Mike PhD | | | | Professor | | The archaeology of death; later prehistory of Britain and Northern Europe; the archaeology of Madagascar and the western Indian Ocean  Deindustrialisation, Cultural Heritage, Site Management |
| PERRING Dominic PhD | | | | Professor | | Archaeology of Urban societies, management of the urban archaeological resource, cities of the Roman Empire. |
| PETERS Renata PhD | | | | Associate Professor | | Technology and conservation of ethnographic artefacts. |
| POPE Matt PhD Princ Research Associate Palaeolithic archaeology, the interpretation of archaeological datasets, Archaeology of Human Evolution  QUINN Patrick PhD PrincResearch Fellow Materials analysis, ceramic petrography, prehistoric Mediterranean  QUIRKE Stephen PhD Professor History of institutionalisation in Bronze Age Egypt: communications  technologies (manuscript/inscription); collections formation in history of science.  RADIVOJEVIC Miljana PhD Lecturer Eurasian Prehistory, Archaeological Sciences (Materials Science), | | | | | | | |
|  | | | archaeometallurgy, evolution of metallurgical craftsmanship | | | | |
| RANDO, Carolyn PhD | | | Lecturer Forensic Anthropology, Bioarchaeology and Biological Anthropology, | | | | |
|  | | |  | | | Skeletal biomechanics, Paleopathology and Palaeoepidemiology, Biomechanical adaptation of the jaw, Dental Anthropology and Bioarchaeology of Japan. | |
| REHREN Thilo Dr.-Ing. habil. | | | Professor | | | Archaeological materials (metal, glass, ceramic): reconstruction of hightemperature processes; integration of such processes in archaeological contexts. | |
| REID Andrew PhD |  | | Senior Lecturer | | | Archaeology of Eastern and Southern Africa; livestock and complex societies; historical archaeology . | |
| REYNOLDS Andrew PhD |  | | Professor | | | Early medieval archaeology of NW Europe, archaeology of standing buildings, methodologies employed in archaeology of documented periods | |
| RIVA Corinna PhD |  | | Associate Professor | | | Mediterranean Archaeology | |
| ROBERTS Mark BA |  | | Senior Research Fellow | | | Palaeolithic southern Britain; excavation of Boxgrove, West Sussex. | |
| SCHADLA-HALL Tim MA |  | | Reader | |  | Public archaeology; museums management; archaeology and the law; illicit antiquities; country houses; the early mesolithic in North-west Europe. | |
| SHAW Julia PhD |  | | Associate Professor | |  | Archaeology of South Asia; urbanisation, social and religious change; ancient water management; ritual landscapes; archaeology, religion and politics. | |
| SHENNAN Stephen PhD |  | | Professor | |  | Archaeological theory; European Neolithic and Bronze Age. | |
| SHIPTON Ceri PhD |  | | Lecturer | |  | Palaeolithic archaeology, cognitive archaeology, lithic technology, human dispersals. | |
| SILLAR Bill PhD |  | | Senior Lecturer | |  | Archaeology and ethnography of the Andes; ceramics; material culture and technology; ethnoarchaeology. | |
| SOMMER Ulrike PhD |  | | Senior Lecturer | |  | European Neolithic; public archaeology. | |
| SPARKS Rachael PhD |  | | Associate Professor | |  | Bronze and Iron Age archaeology of the Near East; collections. | |
| STEELE, James PhD |  | | Professor | | Hunter-gatherer behaviour and archaeology; peopling of the Americas; archaeology and history of highland Scotland; archaeological theory. | | |
| STEVENS Rhiannon DPhil | Lecturer | | | | Developing isotope analysis methodologies, the influence of climate on past human societies, Investigating the effects of climate and physiology on animal body isotopic values, Reconstructing the diet of past human and animal population through bimolecular techniques | | |
| STEVENSON, Alice PhD | Associate Professor | | | | Museum collections and archives, histories of museums and archaeology, Egyptian archaeology, Predynastic Egypt and Nubia, burial rituals, social identities and material engagement. | | |
| SULLY Dean PhD | Lecturer | | | | Conservation of organic materials. | | |
| TANNER Jeremy PhD | Professor | | | | Greek and Roman art and architecture; sociology of art; art theory and criticism; comparative historical studies of art and religion. | | |
| WATTS Rebecca PhD | Lecturer | | | | The developmental origins of health and disease hypothesis in application to archaeological populations; pubertal development in medieval England; chronic childhood illnesses and their effect on pubertal development and adult health; metabolic diseases in postmedieval children | | |
| WENGROW David PhD | Professor | | | | Archaeology of the Middle East and neighbouring regions; conceptualising East-West interaction; approaches to material culture, art and aesthetics; history of archaeology and anthropology. | | |
| WHITELAW Todd PhD | Professor | | | | Aegean archaeology; landscape archaeology; ethnoarchaeology; complex societies; ceramics; archaeological method and theory. | | |
| WILLIAMS Tim BA | Associate Professor | | | | Project management; Roman urbanism | | |
| WRIGHT Katherine PhD | Associate Professor | | | | Archaeology of the Levant and southern Anatolia; neolithic societies;. trade and early urbanism; food processing and prehistoric diet; anthropological approaches to archaeology | | |
| ZHUANG Yijie PhD | Associate Professor | | | | Geoarchaeology; Early Agriculture, Ecological Diversity and Landscape Change in the Early Neolithic of North China | | |