



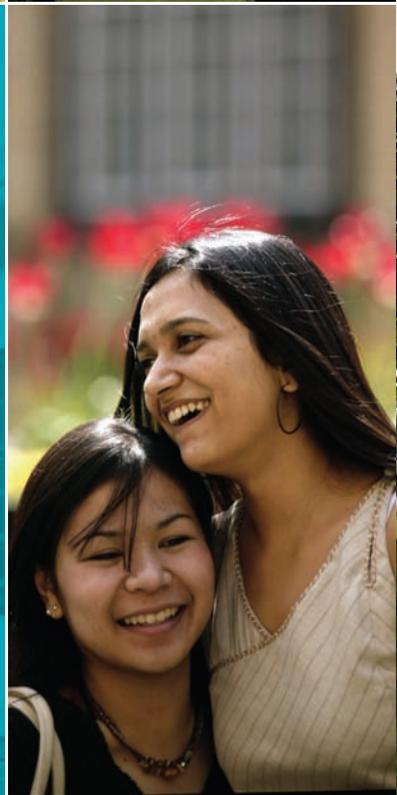
# archaeology

humanities

# the facts



- 63% of Archaeology research rated “internationally excellent” or “world-leading”
- Close links with the Sites and Monuments Record
- Outstanding collections of antiquities in the University’s Manchester Museum
- Diverse projects worldwide from Orkney to Ghana, and Turkey to Easter Island
- 4 million books in one of the UK’s best university libraries
- Best careers service in the UK
- Guaranteed accommodation for all first-years
- The UK’s largest students’ union
- Ranked joint first nationally in the National Students’ Survey for Archaeology





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'Manchester is a place for individuals, brilliant kids who like to do their own thing... and if you are ready it will release you to do the same...'



With a distinguished history of academic achievement and an ambitious agenda for the future, The University of Manchester offers you a learning experience rooted in a rich educational heritage and boosted by cutting-edge research and innovation – all at the heart of one of the world’s most vibrant cities.

# the university

Part of the prestigious Russell Group of universities, Manchester has much to offer you. As well as the outstanding facilities, resources and opportunities found within an institution of this calibre, the University is highly respected amongst academic and business communities alike – a respect that is conferred upon its graduates.

## Innovative

Our tradition of success in learning and research stretches back over 180 years, encompassing the birth of the modern computer, the splitting of the atom and the founding principles of present-day economics. All these and many more world-changing innovations have their roots here, at The University of Manchester.

Rated third in the UK in terms of ‘research power’ in the last Research Assessment Exercise, today we enjoy a global reputation for our pioneering research, which informs our problem-based approach to undergraduate learning.

## Internationally renowned

Since 2005, the University has risen in the influential Academic Ranking of World Universities Survey conducted by Shanghai Jiao-Tong University, from 53rd to 44th in the world, and ninth in Europe – confirming us as a progressive and world-class teaching and research institution.

Our campus is home to more than 37,000 students from around 150 countries, creating a diverse and inclusive multicultural community.

## Ambitious

Our mission is to become one of the top 25 universities in the world by 2015 and the preferred destination for the best teachers, researchers and students.

It’s a goal that we’re well on the way to achieving, backed by a multimillion-pound investment programme in facilities, staff and buildings. This includes a virtual learning environment that offers you flexible access to study resources 24/7, and the Alan Gilbert Learning Commons, a brand new £30 million resource centre for students (opened in 2012).



## Distinguished

More than 5,600 academic and research staff – many leaders in their fields, with international reputations – provide stimulating learning environments and excellent standards of teaching.

As a Manchester graduate, you will join a prestigious hall of fame, including 25 Nobel Prize winners among our current and former staff and students. We have more Nobel Prize winners on our current staff than any other UK university.

## Sought after by employers

Employers actively target University of Manchester graduates, giving you excellent job prospects.

Our worldwide community of 240,000 graduates can be found in top positions in every imaginable field, including Sir Terry Leahy, former chief executive of Tesco; former Secretary General of Amnesty International Irene Khan; writer/performer Meera Syal and author Louis de Bernieres.

## Full of opportunity

You can take advantage of countless exciting personal development opportunities at Manchester, including career development programmes run by a university careers service that has consistently been voted the best in the UK by graduate recruiters.

Choose The University of Manchester and you will join one of Britain's most forward-thinking universities, which builds on its success year on year – and invites you to do the same.

## Find out more...

[www.manchester.ac.uk/aboutus](http://www.manchester.ac.uk/aboutus)

A photograph of an archaeological excavation site. A woman with dark curly hair, wearing a light blue t-shirt and dark pants, is kneeling on the ground, working with a brick. In the foreground, a black wheelbarrow with yellow wheels is partially visible. The background shows a large, reddish-brown earthen wall or structure under excavation. The text 'archaeology at manchester' is overlaid in white, lowercase letters on the left side of the image.

# archaeology at manchester

At The University of Manchester, our team of archaeology academics believe there can be few areas more exciting than this discipline. You will learn from enthusiastic staff with international reputations for research and excellent standards of teaching and learning.

In the most recent teaching quality assessment exercise by the Quality Assurance Agency for Higher Education, Manchester Archaeology scored 23 out of a possible 24 points. In the latest Government Research Assessment Exercise (2008), 62.5% of Manchester archaeology's research outputs were rated as "internationally excellent" or "world leading". Our combined record for teaching and research is therefore the strongest of any university in the North of England.

We are proud to announce that, in the 2011 National Students Survey, Archaeology was ranked joint first nationally and realised the highest score within the University of Manchester. These results demonstrate the high quality of teaching and learning you will receive when you study Archaeology at Manchester.

You can study archaeology with us as a Single Honours subject, or combine it with other subjects for a Joint Honours degree in Ancient History and Archaeology, Archaeology and Anthropology, or Archaeology and Art History.

Manchester archaeologists are engaged in research throughout the world: in Britain, Ireland and western Europe, the Mediterranean, Egypt, Polynesia, the Near East, Australia and Africa. The emphasis of our teaching is both on learning practical fieldwork skills and understanding the intellectual frameworks within which modern archaeology is practised.



## The value of fieldwork

Fieldwork training is an integral part of our course in all years and you are introduced to excavation techniques by experienced archaeologists at sites within the British Isles and throughout the world.

Current high-profile field projects include the construction of monuments on Easter Island, shrines and sacrifice in Northern Ghana, the upper Palaeolithic inhabitation of Jersey, investigation of the 6th and 5th millennium BC site of Domuztepe in south-east Turkey, the Neolithic of the Welsh Borders and the early Neolithic Dolmen of Britain, Ireland and Brittany.

Since we are all leading researchers, we continually upgrade our courses to incorporate the results of current research. In all our teaching we also strike a balance between, on the one hand, the study of material culture in the widest sense – eg architecture and monuments through to the different kinds of objects uncovered in excavation – and, on the other, giving consideration to the wider cultural, religious and social contexts in which such objects were made and used.

This is why fieldwork is so important. There is no substitute for getting to know the past at first-hand.

That said, we do not want to look at objects in isolation, and ours is a branch of study that aims to give us a clearer and more vivid picture of past and present societies and the way they understood their worlds.

## The Manchester Museum

Manchester Archaeology is supported by major museum collections within the University, the city and the region. The Manchester Museum, part of the University, has outstanding collections of ethnographic, classical and other ancient artefacts. Its Egyptology collection is the finest in Britain outside the national museums.

The archaeologists in the University work closely with staff in the Museum in various projects and exhibitions. For example, a current initiative involves a project in community archaeology here in Manchester, while a future exhibition based on our Easter Island research is in the planning stage. The Museum is an excellent study resource for students, thanks to its huge collection of artefacts from numerous times and places.



## Comprehensive study resources and facilities

Archaeology's offices, teaching rooms and library/reading room are situated together in a modern building adjacent to the John Rylands University Library.

The John Rylands University Library is one of the best university libraries in Britain, thanks to the length of time over which its collections have been assembled, and to the generous current expenditure on both books and periodicals. Archaeology has been taught here for many decades, enabling the library resources to be built up steadily and comprehensively.

There is also a reference library situated in the same building as the Archaeology subject area, which we share with the related disciplines of Art History and Museology. We keep the most frequently used teaching books and materials in this library for students to access. It is also an excellent place for students to study in close physical proximity to staff offices, archaeology laboratories and teaching rooms. The main University Library building also has extensive study facilities for students' use.

The University of Manchester has a range of sophisticated web-based teaching and learning resources. All course units have dedicated online 'blackboard' sites providing a range of resources to enhance the student experience. These may include course unit outlines, essential course information, reading, quizzes, and chat rooms. This allows you to access important information for each course taken either on or off campus.

The University also owns one of the finest collections of medieval illuminated books and antiquarian works outside the British Library. This is housed in the John Rylands Library, Deansgate, the home of the University's collections of manuscripts and rare books. These collections are available for undergraduate teaching and it is one of our principles to make best use of the excellent local resources, as well as to encourage our students from the start to study directly from various areas of material culture.

## Study abroad for one semester

You also have the opportunity to study abroad for one semester, in your second year of studies, at a partner university in Europe, Australia, Canada, Hong Kong, Singapore, or the USA. For more information, email [goabroad@manchester.ac.uk](mailto:goabroad@manchester.ac.uk) or visit the Study Abroad website:

**[www.manchester.ac.uk/undergraduate/studyabroad](http://www.manchester.ac.uk/undergraduate/studyabroad)**



## Teaching, learning and assessment

Teaching in Archaeology takes place through lectures, seminars, laboratory sessions, fieldwork and one-to-one tutorials. Seminars and laboratory sessions are taught in small groups so that all students can take part and receive close supervision. Participation is an important aspect of student learning and you may be given reading in advance, on which you will report and you are expected to contribute occasional seminar papers. There may also be group work involving a team of students in jointly preparing a seminar or written report.

We pride ourselves on the diversity of our assessments and their link to real-life examples. For some course units, there are unseen two-hour exams, supplemented by coursework essays, oral presentations in seminars, fieldwork workbooks and portfolios, poster presentations, and individual supervised projects, leading up to the third-year dissertation. You acquire a variety of skills, each of which is rewarded through assessment.

You get written feedback on all assessment, for instance in the form of essay coversheets and, in the case of orally delivered seminar papers, a report from the lecturer, which can be the subject of further discussion with your lecturers and tutors. Final degree grades are calculated on the basis of 75% for third-year work and the remainder for second-year work. Lecturers are available for a minimum of two specified office hours per week outside scheduled teaching hours, when you can get advice and feedback on your work. Staff will also arrange appointments for students outside of specified office hours.

## Developing additional skills

When they come to university, not all students know where their ultimate interests lie. Even if you do, you may want to develop other interests. Our programme of teaching and learning therefore involves skills that will be essential whatever you do later.

Archaeology is an amazingly diverse subject, far more so than many other arts and humanities subjects. It ranges from the demanding intellectual frameworks of interpretation, to the interpersonal skills and teamwork of working with and managing groups in the field, to the practical skills of excavation and computer skills. Consequently, during your studies at Manchester you will acquire a wide range of skills that will serve you well whatever area you decide to follow after you graduate.

We provide tuition to help you acquire these essential skills. This may include technical skills, such as word processing and retrieval of information from computer databases. In the field of information technology, we use the internet as an adjunct to taught courses. Each course unit also has its own website in the university's virtual learning environment.

Research is not just something academics do. All jobs involve research in one way or another – and research is not something that we know how to do by nature. We teach research methods, using our own experience as researchers and writers to teach how to evaluate and digest different kinds of written material. We give feedback on your writing, not only in respect of content, but also in terms of construction and clarity of argument, and we develop your skills in how to present complex material verbally and visually.

Because research is so important and exciting, through your second and third years of study, you are actively encouraged to undertake your own research through the long essay (second year) and dissertation (third year).



“The degree course at Manchester provides a wide variety of diverse subjects, which are taught by an excellent and friendly lecturing staff who are passionate about their subjects. This passion and variety make for stimulating lectures and seminars, where students are actively encouraged to be analytical, to broaden their studies and to develop their own views and ideas, through group activities and individual reading and research projects. All in all, I feel that Manchester offers a well balanced degree course, which provides an excellent grounding for further research and study – and, most of all, it's fun!”

**Deborah Beale**  
Archaeology student

## Student welfare and support

As well as the responsibilities of our lecturers to direct your learning, our academic staff will support you in other ways: pastorally, and by making available a wide range of relevant information, from University facilities, to work placements, regional exhibitions and events. In turn, staff expect students to help in furthering the objectives of the discipline by becoming members of committees, completing questionnaires on the courses you take and helping to keep staff abreast of student needs.

This exchange of information begins before you arrive in Manchester. The admissions officer will contact you as soon as an offer of a place has been made, explaining what will happen when you arrive in Manchester, who you will meet in your first few days, what tours of University resources you must go on (eg the library), and how and when you will be introduced to your first lecturers and your personal tutor. University work begins immediately and you need to find your way around quickly. We have a well developed system to help you through your first weeks, but it is essential that you respond by being present at appointed times.

A member of staff will be appointed your academic advisor. While your course lecturers may be different each semester, you have the same academic adviser throughout your time at the University. As well as scheduled meetings with you, advisers have weekly office hours when they are available to you without appointment.



You are encouraged to keep a personal record folder, or diary of your activities, which includes regular self-assessment of your progress, to be discussed with your adviser each semester. Following this discussion, you develop a plan for research and other activities (eg travel, study visits, attendance at outside lectures). The aim of this plan is to increase your responsibility for your own progress and learning, and to help create a store of information and ideas that will help form the basis of your CV in readiness for job applications.

## Student participation

We need student participation in the activities and development of Archaeology, and there is a Staff/Student Liaison Committee that enables you to contribute to academic developments in the subject. Students also take part in the admissions process through helping at open days, and second- and third-year students help in the induction of new students.

We have an excellent student mentoring system, where students from levels two and three can train to become mentors for new first-year students. This provides peer support and friendship for new students in their first year at university. It also provides invaluable experience and development for the mentors themselves, who find it a very rewarding activity, which also contributes to their CVs.

The minutes of committees attended by students are posted on notice boards and we try to maintain transparency in running the Archaeology course, assuring a hearing to anyone with ideas that further our objectives.

## Careers our students follow

Manchester graduates have an excellent record of gaining employment. Our former students work in a wide range of vocational jobs, some of them as practising archaeologists, others as curators of various kinds, writers, researchers, journalists and consultants in fields relating to archaeology.

One of the great strengths of Archaeology at Manchester is that its graduates are both literate and numerate, have experience of writing reports and proposals as well as essays, are skilled in verbal presentation, and have done fieldwork and worked in teams. Consequently, the numerous skills developed within your degree provide an excellent preparation for careers beyond the discipline. For instance, these include positions within the arts, media, civil service, judiciary, financial, and political arenas.

In short, a Manchester Archaeology degree provides an excellent basis for a huge array of future career paths and employers are quickly coming to recognise the value of graduates with this wide range of skills.

## Manchester offers you...

- A diverse, multidisciplinary environment where archaeologists can work alongside anthropologists, visual culture historians and ancient historians
- On-site resources of the Manchester Museum and Whitworth Art Gallery
- Teaching directly informed by contemporary global research
- Extensive training in archaeological fieldwork

# course details

## Archaeology BA 3yrs

UCAS Code V400

## Ancient History and Archaeology BA 3yrs

UCAS Code VV14

## Archaeology and Anthropology BA 3yrs

UCAS Code VL46

## Archaeology and Art History BA 3yrs

UCAS Code VV43

### Typical offer

A-level: **ABB-BBB**

IB: **332**

For full entry requirements see  
[www.manchester.ac.uk/ugcourses](http://www.manchester.ac.uk/ugcourses)

## BA (Hons) Archaeology

The BA in Single Honours Archaeology is designed to give you an overall grasp of the ideas and practical methodologies that animate contemporary archaeology, and an overview of the diversity of human experience as it is manifested in the material culture of the past.

Stress is placed on the historical development and contemporary cultural and political significance of the discipline, while fieldwork and other 'hands-on' aspects of archaeology are fundamental to all levels of the degree course. The variety of human societies that can be studied within the degree ranges from prehistoric Europe and the Near East, to the classical world, sub-Saharan Africa, Middle East, Polynesia, Mesoamerica and colonial Australia.

Archaeology at Manchester has a distinctive character, which is primarily concerned with understanding the social lives of past communities, and recognising the social and political significance of archaeology in the present. Manchester archaeology is global in scope and is concerned with the discussion of ideas, rather than the cataloguing of inert objects. At Manchester, material evidence is seen as a means of addressing social questions: of identity, power, gender, or religious conviction. Nonetheless, we recognise the importance of a solid grounding in fieldwork and the other practical aspects of archaeology.

You will undertake intensive field training in excavation at the end of your first year, and can do further fieldwork in subsequent years, plus there are visits to important sites and museums throughout the course.

Very few people take archaeology as an A-level subject, and for this reason we assume no prior knowledge. The first year of the degree course is set at 'entry level', in order to provide you with a broad grounding in the subject. Moreover, we do not demand any particular combination of A-levels; we are happy to admit students with a background in either arts or sciences. We particularly welcome mature applicants and those who have other qualifications.

The BA course in Archaeology is supported by a range of modern, well-equipped teaching and study spaces, and up-to-date computer provision, as well as one of the largest academic libraries in the UK. The course offers you personal attention and tuition, small and larger group teaching, as well as lectures.

## Course structure

### Year 1

You receive a thorough grounding in the subject, achieved through the following course units:

- **Introduction to World and European Archaeology** – These course units aim to provide a broad overview of key transitions in society and economy, while also providing you with a basic knowledge of regional and chronological schemes on a worldwide scale.
- **Themes in Archaeology and History of Archaeology** – These course units introduce you to the historical and social context within which archaeology has been and is currently practised. It is emphasised that archaeology is not a fixed and pre-given way of acquiring knowledge about the past.
- **Introduction to Archaeological Practice** – Introduces the practical aspects of archaeology, aiming to provide you with an understanding of essential methodology and practical experience of fieldwork, and the processing of data and finds in archaeology. During the summer following your first year, you gain your first experience of excavation.



### Year 2

You undertake more detailed study, allowing specialisation in topics or areas of interest. At this level, there are three core units, taken by all students:

- **Fieldwork, Practice and Interpretation** – Asks you to both critically examine the role of archaeological fieldwork in the production of archaeological knowledge and to re-situate it in an interdisciplinary context.
- **Theory and Philosophy of Archaeology** – Reviews a range of approaches that have a significant role in current theoretical debate within archaeology. Stress is placed upon the connections between archaeology and anthropology, philosophy, sociology, human geography and literary theory.
- **Data Processing** – Aims to familiarise you with the theory behind classification systems, to introduce the key software and to allow you to carry out simple statistical exploration and testing.

In addition, you take a selection of 'Aspects' course units, which concentrate on thematic issues or geographical areas. These may include:

- Introduction to African Archaeology
- Material Worlds: Objects, Architecture and Landscape
- Changing Worlds in the Near East and Mediterranean
- Archaeology of the Pacific
- European Prehistory

You have the opportunity to undertake directed research on a topic of your choice in the long essay course unit, and to cultivate skills that will be employed in your third-year dissertation and beyond. A further period of fieldwork and excavation allows you to participate in the various research projects that are currently undertaken by staff within Archaeology.

# course details

“The department is an exciting place to be, as it's young, enthusiastic and on the cutting edge of archaeology. Students benefit from the enthusiasm of the lecturers. Every lecturer is known throughout the discipline for being at the forefront of their particular specialism. You're working with the people you read. The friendliness and open atmosphere encourages students to consult with and go to staff with questions and concerns they may have – it makes for a positive environment for learning and developing critical thinking skills.”

**Angie McClannan**  
Archaeology student

## Year 3

At level three, all students take two core units: Theory in Practice in Archaeology, and a Practical Material Culture unit focusing on artefact studies (eg Ceramics, Lithics, or Textiles). You also write a dissertation of about 12,000 words on a topic of your choice, under the supervision of a member of staff.

Single Honours students also choose from a range of thematic or period-based option units. These may include:

- The Formation of Early States in the Near East
- Nationalism, Heritage and Identity
- Ritual Life of Monuments
- Feasting and Crafting in the Eastern Mediterranean
- Egypt in the Late Bronze Age: Individual Experience in a Cosmopolitan State
- Research Issues in African Archaeology
- Funerary Landscape Archaeology
- Upper Palaeolithic and Mesolithic Europe
- Emergence of Civilisation: Aegean Bronze Age
- The Age of Stonehenge
- The Archaeology of Pompeii
- Historic Archaeology

Not all these course units may be offered every year, and others may be added.

## Examples of course units

### Introduction to World Archaeology (Year 1)

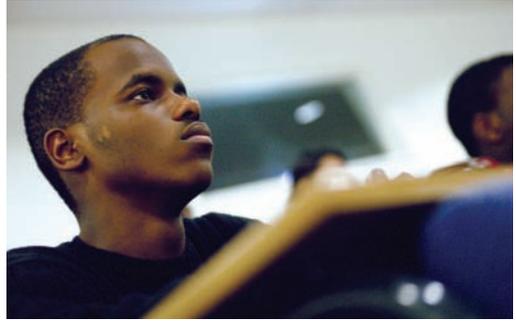
Provides an introduction to archaeology with a broad overview of key transitions that have taken place in society and economy during the past. By the end of the course unit, you are expected to have a broad knowledge of regional and chronological schemes and a basic appreciation of how to approach archaeological data.

The subject range of this unit is broad, covering aspects of Egypt, Polynesia, the Near East, the Mediterranean, North Africa, Europe and the Americas. Themes include the relationship of humans with the environment, the appearance and spread of agriculture, ritual landscapes and the appearance of urbanism. These themes will be traced across time and space with specific reference to key sites.

### **Fieldwork, Practice and Interpretation (Year 2)**

The vast majority of people see the undertaking of fieldwork – particularly excavation – as defining an archaeologist. Yet, over the last 40 years, the ‘field archaeologist’ has developed a separate identity from that of ‘archaeologist’ (in particular, ‘academic archaeologist’). Why has this distinction or disjunction occurred, and what differences are there between these different archaeological constituencies? Is the ‘objective’ recording of archaeological evidence really objective and, if not, what interpretative responsibilities are consequently placed on those working in the ‘field’? Why are the majority of field archaeologists male?

These questions form the basis of this unit, which seeks to both critically examine the role of archaeological fieldwork in the production of archaeological knowledge, and to re-situate fieldwork in an interdisciplinary context.



### **The Ritual Life of Monuments (Year 3)**

In this course unit, examples of monumental architecture from different archaeological contexts (eg the Statues of Easter Island and Stone Circles of Northern Scotland) are examined in terms of their construction and subsequent use. The range of themes and issues addressed is broad and includes: the nature of spatial order and its relationship to systems of belief; monuments and the construction of social identity; and the relationships between monumentality and memory, and monumental architecture and landscape.

Part of this unit includes field visits to various ‘monuments’, including cathedrals, war memorials, etc. Assessment is through a written paper/essay and presentation, plus participation within a mock windfarm enquiry, replicating an actual event at the World Heritage Site; the heart of Neolithic Orkney, Scotland.

# course details

Apart from Single Honours Archaeology, we offer several interesting Joint Honours degrees, such as Anthropology and Archaeology, Ancient History and Archaeology and Archaeology and Art History. There is also an opportunity for you to take a limited number of course units outside the area for which you are registered.

## BA (Hons) Ancient History and Archaeology

The joint degree in Ancient History and Archaeology has a long and distinguished pedigree at Manchester, combining two complementary disciplines and providing you with a knowledge of approaches to the past that are a common concern of both. You are given a broad background in the classical history of the Mediterranean world and a global view of archaeology, including a range of thematic approaches.

### Course structure

#### Year 1

You start with a range of course units to give you a foundation in the subject.

In Archaeology, you take **Introduction to World and European Archaeology**, which introduces you to a wide range of archaeological material around the world; **Themes in Archaeology** and **History of Archaeology**, which look at concepts and approaches to the discipline; and **Introduction to Archaeological Practice**, which provides initial training in the methods and techniques of archaeology.

In Ancient History, you take two course units that give an introduction to the ancient Greek and Roman worlds: **Greeks and the Mediterranean World 800-449 BC**, and **From Republic to Empire: Introduction to Roman History, Society and Culture**. You also have an option to study Ancient Greek or Latin.

#### Year 2

More detailed study is undertaken, much of it alongside students on other courses.

In Ancient History, you take two course units that provide a greater depth of study into aspects of Greece and Rome. In Archaeology, there is a rather greater degree of choice between different Aspects course units in archaeology. Course units at this level meet for two or three hours per week. You undertake either a long essay (5,000 to 7,000 words), and study more advanced archaeological techniques, or study Ancient Greek/Latin.

Level two course units available in Ancient History may include: **The Roman Empire AD14-284: Stability and Crisis, and Politics and Society in Classical Greece, 450-322 BC**.

Level two course units available in Archaeology may include:

- Fieldwork, Practice and Interpretation, Introduction to African Archaeology
- Roman Britain: Conquest, Co-Existence and Change
- Aspects of Roman Art and Architecture
- The Rise and Fall of the Mycenaean Civilisation
- Archaeology of the Pacific
- Prehistoric Europe
- Theory and Philosophy of Archaeology
- Changing Worlds in the Near East and Mediterranean

### Year 3

There is a wide range of choices of course units looking at different aspects of the past, which builds on the skills and knowledge developed in the two previous years. You must choose three options, at least one from each discipline.

All students take part in a course unit on **Issues and Controversies in Ancient History and Archaeology**, which emphasises discussion and argument. You write a **dissertation** (up to 12,000 words) on a subject of your choice, which allows you to demonstrate your ability to manage larger scale research.

Level-three course units available in Ancient History may include:

- Rome and Italy: 343BC – AD 14, Conquest and Assimilation
- The Roman Outlook
- The Natural World of Greece and Rome
- Ancient Political Thought from Homer to Augustine
- Slavery in the Ancient Greek World
- The Roman Imperial State
- The Origins of Western Historiography: Herodotus and Thucydides

Level-three course units available in Archaeology may include:

- Egypt in the Late Bronze Age: Individual Experience in a Cosmopolitan State
- The Formation of Early States in the Near East
- Nationalism, Heritage and Identity
- The Age of Stonehenge
- The Archaeology of Pompeii
- Historic Archaeology
- Research Issues in African Archaeology
- The Emergence of Civilisation: The Bronze Age Aegean
- Ritual Life of Monuments
- Feasting and Crafting in the Eastern Mediterranean

Not all these course units may be offered every year, and others may be added.



### Examples of course units

#### Issues and Controversies (Year 3)

Aims to familiarise you with some of the current debates in Ancient History and Archaeology. Teaching is by seminars, and involves the acquisition of skills in preparing, organising and presenting discussion papers. Amongst the topics discussed are: urbanism, slavery, monumentality, illness and diseases, nomadism, death and burial in antiquity, the art of the ancient historian, the development of archaeological theory, engendering archaeology, and national heritage.

#### Ancient Political Thought from Homer to Augustine (Year 3)

Aims to explore the principal concepts and categories of Greek and Roman political thought and practice, and to analyse the political ideas of leading thinkers through the study of primary texts read in translation. Among the authors discussed are Thucydides, Plato, Aristotle, Polybius, Cicero, Seneca, Tacitus and St Augustine. Themes examined include: theoretical discussions of monarchy, oligarchy and democracy; the nature and causes of constitutional change; the scope, purpose and methods of political action; and ideas of political liberty, justice, freedom of speech, natural law and political rights and obligations.

### Teaching and assessment

You are taught through lectures, seminars, and personal supervision. Teaching methods may include seminar and lecture presentations, student and lecturer-led discussions, fieldwork and on-site teaching (museums and archaeological sites). Assessment is by essays, seminar presentations, the long essay and dissertation, and written examinations.

# course details

## BA (Hons) Archaeology and Art History

The degree course in Archaeology and Art History provides a broad and up-to-date education in aspects of the art and material culture of Europe, the Mediterranean region, Polynesia and Africa from the third millennium BC to the present.

It provides you with some training in both theoretical and practical aspects, and offers the possibility of constructing a course that is weighted in favour either of archaeology or of art history. It is a broadly based educational course with varied career prospects, but does not offer as much fieldwork training as Single Honours Archaeology and is therefore less suitable for those wanting to become field archaeologists.

### Course structure

#### Year 1

You take **Introduction to European Archaeology**, and **Themes in Archaeology**, together with **Works in Focus I** and **II**. There are also four pathway choices that involve either mixtures of Archaeology and Art History courses, or combinations of courses within those disciplines.

#### Year 2

You select from a wide range of available course units. These may include, on the Archaeology side: **Introduction to African Archaeology; Roman Britain; Prehistory of Europe**; and **Material Worlds: Objects, Architecture and Landscape**. Art History course units may include anything from Greek Art to contemporary art.

At level two, you also have the choice of taking either **Theory or Philosophy of Archaeology**, which gives training in the methods and techniques of archaeology, or **Perspectives in Art History**, a unit designed to add to the theoretical element in your knowledge of the discipline of Art History and Visual Studies.

#### Year 3

The course unit now broadens out to ask more complex questions about the relationships of archaeology, art and material culture to past societies. Units to choose from may include:

- Egypt in the Late Bronze Age: Individual Experience in a Cosmopolitan State
- Research issues in African Archaeology
- Nationalism, Heritage and Identity
- The Ritual Life of Monuments
- Greek Theatre and its Images
- Greek Mythology and Visual Narrative
- