



University
of Glasgow

ARCHAEOLOGY

HONOURS ARCHAEOLOGY

COURSE HANDBOOK

2011 - 2012

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ABOUT HONOURS ARCHAEOLOGY

This handbook will be available on moodle (on the Honours Information and discussion forum) and the Archaeology website and all students will be notified of any necessary changes during the session.

Archaeology may be taken as a Single Honours subject MA or BSc. MA and BSc students are differentiated by slightly different course pathways (see page 6), with a more science-based emphasis for BSc students (i.e. a requirement to take more group B courses).

Archaeology may also be taken as a MA Joint Honours subject in combination with virtually any subject allowed by the timetable. Typical combinations include Archaeology/History, Archaeology/Scottish History, Archaeology/Classics, Archaeology/Celtic, Archaeology/Geography, but in the past students have also received degrees in Archaeology/English Literature, Archaeology/English Language, Archaeology/History of Art, Archaeology/Hebrew, Archaeology/Music, Archaeology/Religious Studies, and Archaeology/Mathematics for example. Archaeology may also be taken as a BSc Combined Honours subject but with a more restricted range– currently Archaeology/Earth Science and Archaeology/Geography. Finally, Archaeology can be taken as a Joint Honours subject in combination with subjects such as Anthropology or Business & Management, for example.

All students, Single and Joint Honours, take the same core courses in Archaeology which means the general aims and learning outcomes of the archaeology components for both degree programmes are broadly the same. Joint Honours students, by virtue of choosing to study archaeology with a second subject, will have less opportunity to broaden and deepen their experience of archaeology through the optional courses.

Please note: Throughout this handbook, Junior and Senior Honours may be abbreviated to Level 3H and 4H respectively.

Aims

The aims of the Honours programme are:

- To provide a strong grounding in the methods of, and approaches to, modern archaeology, and to demonstrate their application across a wide chronological, geographical and cultural range;
- To develop a critical understanding of human activity in past societies and its effects;
- To foster an understanding of the complexity of the relationship between social, political, cultural, economic and environmental processes and the role of material culture at different temporal and spatial scales;
- To offer a range of opportunities and contexts for students to develop essential skills of analysis, research, presentation and communication, as well as IT skills and qualities of teamwork and initiative.

Intended Learning Outcomes (ILOs)

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas.

Knowledge and Understanding

By graduation, a student should have acquired knowledge and understanding of:

1. the complexity and diversity of human material culture
 - having studied the archaeology of selected geographical regions and chronological periods
 - having demonstrated an understanding of the complex relationship between material culture and human societies
2. the acquisition and interpretation of archaeological data
 - having studied the range of methods by which data are acquired and analysed

- having demonstrated a range of practical field and laboratory skills through personal involvement in the recovery of primary archaeological data
3. the theoretical basis of archaeology
 - having studied the development of the discipline and the variety of approaches to interpreting the past, including the social, political and cultural contexts within which they operate
 - having demonstrated an understanding of the theoretical concepts underpinning our reconstructions of the past
 4. the time-depth factor in the development of the landscape
 - having studied the complex interrelationships between social, political, cultural, economic, and environmental processes in the creation of the archaeological record
 - having demonstrated an understanding of the factors determining the creation and survival of the archaeological record in terms of artefacts, sites, and landscapes, and their contexts.

Skills and Other Attributes

Subject-specific/practical skills

By graduation, a student should be able to demonstrate:

1. A significant range of field archaeology techniques and skills in related areas of applied archaeology such as
 - Competency in field methods incorporating survey, excavation, and post-excavation
 - Collaborative teamwork and effective team membership during field and allied experience
 - Appreciation of the importance of health and safety measures and responsibilities in the field and laboratory.
2. An understanding of the social, political and ethical issues surrounding the practice of archaeology and interpretation of archaeological data that involves a
 - Knowledge of the discovery, identification, mapping and excavation of archaeological sites and landscapes.
3. An ability to assemble coherent research proposals and project designs
 - Locate, retrieve, assemble and organise information using appropriate technologies
 - Select and apply appropriate analytical techniques and test hypotheses
 - Carry out independent research and communicate findings appropriately.

Intellectual skills

By graduation, a student should be able to:

1. Apply appropriate scholarly, theoretical, and practical concepts to archaeological problems in order to
 - Demonstrate the use of appropriate tools and techniques to answer research questions
 - Demonstrate ability to debate issues in archaeological theory, method and practice with due regard for other standpoints
 - Critically reflect on the dynamic, plural and contested nature of archaeological knowledge.
2. Find, extract, organise and evaluate information from primary and secondary sources in order to
 - Demonstrate critical and effective use of information retrieval skills
 - Demonstrate problem-solving through the critical analysis of complex data sets
 - Demonstrate the ability to synthesise and interpret information and ideas.
3. Communicate information and ideas in an effective and accessible manner, i.e.
 - Produce logical and structured arguments
 - Make effective oral presentations, employing appropriate technology
 - Prepare effective written presentations, employing appropriate technology.

Transferable/key skills

By graduation, a student should be able to demonstrate:

1. Good written and oral communication skills including
 - Capacity to engage and participate in discussion within groups
 - Capacity to construct coherent, lucid and accurate written responses to pre-determined specifications
 - Ability to make effective use of appropriate communications and information technology resources.
2. Initiative and self-reliance, through
 - Good self-management skills
 - Effective independent study
 - Working effectively as a contributing member of a team.
3. Ability to design and implement a programme of independent research that involves
 - Working to defined objectives within the limits of time and/or resources
 - Critical analysis and problem-solving using complex data sets

Entry Requirements

Subject to the appropriate regulations, entry into the two-year Honours Archaeology programme is at the discretion of the Head of Subject and requires 40 Archaeology credits at Level 1 and 60 Archaeology credits at Level 2 which must include *The Archaeology of Europe and the Mediterranean* (9ZAV), *Field Archaeology in Theory and Practice* (9CRV) and **either** *Analytical Archaeology* (0AJV) in the case of Science students, **or** *Interpreting Archaeology* (9CSV) in the case of Arts students. Students should normally have achieved a C average for those Level 2 courses, obtained without recourse to resits. Also, all students **must have completed at least 15 days of fieldwork** experience and preferably at least 25 days before entering Junior Honours (see Fieldwork section below). This will normally entail attendance at the Field School prior to entry to Junior Honours.

In exceptional circumstances students who have already completed one year at University before taking Level 1 Archaeology may gain entry into Honours as a result of outstanding performance at Level 1, but are required to attend the appropriate Level 2 courses (selected in consultation with the Honours Convenor) in their Junior Honours year.

Applications for entry to Honours must be made on the appropriate form (available from the Archaeology Office and returned **no later than Monday 13th June 2011**). You will be informed of the progress of your application during the summer.

Availability of Taught Courses

Other than the core courses (Group A), which run every year for Junior Honours, taught courses are offered on a two-year cycle. As far as possible when putting together an individual curriculum, student preferences are taken into account, but not all optional courses are necessarily available in any two year cycle. In addition, no course will be run for less than 5 students, and there are usually maximum limits on the numbers that can be accepted for all courses. Brief outlines of the courses offered are provided in this handbook, but the member of staff responsible may be consulted for fuller details of any particular course. All courses are subject to the availability of staff to teach them, and we reserve the right to withdraw courses due to unforeseen circumstances. Course preferences must be specified on the application form for Honours. **It is very important that you include some reserve courses on your application form because of the possibility that courses may be withdrawn or under subscribed.**

Note that Joint Honours students have no choice of courses in their Junior Honours year. They do only the core courses (see degree pathways on page 6) **plus the Mini Portfolio.**

All course selections must be approved by the Head of Subject, and you will be informed of the progress of your application during the summer. Any late applications (including those from re-sit candidates) will be subject to availability of places on the courses. **No change in choice of courses will normally be accepted after the end of week 3 in semester 1.**

With the agreement of the Head of Subject, up to 3 appropriate courses (no more than 60 credits) may be taken by Single Honours and 2 courses (no more than 40 credits) by Joint Honours in other Subjects over the two Honours years. They include the following when available: HATII (Humanities Advanced Technology and Information Institute) 30-credit courses: Multimedia Analysis and Design; 2D Digitisation, Theory and Practice; Databases for the Humanities; and Heritage and Cultural Informatics.

With the agreement of the relevant Convenor, students may sit in on additional courses for information only.

Degree Pathways for Honours Archaeology

	Single Hons MA	Single Hons BSc	Joint Hons MA	Combined Hons BSc
Required no. of taught courses	8	8	5	5
... from group A	2	2	2	2
... from group B	at least 1	at least 2	optional	2
... from group C	at least 3	at least 1	at least 2	1
Optional courses taken in 3H	2	2	0	0
[Total taught courses taken in 3H]	[4]	[4]	[2]	[2]
Optional courses taken in 4H	4	4	2 or 3 see note 1	2 or 3 see note 1
[Total taught courses taken in 4H]	[4]	[4]	[2 or 3]see note 1	[2 or 3]see note 1
Dissertation (L4 credits)	yes (=40 credits)	yes (=40 credits)	see note 1	see note 1
Portfolio (L3 credits)	yes (=40 credits)	yes (=40 credits)	yes (=20 credits)	yes (=20 credits)
Fieldwork (total in years 1-4)	11 weeks	11 weeks	7 weeks	7 weeks

Note 1: For both MA and BSc Joint Honours students, a significant piece of independent work (normally a Dissertation) **must** be undertaken in **one** of the subject areas of joint degrees; the dissertation credits cannot be shared between subject areas. For MA students, an archaeological dissertation may be undertaken in place of 1 taught optional course. For BSc students, provision for a significant piece of independent work is normally incorporated into the combined degree programme. For both BSc (combined) and MA (joint) students, at the discretion of the Head of Subject, an archaeology dissertation may be presented in place of 1 taught optional course (normally Group C).

Group A = Core Courses (taken in Junior Honours year)

Group B = Optional courses: Methods and Practice

Group C = Optional courses: Culture and Society

Dissertation

Convenor: TBC

In order to fulfil University degree regulations, all Single Honours Archaeology students must write a dissertation which has the value of 40 credits within Senior Honours and all Joint/Combined students must write a dissertation which normally has the value of 20 credits in one or other of their Senior Honours subject areas. The dissertation topic, normally with one agreed supervisor, must be established by the end of the second semester of the Junior Honours year. You are expected to make substantial progress with the work for your dissertation over the summer vacation, particularly if it involves fieldwork. The dissertation should be handed in by the first day after the Easter vacation **of the Senior Honours year**.

Detailed information on the dissertation including advice on production and format, and regulations on submission procedures are set out in Appendix 1..

Portfolio of Practical Work

Convenor: TBC

All Single Honours students must prepare a Portfolio of Practical Work, which has the value of 2 courses (40 credits). The Portfolio is undertaken as part of the Junior Honours curriculum. All Joint Honours students must prepare a 'mini-portfolio' with the value of 1 course (20 credits). A significant proportion of the Portfolio teaching is undertaken on the Archaeology Field School. Students who choose not to attend the Field School must therefore ensure they receive equivalent training to enable them to complete the Portfolio elements. Additional compulsory classes will be held during Semester 1 of the Junior Honours year, largely in the Orientation week.

The Portfolio consists of:

1. an aerial photograph transcription (5 credits);
2. a survey component (10 credits) consisting of a topographic **or** a geophysical survey **or** a standing building survey **or** a walkover survey;
3. an excavation component (10 credits) consisting of 4 elements: a) the drawing of a section, plan or artefact; b) a Harris Matrix; b) an artefact study or a data exercise; and d) completion of context sheets with related excavation photographs;
4. a fieldwork component (10 credits) consisting of a) a journal and b) a reflexive report;
5. an Easter field trip site handout and worksheet (5 credits).

Further information on the content, presentation and submission of the Portfolio of Practical Work are given in Appendix 2.

Fieldwork

Convenor: TBC

All Honours students (Single and Joint) are required to have completed at least 3 weeks (15 days) fieldwork experience before entering Junior Honours. Prior to graduation each Single Honours student is required to have completed a **total of 11 weeks (55 days)** including the 3 weeks referred to above. It is recommended that at least half of this (i.e. *c.* 6 weeks) is completed in the summer vacation between Level 2 and Junior Honours. The equivalent requirement for Joint Honours is a **total of 7 weeks (35 days)** including the 3 weeks referred to above. Information on fieldwork opportunities and the relevant forms are to be found on the Fieldwork noticeboard on level 3 and via the **fieldwork moodle** (keyword dig). All fieldwork must be approved in advance by the Fieldwork Co-ordinator. **Note that museum/laboratory work alone is not acceptable - it is normally expected that at least 50% of your fieldwork experience will consist of excavation or field survey experience.** The Archaeology Field School in Forteviot can provide appropriate fieldwork experience and it is expected all students entering Junior Honours will attend. Fieldwork requirements are described in greater detail in Appendix 4. **Fieldwork is assessed as part of the Portfolio of Practical Work** (see Appendix 2). All students must follow safety procedures and make themselves familiar with the guidance on safety in fieldwork and excavation in Appendix 5.

More information about the Field work requirement and support available can be found in Appendix 4.

Easter Field Trip

There is a six-day field course (Field Trip) each Easter vacation, which is compulsory for all Junior Honours students (both Single and Joint/Combined Honours). Each student will be expected to contribute towards the cost of their accommodation and upkeep on the field course. All students must follow safety procedures and make themselves familiar with guidance on safety in fieldwork and excavation (see Appendix 5). **All students must contribute a site description to the field course handout prior to departure. The field trip is assessed as part of the Portfolio** (see Appendix 2).

If any student is unable, for reasons outwith their control, to go on the Easter field trip in their third year, they **must** attend in their Senior Honours year. Failure to attend will normally result in the Degree being withheld.

Honours Orientation Classes

Orientation classes run in the first week of Semester 1 with some sessions held later in the year and is aimed at raising standards of performance in archaeology coursework and examinations, with a particular focus on the portfolio for 3H and dissertation/careers advice for 4H. Details of the Orientation classes will be provided at the start of the session.

ABOUT ASSESSMENT

All taught courses are assessed by a combination of coursework and examination. Marks derived from assessed coursework will therefore form a substantial proportion of your final degree result (more than 60% of a typical Single Honours degree if the dissertation and portfolio are included). Accordingly, you should give such work the same priority as all other forms of examination and ensure that it is handed in on time.

General details of the requirements for each course are provided in this handbook – specific details will be provided in individual course handouts. The nature and proportion of the assessed coursework element varies according to the course concerned and it is your responsibility to ensure that you understand what is required of you and when. In all cases, assessed coursework is designed to help you to consolidate your understanding of course materials and encourages more extensive reading around the subject area as well as providing opportunities for work focused on a particular topic. Where appropriate, coursework enables reinforcement of intellectual and practical skills learnt during the course. Most importantly, coursework enables you to get feedback on your progress (see Appendix 8). In addition to formal written feedback on the coursework, you can also seek individual verbal feedback and clarification by arrangement with the course convenor.

If you are unhappy with a mark awarded then you should go back to the Course Convenor and ask for an explanation. If that does not resolve the issue, you may request a second opinion. If you are still dissatisfied, this would be drawn to the attention of the External Examiner following the relevant examination diet, and their decision is final.

In order to ensure the integrity and security of the assessment procedures an anonymous marking policy operates except where it is impractical (e.g. dissertation). **You should therefore ensure that the only means of identification on submitted work is your student number.** Except for the purposes of feedback, anonymity is retained in both coursework and examinations until the end of the assessment process, after the point at which a result has been reached.

Finally, as you will be constantly reminded, it is important to follow the instructions on the examination papers and answer all the questions. If you fail to tackle a question a zero mark will be returned, which will significantly affect your results no matter how well you do in the other questions.

Regulations for the submission of assessed coursework

1. It is your responsibility to know exactly what is required for each course and when the required work must be submitted.
2. You must follow the Harvard system of referencing to acknowledge the source of information and any quotations included in your work. You should also attach a detailed list of references to show your sources. Guidance about referencing is provided in Appendix 3.
3. Your assessed coursework should be typed or word processed and include on the first page: the title of the work; your student number; the title of the course to which it relates; the convenor of the course; and a computed word count. **DO NOT WRITE YOUR NAME ON YOUR WORK AS THERE IS A SYSTEM OF ANONYMOUS MARKING IN PLACE.**

You must place items of assessed coursework in the box provided in room 103, 1 University Gardens (opposite the Archaeology office) by 2.30 p.m. on the agreed submission date, accompanied by a receipt and declaration of originality form (available on top of the submission box). Upon submission, the receipt and declaration of originality form is date stamped and removed and the coursework is given to the course convenor. This process also applies to late work and work accompanied by medical evidence.

You should normally submit **TWO** copies of each item of assessed coursework. One will be retained for inspection by the Board of Examiners, the other will be returned to you with written comments and a provisional mark. Such marks are for guidance and are subject to moderation by the Board of Examiners. Only one copy of the Dissertation and Portfolio of Practical Work need to be submitted but these will not be returned to you. Any single piece of assessed coursework to the value of 50% or more of the course concerned goes automatically to external examiners. Other coursework is made available for consultation by external examiners, if required.

4. Submission dates are fixed and must be met. Extensions are not permitted. New deadlines can only be given in exceptional circumstances and only by the Progress Committee (see below). **The Course Convenors cannot give extensions and should not be asked.**

Late submissions will be penalised in accordance with the new University regulations for 2010-11 and this will be indicated on returned coursework:

Up to 5 working days: 2 points (i.e. normally two secondary bands) per day. This means a B3 grade will become C2 if submitted one day late.

More than 5 working days: Grade H awarded (zero)

It is clearly important to avoid penalties, so you must see the Course Convenor (and/or the Honours Convenor, your Tutor, your Advisor of Studies) as soon as you anticipate a problem. Coursework which is late **must** be accompanied by documentary evidence to support mitigation. **Note that the University regulation stipulates a maximum deferral of the deadline of 3 days.**

If the piece of work is not submitted prior to coursework being marked and returned to the remainder of the class, and the Progress Committee determines that there is a justifiable case for mitigation, normally an equivalent new piece of coursework with a new deadline will be set.

