### Core and Optional Courses

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<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Convenor</th>
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<tr>
<td>ARCH4065</td>
<td>CORE COURSE FOR JUNIOR HONOURS SINGLE HONOURS OPTIONAL COURSE FOR JUNIOR HONOURS JOINT HONOURS Reflexive Archaeological Practice (40 credits)</td>
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<td>Dr Kenny Brophy &amp; Dr Tessa Poller</td>
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<td>ARCH4045</td>
<td>Archaeology of Religion</td>
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<td>ARCH4060</td>
<td>Advanced Heritage Project</td>
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<td>Dr Tessa Poller</td>
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<td>ARCH4062</td>
<td>Public Archaeology</td>
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<td>Dr Stephen Harrison</td>
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<td>Feasting Like the Ancients</td>
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<td>Dr Claudia Glatz</td>
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<td>ARCH4067</td>
<td>Practical Heritage Experience (CORE COURSE FOR ALL SENIOR HONOURS STUDENTS)</td>
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<td>ARCH4019</td>
<td>Theory and Interpretation in Archaeology (CORE COURSE FOR ALL JUNIOR HONOURS STUDENTS)</td>
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<td>ARCH4014</td>
<td>Settlement &amp; Society in Scandinavian Scotland</td>
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<td>ARCH4016</td>
<td>British Neolithic</td>
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<td>ARCH4064</td>
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<td>ARCH4069</td>
<td>Remote Sensing</td>
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<td>Dr Rachel Opitz</td>
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**Courses run jointly with History / Celtic / Classics**

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. Other external courses might well be possible as well: please ask the Honours Convenor (Dr Stephen Harrison to May; Dr Kenny Brophy from June 2018).
<table>
<thead>
<tr>
<th>CLASSIC 4007</th>
<th>Roman Art</th>
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<th>TBC</th>
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<td>CLASSIC [Code TBC]</td>
<td>Ancient Warfare</td>
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<td>TBC</td>
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<tr>
<td>CELTCIV 4007</td>
<td>Literacy in Medieval Celtic Societies</td>
<td>2</td>
<td>Dr K Forsyth</td>
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<td>CELTCIV 4016</td>
<td>Celtic Place-names of Scotland</td>
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<td>Dr S Taylor</td>
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The structure of Honours Archaeology

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<tr>
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<th>SEMESTER 1</th>
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<tr>
<td>Junior</td>
<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>
<td>Senior</td>
<td>Practical Heritage Experience (20)</td>
<td>Optional 4 (20)</td>
<td>Optional 5 (20)</td>
<td>Optional 6 (20)</td>
<td>Dissertation (40)</td>
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JOINT HONOURS (120 credits in Archaeology)

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<tr>
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<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<tbody>
<tr>
<td>Junior</td>
<td>Reflexive Archaeological Practice (40)</td>
<td>Theory (20)</td>
</tr>
<tr>
<td>OR 2 optional courses (20 + 20: one may be in semester 2)</td>
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<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Practical Heritage Experience (20)</td>
<td>Optional (20)</td>
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<tr>
<td>(this may be in semester 2)</td>
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Reflexive Archaeological Practice [40 credits] (ARCH4065)

Semester 1: One session per week
Convener: Dr Tessa Poller & Dr Kenny Brophy
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 experience 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 importance 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)

Archaeology of Religion [20 credits] (ARCH4045)

Semester 1: Two sessions per week
Convener: Dr Michael Given
Meetings: Tuesday & Friday mornings, 10-11am

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Presentation/student-led discussion (c. 15 minutes)</td>
<td>5%</td>
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<tr>
<td>Worksheet</td>
<td>20%</td>
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<tr>
<td>Class essay based on the presentation (c. 1500-2000 words)</td>
<td>25%</td>
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<tr>
<td>Examination (2 hours, 2 questions)</td>
<td>50%</td>
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## Basic Reading – To be confirmed


## Advanced Heritage Project (ARCH4060)

**Semester 1.**

**Convenor:** Dr Tessa Poller

**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

## Aims

This course will provide the opportunity to:

- gain first-hand experience of professional practice in public, private and third sector archaeology and / or 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.

## Intended Learning Outcomes

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.

Public Archaeology [20 credits] (ARCH4062)

Semester 1: Two sessions per week
Convener: Dr Stephen Harrison
Meetings: Wednesday and Friday afternoons, 3-4 pm

Description
This course examines the relationship between archaeology as an academic discipline and the broader public and private spheres, covering themes such as legislation, public policy, education, the heritage industry, local and community identity, and related issues, as well as the economic, social and cultural contribution of archaeology to the modern world.

1x1hr lecture; 1x1hr seminar per week over 10 weeks as scheduled on MyCampus.

Aims
This course will provide the opportunity to:
• critically engage with the theory and practice of Public Archaeology, including key debates in the field
• develop an understanding of the range and variety of public archaeological practice in contemporary Scotland, using general studies and specific examples.
• consider community archaeology in the broader framework of public archaeology
• place the Scottish experience in a broader British, European and/or international context

Intended Learning Outcomes
By the end of this course, students will be able to:
• engage critically with some of the major theoretical and practical issues underlying the practice of public archaeology today
• appraise differing approaches to key aspects of this subject, nationally and/or internationally
• evaluate critically the role of archaeology in the public sphere from a number of perspectives
• relate general themes in public archaeology to specific projects and case studies in Scotland and elsewhere, including examples from community archaeology

Assessment
Feasting like the ancients (ARCH4066)
Semester 1. One session per week
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/pubic 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%)

Practical Heritage Experience [20 credits] (ARCH4067)

Semester 1: One session per week
Convener: Dr Kenny Brophy & Dr Tessa Poller
Meetings: Tuesdays 9-10am (weeks 1,3,5) or times TBC

This is a Core Course for all Senior Honours Students

Description
Students will participate in at least 25 days of practical heritage work, such as excavation, survey, outreach & public engagement, museum work and laboratory work. They will reflect on their practical and intellectual learning, write a reflexive essay, and submit examples and demonstrations of the work they have done and the skills they have learnt.

Timetable Information: 3x1 hour workshops as scheduled on MyCampus, Minimum 175hrs practical heritage experience over at least 25 days. This is one of the Honours options in Archeology and may not run every year. The options running this session are available on MyCampus.

Aims
This course will provide the opportunity to:

- participate in a minimum of 25 days practical heritage work (e.g. excavation, survey, outreach & public engagement, museum work, laboratory work)
- develop a range of practical archaeological skills, such as excavating, surveying and working with artefacts
- acquire a range of key graduate attributes (transferable skills), such as self-evaluation, interpersonal skills, team-working and communications skills
- reflect on their own practice

THIS IS A NEW COURSE. FULL DETAILS OF INTENDED LEARNING OUTCOMES AND ASSESSMENT WILL BE RELEASED AS SOON AS POSSIBLE. The Convenor will be happy to answer any questions you may have.
Theory and Interpretation in Archaeology (ARCH4019)
Semester 2. Two sessions per week
Convenor: Dr Susanna Harris.
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 – To be confirmed

Settlement & Society in Scandanavian Scotland (ARCH4014)
Semester 2. 2 sessions per week
Convenor: Dr Stephen Harrison
Meetings: Wednesdays 12-1pm and Thursdays 3-4pm

This course will take a detailed look, from an archaeological point-of-view, at Scandinavian activity in Scotland in the period from c. AD800-1300. It will have a particular focus on the nature and character of rural settlement and economic activity.

**Aims**
This course will provide the opportunity to:
- examine Scandinavian activity, particularly settlement, in Scotland between c.AD800 and 1300
- engage with the diverse forms of archaeological evidence available for this period, including settlement, burial and hoards
- identify regional and chronological variations within the Scottish corpus
- relate this archaeological evidence to broader interdisciplinary and international approaches to the Viking and Late Norse periods
- assess the impact of Scandinavian settlement on Scotland

**Intended Learning Outcomes**
By the end of this course students will be able to:
- demonstrate an awareness of a range of archaeological sources for Scandinavian settlement in Scotland, including settlement sites, graves and hoards
- place this archaeological evidence in a broader interdisciplinary context, including the evidence of place-names, documents and numismatics
- apply some of this evidence to specific research questions and issues
- relate Scotto-Norse activity to comparable ‘Viking’ evidence elsewhere in these islands
- evaluate the long-term impact of Scandinavian activity on northern and western Scotland

**Classes**
2 hours per week. Additional Seminars and/or Practical Classes will be arranged, as appropriate.

**Coursework**
Students are expected to prepare one self-directed project for assessment and in addition, students are expected to prepare work for one of the two seminars; however, this latter work will not be handed in or form part of the final assessment.

**Assessment**
a) 50% of the assessment from a 2-question 2-hour exam.
b) 50% of the assessment from a self-directed project on a topic to be approved by the Convenor and to be handed in by late November (tbc). This will be discussed in more detail with members of the class, but it is of the order of 3000 words.

**Preliminary and General Booklist**


**British Neolithic (ARCH4016)**

Semester 2. 2 sessions per week

Convenor: Dr Kenny Brophy

Meetings: Mondays 11-12pm and Tuesdays 2-3pm

This course will offer an introduction to the chronology and material culture of the Neolithic of Britain with reference where relevant to Ireland. A series of themes which have emerged in recent years as major research areas will be addressed, including the chronology and mechanisms of the beginning and end of the Neolithic; the significance of material culture and materiality; regionality and identity; and settlement and everyday life. Neolithic Studies since the 1980s has been the focus for the development of a number of innovative theoretical and scientific approaches that have subsequently been adopted by researchers into other periods of prehistory and beyond; this course will look at these exciting developments and how they have changed the way that we study and interpret prehistory.

**Aims**

This course will:

- give a basic understanding of the chronology and material culture of the British Neolithic, focusing on temporal resolution, geographical distribution and regional variation;
- outline the main arguments concerning the nature of the start, and the end, of the Neolithic in Britain, where necessary drawing on evidence from outwith Britain including Ireland and northwest Europe;
- present an overview of recent and current theoretical models and trends in British Neolithic studies;
- draw attention to current excavation and post-exavation results, and consider their implications for our understanding of the British Neolithic

**Intended Learning Outcomes**

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

- demonstrate an understanding of current theoretical discourse on the Neolithic of Britain and how this discourse arose. This will be assessed through the essay, exam and the oral presentation.
- demonstrate knowledge of the main aspects of the British Neolithic and their chronology. This will be assessed through the exam.
- Evaluate critically the dominant role monumentality has played in Neolithic studies to date. This will be assessed through the essay and poster.
- compare and contrast the efficacy of different theoretical and abstract models, and the use of social theory, when applied to aspects of Neolithic life. This will be assessed largely through the oral presentation, but also the exam.

**Course Structure**

The course will consist of 2 hrs per week, through a combination of lectures, seminars and small group sessions, taught over ten weeks. The seminars will include oral presentations by students on topics to be decided upon at the start of term with the convenor.
Assessment
The course will be assessed through an exam, answering 2 questions from 6 (worth 50%); a 2500 word essay (worth 30%); and a poster exercise (worth 10%) and oral presentation (worth 10%) based on a site investigation.

Basic Reading – To be confirmed
These are key texts. Detailed reading will be given out at start of course and with each class.

Experimental Archaeology (ARCH4064)
Semester 2. One session per week
Convenor: Dr Susanna Harris
Meetings: Fridays 1-3pm

Course Outline:
Experimental archaeology is a key method in archaeology, covering the full aspect of materials, technology, landscape and sensory aspects of life in the past. It is way of moving from the known to the unknown, and of generating and testing hypotheses through controlled, documented experiments. This course adopts an enquiried based approach to experimental archaeology through student engagement with planning, carrying out and evaluating an experiment that stems from the lead academic’s current research.

Aims:
This course will provide the opportunity to:

• Appraise the key approaches, history and methodological issues in experimental archaeology,
• Practice identifying relevant research questions and build strategies to answer them,
• Plan, carrying out, document and evaluate an archaeological research experiment,
• Participate in a team project informed by practice led teaching in an emergent research area.

THIS IS A NEW COURSE. FULL DETAILS OF INTENDED LEARNING OUTCOMES AND ASSESSMENT WILL BE RELEASED AS SOON AS POSSIBLE. The Convenor will be happy to answer any questions you may have.

Digital Media for Archaeology and Heritage (ARCH Code TBC)
Semester 2.
Convenor: Dr Gareth Beale
Meetings: TBC

Digital media are used with increasing frequency across archaeology and cultural heritage. The skills needed to design, commission and create digital media are increasingly in demand. This course will blend practical making and design activities with critical thinking and discussion to provide a rounded introduction to contemporary digital media production.

The course will cover a range of rapidly evolving areas including; video games, virtual reality and digital storytelling and will encourage critical and creative engagement with the use of each of these techniques within a heritage setting. This will include development of digital media for fieldwork,
museums/heritage sites and in the creative industries. The course does not require any pre-existing digital specialism.

**Aims**
This course will provide the opportunity to:
- Acquire technical skills sufficient to complete a simple digital media project.
- Develop an understanding of design practice and production workflows for digital media.
- Acquire critical and creative skills necessary to design and commission a piece of digital media.

**Intended Learning Outcomes**
By the end of this course students will be able to:
- Design interactive media for specific archaeological and heritage settings
- Develop a design brief and commission a piece of digital media
- Create simple digital media projects from scratch

**Remote Sensing (ARCH4069)**
Semester 2.
Convenor: Dr Rachel Opitz
Meetings: Mondays and Tuesdays 12-4pm

Airborne and satellite remote sensing is essential to investigating the human dimensions of global change, and understanding interactions between human activities and the environment in the past and the present. Students will complete individual exercises and group projects in order to learn to process, analyse and interpret airborne and satellite remote sensing data in the context of human ecology and archaeology research.

This course will provide the opportunity to:
- gain practical, hands-on experience working with data and software
- Apply practical skills to respond to domain specific questions
- Participate in the informed discussion of the intersection of the practice of remote sensing analysis and key theoretical frameworks in interdisciplinary landscape studies
- Develop transferable skills in digital data analysis, digital data management, and web communication
- develop the ability to plan and undertake increasingly independent work

**Intended Learning Outcomes:**
By the end of this course students will be able to:
- Identify & Apply the set of techniques needed to solve a given problem in applied remote sensing
- Critically assess data quality and evaluate project requirements
- Analyse digital topographic and spectral data to answer questions in human ecology and archaeology
- Create effective data visualizations to present the results of analysis and interpretation

Employ transferable skills in digital data management and web communication
Assessment
Essay (1,500 words) – 35%
Set Exercise (1-2 hours per set of recorded lectures plus 1-3 hours on exercises and readings, completed at student's own pace online) – 30%
Project (1,000 words + data analysis files and website link) – 35%

Classics Options

CLASSIC4071 Ancient Technology in Context (semester 1)

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

This course will explore the development of ancient science and technology and its interaction with ancient societies and the environment, focusing mainly on the Mediterranean area and the Near and Middle East. It takes a wide view of technology, ranging from the use of stone tools and fire by hominids through complex machines to the massive concrete domes and arched dams of the Romans, only bettered in modern times. The course will encompass material, textual and environmental evidence and approaches, and there will be the opportunity to develop specific skills in handling and interpreting material evidence for technology.

Aims
This course will provide the opportunity to:
• study the nature and extent of technology in the ancient world, from basic tools to sophisticated machines
• relate ancient technologies to their historical, social and environmental contexts
• explore models for the diffusion and development of ancient technology
• compare the characteristics of technology in the ancient Mediterranean with those in other periods

Intended Learning Outcomes
By the end of this course students will be able to:
• identify the main features of ancient technology in areas such as agriculture, warfare, the economy, education and entertainment
• recognise the constraints on the dynamics that connected humans, technology and the environment in the ancient Mediterranean
• use textual, material and environmental evidence to relate technology to its social context
• explain orally and in written form the relationship between ancient technical theory and practice
• analyse orally and in written form the impact of technology on the ancient environment and vice-versa
• evaluate and apply theoretical and comparative models for technological diffusion and change

Assessment
• Presentation (10 minutes) – 25%
• Worksheet (1500 words) – 25%
• Essay (3000 words) – 50%
The Material World in Greek Religious Thought and Practice (semester 1) - CLASSIC 4083

Semester 1: Two sessions per week (Monday & Thursday @ 1pm)
Convener: Dr Mili

The course explores the importance and changing role of objects in Greek religion from the archaic to the Hellenistic period.

Aims
This course will provide the opportunity to:
• study a variety of aspects of Greek religion with a material dimension, such as temple economies, dedication, sacred space and objects in mythological narratives
• engage closely with a variety of primary material, such myths, inventory lists, sacred laws, coins, and archaeological material
• reflect on the relationship between Greek religion and the perception of the physical environment and material world
• study modern theories about the importance of stuff in the construction of human identity

Intended Learning Outcomes
By the end of this course students will be able to:
• describe a variety of religious practices and institutions
• analyse the importance of these practices and institutions in the broader context of Greek society through time
• analyse and combine a variety of primary sources
• summarize, evaluate and criticize modern scholarly works on materiality and religion
• produce sustained arguments based on their own interpretation of the primary and secondary sources

Assessment
• Essay (3500 words) – 60%
• Presentation (12 minutes) – 40%

Ancient Warfare (semester 2)

Semester 2: Two sessions per week
Convener: Dr Omissi

This course will explore war in the ancient world through literary, artistic, and archaeological evidence across a chronological span running from the period of Classical Greece to the later Roman Empire (5th century BC – 4th century AD). It will charge the evolution of military practice and explore some of the most important conflicts of this extensive period as historical events, introducing students both to traditional military history (campaign narratives and institutional histories) and more modern studies of battle itself as a social and psychological phenomenon. The course will consider the problems of representing warfare in literary and figurative media, will explore ancient military theory, and will look at representations of ancient warfare in the modern world.

Aims
This course will provide the opportunity to:
• Introduce students to the military history of the fifth century BC to fourth century AD, exploring key battles and wars within this period
• Introduce some of the most important military historians of the period (Herodotus, Thucydides, Xenophon, Arian, Polybius, Caesar, Ammianus Marcellinus), key works of military theory (Onosander, Vegetius), and artistic and literary sources that pertain to the subject of warfare and battle
• Familiarise students with the mechanics of ancient battle and the logistics of ancient warfare, as well as basic concepts of the ancient military (phalanx, maniple, etc)
• Explore how warfare both influences and is influenced by the society that produces it, and examine how the study of warfare can illuminate socio-political structures.
• Explore warfare as an expression of culture and of technological development through ritual practices that surround warfare and through a detailed knowledge of military equipment and tactics

**Intended Learning Outcomes**

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

• Examine critically the historiography of ancient writing and warfare and be able to comment upon topoi, features of the genre, and the character of ancient military thinking
• Describe how technology, social and political structures, and cultural constructs dictate how war is fought, whom it is fought by, and to what purpose it is fought.
• Think critically about the modern historiography of ancient warfare and how study of warfare relates more generally to our understanding of ancient society
• Understand and compare the different practices of warfare and of battle across a wide range of societies and chronologies within Mediterranean history
• Apply insights drawn from historical and psychological studies of modern battle to understand the physical and psychological forces at work on soldiers in ancient battles

**Assessment**

• Essay (3,000 words) - 50%
• Examination (90 minutes duration) - 50%

**CLASSIC4007 Roman Art (semester 2)**

**Semester 2: Two sessions per week (Tuesday & Thursday 12pm)**

**Convener:** Prof Moignard

This course introduces students to the art and architecture of late-republican and early-imperial Rome, and to current and earlier approaches to understanding it in its historical and social context.

**Aims**

This course will provide the opportunity to:

• Introduce students to some of the major surviving art and architecture of the late Roman Republic and early Imperial period, and to some of the main problems of methodology and interpretation which attach to them
• Introduce students of Classics to 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:

• Apply detailed knowledge of primary material in all forms of assessment
• Show in all forms of assessment an understanding of modern interpretative assessment
• 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
• Evaluate research, interpretative and argumentative skills in coursework essays
• Present the results of investigation in seminars and to contribute effectively to discussion
• Apply such essay skills as the Department has stipulated in the Honours Handbook

Assessment
• Two 2,000-word essays – 20% each
• Examination (90 minutes duration) – 60%

Celtic Civilisation Options

Semester 2:

CELT CIV 4007:- Literacy in Medieval Celtic Societies
Monday and Tuesdays at 1pm
Contact: The Course Convenor(s) (Dr Katherine Forsyth) or the Teaching Administrator, Mrs Ruth Burke ruth.burke@glasgow.ac.uk for further information.

CELT CIV 4016:- Celtic Place-names of Scotland
Tuesdays and Thursdays at 11am
Contact: The Course Convenor (Dr Simon Taylor) or the Teaching Administrator Mrs Ruth Burke ruth.burke@glasgow.ac.uk for further information.

History Options

HIST 4066: Christianising the West
HIST4104: Papal Power 1049-1216
HIST 4189 The Rise of Chivalry: War and Chivalric Culture in Britain and France c.1000-1300.
HIST 4247 Plantation and Civility in the Isles and Ulster c.1550-1639
HIST 4204 Punishment, Internment and Containment
Contact: The History Honours Course Convenor or the Teaching Administrator Eileen Ritchie Eileen.Ritchie@glasgow.ac.uk for further information.