## Honours Archaeology 2017-18: Core and Optional Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Courses</th>
<th>Semester</th>
<th>Convenor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH4065</td>
<td><strong>CORE COURSE FOR JUNIOR HONOURS SINGLE HONOURS</strong>&lt;br&gt;Reflexive Archaeological Practice (40 credits)</td>
<td>1</td>
<td>tbc</td>
</tr>
<tr>
<td>ARCH4060</td>
<td>Advanced Heritage Project</td>
<td>1</td>
<td>Dr Adrian Maldonado</td>
</tr>
<tr>
<td>ARCH4066</td>
<td>Feasting like the ancients</td>
<td>1</td>
<td>Dr Claudia Glatz</td>
</tr>
<tr>
<td>ARCH4008</td>
<td>Historical Landscapes of the Eastern Mediterranean</td>
<td>1</td>
<td>Dr Michael Given</td>
</tr>
<tr>
<td>ARCH4048</td>
<td>Viking Movements</td>
<td>1</td>
<td>Dr Stephen Harrison</td>
</tr>
<tr>
<td>ARCH4019</td>
<td><strong>CORE COURSE FOR JUNIOR HONOURS</strong>&lt;br&gt;Theory and Interpretation in Archaeology</td>
<td>2</td>
<td>Dr Susanna Harris</td>
</tr>
<tr>
<td>ARCH4026</td>
<td>Geographical Information Systems in archaeology</td>
<td>2</td>
<td>Dr Rachel Opitz</td>
</tr>
<tr>
<td>HIST4161*</td>
<td>Picts and the formation of Alba</td>
<td>2</td>
<td>Prof Stephen Driscoll</td>
</tr>
<tr>
<td>ARCH4063</td>
<td>Cloth and Clothing</td>
<td>2</td>
<td>Dr Susanna Harris</td>
</tr>
<tr>
<td>CELTCIV4042*</td>
<td>Medieval Ireland 800-1100</td>
<td>1</td>
<td>Prof Thomas Clancy, Dr Stephen Harrison</td>
</tr>
</tbody>
</table>

*Courses run jointly with History / Celtic

If you want to do more than one approved course from other subjects, please talk to the Honours convenor first as this may be possible under some circumstances. Course in Celtic, Classics and History that you may wish to choose are listed at the end of this document. Other external courses might well be possible as well: please ask the Honours Convenor (Dr K Brophy until September 2017; Dr Stephen Harrison from start of semester 1).

## The structure of Honours Archaeology

### SINGLE HONOURS (240 credits in Archaeology)

<table>
<thead>
<tr>
<th>Junior</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 2</th>
<th>Semester 2</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflexive Archaeological Practice (40)</td>
<td>Optional 1 (20)</td>
<td>Theory (20)</td>
<td>Optional 2 (20)</td>
<td>Optional 3 (20)</td>
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</tr>
<tr>
<td>Optional 4 (20)</td>
<td>Optional 5 (20)</td>
<td>Optional 6 (20)</td>
<td>Option 7 (20)</td>
<td>Dissertation (40)</td>
<td></td>
</tr>
</tbody>
</table>

### JOINT HONOURS (120 credits in Archaeology)

<table>
<thead>
<tr>
<th>Junior</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflexive Archaeological Practice (40) OR 2 optional courses (20 + 20)</td>
<td>Theory (20)</td>
<td></td>
</tr>
<tr>
<td>Optional (20)</td>
<td>Optional (20)</td>
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<tr>
<td>Optional (20)</td>
<td>Dissertation or Optional 2 (20)</td>
<td></td>
</tr>
</tbody>
</table>
Reflexive Archaeological Practice [40 credits] (ARCH4065)

Semester 1: One session per week
Convener: TBC
Meetings: Thursday mornings, of length between 1 and 3 hours.

Description
This course covers a series of core practical aspects of archaeology by taking students through the processes of project design, discovery, survey, excavation, post-excavation and dissemination of results with an emphasis on developing skills related to employability, and promoting critical thinking and reflexive practice. Taught through a series of practical workshops, seminars and masterclasses, this course will build on the introductory practical teaching offered at level 2, and draw on students’ own fieldwork experiences. The course will offer hands-on experiences in archaeological methods, using, where possible, results and materials from recent fieldwork projects, designed to enhance and develop students’ skills. The course will also situate archaeological practice within wider research and professional contexts, outlining legislation and policy within Scotland and beyond. Best practice in the dissemination of results in a variety of media will also be taught. Throughout the course the students will be encouraged to become reflexive practitioners, to critically evaluate their experiences and interpretations through the methods they use.