5. The University will deal severely with work showing signs of collusion or plagiarism (see page 13). It will normally receive a mark of zero. Excessive unattributed quotation from any source will be penalised.

NB ***Persistent failure to meet deadlines for assessed coursework will have a serious effect on your marks and could easily lead to the loss of one or more degree classes, or even failure in your final degree. For this reason it is always better to submit an incomplete piece of work, rather than nothing at all - even if that work is not of the standard you would have liked it to be.***

In exceptional circumstances, coursework can be submitted by post. This should be sent by Recorded/Registered delivery. A copy only of the coursework should be submitted not the original piece of work.

Coursework will be returned to you in class or during an allocated time slot with the Course Convenor. This will give an opportunity to receive some verbal feedback.

Please note that some courses may utilise the University's Turnitin facility - see <http://www.gla.ac.uk/services/plagiarism/informationforcurrentstudents/turnitinsoftware/> - in which case you should follow the submission instructions provided by the convenor carefully.

The Archaeology Progress Committee

The Progress Committee convenes on a regular basis throughout the year to monitor student attendance and progress.

This committee is responsible for ensuring that any case for mitigation is considered formally, applied if appropriate, and recorded.

If you consider that you have a reason that may justify mitigation being applied, either for submitting coursework late or for general reduced performance, then it is important that you:

1. Inform the Course Convenor and the Honours Convenor as soon as possible in writing, preferably by email.
2. Submit the coursework as soon as possible.
3. Obtain appropriate documentary evidence for illness and submit this to the Archaeology Office or Registry, preferably using WebSurf.
4. Anticipate receiving a preliminary late penalty or a zero mark for late coursework because the penalties can only be removed by the Progress Committee and only if there is a valid case.
5. Await the decision of the Progress Committee. You will be informed if and when any penalties are removed.

In special cases (e.g. more prolonged illness), the Progress Committee may approve a new deadline and the Course Convenor will usually set an equivalent new piece of coursework.

Honours Degree Marking Scheme			
Degree Band	Primary Grade	Secondary Band	Descriptive Guidelines
<i>1st</i>	A	<i>General</i>	<i>Exemplary range and depth of attainment of ILOs. Insightful. Shows signs of independent thinking.</i>
1st		1	Outstanding work with clear evidence of independent thinking.
1st		2	
1st		3	Excellent work with signs of independent thinking.
1st		4	
1st		5	Very good work. Addresses the topic comprehensively and adduces wide ranging supporting data. Shows some insight.
<i>II.i</i>	B	<i>General</i>	<i>Conclusive attainment of virtually all ILOs. Utilises relevant data.</i>
II.i		1	Good work. Addresses the topic very well and adduces wide ranging supporting data.
II.i		2	Solid work. Addresses the topic well and adduces good supporting data.
II.i		3	Addresses the topic reasonably well and produces some supporting data.
<i>II.ii</i>	C	<i>General</i>	<i>Clear attainment of ILOs. Assembles relevant data.</i>
II.ii		1	Provides much relevant data but addresses the topic poorly, or addresses the topic reasonably but produces little supporting data.
II.ii		2	Provides much data but its relevance is not made explicit. Only limited consideration of the topic.
II.ii		3	Provides some relevant data but does not adequately address the topic.
<i>3rd</i>	D	<i>General</i>	<i>Acceptable attainment of ILOs. Poorly structured and much irrelevance and/or misconception.</i>
3rd		1	Provides some relevant data but with major omissions and little consideration of the topic.
3rd		2	Poorly structured. Provides some data but its relevance not made apparent. Some errors apparent.
3rd		3	Little structure or organisation. Little data provided. May contain some more serious errors.
Fail	E/F/G/H		<i>Attainment deficient or missing in respect of specific ILOs. Failure to answer the question. Unstructured, rambling and irrelevant.</i>

For more details of the general characteristics of the different grades see Appendix 6. For a fuller explanation of the Code of Assessment see:

<http://www.gla.ac.uk/services/senateoffice/academic/assessmentpolicies/#d.en.87260>

Progression from Junior to Senior Honours

This is not automatic. If you fail to submit coursework or attend examinations, you may not be permitted to proceed to Senior Honours. If your overall performance at Junior Honours is poor you will receive from the Honours Convenor a warning that if your performance does not improve you will get a very poor class of degree.

You will be invited to apply for Senior Honours courses in May at the end of the Junior Honours year once the new Honours handbook is published.

Final Assessment

All courses are examined at the end of the year in which they are taught. There are no resits available for these exams. Examinations are usually two hours in length, and candidates are required to answer usually two questions in that time, although this may vary according to the course involved. Copies of previous examination papers can be found at:

<http://eleanor.lib.gla.ac.uk/search~S3/>. In special cases and in agreement with the Clerk of Senate and external examiners, alternative types of final assessment in light of disability or exceptional circumstances may be recommended. Such arrangements should normally be made well in advance of the examination diet. In such cases, oral examination or additional course work may be proposed as alternatives. These arrangements will be subject to the Assessment Code of Practice in the University Calendar. All degree examination scripts along with Portfolios, Dissertations and coursework to value of 50% or more of a course are marked anonymously by the member of staff responsible for the particular topic and by another internal examiner familiar with the subject.

There are three External Examiners for the Honours programmes who are senior academics drawn from other institutions across the country. Their responsibility is to moderate the range of marks awarded across the degree, and also to ensure that work in Glasgow is comparable to that elsewhere. They review a range of coursework and examinations and any borderline results for each course. All Honours Dissertations and Portfolios are made available to the external examiners.

The final degree result is based upon two averages: one calculated across all Junior Honours courses, the other across all Senior Honours courses (with both the Single Honours Dissertation and Portfolio counting as two courses). *The Senior Honours result is weighted at 60% of the final assessment, in recognition of development through the Honours experience.* The archaeology component of Joint Honours degrees is calculated in the same way.

All the marks are discussed at an Examiners' meeting where the degree result is determined. It is only after the determination of a result, taking into account any medical or other special circumstances, that the identity of each student is revealed. For Joint Honours, a second Examiners' meeting between representatives of the two Subjects involved and their respective External Examiners determines the degree result. The final result for a Joint Honours degree is normally based on the average between the two subjects.

*Candidates who wish to present medical evidence for consideration by the Examiners must do so within 7 days of the exam component to which they refer, **and prior to the assessment of their performance** by the Internal and External Examiners.*

Grades attained in courses examined in the Junior Honours year are published via WebSurf. Verbal feedback on the results may be obtained informally from the Honours Convenor at any stage.

Note that in order for you to graduate you must have completed all elements of assessed work **and** fulfilled the requirements of University regulations.

Plagiarism

Plagiarism is the theft of someone else's ideas, words, or data, and the attempt to pass them off as your own. In the process, it may appear that something is your own idea whereas it has in fact been derived from someone else. The University takes a very dim view of plagiarism, whether intentional or unintentional. It may result in the work being given a zero mark – in a serious case, it may become a disciplinary matter and be referred to the Clerk of Senate for action under the University Code of Discipline. Suspected cases will be investigated and dealt with by the Head of Subject as required by University Regulations.

Plagiarism typically involves copying passages from books, articles, or web sites without acknowledging the source or using quotation marks where appropriate. It can also consist of using an author's form of expression without appropriate acknowledgement, perhaps modifying words to try to disguise the fact. Copying from another student's work is plagiarism, and so is making your material available to someone in the knowledge that they will use it in this manner.

In the examples below, (1) is an original quote, (2) is a plagiarised version, and (3) avoids plagiarism. As you can see, plagiarism can be a somewhat grey area as it is not just a matter of copying verbatim – in (2) the words have been moved about and slight changes made, but it is still recognisably derived from the quote in (1). Of course, you do not have to go to the extent of the example in (3) - simply adding a reference to the end of (2) would get round the problem. The golden rule is simply: if in doubt, source it. Bear in mind, however, that an essay which simply consists of sourced quotes stitched together isn't a suitable alternative to writing in your own words, drawing on sources to support your points where appropriate.

1.	2.	3.
"Archaeology is basically about three things: objects, landscapes, and what we make of them, now and for the future. Archaeology is quite simply the study of the past through material remains and with that activity come responsibilities" (Gamble 2001, 218)	What is archaeology? Archaeology is simply the study of the past through the material remains, focussed around three things: landscapes, artefacts, and what we make of them, both in the present and in the future.	What is archaeology? As Gamble points out, archaeology is about three things: objects, landscapes, and what we make of them (2001, 218). Archaeology is the study of the past through its material remains – however, "with that activity come responsibilities" (Gamble, <i>op cit</i>).

Gamble, C. 2001 *Archaeology: The Basics* (Routledge, London).

If you submit work, which was carried out as part of a group (for example, in the Portfolio), it should still be your own work that is submitted, unless the instructions clearly state otherwise. Illustrations and photographs etc. produced by another member of the group should clearly be identified as such.

More information on plagiarism can be found at: <http://www.gla.ac.uk/plagiarism/>

If you have any concerns, talk to the course convenor in the first instance.

The Data Protection Act 1998

Records are kept for each Honours student that consists of enrolment information, course progress, coursework marks and correspondence.

Data Subject Access Requests

The Data Protection Act 1998 entitles an individual, called the Data Subject, to enquire as to whether personal data about themselves is held in structured and relevant filing systems by the University and, if so, what that information is, the purposes for which it is being held, and its source. This process is called a Data Subject Access Request. A simplified version of a Data Subject Access Request is available where the Data Subject just requires copies of examination scripts, together with any associated coversheets and the comments written thereon.

All potential Data Subject Access Requests must be directed to the University's Data Protection Officer [DPO] (contact details below) to ensure that all requirements of the Data Protection Act 1998 are met.

The DPO will then contact relevant organisations within the University in the search for information on the Data Subject. To enable a search to be made it is essential that the Data Subject supply accurate and detailed information to both identify themselves and locate the relevant personal data held by the University. All Data Subject Access Requests must be made in writing, together with evidence of identity, by completing either the Data Subject Access Request Form or the Data Subject Access Request [Examinations Information] Form, as appropriate, and include payment of the £10 fee.

For further information, please consult:

<http://www.gla.ac.uk/services/dpfooffice/>

MANAGING YOUR TIME

An increasingly important aspect of your studies for an Honours degree is time management. Coursework and related deadlines will inevitably tend to bunch at certain times of the year, and you need to establish a strategy for dealing with this early on. Of course, some people are, and always have been, well organised about such things, but if we're honest, most of us tend to leave things to the last minute. Whilst this may work up to a point at Level 1 or Level 2, the number of pieces, diversity of courses, and complexity of the coursework required at Honours means that this will become increasingly impossible if you are to get a good degree result. Different people handle such things in different ways, but here are some pointers:

Work out what has to be done: produce a schedule that clearly shows where the deadlines fall so you have a clear idea of the scale of the problem. Do this at the beginning of each semester, but bear in mind you won't yet know at the beginning of semester 1 what the deadlines for semester 2 courses will be, so make allowance for this. Do not forget to include the Portfolio and Dissertation where appropriate.

Prioritise things: once you know what has to be done, you can work out when to do it. Whilst it's quite common to write an essay the night before the due date, fuelled by pressure, adrenaline and coffee, it's unlikely to be your best work, and in any case you will need to have done some reading and research beforehand. A 'to-do' list on a week by week basis may be helpful here. Some things will be *important and urgent* – an essay due that week, for example. Other things will be *important but not urgent* – an essay due within the month, for instance. As time goes by, items will be bumped up the list as they become increasingly urgent. By definition, something that is important and urgent cannot be done successfully at the last minute – the preparation needs to be in place. Reading and research is best done before the work becomes urgent, then, as it moves from being important but not urgent to important *and* urgent, you're in a position to complete the work to best effect.

Avoid bunching: deadlines will often coincide with the end of semester or the end of a vacation period. If you can choose deadlines, try to select a reasonable spread rather than have everything due in the same week, even if right now it seems attractive to put everything off for as long as possible! If the deadlines are not flexible, set your own in order to try to avoid a submission crisis. Bear in mind that in large classes everyone will be chasing the same books, so give yourself plenty of lead in time.

Break tasks down: often something may seem to present an insurmountable hurdle and the tendency is to develop avoidance strategies in such situations. However, the deadline will not go away, so try to break each task down into its component parts. What needs to be done in order to complete this essay or project? Some things may need to be done in a sequence (one aspect has to be in place before the next can be attempted), in other cases things may not finally come together until the very end. Breaking things down into manageable chunks and focussing on these smaller elements will help you see past the big hurdle and approach the work in a structured and organised fashion.

Be realistic: no one is perfect, so don't assume your work can be perfect either, otherwise you will never finish it. It is always better to submit something that you are not entirely satisfied with rather than nothing at all. Remember that most individual pieces of coursework actually contribute a tiny proportion of the assessment over the degree as a whole. So a poor mark for a piece of work is not the end of the world, whereas no mark at all is far more significant.

However you approach time management, it is important to do something about it and to do it early on before drift sets in and seemingly impossible deadlines start to build up. You know your own strengths and weaknesses better than anyone else, so set up a system that suits you – it can always be adjusted later on, and it will help you balance the demands on your time and hence reduce stress.

Back-up your computer work: No computer system is entirely reliable so you must back-up your files. You should not use 'automatic save' commands, as there is a risk of saving the wrong material at the wrong time. Save files frequently and make back-up files at end of each session on a PC. Save your work on at least two media, e.g. hard-drive and portable memory device. It is also sensible to keep a hard-copy back up. **Lost or stolen work will not be acceptable as an excuse for late or non-submission of coursework. You can use the student I: drive to back up your work.** We may require you to provide evidence of PC problems, for example, emailing or providing a hard copy of what you have produced regardless of format. Let the Honours Convenor know as soon as possible about any problems that may delay submission of coursework.

RESOURCES

In addition to the University Library and a number of computing facilities across the campus, there are a range of resources available to you.

Office Staff

It's worth saying that the office staff are probably the most valuable source of information so take advantage of them! If you aren't certain who you need to speak to, they will be able to advise. (secretary@archaeology.gla.ac.uk, Tel: 0141 330 5690)

Access: Office hours are Monday-Friday 9:00am-1:00pm and 2:00pm-5:00pm.

Teaching Staff

Teaching staff are available outside of class hours for advice or assistance.

Access: All staff operate a system of drop-in office hours or sign-up sheets on their doors, and all have email addresses. Messages can also be left in their pigeonholes on the ground floor of the Gregory Building. If you wish to see the Head of Subject, you should make an appointment in the Archaeology Office, Room 101, 1 University Gardens.

Computing

The Archaeology IT lab is in Room 506 on the top floor of the Gregory Building. The room is equipped with 14 PCs, with digitising tablets, and one laser printer. The machines run under the University's Common Student Computing Environment (CSCE) which means that they provide standard access to email, the web, and Microsoft Office software. In addition the machines provide access to a range of graphics software, including CAD and GIS which are only accessible in this laboratory. There is also a broad collection of self-directed tutorial packages available.

If you use any University computing facilities in the course of your work, you must abide by the 'Regulations for the Use of University computers and the data network published in the University web page: <http://www.gla.ac.uk/services/computing/regulations> and as advertised in the IT lab on Level 5.

Access: The IT lab is open seven days a week, 24 hours a day. Outside of normal office hours (Monday- Friday 9:00am-5:00pm), the building is accessible using swipe cards which are available to Archaeology Honours students on payment of a returnable £5 deposit from the Archaeology Office. Please note: the room is used for teaching purposes and may not be accessible at some times – timetable information is posted on the door. Please respect the need for quietness in this room.

Computing labs, George Service House, 11 University Gardens - located in the basement and 4th floor - access between 9.00am and 4.45pm. Not available during teaching - a timetable is posted on the door.

WiFi and Laptops

When using your own laptop, you cannot log on to the University network unless you have had the University VPN utility installed. Please refer to - <http://www.gla.ac.uk/services/it/flexiblenetworkaccess/oncampusaccess/>

WiFi hotspots are available in the Gregory Building and throughout the University.

Drawing Office

This has drawing tables and other drawing-related resources, but most importantly is the place to go for advice and assistance with illustrations. Access: by arrangement with the Senior Technician, Lorraine McEwan (Room 204, Gregory Building).

Laboratories

Main Laboratory (105) where practicals are held (Chemistry Laboratory 105b). Access is by arrangement with the Laboratory Technician, Gert Petersen.

STAFF-STUDENT LIAISON

There are a number of different routes for general communications and you should familiarise yourself with them and, where appropriate, check them regularly.

Noticeboards

All official notices are placed on the Subject noticeboards on Level 2 (the entrance level) in the Gregory Building. These may include course information, exam timetables, etc. so you should check these regularly. Additional noticeboards with information about Fieldwork, Employment, Postgraduate opportunities, and general archaeological news are on Level 3 in the Gregory Building.

Email

Email is made use of to send information about upcoming meetings, urgent information etc. **You must therefore check your email regularly**

WebSurf

You must ensure (with your Advisor) that your WebSurf curriculum record is kept up-to-date. Email messages can be sent to an entire class using WebSurf course codes. Examination results are posted on WebSurf.

Honours moodle

<http://arts.moodle.gla.ac.uk/course/category.php?id=47>

You will be given enrolment keys for courses using the moodle site and also the Honours Forum where you will be able to find information easily and ask for new information to be made available. But most importantly, the Forum is for students to discuss the course among themselves: give tips, ask for ideas, exchange information, and learn by talking about it.

Staff-Student Committee

Students are elected from each of the following categories as representatives on the Staff/Student Committee: Junior Honours MA; Junior Honours BSc; Senior Honours MA; Senior Honours BSc and Joint Honours students. The Committee usually meets once a semester and is chaired by the Head of Subject. The Honours Convenor attends along with representatives of other archaeology courses as appropriate. This is a valuable and important means of two-way communication and provides an opportunity for your voice to be heard via your course representative. Concerns or issues raised at these meetings are taken very seriously.

Course Questionnaires Feedback questionnaires are provided towards the end of all courses, and give you the opportunity to comment on good and bad experiences. This helps us improve our courses, so please ensure you return the questionnaires to us.

Archaeology Seminars Archaeology runs a seminar series on Wednesday afternoons (4.00-5.30pm). Speakers are a mixture of external visitors and internal staff and postgraduates on a variety of topics. Inevitably the seminar decants into a local bar afterwards. All are welcome to attend!

SUPPORT

If you have any questions or problems, or need to talk to someone about personal or academic issues, there is a wide range of options available to you. As always, the sooner you talk to someone about whatever is causing concern, the better.

Don't leave things so late that you don't give us the chance to help.

Subject Support

For information/advice about:	See:
An individual course	The relevant course convenor
General matters arising from your studies	Your subject tutor, who is assigned to you at the start of Junior Honours. You can see them on an individual basis as necessary.
The overall Honours programme	Honours convenor, TBC
Examinations	Examinations officer, TBC
Dissertation	Dissertation convenor, TBC
Portfolio of Practical Work	Portfolio convenor, TBC
Fieldwork	Fieldwork convenor, TBC
Student Disability	School of Humanities Student Disability advisor, Mrs M Hunter, Room 206, 1 University Gardens
Year Abroad/Socrates Scheme	Overseas Study advisor, Prof S T Driscoll
Safety issues	Safety co-ordinator, Dr R E Jones

There is also a wide range of information, including course documentation, on the Archaeology website at <http://www.gla.ac.uk/archaeology/> and on the Honours moodle site.

University Support

The University provides a number of services to help you during your studies. Details of many of these are conveniently provided in the Current Students section of the University website. Amongst the most important are:

Advisor of Studies The role of Advisor of Studies is somewhat less important once you enter Honours as many of their functions are taken over by us (in relation to optional course choices, for example). However, you still need to see them at the beginning of each year for registration, and they provide a convenient contact point for a range of university support services, or if you simply want someone neutral to talk to or feel the need for an 'honest broker'.

**The Student
Counselling and
Advisory Service**

This Service is available to all students. If possible you should make contact with them directly for an appointment. Counsellors can help with a wide range of difficulties including loneliness, anxiety, depression, relationship problems, family problems, bereavement, life changes, crises, and so on. More information about the service can be found at <http://www.gla.ac.uk/services/counselling/>

**Student Disability
Service**

The University's Disability Advisor is available to offer advice and support to students with disabilities, including dyslexia. The Disability Advisor makes an assessment of individual requirements and agrees a strategy for access to appropriate services and resources. In particular, your WebSurf record is updated to inform subjects of any action they may need to take in relation to examinations, coursework etc. More information about this service temporarily located at 69 Southpark Avenue, off University Ave, while the usual office at the John McIntyre Building undergoes renovation, can be found at: <http://www.gla.ac.uk/services/disability/>

Careers Service

The University Careers Service provides a range of services, ranging from the Job Shop which includes part-time and vacation work opportunities, through to more specific advice about applications, CVs, interviews, etc. as well as more general advice about career options. More information about this service is at: <http://www.gla.ac.uk/services/careers/>

**Student Learning
Service (SLS)**

The SLS offers study skills advice, guidance and support to all students. If you would like to make your learning techniques more effective, you can attend workshops, which take place regularly in Room 319 of the McMillan Reading Room or contact an Effective Learning Adviser (ELA). Popular topics for discussion include improving essay writing, revision techniques and note-taking. You can find more information about SLS at: <http://www.gla.ac.uk/sls/> or contact your ELA by email: studentlearning@gla.ac.uk

YOUR RESPONSIBILITIES

We will do all we can to help you succeed in your chosen subjects and to ensure that your experience of archaeology at degree level is a good one. To do this, though, we need your help.

You must

- Know what is required of you for each course, in terms of coursework, deadlines etc;
- Attend classes. Attendance is not optional - regular attendance is important and is the easiest way for you to keep on top of a course rather than try to catch up afterwards;
- Do the work that is set on time – while you may suffer if you're penalised for late submission of coursework, the whole class suffers if you don't make your seminar presentation;
- Tell us when you have a problem or cause for concern.

If there are any long term special considerations, such as work, family or any other commitments, regarding your Honours programme which you would like to have taken into account, please add this to the space provided in the Honours application form. If such issues arise during the year, you should inform the Honours Convenor if there is an impact on your studies and the Progress Committee will keep a record.

What to do if you are absent due to ill-health or other good cause

A significant absence is defined by the University as:

- an absence of **more than seven consecutive days** during working periods
- an absence of **any duration** if it prevents you from:
 - a. attending an examination, or
 - b. fulfilling any other published minimum requirements for the award of credit (e.g. compulsory attendance at a tutorial or laboratory class or meeting a deadline for handing in an assignment).

You must complete a WebSurf absence report for any significant absence. You are recommended to complete an absence report for any absence for which you would like the University to take account of special circumstances regarding your ability to attend university, e.g. the cumulative effect of several (non-consecutive) days of absence.

All potentially significant absences should be reported as soon as is practical, by completing part 1 of the WebSurf absence report. Part 2 of the WebSurf absence report should be completed on return to university. The normal submission deadline for the completed absence report is 7 days after return to university. The Board of Examiners will not necessarily take account of absences reported after this deadline when considering a case for good cause.

Don't just rely on WebSurf - please let the Honours Convenor know directly.

If at all possible, absences which will result in non-attendance at examinations should be notified **before** the examination by contacting the Honours Convenor or Archaeology Office (0141 330 5690). This should be followed up by completion of part 1 of the WebSurf absence report.

Submission of Documentary Evidence

Documentary evidence is required for any significant absence. If medical evidence is required, it should be scanned electronically and linked to the WebSurf absence report. It is your responsibility to keep all original documentation and submit it to each relevant subject on request. If you are unhappy about scanning sensitive information into Websurf, you must submit the original information to your Adviser of Studies, Honours Convenor, or Head of Subject, who must complete part 3 of the Websurf report to acknowledge receipt.

For guidance in detail, refer to the Registry Information at:

<http://www.gla.ac.uk/services/senateoffice/academic/studentpolicies/absencepolicystudents/#d.en.105167> or contact your adviser or the Honours Convenor.

In any event, it is *your responsibility* to make arrangements to catch up with missed classes unless alternatives have been agreed.

University Maternity/Paternity Policy

There is a University policy covering any student who becomes pregnant during her studies, and students who are about to become fathers. It also covers any student who is the partner (including same sex partner) of someone who is pregnant and expects to be responsible for the child, and any person becoming a parent (e.g. through adoption) of a child.

The policy is available at:

http://www.gla.ac.uk/media/media_128109_en.pdf

Each student will be considered individually but there are a number of established measures that can be used in order to enable a student to continue his/her studies. Please contact the Head of Subject for advice.

Honours Courses for 2011 –2012

Please note that this course list is provisional and may be subject to change.

Code	A: Courses (Core)	Semester	Convenor
88QF	Recovery & Interpretation of Archaeological Data	1	Prof WS Hanson
88LM	Theory and Interpretation in Archaeology	2	Prof P van Dommelen
	B: Courses (Methods and Practice)	Semester	Convenor
88LR	Archaeology of Material Culture	2	Dr N Finlay
88QD	Archaeology of Religion	1	Dr M Given
86KZ	Pottery in Archaeology	1	Dr RE Jones
88LY	+Development of Greek and Roman Coinage	2	Dr SA Coupar
88PU	Landscape Archaeologies: Past and Present	1	Dr K Brophy
	C: Courses (Human Society)	Semester	Convenor
88WJ	* Early Medieval Gaeldom, 6 th to 8 th centuries	1	Dr EN Campbell/Prof D Broun
88PC	Roman Britain: acculturation and change	2	Prof WS Hanson
86KH	Historic Landscapes: Archaeologies of Medieval and Modern Scottish Countryside	2	Dr C Dalgligh
88PW	Cities and Colonies in the Late Prehistoric Western Mediterranean	1	Prof P van Dommelen
87KC	*The Picts and Formation of Alba	2	Prof ST Driscoll/Dr K Forsyth
88QA	Viking Movements	2	Dr CE Batey
85KY	The International Age in the East Mediterranean and its Aftermath (ca. 1600-900 BC) (Provisional)	1	Dr C Glatz

****Courses run jointly with History / Celtic
+Course run jointly with Classics (please
note that only 2 places are available on this
course)***

Honours Courses for 2012 –2013 (provisional)

Please note that this course list is provisional and may be subject to change.

Code A: Courses (Core)

	Convenor
88QF Recovery and Interpretation of Archaeological Data	Prof WS Hanson
88LM Theory and Interpretation in Archaeology	Prof P van Dommelen

B: Courses (Methods and Practice)

	Convenor
88PA The Archaeology of Life and Death	Dr N Finlay
87RE Remote Sensing in Archaeology	Prof WS Hanson
88LX Computer-based Graphical Analysis in Archaeology	Dr J Huggett

C: Courses (Culture and Society)

	Convenor
88PY Archaeology of the Aegean Bronze Age	Dr RE Jones
88ME Aspects of the British Neolithic	Dr K Brophy
87PA Post-Medieval Britain and Ireland	Dr C Dalglish
88MC Expansion and Control of the Roman Empire	Prof WS Hanson
88PK *The Northern Britons 5th-12th Century.	Prof D Broun, History
88MH Settlement & Society in Scandinavian Scotland	Dr C Batey
88QE *The Founding of Scotland, 11 th to 13 th Centuries	Prof D Broun, History
86WC Landscape and Power in the Ancient Near East and East Mediterranean	Dr C Glatz
88QG Historical Landscapes of the Eastern Mediterranean	Dr M Given

****Courses run jointly with History / Celtic***

Recovery and Interpretation of Archaeological Data (88QF)

Semester 1

Convenor: Professor William S Hanson

Other teaching staff: Dr Ewan Campbell; Dr Nyree Finlay; Dr Michael Given; Dr Fraser Hunter, National Museums of Scotland; Dr Richard Jones

Course outline

The course has four elements: 1. A brief introduction to the organisation of archaeology in Britain and its legislative basis; 2. A consideration of the application and processes of interpretation involved in the main modes of site discovery and non-invasive investigation; 3. An examination of the excavation process, with a particular focus on techniques of recording and stratigraphic analysis; 4. The recovery, recording and analysis of artefacts and ecofacts.

Aims

The aims of the course are: to provide a basic understanding of the methodology and practice of field archaeology in order to foster awareness of both the strengths and limitations of field data; and to provide an understanding of the variety of ways of analysing and interpreting that data and how this interpretation is influenced by different methodological approaches.

Intended Learning Outcomes

At the end of the course students will have acquired:

- knowledge and understanding of the organisation of archaeology in Britain and the various legislative & research frameworks which govern it; assessed by the exam
- an appreciation of the processes of discovery and identification of archaeological sites within their landscape context; assessed by the exam and desk assessment exercise
- an appreciation of the various approaches to the excavation, recording and analysis of archaeological sites; assessed by the exam and the excavation report critique
- an appreciation of the various approaches to the interpretation and analysis of artefacts and ecofacts; assessed by the exam

Written work

Each member of the class is expected to produce two pieces of assessed written work, a desk assessment exercise and an excavation report critique. Both should be c. 1500 words in length accompanied by illustrative material and datasets as appropriate.

Assessment

50% of the assessment is based on a 2 hour 2-question examination paper, 50% on an average of the 2 pieces of written work.

Course structure

17 lectures, one class seminar and two small group seminars related to the written work.

Basic Reading

Barker, P. 1977 *The techniques of archaeological excavation*, London.

Barker, P. 1986 *Understanding archaeological excavation*, London.

Bowden, M. (ed.) 1999 *Unravelling the landscape: an inquisitive approach to archaeology*, Stroud.

Hunter, J. and Ralston, I. 2006 *Archaeological resource management in the UK: an introduction* (2nd edn), Stroud.

Lucas, G. 2000 *Critical approaches to fieldwork: contemporary and historical archaeological practice*, London.

Roskams, S. 2001 *Excavation*, Cambridge.

Theory and Interpretation in Archaeology (88LM)

Semester 2

Convenor: Professor Peter van Dommelen

Course Outline

This course is intended for Honours students and for others who have had limited exposure to archaeological theory. *Theory and Interpretation* provides you with an opportunity to develop your critical understanding of your subject: archaeology. The course does this by discussing three questions: What is society? How do we, as archaeologists, develop an understanding of past societies through their material remains, and how might we best understand the nature of the relationship between past societies and their material environment? What is the relationship between archaeology and society in the present day?

The course does not attempt to cover the history of archaeological thought in a comprehensive manner, nor does it seek to cover the entire field of contemporary archaeological theory. Rather, the course seeks to situate archaeology within its intellectual traditions and to explore key concepts in archaeological interpretation and examples of their application. *Theory and Interpretation* provides an opportunity to learn about and discuss different concepts and competing ideas and an opportunity for you to develop your capacity to read, write and think critically.

Aims

- to present important theoretical and interpretative concepts in contemporary archaeology;
- to evaluate the social and material aspects of the ancient and recent past;
- to consider intellectual and philosophical developments within archaeology;
- to examine the role of contemporary politics in interpreting the past.

Intended Learning Outcomes

Upon completion of this course, students should be able to:

- demonstrate an understanding of how archaeologists use intellectual constructs – generated within archaeology or within other disciplines – in interpreting the past. This will be assessed in the exam and essay;
- critically evaluate theoretical and interpretive constructs used by archaeologists. This will be assessed in the exam and essay;
- demonstrate a knowledge of how archaeology and material symbols are used in contemporary politics. This will be assessed in the exam and essay;
- situate developments in archaeological thought in relation to wider intellectual and academic trends. This will be assessed in the exam and essay.

Course Structure

The course is taught through a series of lectures and seminars (based on assigned readings). Seminars are spaced evenly throughout the semester: they take place every other week and are based on specific theoretical or interpretative constructs presented in lectures, and as represented in case studies. For each seminar, a small group of students will be assigned the task of making presentations and/or leading the discussion.

Assessment

One long essay of c. 3000 words (50%); one two-hour examination (50%). The exam and the essay will require a good understanding of assigned readings, not just knowledge based on lectures.

Course Textbooks

Hodder, I.A., and S. Hutson 2003 *Reading the Past: Current Approaches to Interpretation in Archaeology*. 3rd edition. Cambridge: Cambridge University Press.

Johnson, M.H. 2010 *Archaeological Theory: An Introduction*. 2nd edition, Oxford: Wiley-Blackwell.

Archaeology and Material Culture (88LR) Semester 2

Convenor: Dr Nyree Finlay

Course Outline

This course examines the place of material culture studies in archaeological interpretation. Objects are central to the negotiation of everyday activities and experiences. It is through material culture that we come to an understanding of others and ourselves and it is with things that human beings constitute their world. This course introduces the field of modern material culture studies and explores its importance for archaeology. Understanding the role of artefacts is problematic, for objects have symbolic meaning as well as practical value. A thematic approach is adopted that considers the role of objects in the creation of personal and social identities. Issues such as style, the definition of social boundaries, bodily objectification, biographical objects and attitudes towards consumption and waste are some of the topics that will be considered in archaeological and modern case studies. Case studies, drawn primarily, from British and European prehistory, are informed by recent developments for understanding materiality in both contemporary material culture studies and anthropology.

Objectives

- To examine how archaeological approaches to objects can be informed by the examining modern material culture.
- To present a series of case studies which explore current approaches to the interpretation of material culture.
- To demonstrate the social and symbolic significance of objects.
- To enable students to develop a critical awareness of materiality and what it means to live in a material world.

Learning Outcomes

By the end of the course students should:

- be able to demonstrate a critical awareness of how material culture constitutes and conditions human experience (assessed via the essay/project and oral presentation).
- be able to evaluate critically interpretations of the role of material culture in society – during the past or present – within society (assessed primarily by the exam).
- understand how objects and actions define social identities and power relations.
- gain experience of presenting research topics to others and participating in group discussion (assessed by the presentation).

Course Structure

2 hours per week comprising lectures, seminars and class discussions.

Assessment

Written examination (50%; two questions from a 2 hour paper); self-directed essay/project (c. 2500 words) on topic agreed with and approved by course convenor (30%); oral presentation to class and short (1000 word) written report on assigned readings/topic (20% on written report).

Basic Bibliography

A detailed bibliography will be given out at the start of the course. Students should be familiar with the following:

Buchli, V & Lucas, G. (eds.) 2001. *Archaeologies of the Contemporary Past*. Routledge.

Graves-Brown, P. 2000. *Matter, Materiality and Modern Culture*. Routledge.

Tilley, C. 1999. *Metaphor and Material Culture*. Blackwell.

Journal of Material Culture

The Archaeology of Religion (88QD)

Semester 1

Convenor: Dr Michael Given

Course Outline

Religious practices, experiences and beliefs are expressed not just in texts but in material culture, architecture and landscape. This course will investigate archaeological methods of examining religion, with particular reference to Judaism, Christianity and Islam. It is not a course on theology or on biblical archaeology: students will be investigating specific human practices in local contexts, rather than assessing the 'truth' of scriptures or following the grand narratives of prophets and messiahs. The course will begin by introducing relevant theoretical issues and the archaeologies of Judaism, Christianity and Islam. It will then progress thematically, investigating topics such as syncretism, gender, ritual architecture, sacred landscapes and pilgrimage.

Aims

This course will:

- investigate the practices, experiences, beliefs, material culture, architecture and landscapes associated with religion
- apply anthropological and archaeological theories of religion to specific case studies
- use ethnographic and prehistoric parallels to further understanding of specific case studies
- focus on Judaism, Christianity and Islam, along with their precursors and variants

Intended Learning Outcomes

By the end of the course, students should be able to:

- demonstrate a general understanding of the archaeology of Judaism, Christianity and Islam (assessed in the worksheet and exam)
- investigate religious practices, experiences and beliefs by examining material culture, structures and landscapes (assessed in the presentation, essay and exam)
- interpret specific cases by applying theories of religion and comparative studies (assessed in the essay and exam)

Course Structure

10 one hour lectures and 10 one hour seminars. The seminars will include student presentations, student-led discussions, and group work.

Assessment

Presentation/student-led discussion (c. 15 minutes)	5%
Worksheet	20%
Class essay based on the presentation (c. 1500-2000 words)	25%
Examination (2 hours, 2 questions)	50%

Basic Reading

- Eller, J.D. 2007. *Introducing anthropology of religion: culture to the ultimate*. New York: Routledge.
- Fine, S. 2005. *Art and Judaism in the Greco-Roman world: toward a new Jewish archaeology*. Cambridge; New York: Cambridge University Press.
- Insoll, T. 1999. *The archaeology of Islam*. Oxford: Blackwell.
- Insoll, T., ed. 2001. *Archaeology and world religion*. London: Routledge.
- Rodwell, W. 2005. *The archaeology of churches*. Stroud: Tempus.

Pottery in Archaeology (86KZ)

Semester 1

Convenor: Dr Richard Jones

Course Outline

This course looks at the many aspects of pottery that are important in archaeology. It looks at potters' materials and techniques with a view to understanding the ancient potter at work. The social, cultural and economic factors involved in production are examined with the aid of ceramic ethnography. The course then considers the major themes of pottery typology, style, function and distribution. There is a strong emphasis on practical work ranging from pottery-making to recording, describing and drawing pottery; the course includes a visit to the Hunterian Museum's pottery collections and the Chinese ceramics section of the Burrell Collection. Students undertake a practical project on a small assemblage of either Roman or Medieval pottery from sites in Scotland.

Course staff: Richard Jones, Lorraine McEwan and Irene Bell (Glasgow School of Art)

Aims

- To introduce the cultural, functional and chronological diversity of ceramics
- To consider ancient and modern potters' material and methods
- To draw on ceramic ethnography to aid understanding the ancient potter's craft, and the place of pottery and the role of the potter in society
- To interpret pottery in terms of distribution (trade), chronology and function
- To examine the traditional and laboratory-based methods of studying and classifying pottery
- To enable students to gain transferable skills in techniques, presentation and group working.

Learning Outcomes

On completion of this course, students should be able to demonstrate:

- A knowledge of what the study of pottery can offer the archaeologist.
- A practical understanding of the potter's materials. Familiarity in handling, describing, recording and drawing pottery.
- An ability to identify by petrographic analysis the main inclusion types in pottery fabric.
- An appreciation of the archaeological issues associated with the economy, trade and identity that may be tackled in the course of interpreting the pottery evidence.

Course structure

The course is taught through lectures and practicals, usually as 1 two hour session per week.

Assessment

Summative assessment

50% assessed coursework (one essay (20%) and project report (30%)). 50% written examination.

Formative assessment

Feedback from staff to students on all assessed coursework.

Basic Reading

Orton C, P Tyers and A Vince, 1993, *Pottery in Archaeology*, Cambridge.
Rice PM, 1987, *Pottery Analysis*, Chicago.

The Development of Greek and Roman Coinage (88LY)

Semester 2

Convenor: Dr Sally-Anne Coupar, Hunterian Museum

Aims and Objectives

This course aims to provide a solid grounding in the coinages of the Classical world. It covers the issues of the city states, such as Athens, those of Alexander the Great and the Hellenistic monarchies, Republican Rome and the Roman Empire. The student will understand the development of coinage over this thousand year period and be able to identify and interpret the main issues and fit them into their broader archaeological, historical and economic contexts.

Course Content

There will be 10 lectures, 10 seminars developing the themes of the lectures and where coins from the world famous Hunter Coin Cabinet will be handled and in addition 2 tutorials.

Meetings and Times

This course will run during the second semester:

- lectures will be given each Monday at 3.00 pm in the Hunterian Museum
- seminars will be held each Thursday at 3.00 pm in the Hunterian Museum

Assessment

Two essays, each of 1500-2000 words, are required for coursework assessment. One will be on a Greek topic, the second on a Roman topic.

- 2 hour /2 question examination paper = 50%
- Two 1500-2000 word essays each 25% = 50%

Landscape Archaeologies Past and Present (88PU)

Semester 1

Convenor Dr Kenneth Brophy

Course outline

The study of landscape has become an important part of archaeological discourse since the term 'landscape archaeology' was coined in the 1970s. This course will examine the changing nature of the concept of 'landscape' in archaeology, assessing the impact of human geography, anthropology and other social sciences on landscape archaeology. The course will also consider the impact of landscape on people in the past, and relationships people form with the natural / cultural world that surrounds them. The course will consider two aspects of landscape archaeology: prehistoric landscapes in NW Europe, and post-industrial revolution landscapes in the British Isles. Themes covered however will be relevant to both - contested landscapes; archaeological landscapes; the 'natural' world; space; place; movement; biography; and the protection of landscapes.

Aims

The course will convey an understanding of the importance of considering the wider context of archaeological sites. Students will be encouraged to critically analyse terms that are taken for granted eg landscape, nature, culture, site, space, and place. Issues related to the archaeologies of landscape in various periods and places will be discussed, emphasising the diversity of applications within landscape archaeology. Alternative perspectives and subjective approaches to landscape will be emphasised.

Learning Outcomes

By the end of the course the student should:

- understand the development of landscape archaeology (assessed by exam);
- have an understanding of the multiple meanings of the term 'landscape' (assessed by field trip report, essay and seminar presentation);
- be able to address archaeological problems within a landscape-based approach (assessed by the essay);
- understand the potential meaning and power of landscape, space and place today, and how this is relevant to the study of the past (assessed by field trip report); and
- be aware of the problems of management and conservation of historic and prehistoric landscapes (assessed by exam).

Course Structure

The course will consist of a combination of lectures and small group sessions / seminars taught over a ten week period. A half-day field trip (on a Saturday morning) to Balfarg, Fife, is also a compulsory part of the course: a report based on this trip forms part of this assessment (see below).

Assessment

An examination (2 questions from 6, worth 50% of course mark); an essay of about 2500 words length (25%); a seminar presentation (10%); and a short informal report (c. 1000 words) based on the field trip (15%).

Basic reading

Ashmore, W & Knapp, AB (eds) 1999 *Archaeologies of landscape: contemporary perspectives*, Oxford: Blackwell.

Bender, B (ed) 1993 *Landscape: politics and perspectives*, Oxford: Berg.

Bradley, R 2000 *An archaeology of natural places*, London: Routledge.

Hirsch, E & O'Hanlon, M (ed) 1995 *The anthropology of landscape*, Oxford: Clarendon Press.

Johnson, M 2007 *Ideas of landscape*, Oxford: Blackwell.

Tilley, C 1994 *A phenomenology of landscape*, Oxford: Berg.

Early Medieval Gaeldom, 6th to 8th centuries (88WJ)

Semester 1

Convenor: Dr Dauvit Broun (History) / Dr Ewan Campbell (Archaeology)

Course Outline

The course will examine the archaeological and documentary evidence relating to early Gaelic society in Scotland and Ireland through an examination of chronicles, law-tracts, surveys, literature, forts, churches, excavated remains of settlements and archaeological evidence for trade. Particular emphasis will be given to Argyll, where the documentary and archaeological evidence relating to this period is particularly rich.

Aims

It is intended that you will gain a sound knowledge of the principal kinds of documentary record and explore their potential and limitations as sources, and will become familiar with the chief types of archaeological evidence and gain an understanding of the function and significance of forts and other settlement structures. A key element of the course is to promote an interdisciplinary approach to exploring and understanding early medieval society, in particular how power and authority was formulated and exercised. At the end of the course you should gain an appreciation of the different ways in which society (and kingship in particular) was 'constructed' in people's minds, and 'on the ground', and in the development of social relationships and economic interactions.

Intended Learning Outcomes

The skills you acquired in previous levels will be developed by engaging with more complex and challenging material. In this course this means:

- gaining a critical understanding of the strengths and weaknesses of key archaeological and historical sources as evidence for early medieval society
- exploring the potential of an interdisciplinary approach to the study of early medieval society
- bringing these insights to bear on the themes of the nature of power and authority in early medieval society, and the different ways in which society was 'constructed' by contemporaries, as these relate to the region of Argyll in particular.

You will develop these elements:

- By discussing issues in a group
- Giving oral presentations,
- Writing a sustained piece exploring a particular topic or point of debate.

Your performance in each of these activities will be assessed.

Assessment

70% exam (in May/June), in which you must answer 2 questions in 2 hours. 20% essay (2,000 words approx.), 10 seminars (6% for seminar paper, 4% for overall seminar contribution).

Basic Reading

J. Bannerman 1974, *Studies in the History of Dal Riata*

E. Campbell 1999, *Saints and Sea-kings: the First Kingdom of the Scots*

A. Lane and E. Campbell, 2000 *Excavations at Dunadd: an early Dalriadic capital* Oxford

T.M. Charles-Edwards, 2000 *Early Christian Ireland* Cambridge

(Only Campbell, *Saints and Sea Kings*, is likely to be in the shops at a price you can afford)

Roman Britain: Acculturation and Change (88PC)

Semester 2

Convenor: Professor William S Hanson

Course outline

Roman Britain is one of the most extensively and intensively studied provinces of the Roman Empire. After a brief consideration of the state of late pre-Roman Iron age society, the course will consider the various processes of change at work as a result of the Roman occupation of Britain and the impact that the Roman presence had in different areas and across the different social spectra of indigenous society.

Aims

To consider the processes of change at work in Britain as a result of the Roman conquest and occupation and to examine the impact of the Roman occupation on the indigenous population.

Intended Learning Outcomes

At the end of the course students will have acquired:

- knowledge and critical understanding of the impact of the Roman conquest and occupation on the indigenous population of Britain. This will be assessed in the essay, case study and final exam.
- knowledge and critical understanding of the changes that took place and an appreciation of the processes involved. This will be assessed in the essay, case study and final exam.
- a critical appreciation of the role of archaeology in an historical period. This will be assessed in the essay, case study and final exam.
- an ability to construct logical argument based on primary, historical and archaeological source material. This will be assessed in the essay, case study and final exam.
- experience in basic library-based pursuit of specific topic-related data. This will be assessed in the essay and case study.
- experience of presenting specific topic research findings to others and leading group discussion. This will be assessed in the presentation of the case study.

Assessment

50% of the assessment is based on a 2 hour 2 question examination paper, 50% on an average of 2 pieces of written work, an essay/seminar paper c. 1500 words in length and a case study. The latter, for which the submitted written element should be a class handout in structured note form, is to be presented in the form of a mini-lecture (c. 10-15 minutes) to the rest of the class.

Course structure

The course is arranged thematically and taught by a combination of lectures (14), seminars (2) based on student essays, and student presentations (4). The class will meet for 1 hour twice weekly in Semester 2. Essay and case study topics will be determined by the second meeting. The case studies involve analysis of the impact of the Roman presence on the character and occupants of a particular site type.

Basic reading (* = suggested purchase)

Birley, A.R. 1981 *People of Roman Britain*, London.

Frere, S.S. 1987 *Britannia: A History of Roman Britain* (3rd edn), London.

Jones, B. & Mattingly, D. 1990 *An Atlas of Roman Britain*, Oxford.

*Mattingly, D. 2006 *An Imperial possession: Britain in the Roman Empire, 54 BC-AD 409*, London

Millett, M. 1990 *The Romanization of Britain*, Cambridge.

Todd, M. (ed.) 2004 *A companion to Roman Britain*, Oxford

Historic Landscapes: Archaeologies of the Medieval and Modern Scottish Countryside (86KH) Semester 2

Convenor: Dr Chris Dalglish

Course outline

Through this course you will explore the nature and significance of the archaeology of Scotland's historic landscapes. From feudal villages, fields and forests, to the crofting townships and landscapes of the Highlands and Islands and the industrial landscapes of the most recent past, you will study the changing relationship between people and their world. During the course, you will learn about the archaeology and history of Scottish society in the period from the 12th century A.D. to the present; you will inquire into the theories and practices through which historic landscapes are investigated and interpreted; and you will consider what these landscapes mean for different groups within present-day society.

Aims

This course aims to:

- provide an overview of the characteristics of historic landscapes in Scotland and of interpretative issues, research traditions, and approaches relating to their study;
- explore the interpretation and analysis of historic landscapes by applying theories and methods to specific cases;
- develop understanding of the range of evidence available for the study of Scotland's historic landscapes and of the potential of inter-disciplinary research in this subject area;
- examine varied and contested present-day understandings of Scotland's rural past and contextualise different perceptions of the historic landscape by relating them to contemporary political, social and environmental concerns;
- offer opportunities and contexts for students to develop transferable skills of analysis, research, presentation and communication.

Intended learning outcomes

By the end of this course, students should be able to:

- demonstrate knowledge of the principal characteristics of Scottish medieval and modern rural archaeology.
- summarise, contextualise and critically evaluate different interpretative and methodological approaches to the historic landscape.
- demonstrate knowledge of the range of evidence relevant to this subject and a critical appreciation of archaeology's relationships with cognate disciplines in this instance.
- describe different present-day perceptions of the historic Scottish landscape and situate these in relation to wider political, social and environmental issues.
- show competence, appropriate to the level of study, in the written and oral communication of arguments on prescribed topics.

Course structure

This course is taught through a combination of lectures, seminars and a field trip. The seminars will include discussions based on assigned readings and work on assigned tasks. In addition, each student will make 1 formal presentation to the class on an approved topic.

Assessment

The assessment for this course comprises: a written examination of 2 questions in 2 hours (worth 50%); an essay of c. 2,500 words (30%); a seminar presentation on an approved topic (10%); a worksheet (10%).

Introductory reading

Atkinson, J.A., Banks, I. & MacGregor, G. (eds) 2000 *Townships to Farmsteads: Rural Settlement Studies in Scotland, England and Wales*. Oxford: British Archaeological Reports.

Dalglish, C. 2003 *Rural Society in the Age of Reason: An Archaeology of the Emergence of Modern Life in the Southern Scottish Highlands*. New York: Kluwer/Plenum.

Govan, S. (ed.) 2003 *Medieval or Later Rural Settlement in Scotland: 10 Years On*. Edinburgh: Historic Scotland.

Smout, T.C. (ed.) 2003 *People and Woods in Scotland: A History*. Edinburgh: Edinburgh University Press.

The website of the Historic Rural Settlement Group: <http://www.molrs.org.uk/>

Cities and Colonies in the late Prehistoric Western Mediterranean (88PW)

Semester 1

Convenor: Dr Peter van Dommelen

Course outline

Colonialism can be regarded as a key feature for understanding social, economic and political developments in the western Mediterranean during the Iron Age, because it was during this period (roughly 9th-5th centuries BC) that Greek, Phoenician and Carthaginian settlers and traders established settlements throughout this region. The basic question to be examined in this course is whether the profound changes in the Iron Age societies of the western Mediterranean must primarily be viewed in the light of colonisation or of long-term indigenous development.

Focusing on the island of Sicily and the region of South-East Spain, this course will explore the process of colonialism in the Mediterranean Iron and early Classical period. Specific matters of attention include how cultural differences and cultural interaction between colonisers and colonised may be assessed archaeologically.

Aims

The aims of this course are

- to provide a survey of social and economic developments in the Iron Age western Mediterranean with particular attention to ancient colonialism;
- to consider critically from an explicitly theoretical perspective the major themes involved, such as the prestige goods model, 'culture contact' or 'acculturation' and state formation;
- to scrutinise the impact of modern colonialism and nationalism on current perceptions of ancient colonies and Iron Age societies in the western Mediterranean.

Intended Learning Outcomes

By the end of this course, students should:

- have acquired a basic knowledge of the Iron Age societies and colonial networks of the western Mediterranean and their key-sites (assessed by examination);
- understand and be able to distinguish between the different theoretical backgrounds of various explanations of increased cultural complexity (assessed by presentation and examination);
- be aware of the impact of modern society on archaeological representations (assessed by presentation and essay);
- have developed oral, organisational and interpersonal skills to sustain and defend arguments in presentations and group discussion on prescribed topics (assessed by presentation and essay).

Course Structure

This course is taught in lectures and seminars, together amounting to 20 hours. At the first lecture of each week a detailed handout including a reading list will be distributed. Every week there will be one or two papers marked for discussion, which all students must read.

Assessment

The formal assessment will be based 50% on coursework, consisting of a short essay and a substantial presentation. A written examination makes up 50% of the assessment.

Basic reading

Lyons, C. and J. Papadopoulos (eds) *The archaeology of colonialism (Issues & debates)*, Los Angeles: Getty Research Institute.

Thomas, N. 1994 *Colonialism's culture. Anthropology, travel and government*, Cambridge: Polity Press.

The Picts and Formation of Alba (87KC)

Semester 2

Convenor: Professor Stephen Driscoll, Archaeology

Teaching staff: Dr Katherine Forsyth, Celtic

Course Outline

This course will examine the social and political structure of the Picts and seek to understand their eclipse and evaluate their overall contribution to Scotland's history. The approach will be interdisciplinary, embracing archaeology and history, and will aim to introduce you to a critical understanding of material culture and written sources as evidence for the Picts. The course is structured around the core issue of ethnic identity insofar as this can be gauged in a society as remote as the Picts. How can Picts be identified as such? How did Picts apparently disappear and *Alba* come into being? These questions will be tackled directly, and also set in their appropriate social and cultural context. These issues can best be tackled by adopting an interdisciplinary approach, giving equal weight to Archaeology, History, and the study of Civilisation.

Aims

As with all courses in the School of History and Archaeology the aims of this course are:

- to develop the intellectual and analytical skills acquired during their first two years (whether in history, Celtic civilisation, or archaeology),
- to offer the opportunity to study previously unfamiliar methodological approaches, chronological periods and geographical areas by offering a wide and flexible choice of options,
- to introduce complex historical debates and interpretations, to develop skill in interpreting primary sources where appropriate, and to inform these discussions with new ideas derived from current research,
- to encourage the development of transferable skills by fostering individual initiatives, personal choice, and group discussion.

Intended Learning Outcomes

Having completed this course, you should be able to achieve the following objectives:

- acquire a clear understanding of the significance of the Picts for Scottish history and an awareness of the issues surrounding the formation of Alba
- understand how archaeological and documentary resources are to be integrated in historical enquiry,
- be aware of the relative strengths and weaknesses of archaeological and documentary resources.

Assessment

50% exam; 40% essay; 10% seminar

Reading

S.T. Driscoll, *Alba, the Gaelic Kingdom of Scotland AD 800 –1124* (Edinburgh 2002)

K. Forsyth, *Language in Pictland. The Case against 'non-Indo-European Pictish'* (Utrecht 1997)

Sally Foster, *Picts, Gaels and Scots* (London 1996, new edition 2004)

Sally Foster (ed.), *The St Andrews Sarcophagus* (Dublin 1998)

The Viking Movements (88QA)

Semester 2

Convenor: Dr Colleen Batey

Aims

This course will selectively examine the impact of the Scandinavian peoples in a number of different regions. These will include: Continental Europe, Anglo-Saxon England, Ireland, the Faroe Islands, Iceland and the North Atlantic region.

Intended Learning Outcomes

By the end of this course you should be able to demonstrate an understanding of:

- The nature and limitations of archaeological evidence in the study of this subject.
- The contribution and limitations of primary historical sources and place-names to the study of this subject.
- The relationship of the incoming Scandinavians to the native peoples in these areas.

Classes

2 hours per week in Semester 2.

Coursework

1 piece of written work will be required for the course in the form of a self-directed project undertaken on a topic approved by the course convenor. In addition, students are expected to prepare work for 1 seminar paper; however, this work will not be submitted for, or count towards, the assessment.

Assessment

- a) 50% of the assessment comes from a 2 question 2 hour paper.
- b) 50% of the assessment comes from the self-directed project on a topic to be approved by the course convenor, to be handed in by the last day of Semester 2. This will be discussed in more detail with members of the class, but it is of the order of 2,500-3,000 words with appropriate illustrations, and to be typed or word-processed.

Preliminary Booklist

C.E. Batey, H. Clarke, R.I. Page, N.S. Price ed J.Graham-Campbell, 1994, *Cultural Atlas of the Viking World*, Time-Life/Andromeda, N.Y./London.

R A Housley and G Coles eds 2004. *Atlantic Connections and Adaptations. Economies, environments and subsistence in lands bordering the North Atlantic*. Oxbow Books, Oxford.

G. Jones, 1984. *A History of the Vikings*, Oxford University Press, Oxford (2nd edn.).

E. Roesdahl et al, 1992. *From Viking to Crusader. Scandinavia and Europe 800-1200*, Council of Europe, Paris.

E. Roesdahl, 1991. *The Vikings*, Guild, London/New York/Toronto/Sydney; reprinted 1993 in paperback, Penguin, Harmondsworth.

Further reading on particular topics will be given during the course.

The International Age in the East Mediterranean and its Aftermath (ca. 1600-900 BC)

Semester 1

Convenor: Dr Claudia Glatz

Course subject to approval

Outline

The Late Bronze Age (ca. 1600-1200 BC) in the East Mediterranean was an era of unprecedented economic and political interaction as well as cultural adoption and transformation. This age of international interaction and competition comes to an end around 1200 BC when the palatial societies of the Aegean, Anatolia, the Levant, Upper Mesopotamia and Egypt either declined or collapsed. This phase of collapse, which was caused by what appears to be a series of interconnected local and supra-regional processes and events, from internal unrest to migratory movements and changing climatic conditions, is followed by a phase of cultural regionalism and socio-political downscaling, from which emerge the polities of the Iron Age. This course explores a series of key aspects of the Late Bronze Age international age from trade and diplomacy to local production and amalgamation of cultural traditions against the background of regional developments in Anatolia, the Levant and upper Mesopotamia, Egypt, Cyprus and the Aegean. It surveys the evidence for the decline and transformation of different societies at the end of this phase as well as the emergence of new political and social orders in the Early Iron Age up until the expansion of the Neo-Assyrian Empire.

Aims

This course aims to

- provide an overview of the archaeology of the Late Bronze Age and Early Iron Age East Mediterranean between ca. 1600 and 900 BC.
- investigate key issues in the study of different types of inter-regional interaction between a range of East Mediterranean societies.
- explore different theoretical frameworks and methodological approaches to the study of inter-regional interaction from a local as well as supra-regional perspective.
- investigate and evaluate a range of different sources of evidence for Late Bronze and Early Iron Age societies in the East Mediterranean and their interaction.
- provide opportunities for students to develop transferable skills of analysis, presentation and communication.

Learning Outcomes

By the end of the course, students will be able to:

- demonstrate an understanding of Late Bronze and Early Iron Age societies in Anatolia, the Levant and upper Mesopotamia, Egypt, Cyprus and the Aegean and their development. This will be assessed through the short essay, the self-directed project/long essay and the student presentation.
- critically evaluate different theoretical frameworks for the analysis of different forms of inter-regional interaction and their local and supra-regional consequences on the basis of East Mediterranean case studies. This will be assessed through the essay and self-directed project/long essay.
- demonstrate knowledge of a range of analytical methodologies to investigate inter-regional interaction. This will be assessed through the self-directed project/long essay.
- show familiarity with a variety of sources of evidence (archaeological, textual and iconographic) their advantages and biases. This will be assessed through the essay, self-directed project/long essay and student presentation.
- demonstrate competence, appropriate to Honours level, in the formulation and presentation of arguments on prescribed topics. This will be assessed through the essay, self-directed project/long essay and seminar presentation.

General Reading

Akkermans, P.M.M.G. and Schwartz, G.M. 2003. *The Archaeology of Syria: From Complex Hunter-Gatherers to early Urban Societies (ca. 16,000-300 BC)*. Cohen, R. and Westbrook, R. (eds.). 2000. *Amarna Diplomacy. The Beginnings of International Relations*. Baltimore and London: Johns Hopkins University Press. Davies, W.V. and Schofield, L. 1995. *Egypt, the Aegean and the Levant: Interconnections in the Second Millennium BC*. London: Trustees of the British Museum. Feldman, M. 2006. *Diplomacy by Design. Luxury Arts and An "International Style" in the Ancient Near East 1400-1200 BCE*. Chicago: Chicago University Press. Parkinson, W.A. and Galaty, M.L. (eds.). 2011. *Archaic State Interaction: The Eastern Mediterranean in the Bronze Age*. Santa Fe: School of Advanced Research Press. Sagona, A. and Zimansky, P. 2009. *Ancient Turkey*. London: Rutledge. Van de Mieroop, M. 2010. *The Eastern Mediterranean in the Age of Ramesses II*. Oxford: Wiley-Blackwell.

Assessment

Short essay - 30%; self-directed project report/long essay (project outline and literature critique - 20%, final project report/long essay - 40%); student presentation - 10%

HONOURS DISSERTATION

(40 credits 87BJ; 20 credits 87BD)

The undergraduate dissertation is a compulsory part of the Honours Degree course in Archaeology, having the value of two Honours courses (40 credits) for Single Honours students. A shorter dissertation can be chosen as an option by Joint Honours candidates in place of one Honours course (20 credits). Joint Honours students must undertake such independent coursework in one of the subjects of the joint degree.

The dissertation provides an opportunity to carry out a piece of first-hand research, in your own time, on a topic of your own choosing, and thus to demonstrate your mastery over a parcel of archaeological evidence. Normally the detailed data or evidence for this first-hand research will be presented in an appendix to the main text, for example in the form of a catalogue or gazetteer giving full details of the work on which the discussion is based.

Your dissertation forms an important part of your degree assessment. A dissertation of poor quality will obviously attract a low mark; one of high quality will increase the possibility of a good degree and may open the way to postgraduate research.

Choosing a topic and planning the dissertation during Junior Honours

The basis of the Honours archaeology dissertation should be a piece of first-hand research, for example a survey and synthesis of the field monuments of a region, a programme of scientific work, a catalogue and discussion of museum objects from some particular area or period, a theoretical approach to a particular topic, the study of a particular type of artefact, the application of a particular model or technique to a body of archaeological data. Some examples of recent dissertation topics are listed at the end of this section and there is a list on the Honours Moodle site.

It is strongly recommended that you begin thinking about a dissertation topic early in your Junior Honours year. Topics suggested by staff are listed on the Honours moodle site. The Dissertation Convenor holds a workshop in Semester 2 for all Junior Honours students to discuss the selection of suitable topics. Although it is your responsibility to decide on a topic or project, staff members will provide advice on the scope of the topic and approaches to it (see student / supervisor responsibilities below).

In consultation with relevant staff, usually the proposed supervisor(s), you should prepare a short (200 word maximum) statement *during the third semester of the Junior Honours year.* This should include the following information:

- Project title;
- Overall aim - what is the general outcome expected, and the reason for doing it;
- The main objectives, i.e. several specific tasks that should be tackled and completed;
- The (provisional) supervisor(s).

This should be submitted by the first Monday of June of the Junior Honours year to the Dissertation Convenor (TBC). When the topic is approved, a supervisor or supervisors will be allocated as appropriate to the subject area, but within the constraints of staff availability. *The responsibilities of both the supervisor and student are set out below.*

Any research involving human subjects or human data which is not in the public domain must have ethical approval **before** the research starts.

Completing the Dissertation in Senior Honours

By the end of the first week of the first semester of the Senior Honours year, a more detailed plan must be agreed with the supervisor and the final version lodged with the Dissertation Convenor (TBC). Time for this task will be provided during the first week of the first semester. The detailed plan should include:

- A copy of the original (June) statement in an appendix;
- Project title (revised if necessary);
- Overall aim (revised if necessary);
- The main objectives (revised if necessary);
- The agreed supervisor(s);
- Provisional headings for chapters/appendices;
- An outline of the contents of each chapter/appendix with an indication of progress to date;
- A timetable indicating time needed for main aspects of the work and including deadlines. (N.B. *deadline for submission of the dissertation is the first day of the revision period following the Spring vacation*).

The purpose of this exercise is to ensure that you have a realistic topic and timetable, agreed with your supervisor.

Any major change of dissertation topic can be made only under very exceptional circumstances following discussion with the supervisor concerned and with the express permission of the Head of Subject.

If you are carrying out fieldwork in the course of your dissertation, you should discuss this with Dr R E Jones (Safety Officer) who will tell you whether/how you should prepare a risk assessment in advance of your fieldwork. See the section on Fieldwork Safety in this handbook (Appendix 5).

Dissertation talks

Honours students must present a 10-minute progress report (normally using a PowerPoint Presentation) to a group of staff and other students. Formative assessment will be provided but there will be no summative assessment, i.e. feedback will be given but not a grade. The presentation is compulsory and has the purpose of helping you consolidate work on the dissertation and inform others of the topic. The timing, shortly before the Christmas vacation, should mean that significant progress has been made on the dissertation so there is ample for you to talk about and time to benefit from feedback.

Format

The length of dissertations should be *c.* 10,000-12,000 words for Single Honours and 5,000-8,000 words for Joint and Combined Honours. Appendices, including gazetteers, are not included in this total. The text is to be word-processed and printed *on one side* of the paper, with 1.5 line spacing. Preferred fonts are Times New Roman or Arial in 11 or 12 point size. Page size should be A4 and adequate margins must be left - not less than 1.5 inches (4cm) on the left side to allow for binding and at least 0.5 inches (1.5cm) on the right. Dissertations should be paginated consecutively throughout and presented fully stitch bound or in a secure spiral, heat or clip binding. A word count should be included at the end of the text.

Dissertations should include the following elements, in this order:

1. Title page with the full title of the dissertation, the name of the author in full, student number, a statement that 'This dissertation is submitted in part fulfilment of the requirements for the degree of M.A. (or B.Sc) with Honours in Archaeology at the University of Glasgow' and the month and year of submission.
2. Abstract: a *c.* 200 word one-page abstract of the dissertation must be provided. Give title and author above the abstract.

3. List of contents. This should list and give the page numbers of all subsequent elements of the dissertation (including individual chapters).
4. Preface or acknowledgements. This is necessary only if you have to acknowledge personal help (for example, in the preparation of illustrations or with statistics or with visits to museums etc.) other than that provided in the ordinary way by your supervisor.
5. Main text, usually a sequence of Chapters.
6. References.
7. Appendices if any.

Each element of the dissertation should begin on a new page. The main page numbering normally runs from the beginning of the first chapter to the end of the list of references. Preceding pages can be given i-v etc and appendices can each be numbered individually e.g. A1-1 etc for appendix 1, and A2-1 etc for appendix 2. Photographs and diagrams should be called Figures and numbered sequentially.

Abstract

The abstract must be a self-contained summary of the dissertation. It should include the main aim(s), methods, result(s) and conclusion(s). It should not normally contain any references or figures. It should not be used as an 'introduction'. It should not exceed 1 page in length. The abstract comes first but it should be written last.

Organisation of the main text

Any piece of academic writing needs to be coherently organised; as a general rule, the longer the text, the more important and difficult this becomes. Since your dissertation is likely to be considerably longer than any piece of writing you have undertaken so far (10000 words is roughly equivalent to 25 pages of typescript), you need to consider the problems of organisation it poses with particular care.

The first step should be to work out the overall structure of your text. This will enable you to identify the main stages or elements of your argument, which can then form the topics of individual chapters. These can themselves be divided into sub-sections if necessary.

The first chapter will invariably be an introduction. In this it is absolutely essential to state clearly and precisely what the dissertation aims to do: what topic you intend to elucidate, what question or questions you intend to consider. The introduction should also briefly indicate how you propose to deal with the issue or issues thus stated, how your argument is going to develop. An introduction may also do other things: it may, for example, discuss the significance of the issue or issues raised, and give some account of previous work.

Two general points may be made on the internal organisation of the main chapters of the dissertation:

1. Try to ensure that one point leads on naturally to the next.
2. Make clear the structure of your argument. If, for example, you have a chapter in which you deal with two main points, A and B, and A involves consideration of two subsidiary matters, x and y, indicate clearly where discussion of y ends and that of B begins.

Useful advice on the organization of material will be found in Barzun, J. and Graff, H.F. 1985 *The modern researcher* (4th edn.), San Diego (especially Chap. 11).

The main chapters of the dissertation should, if possible, be roughly of the same length. It is preferable to have several fairly substantial chapters divided into sub-sections rather than a large number of excessively short chapters. Sub-sections should be numbered and should have short titles (sub-headings).

Whether or not you need a conclusion depends very much on the nature and topic of your dissertation. You should certainly not fabricate a conclusion just for the sake of having one.

However, most studies benefit from a discussion section that draws together the threads of the argument or main groups of evidence in summary form.

References

Much of what is written in a dissertation will be based on published research and interpretations of other people. Where any of this work is directly quoted or specifically referred to, the sources must be properly acknowledged by the use of references. The procedures for doing this are outlined (and are the same as those applied in all forms of written work) in Appendix 3.

Figures

There are few archaeological topics which will not benefit from the provision of figures, (e.g. sketches, maps, plans, drawings, diagrams, photographs). If your dissertation topic involves the study of archaeological artefacts, both drawings and photographs are likely to be indispensable. If you are investigating a particular area a locality map showing site or artefact locations is essential, while diagrams or graphs are the simplest way to present statistical data. However, there is no value in producing figures if they appear as an 'afterthought' and are not closely tied in with the textual material. All figures must therefore have a short explanatory caption. Substantial original figures can be considered as part of the word count.

Unless there is a large number of figures, when they might be presented as a separate volume, they should be placed at the relevant point in the body of the text, and should normally be presented on their own page. Pages with figures should be included in the overall pagination of the dissertation, and numbered in the same way as pages of the text. Figures should be reproduced on the same A4 size paper as used for the text. Loose photographs will not be accepted. Only in very exceptional circumstances will accompanying illustrations be allowed to exceed A4 size and then they must be included in a portfolio no larger than A2 (A4 x 4). Fold-out figures might be included as long as they conform, folded-up, to the A4 size and bound in with the main text. Figures must not be presented loose or in rolls.

Clear and neat presentation of maps and figures is essential. Letraset or a similar rub-on system can be used for lettering and numbering. Computer drawing packages are also recommended for producing versatile figures with a professional finish. Advice is available on all aspects of illustrations from the Drawing Office Technician, Lorraine McEwan.

Style

Clarity and precision of expression are essential. Always ask yourself: 'Does this say exactly what I mean; do I mean exactly what this says?' Clarity and plain language are likely to commend themselves to the examiners.

Quotations

You may wish to include quotations within the body of the text. These will usually be of primary literary sources, though may also be of modern authors whose views you wish to discuss in some detail. In each case the source of such a quotation must be indicated.

Short quotations (up to two lines of print) should normally be run on with the line of your text and enclosed in quotation marks. Longer quotations should be separated out from the preceding and following lines of text, with an indented left-hand margin and reduced line spacing (1); they should not be enclosed in quotation marks; they should end with a full-stop or its equivalent.

It is quite legitimate to omit words from a passage quoted, provided that this does not result in misrepresentation of the original. All omissions within quotations, whatever their length, should be indicated by three dots; e.g. the preceding clause might be quoted thus: "omissions ... should be indicated by three dots."

Interpolations in quotations should be avoided; if unavoidable to clarify meaning, they should be enclosed in square brackets, i.e. [xxxxx].

If you borrow someone else's words, you are in effect quoting them, and should therefore present them as a referenced quotation. Deliberate failure to do so constitutes the most obvious form of plagiarism.

Footnotes

You must not use footnotes for your dissertation on the principle that if something is worth discussing, it should be in the main text.

Production and corrections

You should allow at least two weeks for converting your manuscript into a finished product ready for submission. It is inevitable that typing errors will occur and it is therefore essential that sufficient time is allowed before the final printing to check through and make all necessary corrections. You will find it helpful if you get someone else to check it also. If you decide to get someone other than yourself to word-process your dissertation, make sure that he or she is familiar with the conventions and requirements set out in these guidelines. If you are using a word processor, it is absolutely essential that you maintain back-up copies of the work on additional storage media in case of computer or disk failure. You must also allow time for dealing with figures and checking references.

The student/supervisor relationship: roles and responsibilities

Each student will have a main supervisor who will help by monitoring progress and giving advice. It is helpful to establish ground-rules early in the dissertation process, particularly with regards to the frequency and nature of meetings, levels of support required, and the submission and return of drafts. Additional supervision or support may be provided from within or external to Archaeology.

The supervisor's responsibilities

- To help define a suitable and workable project that will fulfil dissertation requirements;
- To provide details of a limited number of references and databases as starting material;
- To meet with the student at least **twice** per semester for progress reports and discussion. Further time given in support e.g. field/laboratory supervision is voluntary.

The supervisor has specific responsibilities regarding the reading and return of draft material that you should take note of:

- Supervisors can provide valuable comments on work at an early stage, e.g. on draft chapters and draft figures;
- Supervisors can comment on final drafts but need not read or comment on inadequately prepared material– these will be returned to the student with an explanation of why they are inadequate;
- The supervisor can only be expected to suggest 'editorial' modifications. These are likely to make only a marginal improvement to the dissertation. Essential changes may also be advised. However feedback should not be restricted to one-word comments, ticks or scored out passages – suggestions and modifications should be explained;
- The supervisor will try to ensure that the presentation attains at least a minimal acceptable standard;
- All written drafts will normally be returned to the student within 7 working days of receiving them.
- Supervisors will also advise on the procedures for obtaining ethical approval if necessary. Such approval must be obtained before, e.g. interviewing people. Dr Jane Goldman, Ethics Officer can advise on ethics procedures
<http://www.gla.ac.uk/colleges/arts/ethicsguidelinesforarts/>

The student's responsibilities

- To regularly consult the supervisor (and other relevant staff members) to discuss ideas, and meet with the supervisor at least **twice** per semester;
- All field work and research undertaken;
- To offer draft material for comment by the supervisor, but not later than 10 days before the final submission deadline; *[Draft means essentially complete, i.e. typed, with all (or most) figures. The student should proof-read the draft before giving it to the supervisor.]*
- To present the results in the form of a written dissertation according to the guidelines in the Honours Handbook.

In addition to these general responsibilities, these further guidelines will make life easier for you, the supervisor and anybody else helping you.

- Make appointments with your supervisor to give your supervisor time to prepare for your meetings. It might be necessary for the supervisor to organise laboratory work or site visits on your behalf and time will be needed to do this;
- You should be prepared to modify your plans during the timespan of your dissertation work - it should be organised around your other coursework rather than at its expense;
- You should not be over-ambitious in planning your dissertation. You can plan your work as a "pilot study" in the sense that your limited study could be designed to test the feasibility of a larger-scale effort. Some topics might be rather open-ended initially; this gives you more flexibility, but you must try to decide on definite objectives.

You should feel free to seek the help of anyone with the necessary knowledge or expertise (e.g. museum curators, library staff, the NMRS or other experts outwith Archaeology). Use such interaction time efficiently - be well prepared, e.g. before discussing your results, e-mail your question/concern to the person. **APPOINTMENTS MUST BE MADE IN ADVANCE AND KEPT.** If you are unable to attend or want the appointment changed, then it is imperative that the person or institution be warned well in advance for organisational reasons, as well as out of common courtesy. Failure to do so reflects badly on you and the University. If you are working on material provided by another organisation, such as a museum or RCAHMS, you should ensure that you fulfil their regulations for the handling of that material. Failure to do so could jeopardise any future working relationship with that organisation for other students or staff of Archaeology.

Finally, wherever outside help has been obtained, that person should be kept informed of the progress of the research and appropriately acknowledged in the dissertation. If any change or alteration is made so that, for example, the information or outside help is no longer required then the person must be informed as soon as possible. This is your responsibility and it should not be assumed that we will keep others informed of your progress.

Submission and Assessment

The dissertation is to be handed in by 2.30 pm the first day after the Easter vacation of the Senior Honours year (Monday 16th April 2012). **Late submission will be penalised as follows: a Degree class band for the first week; thereafter, a zero mark will be awarded.**

You should bear in mind the length of time involved in the production process and ensure that you have allowed sufficient time prior to submission.

The dissertation has the value of two Honours courses (40 credits) for Single Honours and one Honours course (20 credits) for Joint Honours and completion of a dissertation is a requirement of the Honours degree.

You are only required to submit one copy of the dissertation and this will be retained. If your dissertation is based on the collections of a specific museum, it is a basic courtesy to provide a copy to the institution involved, though some contribution towards the additional reproduction costs may be available from that institution. If there are any problems in relation to this, please discuss it with your supervisor in advance.

Previous dissertations are available for consultation in room 204, Gregory Building, but they must not be removed from the Gregory building. You should remember, however, that they are not all of the same quality. Some examples of the topics covered well by previous students are indicated below.

After submission of your dissertation a contribution towards your expenses of up to £50 (for Single Honours students) and £25 (for Joint Honours students) will be made available to you by cheque.

A Selection of Recent Dissertation Topics

- Regional burial practices in Neolithic and Bronze Age Scotland;
- Aspects of resistance and the persistence of native cultural identity in Roman Scotland: Reinvestigation and reinterpretation of the ceramic assemblages from two lowland brochs at Leckie and Fairy Knowe, Stirlingshire;
- An examination of church structures and their location within the landscape for the island of Benbecula in the Western Isles (2 volumes);
- Roman Bath-Houses on the Antonine Wall;
- Gender in Archaeology with Reference to the Early Anglo-Saxon Period in England;
- Archaeological Illustration: the Production, Use and Implications of Images in Archaeology;
- Radiocarbon dating the formation and occupation phases of the Loch Tay crannogs;
- Applied study of beaded wire and granulation work on Celtic ornaments;
- Modelling the Cypriot Epipalaeolithic;
- Horseshoes from British Battlefields and their Archaeological Significance;
- The use of Thermoluminescence Glow Curves for the provenance of Steatite;
- A New World Order: To What Extent Were The Cilician Pirates Attempting to Create a New Society in Opposition to Rome?;
- The Roles of Women during the Viking Era;
- The Early Medieval Swords and Axe Hoard from Bamburgh;
- A study of pottery assemblage from High Gasswater Row, Cronberry, Ayrshire;
- Neolithic Timber Halls – New Sites and Interpretations;
- The cultural importance of sacred landscapes;
- A Pictish Nation? Exploring Evidence for Unity, Interaction and Kingship of the 'Painted People';
- Ornaments of Jet and similar materials from the Henderson Bishop Collection in the Hunterian Museum;
- One Foot (Print) in the Grave: a forensic archaeological investigation into the decomposition over time of organic and inorganic materials in experimental clandestine graves;
- How do grave stelai from Classical Athens, 5th-4th centuries B.C., show female gender roles?

Archaeology

Honours Dissertation Progress Statement

This form is to be completed and presented with your detailed progress statement by the end of the first week of the first semester of the senior Honours year following a meeting with your (main) supervisor. Its purpose is for you and your supervisor to record your progress.

Your name:

Your supervisor(s) name(s):

Title of your dissertation:

1. Summary of progress to date:

2. Has a realistic timetable for completing the dissertation been agreed?

3. Has a detailed progress statement been attached?

Signed (Student)..... Signed (Supervisor)

Date Date

Available on line at: http://www.gla.ac.uk/media/media_41572_en.pdf

PORTFOLIO OF PRACTICAL WORK

(40 credits 87BG; 20 credits 87BH)

Convenor: TBC

Summary structure	Credits	Deadlines	Teaching delivery
Portfolio of Practical Work (87BG) Single Honours only	40		
1. Aerial Photograph Transcription	5	End of semester 1	Orientation week
2. Survey Project	10		
Topographic OR Geophysical Site Survey OR Standing Building Survey OR Walkover Survey		End of semester 1	Field School
3. Excavation Component	10		
<i>a) Drawing of a section OR a plan OR an artefact</i>	<i>2.5</i>	End of Orientation week	Field School
<i>b) Context sheets & photography</i>	<i>2.5</i>	End of Orientation week	Field School
<i>c) Harris Matrix</i>	<i>2.5</i>	End of semester 1	Orientation Week
<i>d) Artefact Study OR Data Analysis Exercise</i>	<i>2.5</i>	End of semester 1	Orientation Week
4. Fieldwork Report	10		
<i>a) Fieldwork Journal</i>	<i>5</i>	End of semester 1	Field School
<i>b) Reflexive report</i>	<i>5</i>	End of semester 1	Field School
5. Easter Fieldtrip Exercise	5	One week after last exam	Easter Fieldtrip
Mini-Portfolio (87BH) Joint/Combined Honours	20		
Fieldwork Report	10	<i>as above</i>	<i>as above</i>
Easter Fieldtrip Exercise	5	<i>as above</i>	<i>as above</i>
Aerial Photograph Transcription (OR any TWO items from the Excavation Component of the Single Honours Portfolio)	5	<i>as above</i>	<i>as above</i>

Please Note:

1. End of semester 1 is Friday 16th December 2011.
2. Students who do not go on the Archaeology Field School but participate in an alternative approved fieldwork project in summer 2011 will still be required to carry out work for the portfolio. Therefore you must ensure that you are aware of the requirements before undertaking any fieldwork. If you are in this position, you **MUST** contact the Fieldwork Convenor (TBC) **BEFORE** you go on the alternative fieldwork.

Outline

The portfolio is compulsory for all Honours students in their Junior Honours year. Single Honours must complete the full portfolio which forms the equivalent of 2 courses (40 credits) of the Single Honours degree while a mini-portfolio valued at 1 course (20 credits) must be completed by Joint and Combined Honours degree students. The portfolio is designed to allow students to demonstrate and practice their skills in some of the core practical aspects of the subject. Each part is presented and assessed separately and a feedback sheet and grade provided for each. All the components are brought together as a portfolio for an overview and overall grade by an internal and external examiner, something that should be kept in mind when presenting each part. The content (e.g. word length) should correspond to the credit-rating.

Intended Learning outcomes

Upon completion of the Portfolio you should be able to:

- Demonstrate, and appreciate, the formal presentation of a variety of small-scale specialist projects with descriptive and interpretive elements. This is assessed by all elements of the Portfolio;
- Show competence in a number of different practical archaeological skills. This is assessed by all elements of the Portfolio;
- Demonstrate the ability to choose appropriate and realistic topics for analysis. This is assessed by the Survey and Artefact Study elements of the Portfolio.

Intended Learning outcomes for each element of the Portfolio are listed below.

Teaching and preparation

The Portfolio is essentially a series of individual pieces of practical work. Practical sessions, both formal and informal, will provide students with basic preparation, and in addition individual members of staff have been assigned responsibility for assistance and advice to students for each individual element of their portfolio. Students will be provided with training for the practical work for the Portfolio during the Archaeology Field School (August 2011) and during the Junior Honours year.

You may collaborate with other students on work towards the survey element of the Portfolio only and you must ensure that text and illustrations are all your own work. If collaborative work with other students is undertaken, *you must indicate the nature of the collaboration and the participants involved in your submitted portfolio throughout the text as well as in acknowledgements.*

Presentation

The Portfolio should be word-processed and fully illustrated. *Each chosen element should be separately prepared as detailed in the 'Portfolio Elements' section below.* Individual items (all A4 size) should be presented unbound in individual Foolscap pocket. Put your student number and the title of the item being presented on a separate page at the beginning of each element. The usual referencing standards expected for essays and the dissertation apply. Only one copy of each item should be submitted and these will be retained. The various components will be assembled into one folder for assessment by the 2nd internal and the external examiner so keep this in mind when preparing the individual elements; in particular, any exceptional items presented need to be referenced from documents within the Portfolio folder.

Marking and assessment

The Portfolio forms an important part of the degree. Each individual component will usually be marked by the member(s) of staff responsible for that section of the Portfolio before being passed to an internal examiner for a review of the complete Portfolio before going to the external examiner. You will be informed of the marking criteria during teaching of each element. *A prize will be awarded by the Examiners to the best Portfolio.*

Submission deadlines

All work for the portfolio is to be submitted and assessed as part of the Junior Honours year, and deadlines for the elements will be staggered through the session (see summary table above). **Late submission will be penalised in accordance with University regulations i.e. up to 5 working days: 2 points per day. More than 5 working days: Grade H will be awarded.** This penalty will apply to the individual element(s) as appropriate.

Portfolio - staff responsibilities

- Aerial Photography: Prof W S Hanson
- Excavation Elements: Dr K Brophy
- Harris Matrix: Prof S T Driscoll
- Artefact Study: Dr R E Jones /Dr N Finlay
- Topographic and Geophysical Survey: Dr R E Jones
- Standing Building Survey: Prof S T Driscoll
- Data Analysis Exercise: Dr E N Campbell
- Walkover Survey: Dr M Given/Dr C Dalglish
- Fieldcourse Report: TBC
- Easter Fieldtrip Report: Fieldtrip staff, Easter 2012

Portfolio elements

1. The transcription and interpretation of an aerial photograph (5 credits)

Requirements

A suitable aerial photograph will be provided by or approved by Prof W S Hanson.

Presentation

1. A transcription to standard scale (normally 1:2500) of the archaeological features, indicating and clearly identifying all the modern fixed points employed in the transcription process on both map and photograph. Either manual (Riley 1987, 66-69) or computer methods may be employed, but in both cases you must first obtain the appropriate base map at 1:2500 scale. Practical guidance on transcription methods is provided. You should include a high quality (e.g. laser) copy of the photograph used (the original should be returned, if supplied), the working drawing illustrating clearly the methodology employed (either computer printout or manual transcription), and a redrawn inked version or a printout of the final transcription, to publication standard.
2. A commentary on the transcription, with reference to any methodological problems encountered and details of error readings if computer methods used.
3. A description of the archaeological features on the photograph, offering wherever possible some identification, including alternatives if appropriate, and quoting analogies.

This is a piece of individual work where collaboration with another student would be inappropriate.

Intended Learning outcomes

On completion of this element, you should be able to:

- Identify and transcribe archaeological data from aerial photographs and appreciate its potential significance;
- Demonstrate an understanding and competence in either a manual or computer method of transcription of an aerial photograph.

Reading

Riley DN 1987, *Air Photography and Archaeology*, London.

Wilson DR 2000, *Air photo interpretation for archaeologists*, Stroud (2nd edition).

2. The survey component (10 credits)

Requirements

Work to be normally undertaken in or around Glasgow or as part of approved fieldwork or the Field School and consists of,

Either:

The undertaking, presentation and interpretation of either a **topographic or a geophysical survey** of a site.

Requirements

Practicals and advice on topographic survey will be provided. If you are thinking of doing a geophysical survey, you must discuss it in advance with Dr R E Jones and must have previous experience of geophysical survey from involvement in an Archaeology (or other fieldwork) project.

Presentation

This should consist of five basic elements:

1. A short text section, which will outline the background of the site and the reason for undertaking the survey.
2. An account of the method of survey used.
3. Original drawings, which should include:
 - A location map (at 1:2500 or 1:1250);
 - A ground plan of the site / feature generated by your own survey. This should be reproduced at a suitable scale dependent on the size of the survey area and should fit on A4 or A3 paper e.g. 1:500 on A4, 1:200 on A3 for small sites; 1:2500 on A4, 1:1000 on A3 for larger sites.
4. A photographic record to augment the drawings, particularly where there might be difficulty in recording archaeological complexity on paper.
5. An interpretation of the site based on your survey results as well as reference to any methodological problems encountered.

Or: *a Standing Building Survey*

Requirement

The undertaking, presentation and interpretation of the survey of a standing building. Practical and advice on building survey will be provided at the Field School.

Presentation

This should consist of the five basic elements as given above for the topographic/geophysical survey.

This should consist of five basic elements:

1. A short text section, which will outline the background of the site and the reason for undertaking the survey.
2. An account of the method of survey used.
3. Original drawings, which should include:
 - A location map (at 1:2500 or 1:1250);
 - Depending on the type of survey employed, a measured ground plan of the site or an elevation drawing generated by your own survey. This should be reproduced at a suitable scale dependent on the size of the area and should fit on A4 or A3 paper
4. A photographic record to augment the drawings, particularly where there might be difficulty in recording archaeological complexity on paper.
5. An interpretation of the site based on your survey results as well as reference to any methodological problems encountered.

No attempt should be made to study or plan a structure without complete permission from the landowner. Do not attempt to work on a dangerous site, e.g. where there is a risk of falling masonry. All students must follow safety procedures and make themselves familiar with the instructions on fieldwork within this Handbook (Appendix 5) and fill in a Risk Assessment Form.

The study can be a collaborative piece of work, but you must give details of when collaboration occurred as explained above.

Or: a Walkover Survey

Requirement

The undertaking, presentation and interpretation of a walkover survey of a defined area of landscape. Practicals and advice on walkover survey will be provided at the Field School.

Presentation

This should consist of five basic elements:

1. A short text section, which will outline the environmental, historical and archaeological background of the landscape and the reasons for undertaking the survey.
2. An account of the method of survey used, including a sample site recording form.
3. Original maps and drawings, prepared manually or else using appropriate software, which should include:
 - A location map with the survey area marked on it
 - Maps showing the distribution of particular classes of sites and features
 - Scale drawings or clean sketch plans of particularly significant sites or features
4. A photographic record of the landscape and a sample of specific sites or features.
5. An interpretation of the landscape based on your survey results as well as reference to any methodological problems encountered.

No attempt should be made to survey an area without complete permission from the landowner. Do not attempt to work in a dangerous area, e.g. where there are cliffs etc. All students must follow safety procedures, make themselves familiar with the instructions on fieldwork within this Handbook (Appendix 5) and fill in a Risk Assessment Form.

Intended Learning outcomes

On completion of this element, you should be able to:

- Select a suitable and appropriate subject for survey;
- Undertake basic survey of an archaeological site or building or landscape and depict and interpret the results;
- Demonstrate an ability to present the results in a coherent manner using appropriate conventions and scales.

3. The Excavation components (four items, 2.5 credits each)

During the Archaeology Field School, you will be given the opportunity to learn some basic excavation skills through working on an actual site. Excavation is a combination of digging, and careful recording, and it is the recording of a feature that you are required to demonstrate through elements **a** and **b** of this part of the portfolio. The basic skills that you should be able to show evidence for are: scale section **or** plan **or** artefact drawings, filling in context sheets and a correctly composed archaeological photograph of a feature. Although you can work on these tasks with another student, you must produce your own work towards the portfolio and make clear what involvement anyone else had. If you are not attending the field school, these requirements can be fulfilled on any excavation project although you must talk to the Portfolio convenor about this in advance.

3a. Drawing of a section, plan or artefact

Requirements

This element of the portfolio should include evidence to demonstrate the recording process associated with a particular feature you have excavated. This will be in the form of on-site paperwork and drawings and should include:

EITHER: a Section drawing – You should submit a photocopy of the original drawing which should have been done at 1:10 scale. The section should include all normal conventions, including a drawing number and context numbers.

OR: a Plan drawing – During the course of the excavation, you will have had the opportunity to plan a single feature, or perhaps part of the trench pre- or post-excavation, at 1:20 scale. You should submit a photocopy of a plan that you drew on-site, and the plan should include all normal conventions, including a drawing number and context numbers.

OR: an Artefact illustration - Alternatively, you can also choose to illustrate an artefact, this should be drawn at 1:1 or an appropriate scale using the appropriate technical conventions for the particular artefact type. Remember to include a scale bar.

Intended Learning outcomes

By completing this exercise, you should be able to:

- appreciate the importance of detailed recording during, as well as after the excavation of a feature and its finds;
- demonstrate basic excavation skills **or** post-excavation recording skills;
- understand better the process of excavation and post-excavation processes.

Further reading

Barker, P 1993 *Techniques of archaeological excavation*, 3rd edition, Batsford.

Hawker, JM 1999 *A manual of archaeological field drawing*. Copies in course boxfile.

3b. Context Sheets and Photography

Requirements

This element of the portfolio should include evidence to demonstrate the recording process associated with a particular feature you have excavated. This will be in the form of on-site paperwork and photographs, and should include:

Context sheets - You will be expected to submit completed SERF-style (or equivalent) *pro forma* context sheets for the feature you excavated. The number of sheets is dependent on the feature, but should be no less than two. The sheets should be filled in with as much useful information as possible, including sketches where appropriate, and be correctly tied in with other site paperwork (eg sample, photo, drawing numbers, small finds, related contexts and so on). As well as a description, an interpretation of each context should be offered in the space provided on the sheets.

Photographs – Prints (at least two) should be submitted that record the excavation of the feature, including pre- and post-excavation shots, and any sections or other significant stages of the process. These should be correctly composed, with information board and scale.

Intended Learning outcomes

By completing this exercise, you should be able to:

- appreciate the importance of detailed recording during, as well as after the excavation of a feature;
- demonstrate basic excavation skills;
- understand better the process of excavation and post-excavation processes.

Further reading

Barker, P 1993 *Techniques of archaeological excavation*, 3rd edition, Batsford.

3c. The construction of a Harris matrix from a section drawing

Requirements

Being able to understand and interpret archaeological stratigraphy is an essential skill that is tested by this element of the Portfolio. A suitable section will be provided or approved by Professor S T Driscoll.

Presentation

A Harris matrix is to be constructed. This should usually be confined to one sheet of A4 paper and appear in edited or simplified form (see Harris 1979, 86-89), removing those relationships which are superfluous and stretched by phase. The main phases of activity involved should be explained briefly on a separate sheet and cross-referenced to the matrix. Any anomalies or interpretational difficulties should also be highlighted. The submission should include a copy of the section studied, the matrix you have derived, and an explanatory written element of approximately 1000 words. This is a piece of individual work where collaboration with another student would be inappropriate.

Intended Learning outcomes

On completion of this element, you should be able to:

- Understand, graphically depict, and explain basic stratigraphical relationships.

Reading

Harris, E.C. 1979. *Principles of Archaeological Stratigraphy*, London.

Roskams, S. 2001. *Excavation*. Cambridge.

3d. This can be EITHER,

An Artefact Study

The Artefact Study **is the description and illustration of one or more artefacts presented as a written report**. It should consist of 1-2 pages of text that provides a technical description of the artefact(s) studied, where found (context/provenance), small find/museum number, material type, shape, condition, metric dimensions. For pottery you should include fabric, type of decoration if relevant, rim and vessel form and estimated original size and typological and chronological identification. For lithic artefacts, the material, type of primary removal (blank), description of any retouch and chronological/typological associations. For all other artefact classes you should follow standard descriptive conventions. **Drawings of the artefacts are essential**, and photographs are desirable. The aim of this element of the portfolio is to demonstrate primarily your practical ability in describing and illustrating artefacts as well as your awareness of the appropriate standard conventions for particular artefact types.

You can choose an artefact discovered at the Fieldschool or items available in the Archaeology Collection or alternatively the Hunterian Museum (see Dr Sally-Anne Coupar) **following approval by the Portfolio convenor**. This is a piece of individual work where collaboration with another student would be inappropriate.

Intended Learning outcomes

On completion of this element, you should be able to:

- Undertake a basic description of the object(s) and offer a chronological/typological interpretation;
- Provide illustrations to convey the individual character of the artefacts.
- Demonstrate a basic ability to use the correct descriptive conventions appropriate to the material.

For further information, see **Dr Richard E Jones** (general artefact analysis and pottery), **Dr Nyree Finlay** (lithics), **Dr Ewan Campbell** (glass, pottery and metalwork). Drawing and artefact photographic advice available from **Lorraine McEwan**.

OR

A Data Analysis Exercise

A number of small datasets will be made available, either in paper form, or on the Moodle site. Students choose **ONE** of these to use in their exercise depending on their interests: animal bone, pottery, lithics or the typology of brooches. The datasets are real archaeological data from a variety of areas. Excel spreadsheets will usually be appropriate means of analysis, though the typology exercise can be done manually.

You will be expected to analyse and present the data in graphical or numerical form, as would be appropriate for publication in an archaeological report. You will then write a **short** report

- explaining why you used the particular chart form of presentation, (it is not enough to say a particular type of chart 'shows the results better' - you have to say *how* it does this);
- discussing any issues that arose in processing the data (it is a good idea to keep a diary record);
- very briefly interpreting the results (this will *not* be a major part of your report).

You will have to decide and then explain clearly, for example:

- Whether to use raw numbers or percentages;
- Whether to use bar, line, pie or other charts;
- What questions to ask of the data;
- Which rows or columns of data to compare with which.

The datasets are *deliberately* kept out of context (there is no information on location, period, etc), as this is an exercise in data handling. There is no point in saying what could be done if you had this information - just what can be done with the data provided.

There is a worksheet on Excel spreadsheets which you can work through in your own time if you are unfamiliar with the programme.

4. FIELDWORK REPORT (10 credits)

Enquiries: TBC

Requirements

The Fieldwork Report draws on your participation in fieldwork of one kind or another during the vacations and forms an important record of your engagement with, and experiences of, archaeology outwith traditional teaching environments. In order to meet the submission deadline, you **must** undertake the practical work for the Fieldwork Report in the summer between Level 2 and Junior Honours, preferably at the Archaeology Field School.

Value

The Fieldwork Report represents 10 credits of the Honours degree and is compulsory for all Single *and* Joint Honours students as part of their Junior Honours year.

Presentation

The Fieldwork Report allows you to demonstrate your participation in, and critical understanding of, a number of different field activities. The Fieldwork Report consists of two equally weighted elements: a **Fieldwork Journal** and a **Reflexive Report**.

4a. Fieldwork Journal (5 credits)

This should be a A4 or A5 notebook written during the course of the field project / fieldwork placement. It should be illustrated where appropriate with sketches and photographs. (Spaces can be left for later incorporation of photographs.) This journal should be used on a daily basis to include information such as:

- Details of work done by you during the day and evening;
- General comments about the progress of the excavation and interpretations of the sites you have been working on including your own ideas and opinions;
- Strategies and methodologies you have direct experience of;
- Personal comments reflecting on your overall experience;
- Questions you would like answered through the project.

Guidance on keeping a journal during the field course will be provided before the Field School

4b Reflexive report (5 credits)

This is a short word processed written reflexive report to contextualise the journal and should be in the order of no more than 1500 words. This written report should consider a variety of issues that may not have explicitly been covered in the journal eg.

- The location and context of the site;
- The research strategy involved: what is the background to the investigation? What are the questions or problems to be solved? What methodology is employed?;
- A brief summary of the main results of the Project, together with an assessment of the strategies employed;
- The implications of the work in a wider archaeological context. This is **especially important** because it shows you can contextualize your experiences in the wider archaeological world;
- A critical evaluation of the Project aims and outcomes in light of your experiences.

Intended Learning outcomes

Upon completion of the Fieldwork Report you should be able to:

- Demonstrate an understanding of the Project Design within which you worked, and the technologies and methodologies used within that project;
- Understand *your* role within the fieldwork itself;
- Critically evaluate the value and the quality of the fieldwork experience;
- Demonstrate your active and useful participation in an archaeological fieldwork project or within an archaeological organisation.

All of these will be assessed through the Fieldwork Report.

Advice

The Fieldwork Report forms an important part of the degree. It carries the credit weighting of half an Honours course. It will usually be marked by the member of staff responsible for coordinating and monitoring fieldwork or a member of staff knowledgeable in the field area.

Choose your project with care. **For most students the Archaeology Field School is the key to accomplishing the Fieldwork Report and attendance is strongly recommended. If you are undertaking fieldwork other than excavation, advice will be offered on the content of the Field Report before the summer vacation.** Regardless of the type of fieldwork you take part in during your vacation, it is important that you keep a record of what you are doing, through photographs and notes. It is useful to let whoever is overseeing your work know that you are working towards this report, and they may allow you to borrow or copy material relevant to the fieldwork for inclusion in your report. Please acknowledge such help.

Easter Field Course Exercise (5 credits)

Requirements

The exercise is based on two distinct elements: a handout or leaflet prepared in advance of the fieldtrip regarding one site to be visited, and a short worksheet based on the visit to that site during the fieldtrip. Sites are allocated randomly.

Presentation

1) Prior to the Field Course, you will be allocated a site and, if appropriate, a theme or particular element for that site. You should prepare a ONE PAGE handout (no more than 2 sides of A4) to comprise text and images for the design of an archaeological information and display board or visitor leaflet. Use an appropriate plan or other illustration and typically FIVE key facts (in addition to 'what where when') relating to your site or theme. This should offer a basic introduction to the site for your fellow students and so should consist of an appropriate plan or other illustration and key facts (including who, what, where, when and why) relating to your site or element/theme and its context. Remember to include any key reference citations. This will be included in the overall Field Course handout provided at the commencement of the course.

2) You will be handed a worksheet at the start of the Field Course. This will contain a series of questions which should act as prompts on your visit to your designated site in the field. As well as allowing you to consider the visitor experience and landscape setting of the monument, this will also encourage you to reflect on your handout/ leaflet. During the visit to your chosen site, you will be expected to contribute to general discussions about the site, which can form part of your reflection. This worksheet should normally be completed during the fieldtrip (it can be handwritten) and returned to fieldtrip staff before the end of the trip or completed electronically and submitted within one week of the end of the field course. Remember to keep notes relating to each site during the course.

Intended Learning Outcomes

Upon completion of the Easter Field Course assessment you should be able to:

- Demonstrate an engagement with archaeological sites or an archaeological landscape through a field visit;
- Summarise key points of an archaeological site or monument for the benefit of visitors to the site, and be able to discuss this site with the class.

REFERENCING PROCEDURES FOR ALL COURSEWORK (HARVARD SYSTEM)

Most written work for undergraduate courses of all levels of study, whether essays, project papers, or Honours dissertations, will be based in whole or in part on the published research and interpretations of other people. Where any of this work is directly quoted, or specifically referred to, the source must be properly acknowledged by the inclusion of references in the text, which are expanded in the References listed at the end of the piece of work.

For Archaeology coursework and dissertations you are required to use the Harvard referencing system. Footnotes are not acceptable. You can find a detailed and helpful explanation of the Harvard system in the Leeds Metropolitan University e-booklet *Quote, Unquote* which is available on-line here:

http://skillsforlearning.leedsmet.ac.uk/Quote_Unquote.pdf

It is highly recommended that you look through this booklet, and examine the sample bibliography on p. 23. If you have a specific question (e.g. 'How do I reference a map?'), look it up in the index at the back. Note that, as it says, there are several slightly different versions of the Harvard system. We strongly recommend you use the format we give below, but the important thing is to be consistent, and to make sure that the necessary information is there.

For more information and useful links, see:

<http://www.gla.ac.uk/departments/archaeology/currentstudents/referencing/>

In-text Referencing (Citing)

Incorporate your references into the main text within brackets, in the form of author's surname, date of publication and the number(s) of the page(s) to which you are referring: e.g. (Morrison 1996, 42). If the author's name forms part of the sentence, then just include the date and page: '... as recent study has shown (Richards 1996, 320)'; but: 'As Richards (1996, 320) has shown ...'. What you are doing here is giving the minimum information that is required to locate the full details of the source in your list of references. The requirement to give page numbers means that when you are reading and taking notes, you should also note the page number.

If a work has two authors, both names are given in the text reference: e.g. '(Blake and Knapp 2005)'. If it has three or more, you name the first and add '*et al.*' (short for *et alii* meaning 'and others'): e.g. (Housley *et al.* 2004). However, in the list of references you should list all the names of the authors of such publications (see below).

List of References

The main purpose of the List of References is to show, in compact form, what material you have used in preparing your piece of written work. However, you should not pad this out with works that you have not consulted, or works which you have consulted but which turned out to be irrelevant.

All references should be laid out in a single list (don't subdivide the list by book, journal, website, etc.). The references should be alphabetical by author; where there are several items by the same author those items should be in chronological order.

The following general conventions should be observed:

- Titles of books and journals are put in italics
- 'Editor' is abbreviated to '(ed.)', 'editors' to '(eds)' and 'edition' to 'edn'
- Paper titles are never put in italics: the underlying rule is that you should be able to find an italicized title in the library catalogue.

Books:

Author's surname followed by initial(s), date of publication, title of book (in italics), edition if more than one, place of publication, publisher. If the volume is an edited one, this should be indicated by inserting '(ed.)' or '(eds)' immediately after the name(s) of the editor(s).

Blake, E., and Knapp, A.B. (eds). 2005. *The archaeology of Mediterranean prehistory*. Oxford, Blackwell.

Morrison, A. 1996. *Dunbeath: a cultural landscape*. Glasgow, Dunbeath Preservation Trust.

Articles in journals:

Author's surname followed by initial(s), date of publication, title of article, name of journal (in italics), volume number, first and last pages of the article.

Housley, R.A., Ammerman, A.J., and McClennen, C.E. 2004. That sinking feeling: wetland investigations of the origins of Venice. *Journal of Wetland Archaeology* 4, 139-153.

Richards, C. 1996. Henges and water: towards an elemental understanding of monumentality and landscape in Late Neolithic Britain. *Journal of Material Culture* 1, 313-336.

Papers in edited books (i.e. books which contain papers by various different authors):

Author's surname followed by initial(s), date of publication, title of paper, the word 'In:', surname(s) and initials of editor(s), '(ed.)' or '(eds)', title of book (in italics), edition if more than one, place of publication, publisher, first and last pages of paper. Note that you should normally cite the specific paper, not the whole book. Note that it is not necessary to repeat the year of publication for the book, as that date is the same one as for the article.

Knapp, A.B. 2006. Orientalization and prehistoric Cyprus: the social life of oriental goods. In: Riva, C. and Vella, N.C. (eds), *Debating orientalization: multidisciplinary approaches to change in the ancient Mediterranean*, London, Equinox, 48-65.

Web Referencing

Referencing web sites is notoriously tricky, not least because there are no page numbers, things tend to come and go, and sometimes the author is not known (although particularly in the latter case you should ask serious questions about the reliability of the information provided). Note how the URL is always included in the Reference list, but not in the citation. In general the more information you provide in your List of References, the better.

For an article in an internet journal:

Citation in the text: '(Cumberpatch 2000)'

Reference: Cumberpatch, C. (2000) People, things and archaeological knowledge: an exploration of the significance of fetishism in archaeology. *Assemblage* 5 (<http://www.shef.ac.uk/~assem/5/cumberpa.html>)

For a website or webpage (not dated in this example):

Citation in the text: '(Hirst n.d.)'

Reference: Hirst, K. n.d. Ethnicity: why archaeology is a semi-soft science (<http://archaeology.about.com/science/archaeology/library/weekly/aa110297.htm>). Last viewed: 16/05/2008.

FIELDWORK REQUIREMENT

1. Progress Regulations

All students must complete a minimum of 3 weeks (15 days) of fieldwork as a condition of entry into Junior Honours year.

For *Joint Honours (Levels 3H and 4H)* students, a total of 7 weeks (35 days) over the course as a whole must have been completed **before** the Degree examinations.

For *Single Honours (Level 3H and 4H)* students, a total of 11 weeks (55 days) over the course as a whole must have been completed **before** the Degree examinations.

2. Nature of the Fieldwork

You may in principle undertake work in any museum or on any excavation or other fieldwork project including post-excavation, but if you want the work to count towards your compulsory fieldwork requirement, you must ensure that it is approved beforehand by the Fieldwork Convenor, TBC. You must ensure that a Fieldwork Report Form is returned at the completion of each period of work. It is your responsibility to ensure that this is received within 3 months, otherwise without a satisfactory report from the supervisor of your work it cannot count towards the course requirement.

It is not normally acceptable for fieldwork to be restricted to excavation or museum work over the entire Honours requirement, and it should not consist solely of work undertaken at a single site. You are expected to acquire a range of experience - excavation, surveying, planning, and artefact processing, for example. It is normally expected that at least 50% of your fieldwork experience will consist of excavation or field survey experience.

Note that you have to submit a report on your fieldwork as part of the Portfolio of Practical Work (see Appendix 2) in your Junior Honours year.

3. Fieldwork Support

A small sum of money is made available from central University funds which is used to subsidise students' attendance and participation in the Field School. There is no budget available to support fieldwork carried out elsewhere.

However we will contribute to travel expenses within the UK for vacation fieldwork. This payment covers one return ticket at concessionary rate (e.g. advance / apex rail ticket with Young Person's Railcard). A claim form is available from the Archaeology Office. ***The University requires you to provide receipts or tickets when you apply for a refund.***

No payments will be made for work that is not required by Archaeology regulations or is undertaken outside vacation periods. This contribution is dependent upon sufficient funds continuing to be allocated for this purpose by the University

Some excavations offer free board and lodging or some subsistence payment and you should obviously try to arrange such placements if possible. Museums are very unlikely to offer subsistence to volunteers.

4. Applying for Fieldwork

You will normally be expected to apply direct to the excavation or museum yourself. However, you must ensure that your proposed fieldwork is approved by TBC **before** you apply to the relevant site director or museum curator. You must also make contact in good time. Last minute applications are unlikely to be met with a favourable response.

The great majority of fieldwork opportunities are for the summer vacation period. It will normally be difficult to find placements during the Easter and Christmas vacations, and it would therefore be unwise to rely on these periods alone. Fieldwork should not be undertaken during the teaching periods during semester time. However, there are occasional opportunities to do post-excavation work within the University.

Once you have been accepted on a fieldwork project, you should not make any change unless the circumstances are exceptional.

Do not leave fieldwork arrangements to the last minute.

5. Evaluation of Fieldwork

Please give some feedback on your fieldwork experience. Please use the **Fieldwork Evaluation Form** (the yellow form) and return to the Archaeology Office or TBC. These will help us to recommend projects to future students. Completed forms are available for consultation by students in a folder in Room 325 on level 3; these may give you tips and information about projects you are considering attending.

6. Subject Contact

Information on fieldwork opportunities and the relevant forms are to be found on the Fieldwork noticeboard on level 3 and via the fieldwork moodle (key word: dig).

If there are any problems or queries, you should contact the Fieldwork Convenor, TBC in the first instance.

FIELDWORK AND FIELDTRIP SAFETY INSTRUCTIONS FOR STUDENTS

Before participating in any fieldtrips or fieldwork you must have completed a **Health Declaration Form** with contact information etc. This is normally completed at enrolment and the Archaeology Office should be informed of any changes. You must also have seen the relevant Archaeology Student Safety media and have read the general Safety Instructions below. Safety considerations will also form part of meetings which take place to introduce you to specific field trips. Opportunities to view the Safety media will be given several times each session. - (<http://arts.moodle.gla.ac.uk/course/view.php?id=731>)

Archaeology distinguishes between field trips and fieldwork:

- **Field trips or courses** involve visiting localities of archaeological interest. They can be one-day trips or last up to a week, and usually take place in groups with a member of staff as a leader.
- **Fieldwork** involves practical archaeological work usually related to excavation or survey but includes museum work. Fieldwork often lasts for up to several weeks. The Archaeology Field School is considered to be fieldwork but is organised as a field course.

[Note that 'fieldwork' is commonly used elsewhere as a general term for diverse activities including field trips and other outdoor activities, e.g. The Committee of Vice-Chancellors and Principals (CVCP) of the Universities of the UK, Code of Practice for Safety in Fieldwork July 1995].]

More specifically in archaeology, there are four situations:

Field trip run by Archaeology. Staff follow a Archaeology safety procedure which includes conducting a risk assessment before the trip takes place. The University has a personal accident policy to cover staff and students.

Fieldwork with, and directed by, Archaeology staff or postgraduate students. The Fieldwork Leader must have conducted a risk assessment and informed participants of any special health/safety matters. The University has a personal accident policy to cover staff and students although there may be special arrangements needed for overseas travel insurance.

Fieldwork with an external organisation. This will usually be arranged by you as part of the required fieldwork experience and approved by Archaeology (the 'green form'). *It is in your interest to ensure that appropriate safety/health information is provided by any organisation providing the fieldwork experience and that appropriate insurance cover, e.g. for public liability, is in place or obtained.*

Fieldwork undertaken independently. An Archaeology Fieldwork Risk Assessment Form must be completed for self-directed fieldwork, for example as part of a course project or a dissertation. Appropriate insurance cover should be obtained.

Advice on completing Risk Assessment Forms can be obtained from the Archaeology Safety Officer, Dr Richard E Jones and forms are available from the Archaeology Office. Information on overseas travel safety and health should be sought from the Foreign Office web site: <http://www.fco.gov.uk/en/travel-and-living-abroad/travel-advice-by-country/>. Information on university insurance may be sought from the Archaeology Safety Officer.

Before going on fieldwork:

- Check that you have been immunised against tetanus. See your doctor or the Barclay Medical Practice, in the Fraser Building (part of the NHS) about getting a vaccination.
- If you are doing fieldwork abroad, check the requirements for other vaccinations.
- Be aware of Lyme disease which is transmitted to humans by ticks that live on animals such as deer or sheep. In tick infested areas, ensure you wear appropriate clothing (a long-sleeved shirt, with trousers tucked into your socks) and use insect repellents. Inspect yourself for ticks, especially at the end of the day. Include your head, neck and skin folds (armpits, groin, and waistband), and check that ticks are not brought home on your clothes. See NHS Direct: <http://www.nhs.uk/conditions/lyme-disease/Pages/Introduction.aspx>.

Specifically in the case of Field Trips, all students must:

1. Obey all safety instructions given by field trip leaders or supervisors. Anyone not conforming to the standards required may be dismissed from the fieldtrip.
2. Stay with the trip group except by clear arrangement with the leaders. If working independently when on a field trip, observe instructions for reporting after completion of work. It is the student's responsibility that any such instructions are clearly understood.

In the cases of both Field Trips and Fieldwork, all students must:

1. Wear appropriate clothing for the type of weather and terrain likely to be encountered. It is the student's responsibility to be dressed appropriately. If in doubt, seek advice from the party leader. Inadequately dressed persons may be dismissed from field trips.
2. A wind and waterproof outer jacket is essential in the UK in all seasons and advisable in most other countries. Waterproof trousers may also be necessary. Walking or other comfortable, waterproof footwear (i.e. not trainers) should be worn for walking off surfaced roads and paths. An appropriate number of layers of warm clothing should be taken. Warm waterproof headgear is vital and gloves are useful. Remember that field trips and fieldwork often entail long periods of physical *inactivity*. Inform a leader immediately if you feel unwell or distressed, or if a companion appears so. Have dry, spare clothing to change into on the completion of outdoor fieldwork. Some sugar-rich food is useful (e.g. chocolate bar).
3. When working in hot and sunny conditions, ensure you have a plentiful supply of fluid, and take care to avoid excessive exposure to strong sun. Even in Britain the sun can cause severe burning if sensible precautions are not applied. It is therefore essential to take a hat, sun-cream, long-sleeved shirt and full-length trousers (not just shorts) when hot and sunny conditions are envisaged.
4. Inform the leader about any disability, prior illness or medical condition which might recur when in the field. If in doubt, consult the Barclay Medical Practice (Fraser Building, 0141 531 8822). Any injury or illness, however trivial, occurring during a field trip must be reported to the party leader immediately. It is your responsibility to disclose a pre-existing condition and failure to do so may result in your removal from the project if the health and safety implications have not been considered.
5. Observe the Outdoor Access code. Pay particular attention to instructions on access to and conduct whilst on private land. Great care should be taken when crossing roads or alighting from vehicles. The latter can be one of the most serious potential hazards.

The Scottish Outdoor Access Code (in summary)

- 1) Take responsibility for your own actions and act safely.
- 2) Respect people's privacy and peace of mind.
- 3) Help land managers and others to work safely and effectively.
- 4) Care for your environment and take your litter home.
- 5) Keep your dog under proper control.
- 6) Take extra care if you are organising an event or running a business.

For further information on the new *Scottish Outdoor Access Code*, see <http://www.outdooraccess-scotland.com/outdoors-responsibly/access-code-and-advice/soac/> and on the new *Countryside Code for England*, see <http://www.naturalengland.org.uk/ourwork/enjoying/countrysidecode/default.aspx>

6. Conduct themselves properly while in field residences. Anti-social behaviour is likely to lead to deterioration in safety and will not be tolerated. Follow rules and guidelines given by the leader and resident staff. During residence in a field centre you must make yourself familiar with fire regulations and with escape routes. Report any untoward incidents - damage, breakages, injury, or presence of unauthorised persons - to the leader immediately.
7. Consult a leader immediately if you are in doubt about any safety matter.

Application of good safety conduct should enhance the academic value and enjoyment of any archaeological field trip or fieldwork.

Students are encouraged to speak to the Archaeology Safety Coordinator (Dr Richard E Jones) if they have a particular health and safety issue concerning fieldwork. The information given above is subject to periodic updating.

Understanding our Marking System – A Guide for Students from the Senate Office

These notes refer to the Code of Assessment which is used across the University so that the same rules apply for all students doing taught courses at all levels. You will find the Code in the Calendar and, with more information, on the Senate Office website at <http://www.gla.ac.uk/services/senateoffice>

Assessment - measuring what you've learned

Assessment is used to determine what you've learned. You need to know because feedback is essential to improving your learning, and the University needs to know so that it can monitor your progress and make an appropriate award at the end of your programme. In order for the assessment to make sense you need to know what you are expected to learn. For this reason all courses have intended learning outcomes (ILOs) and it's important that you check these out in your course documentation.

Primary grades and secondary bands

The grades you get reflect the extent to which you've demonstrated achievement of the ILOs. Schedule A of the Code of Assessment includes a description of each grade in exactly these terms. But do also check your course documentation – subjects may customise these descriptions so that they are more relevant to their own subjects. There are eight grades (A to H), representing everything from full attainment of the ILOs to no attainment at all. But over such a range you need more than eight points of reference to monitor progress. The primary grades have, therefore, been divided into secondary bands, usually three bands to each grade. The middle band in each grade is the default with those above and below indicating a slightly stronger or weaker performance. Schedule B is simpler but is used only in the assessment of practical skills.

Marking in numbers

Some assessments look for answers which are either right or wrong, and the number of right answers may be added up to give a mark out of, say, 50 or 100. But, when an exam of this kind is being designed, ranges of these numerical marks will be mapped to the grades and bands (A1 to H) according to how the marks reflect achievement of the ILOs.

Combining your grades

To get the overall grade for your course or programme it's necessary to combine individual grades for exams and coursework. The fairest way of doing this is by averaging the various results while adjusting them to reflect their relative weights. To do this, the 'B2's, 'C1's, etc. are turned into scores. These scores are listed in Schedule A where you will see that H converts to 0 and A1 to 22. The Code of Assessment explains how the averages are calculated and rounded.

More about Grades and what you need to do to get them

What you have read so far should have helped you understand the principles on which the marking system is based. The ILOs tell you what you should learn on your course, and your grade tells you how successfully you've demonstrated having done so. The theory is so simple that perhaps nothing more needs to be said. But some students have asked for direction as to how they should demonstrate achievement of ILOs, and it's for this reason that the following further guidance is provided. The following hints suggest how learning might be demonstrated, and the characteristics that tend to distinguish work at different grades. It is very important, however, that these hints are treated as secondary to application of the descriptors in Schedule A.

Grade A

An excellent performance is likely to be characterised by several of the following:

- questions are answered clearly, comprehensively and with appropriate focus
- excellent organisation and structure of answers
- reasoned arguments developing logical conclusions
- insight, imagination, originality and creativity
- integration of new information
- sound critical thinking
- independence of judgement
- explanation of relevant theory
- citation of relevant evidence
- evidence of wide, relevant reading
- application of learning to new situations and problem solving
- accuracy and absence of errors

Grade B

A very good performance is likely to be characterised by some, at least, of the following:

- questions are answered clearly and fully
- good organisation and structure of answers
- reasoned arguments developing logical conclusions
- very good understanding of the subject
- clear evidence of relevant reading or research
- explanation of relevant theory
- citation of relevant evidence
- inclusion of highly relevant ideas
- use of relevant examples
- application of learning to new situations and problem solving
- accuracy and absence of significant errors

although, distinguishing it from an excellent performance, it might be faulted on grounds of:

- demonstrating less insight, imagination, originality or creativity
- including a less comprehensive presentation, solution or answer
- integrating information less successfully
- exhibiting less critical thinking
- exhibiting less independence of thought

Grade C

A good performance is likely to be characterised by some, at least, of the following:

- attempts made to answer questions set
- ability to solve some of the problems set
- basic to good understanding of the subject
- evidence of some relevant reading or research
- inclusion of some relevant ideas
- inclusion of some relevant examples

although, distinguishing it from a very good performance, it might be faulted on grounds of:

- lacking sufficiently well structured argument
- not offering sufficient evidence to justify assertions
- not including sufficient relevant examples
- lacking insight, imagination, originality and creativity
- offering less in its presentation, solutions or answers
- containing some errors

Grade D

A satisfactory performance is likely to be characterised by some, at least, of the following:

- attempts made to answer questions set
- ability to solve some of the problems set
- modest evidence of understanding of the subject

- modest evidence of relevant reading or research
 - inclusion of a few relevant ideas
 - inclusion of a few relevant examples
- and, distinguishing it from a good performance, it might:
- contain more errors of judgement, fact or application
 - present arguments which are less well structured
 - offer less evidence in support of assertions
 - offer fewer relevant examples
 - contain more errors

Grade E

A weak performance is likely to be characterised by some, at least, of the following:

- failure to answer the question set though an answer to a similar question may be offered
- partial solutions to problems set
- little evidence of understanding of the subject
- little evidence of relevant reading or research
- inclusion of very few relevant ideas
- absence of structured argument
- little evidence to justify assertions
- few relevant examples
- several significant errors

Grade F

A poor performance is likely to be characterised by some, at least, of the following:

- failure to answer the question set though an answer to a question within the same topic area may be offered
- very little evidence of understanding of the subject
- very little evidence of relevant reading or research
- inclusion of ideas relevant only in a wider consideration of the topic
- absence of structured argument
- very little evidence to justify assertions
- very few relevant examples
- many significant errors

Grade G

A very poor performance is likely to be characterised by some of the following:

- failure to answer the question set
- no evidence of understanding of the subject
- no evidence of relevant reading or research
- absence of relevant ideas
- absence of structured argument
- absence of evidence to justify assertions
- absence of relevant examples
- many significant errors

It is distinguished from a Grade 'H' performance by the fact that not all of these characteristics will be present.

Grade H

Absence of positive qualities.

Dates for Academic Session 2011-2012

(including Honours Archaeology timetable)

2011

12 September Monday	'Freshers' Week
19 September Monday	Semester 1 commences Honours Archaeology enrolment/introductory meetings begin <i>(Junior Honours Orientation classes and Senior Honours Dissertation classes)</i>
26 September Monday	Honours Archaeology taught courses begin
02 December Friday	Honours Archaeology taught courses end
16 December Friday	Semester 1 ends
19 December Monday	University Christmas vacation starts

2012

06 January Friday	University Christmas vacation ends
9 January Monday	Semester 2 commences Honours Archaeology taught courses begin
16 March Friday	Honours Archaeology taught courses end
26 March Monday	University Spring Vacation starts
Dates TBC	Junior Honours Easter Field Course
13 April Friday	University Spring Vacation ends
23 April Monday	Honours examination period starts
07 May Monday	University holiday (<i>May Day</i>)
18 May Friday	Examination period ends
25 May Friday	Semester 2 ends
4/5 June Monday	Spring Bank Holiday/Diamond Jubilee Holiday
18 June Monday	Start of Graduation period
02 July Friday	End of Graduation period

Student No:

Undergraduate Assessment Feedback Sheet

Course:
Coursework title:
Due date:

Date submitted:

<p>Key marking considerations Relevance to the assignment brief; understanding of the topic and underlying theory; application to case studies/examples; independent evaluation of the work; quality of structure and logical argument.</p>
<p>Aspects handled well:</p>
<p>Areas of deficiency:</p>
<p>How to improve:</p>

SAMPLE

Does this assignment address the question/task?	1 2 3 4 5	Has reading extended adequately beyond the required reading(s)?	1 2 3 4 5
Are sources accurately referenced?	1 2 3 4 5	Clarity of writing and expression	1 2 3 4 5

1 = very good, 3 = adequate, 5 = very poor (please underline your selection)

Provisional mark

Penalty

Adjusted mark

Marker:

Date:

Please direct any queries to:

(Honours Convenor)

Or

Subject Secretary

School of Humanities Archaeology Office

Room 101

1 University Gardens

University of Glasgow

Glasgow G12 8QQ

Tel: 0141 330 5690

Fax: 0141 330 3544

Email: secretary@archaeology.gla.ac.uk

<http://www.gla.ac.uk/archaeology>

Filename: Final Hons Hbook 11-12
Directory: C:\Documents and Settings\lme1v\Local Settings\Temporary
Internet Files\OLK7F2
Template: C:\Documents and Settings\lme1v\Application
Data\Microsoft\Templates\Normal.dot
Title: TABLE OF CONTENTS
Subject:
Author: Pauline Wilson
Keywords:
Comments:
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