Aims
The aims of this course are to provide students with the opportunity to:

- Develop their skills in and knowledge of a range of archaeological practices and methods, from survey work to artefact and ecofact analyses;
- Reflect on aspects of archaeological practice through engagement with various specialists, professionals and experienced practitioners;
- Consider the important of objective recording ideals, while gaining a greater appreciation of the role of interpretation and subjectivity in archaeological fieldwork;
- Obtain an overarching view of the archaeological process, learning how different elements are linked together and inform one another, from project design and finding sites, through to final publication of fieldwork results, and stages in between;
- Acquire knowledge of the structure of archaeology in Scotland, and where appropriate, beyond, and the ethical and social responsibilities of archaeologists within and beyond the profession;
- Allow students to develop possible dissertation topics and future research interests, in particular related to material culture, and enhance employability.

Intended Learning Outcomes
At the end of this course, students will be able to:

- Explain how an archaeological project is designed, showing knowledge of the basic elements and appreciation of how they are linked together, from conception to writing-up the final report;
- Describe and evaluate techniques and methods employed by archaeologists;
- Appraise the relationship between site morphology, stratigraphy, chronology and interpretation;
- Design basic critically informed strategies for the survey, excavation, post-excavation and publication of an archaeological site or group of sites;
- Question their own practice in a reflexive manner;
• Contextualise archaeological practice within the current profession, in terms of policy and legislation;

• Promote good ethical and responsible archaeological practices.

Assessment
• Survey Report (3000 words)
• Artefact Analysis Report (3000 words)
• Essay (3000 words)
• Reflexive Portfolio (equivalent to 3000 words)
Advanced Heritage Project (ARCH4060)
Semester 1. Convenor: Dr Adrian Maldonado
Meetings: Three formal meetings per Semester

Outline
This course provides students with the opportunity to develop advanced knowledge and understanding of professional heritage practice, gain first-hand experience of working within the heritage sector and acquire subject-specific and transferable skills. Each student will be placed with a non-academic heritage organisation for training and will undertake a supervised project which contributes to the work of the placement provider.

Available to all students fulfilling requirements for Honours entry into Archaeology. Places on this course are limited and will be allocated on a competitive basis with preference given to Single Honours Archaeology students.

1x1hr seminar and 2x1hr workshop sessions, as scheduled on MyCampus; 3x1hr individual sessions with supervisor as arranged; 14hrs of placement sessions as arranged

This course will provide the opportunity to:
• gain first-hand experience of professional practice in public, private and third sector archaeology and heritage organisations;
• develop a critical understanding of the purpose, character and context of professional archaeological and heritage practice;
• develop transferable skills in the design, planning and delivery of projects;
• develop the ability to work independently and in a professional manner;
• enhance employability through developing knowledge, understanding and skills which are relevant to the heritage sector and transferable to other contexts.

By the end of this course students will be able to:
• express a developed and critical understanding of the purpose, character and context of a particular area of professional archaeological and heritage practice
• design, plan and justify a project coherently, rigorously and within the parameters set by its institutional and professional context
• execute and report upon a project, effectively and in a manner appropriate to the particular professional context in which it is undertaken
• operate independently within the limits of a particular professional and project context

The summative assessment for the course has three components:

1. A written project design (2,500 words) - 30%.
2. Project output in the form of a report (3,500 words) - 50%.
A report from the placement provider (20%).

Written formative and summative feedback will be returned on the assessed project design and project report. The formative feedback on the project design will specifically address how the student can improve their project to achieve a better mark in the final project report. Feedback will also be provided in the form of the placement provider’s evaluation report. Students will receive additional formative assessment during supervision sessions.
Feasting like the ancients (ARCH4066)
Semester 1. Convenor: Dr Claudia Glatz and Jaime Toney (Geographical and Earth Sciences)
Meetings: Wednesdays 10-12 pm

Outline
This course combines an anthropological approach to the social significance of food and drink with experimental archaeology and organic residue analysis. Food and drink in the ancient world and especially feasting practices are popular research themes in archaeology, while experimental archaeology continues to thrive and expand into new areas of enquiry. At the same time, great strides have been made in refining scientific methods for the detection of the chemical residues of ancient foodstuffs in archaeological materials such as pottery. This interdisciplinary course offers students the unique opportunity to engage with, and learn how to integrate, these three strands of archaeological and scientific enquiry into early food and drink. Teaching in this course is research-led and specific course themes and experiments vary in line with the ongoing research of teaching staff, affiliated postgraduate researchers and student requests, but will normally focus on examples from the Near East and the East Mediterranean.

Course Aims
This course will provide the opportunity to:
• investigate (1) food and feasting as significant aspects of past social life, (2) the main tenets of experimental archaeology and (3) provide an introduction to the fundamentals of organic residue as a tool for archaeological research.
• explore a specific ancient food or drink and its preparation or consumption equipment in its wider social-socio cultural context of consumption using a series of sources of evidence (text, iconography, archaeology, organic geochemistry)
• participate in the design and conduct of archaeological experiments related to the production of a specific ancient food or drink (e.g. Sumerian beer)
• to undertake archaeological and organic residue analyses using data derived from the archaeological experiment
• explore avenues of archaeological and organic geochemical interpretation of laboratory results
• develop transferable skills of analysis, presentation and communication

Intended Learning Outcomes
By the end of the course, students should be able to:
• critically discuss the social significance of food and its consumption
• competently engage with current issues in relevant aspects of experimental archaeology
• design, carry out and document a simple, hypothesis-driven archaeological experiment in line with the course theme
• describe the fundamental principles of organic residue analysis and its relationship to archaeological research
• communicate research to a non-specialist/public audience
• formulate and present, appropriate to academic level, arguments and research results on prescribed topics to an academic and to a non-specialist audience

Assessment
1) design of a relevant archaeological experiment (1000 words, 20%)
2) short Essay based on course theme (1500 words, 30%)
3) a reflexive, illustrated lab-blog detailing student learning and experiment observation/development (2500 words, 40%)
4) 3-minute video explaining the experiment, its outcome and wider significance to a general public (10%)
Historical Landscapes Of The Eastern Mediterranean (ARCH4008)
Semester 1. Convenor: Dr Michael Given
Meetings: Tuesdays 10-11 am and Fridays 10-11 am.

Course Outline
This course will apply contemporary theories of archaeological landscapes to the Eastern Mediterranean in the 2nd millennium AD, running approximately from the Crusader invasions to the onset of industrialisation in the 20th century. The main geographical focuses will be Cyprus, Greece, Israel, Jordan, and the Palestinian Territories. Themes addressed will include agriculture and the control of surplus; colonialism and resistance; travel and communications; and reconstructing past experiences of the landscape.

Aims
This course will:
• investigate Eastern Mediterranean archaeological landscapes from the Medieval to Modern periods by means of an overview and a series of case studies
• apply a range of archaeological landscape theories to specific cases
• use a range of sources in the analysis of past landscapes (e.g. survey data, excavation data, historical documents, ethnographic accounts)
• develop an understanding of the processes of managing and interpreting landscape data

Intended Learning Outcomes
By the end of the course students should be able to:
• demonstrate an understanding of the most significant archaeological and historical issues concerning Eastern Mediterranean landscapes from the Medieval to Modern periods
• demonstrate the ability to apply theories of landscape archaeology to specific cases
• relate and compare data from a wide variety of sources in order to analyse past landscapes and societies
• produce their own landscape analyses using maps and other appropriate analytical tools

Course Structure
10 one-hour lectures and 10 one-hour seminars. The seminars will include practical work, group work, and student presentations.

Assessment
Worksheet 20%
Presentation (c. 20 minutes) 5%
Class essay based on the presentation (c. 1500 words) 25%
Examination (2 hours, 2 questions) 50%

The worksheet and the compulsory first question of the examination will assess skills such as the interpretation and production of maps and the use of archaeological and ethnographic data.

Basic Reading
Viking movements (ARCH4048)
Semester 1. Convenor: Dr Stephen Harrison
Meetings: Two per week. Wednesdays 10-11pm and Fridays 11-12pm

Course outline
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 an exam in April / May.
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.

Preliminary Booklist

Further reading on particular topics will be given during the course.
Theory and Interpretation in Archaeology (ARCH4019)
Semester 2. Convenor: Dr Susanna Harris. Other teaching staff: Dr Claudia Glatz, tbc
Meetings: Tuesdays 10-11 am and Thursdays 10-11am

This is a core course for all Junior Honours students

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
Cloth and Clothing (ARCH4063)
Semester 2. Convenor: Dr Susanna Harris
Meetings: Fridays 1-3 pm

The archaeology of cloth and clothing is a growing area of research, with renewed optimism that these perishable materials (textiles, leather, basketry) can be traced and investigated as part of broad research strategies. This course adopts a technological and thematic approach to examine the sources of evidence archaeological and emerging research questions in this field focusing primarily on prehistoric Europe with examples from later periods and further afield.

Schedule
One two-hour session per week over 10 weeks as scheduled on MyCampus. 11 lectures, 4 seminars, 3 practicals, and 2 visits. Alongside lectures on themes in cloth and clothing in archaeology there will be practical workshops and seminars. During practical workshops you will learn to identify the principal technical features of cloth (e.g. textiles, basketry, leather) and clothing. Seminars provide you with an opportunity to discuss key issues in some depth. You should prepare for seminars by reading the recommended texts; the better prepared you are for these seminars, the more you will gain.

Aims
This course will provide the opportunity to:
• Explore the key interpretive issues, research traditions and approaches to cloth and clothing in archaeology
• Focus on the cloth and clothing of prehistoric Europe with examples from later periods and further afield
• Learn to identify the principal technical features of cloth
• Examine, and where appropriate handle, a range of relevant archaeological evidence
• Engage with the theories of cloth and clothing

Intended Learning Outcomes
By the end of this course the students will be able to:
• Recognise and critically evaluate the key types of archaeological evidence for cloth and clothing
• Be familiar with the chronological developments in fibre and weaving technology in prehistoric Europe
• Summarise principal interpretive themes and debates in the subject
• Identify a range of technical features of cloth
• Appropriately handle relevant archaeological material

Assessment
Set exercise (class test) - 10%
Essay - 40%
Examination (90 minutes) - 50%

Basic reading
Harris, S. & Douny, L. (eds.) 2014. Wrapping and unwrapping material culture : archaeological and anthropological perspectives. Walnut Creek, California , Left Coast Press.
Geographical Information Systems in Archaeology (ARCH4026)
Semester 2. Convenor: Dr Rachel Opitz
Meetings: Mondays 2-4pm

Short Description
This course will introduce you to the creation of digital maps and plans, and their manipulation and analysis within a Geographical Information System.

Timetable
One lecture and three hours of practicals per week.

Requirements of Entry
Available to all students fulfilling requirements for Honours entry into Archaeology, and by arrangement to visiting students or students of other Honours programmes.

Course Aims
This course will provide the opportunity to:
- provide an introduction to Geographical Information Systems software and its use within archaeology
- develop an understanding of the underlying data, including recording methods and their limitations, within an archaeological context.
- apply a range of computer graphical techniques to archaeological problems, including site and landscape survey, modelling topographic and geophysical data, and 3-D archaeological modelling.
- enable the acquisition of a range of advanced computer-based skills beyond the typical generic skills.
- promote the use of appropriate computer-based techniques and technology within archaeology.

Intended Learning Outcomes
By the end of this course, students will be able to:
- apply a range of graphical tools to different archaeological problems in an appropriate manner with accuracy and precision.
- demonstrate an understanding of the principles underlying graphical representations of data and the problems and limitations of archaeological recording and use of such data.
- demonstrate the ability to adapt to complex software packages, and to be critically aware of their limitations and shortcomings.
- demonstrate a critical awareness of the applications of graphical tools within archaeology.

Assessment
- one 2000 word project development proposal (25%);
- one GIS project submitted as GIS files (25%)
- one examination (50%) in April/May
The Picts and Formation of Alba (HIST4161)
Semester 2. Convenor: Professor Stephen Driscoll, Archaeology
Teaching staff: Dr Katherine Forsyth, Celtic
Meetings: Tuesdays 11-12pm and Thursdays 11-12pm

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 (ed.), The St Andrews Sarcophagus (Dublin 1998)
Classics Options

CLASSIC4002 Classic Travel: Topography and Scholarship in the Classical Tradition

Semester 1: Two sessions per week
Convener: Prof Fox
Meetings: Tuesdays and Thursdays, 4-5pm

Course Description
The course looks at the way in which travel to Greece and Italy has shaped our understanding of the ancient world.

Aims
This course will provide the opportunity to:

• Research into the relationship between the study of classical texts and travel to the Mediterranean
• Reflection on the origins of the discipline of classics, in particular:
  o Awareness of the interdisciplinary nature of the subject
  o Awareness of the role of the topographical imagination
  o Awareness of the relationship between collecting/connoisseurship and classics
• An interest in the function of travel to the Mediterranean in other artistic media (literature and film)
• Research skills, principally in bibliography and written presentation
• Collaboration between students in preparing a group presentation
• Improved skills in reading and interpreting literary sources
• Increased awareness of the students' position in the history of the discipline

Intended Learning Outcomes
By the end of this course students will be able to demonstrate:

• Familiarity with the history of the Grand Tour
• Familiarity of the history of the major national museum collections of antiquities, and their relationship to other kind of collection
• An understanding of the relationship between classical scholarship and these histories
• An understanding of the concept of "Topographical Imagination"
• An awareness of how this concept applies to the reinterpretation of Classical themes in a variety of media
• An ability to explore in detail the resonances created by evocation of travel to the Mediterranean in a text or film chosen for close analysis as a research project, and in less detail but over a wider area, in the examination
• Research skills relating to the reception of the classical world in the 18th-20th centuries
• An ability to present this research orally and in writing
• An awareness of their own place in the history of students of classical literature and travellers

Assessment

• Extended essay (2500 words) – 40%
• Group Oral presentation (Power-point slides and handouts will be submitted as evidence of the assessment) – 20%

Examination (90 minutes) – 40%
**CLASSIC4049 Greek Art**

Semester 2: Two sessions per week  
Convener: Professor Moignard  
Meetings: Lectures on Mondays and Thursdays at 12-1pm

This course introduces students to the art and architecture of archaic and classical Greece, and to current and earlier approaches to understanding it in its historical and social context.

**Aims**

This course will provide the opportunity to:

- study the principal surviving monuments of Greek Art dated between about 1000 B.C. and 323 B.C., and to understand some of the main problems of methodology and interpretation which attach to them.
- study other approaches to understanding the society whose history and literature they study elsewhere.

**Intended Learning Outcomes**

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

- mobilise detailed knowledge of primary material in all forms of assessment  
- understand modern interpretative strategies  
- compare, contrast and evaluate competing interpretations  
- apply, at a level appropriate to the assignment, knowledge of modern secondary literature to the interpretation of primary material  
- use research, interpretative and argumentative skills in coursework essays  
- present the results of investigation in seminars and to contribute effectively to discussion  
- apply essay skills as stipulated in the Classics Honours Handbook

**Assessment**

- Essay (3,000 words) - 40%  
- Examination (90 minute duration) - 60%

**Prescribed texts (you should own a copy of these)**

None

**Preliminary Reading**

CLASSIC4072 Cleopatra: Life and Legend

Semester 1: Two sessions per week
Convener: Dr Draycott
Meetings: Lectures on Tuesdays at 2-3pm, seminars on Fridays at 2-3pm or 3-4pm

This course explores the literary, documentary and archaeological evidence, and incorporates elements of Classical Reception, in order to explore the life, death and legend of Cleopatra VII, the last queen of Egypt.

Aims

This course will provide the opportunity to:

• Become familiar with the events of the life and death of Cleopatra VII, the nature of the different types of evidence for them, and the problems associated with these;
• Engage closely with the sources for the events of the life and death of Cleopatra VII and evaluate their historical worth;
• Investigate the reception of Cleopatra VII from antiquity to the present.

Intended Learning Outcomes

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

• Describe the historical events of the life of Cleopatra VII;
• Place these events in their larger historical and cultural context;
• Analyse and evaluate the literary, documentary and archaeological sources for these events;
• Formulate their own opinions regarding how the sources have been received, repurposed and reimagined from antiquity to the present, and argue them in a lucid and scholarly manner.

Assessment

• Essay (3,000 words) - 50%
• Portfolio 1: Book Review (1,500 words) – 25%
• Portfolio 2: TV/Film Review (1,500 words) – 25%
CLASSIC4073 Nature and the Natural World in Antiquity

Semester 2: Two sessions per week
Convener: Dr Draycott
Meetings: Lectures on Tuesdays at 4-5pm; seminars on Fridays at 4-5pm

This course surveys ideas about the place of nature and the natural world in ancient Greece and Rome and explores the development of a selection of disciplines of life sciences (e.g. agriculture, botany, palaeontology, toxicology, zoology) in both theory and practice.

Aims
This course will provide the opportunity to:
• Become acquainted with Greek and Roman technical writing in respect of selected disciplines of the life sciences, and of individual texts in particular;
• Identify how knowledge of the life sciences was disseminated through society in antiquity;
• Assess the extent to which knowledge of the life sciences was applied in ancient daily life in antiquity;
• Engage closely with the literary, cultural and social contexts of Greek and Roman technical writing in respect of selected disciplines of the life sciences, and of individual texts in particular.

Intended Learning Outcomes
By the end of this course students will be able to:
• Identify Greek and Roman technical writing and individual texts;
• Place these works in their literary, cultural and social contexts;
• Make valid connections and comparisons between academic and theoretical knowledge espoused in ancient Greek and Roman technical writing, and the practical knowledge attested by ancient Greek and Roman material culture and bioarchaeological evidence;
• Explain the relationship between ancient scientific theory and practice;
• Formulate their own interpretations of the sources and evidence, and present and argue them in a lucid and scholarly manner.

Assessment
• Essay (3,000 words) - 50%
• Online peer review of fellow student’s essay (1000 words) – 25%
• Oral Presentation (10 minutes) [10%] + PowerPoint or Handout [15%] – 25%
CLASSICTBC Religion in Ancient Greece
Semester 2: Two sessions per week
Convener: Dr Mili
Meetings: Lectures on Tuesdays at 1-2pm; seminars on Thursdays at 1-2 or 3-4pm

The course will look at Greek religion from three main perspectives. First we will look at some of the main categories through which Greek religion structured the word (mortals, immortals, animals, landscape), second we will look at the main forms of religious experience and how it dealt with major human emotional concerns (i.e. death, disease, love). Finally we will discuss Greek religion within particular societies and in the context of other contemporary systems of thought.

Aims
This course will provide an opportunity:
• to examine the core material for the study of ancient Greek religion, including literary texts, epigraphic and material evidence
• to engage critically with important secondary scholarship on the subject
• to consider how Greeks’ thought and practice was shaped by their religious beliefs
• to become exposed to an alternative worldview
• to reflect about the different ways in which people from different societies try to deal with similar fundamental questions.

Intended Learning Outcomes
By the end of this course students will be able to:
• describe main institutions and rituals and of Greek religion
• analyse key concepts in the scholarship of Greek religion using a variety of primary sources
• identify and evaluate different scholarly approaches to Greek religion
• produce sustained arguments that compare and criticize modern interpretations of particular phenomena in Greek religion

Assessment
• Course work: 3000 word essay (50 %)
• Exam (50%)

Main Sources
The course will bring together a variety of passages from different literary sources, epigraphic material and archaeological evidence. Some of the sources which will be treated in depth are:
• Hesiod’s Theogony and Work and Days
• Homeric Hymns to Aphrodite and Demeter
• Aeschylus’ Prometheus Bound
• Pindar’s Olympian 1
• Euripides’ Backhai
• Attic sacrificial calendars
• Cyrene Cathartic law
• Iamata inscriptions from Epidauros
• the law for the Little Panathenaia
• Panathenaic victory lists
• curse tablets
• the ‘orphic’ gold leaves
• the Derveni papyrus
• Athenian and Thessalian dedicatory inscriptions
Celtic Civilisation Options

**Semester 1: Medieval Ireland 800-1100**

Contact: The Course Convenor(s) (Thomas Clancy/Stephen Harrison) or the Teaching Administrator, Mrs Ruth Burke [ruth.burke@glasgow.ac.uk](mailto:ruth.burke@glasgow.ac.uk) for further information.

**Semester 2: Celtic Art in Context (Thursdays 12-2pm)**

Contact: The Course Convenor (Dr Katherine Forsyth) or the Teaching Administrator Mrs Ruth Burke [ruth.burke@glasgow.ac.uk](mailto:ruth.burke@glasgow.ac.uk) for further information.
# History Options

## HONOURS COURSES AVAILABLE IN 2017-2018

### MEDIEVAL COURSES

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#### SEMESTER 1

- **HIST4046** Barbarians in the Mediterranean: Italy and Spain c.450-c.750
- **HIST4019** Rebellion, Treason and Political Opposition - 1066-1352
- **HIST4226** Society and Religion in the Medieval Crusader States
- **HIST4246** The Medievalists: The middle ages in 20th century eastern and central Europe
- **HIST4192** Warfare in Early Historic and Medieval Scotland: From Mons Graupius to Sauchieburn [S]

#### SEMESTER 2

- **HIST4044** Anarchy & Society in the Reign of King Stephen (1135-1154)
- **HIST4229** Poland and its Neighbours, 1000-1795
- **HIST4107** Popular Rebellion in Late Medieval Europe
- **tbc** Poverty and Charity in the Spanish Empire
- **HIST4033** The Norman Conquest 1066-1100

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18
### MODERN COURSES

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<tr>
<td>HIST4239</td>
<td>Arts, Culture and Patronage in Renaissance Scotland, 1406-1625</td>
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<td>HIST4211</td>
<td>France, 1789-1914: Nation, Revolution and Empire</td>
</tr>
<tr>
<td>HIST4079</td>
<td>From Pocahontas to Post-Feminism: Women in American History</td>
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<td>HIST4248</td>
<td>Gaelic in Scotland: The History of a Language, 1400-1914</td>
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<tr>
<td>HIST4234</td>
<td>Gender, Sexuality, Modernity in Victorian and Edwardian Scotland</td>
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<tr>
<td>HIST4203</td>
<td>Migrant Nation: Scotland and the Modern World 1745-1979 [S]</td>
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<tr>
<td>HIST4204</td>
<td>Punishment, Internment and Containment: The History and Archaeology of Prisons and Camps</td>
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<td>HIST4109</td>
<td>Reformation! Europe in the Age of Religious War, 1517-1618</td>
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<td>HIST4023</td>
<td>Saints and Sinners</td>
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<td>HIST4216</td>
<td>Sex and Religion in Britain, Ireland and North America 1945-1980</td>
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<td>HIST4134</td>
<td>Technology and American Culture, 1830s to 1930s</td>
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<td>HIST4149</td>
<td>The Highland Clearances [S]</td>
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<td>The History of German Reunification 1989/90: An International Perspective</td>
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<td>Genocide in the 20th Century</td>
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<td>Introduction to Computing for Historians</td>
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<td>HIST4230</td>
<td>Middle Eastern Cities, 1800-1960: Empire, Cosmopolitanism and Nationalism</td>
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<td>HIST4186</td>
<td>Modern Britain at War: From Rorke's Drift to Port Stanley</td>
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<td>HIST4016</td>
<td>Patriarchy, Sex and Gender in Early Modern Europe</td>
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<td>HIST4214</td>
<td>People of Plenty: The Politics of Consumption in the United States since 1890</td>
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<td>HIST4018</td>
<td>Print, Propaganda and Subversion in Europe 1630-1800</td>
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<td>HIST4124</td>
<td>Scottish Popular Culture [S]</td>
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<td>The Age of Empire: Conquest and Colonialism in the 19th Century and Beyond</td>
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<td>The Atlantic Slave Trade, Abolition and its Aftermath in Africa 1780-1910</td>
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<td>The Early American Republic, 1789-1815</td>
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<td>The Evolution of the US Intelligence Community</td>
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<td>The Making of Britain? Scotland and Ireland 1770-1815 [S]</td>
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<td>Traders, Settlers and Rebels: Africans in the Atlantic World, 1740-1938</td>
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<td>Warfare in Post-Medieval Scotland: From Flodden to Culloden [S]</td>
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<td>Women and Gender Relations in Europe, 1789-1918</td>
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<td>HIST4254</td>
<td>Atheists: A Social History in the West</td>
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<td>HIST4005</td>
<td>Demanding the Impossible: European Societies in the 1960s</td>
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<tr>
<td>HIST4249</td>
<td>Invaders, Occupiers and Liberators: Islands at War in the 20th Century</td>
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<td>HIST4088</td>
<td>Law, Crime and Society in England, c.1580 to c.1700</td>
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<td>Lenin and Leninism</td>
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<tr>
<td>HIST4188</td>
<td>Richard the Lionheart, Saladin and the Third Crusade, 1187-1192</td>
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<td>HIST4206</td>
<td>Scottish Radicalism and Scottish Society, 1790-1945</td>
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<tr>
<td>HIST4147</td>
<td>The French Revolution 1786-95</td>
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<tr>
<td>HIST4162</td>
<td>The Reign of Charlemagne 768-814: A Barbarian Empire</td>
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<td>HIST4035</td>
<td>The Reign of James VI, c.1567-1603</td>
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<td>Transformation of Scotland</td>
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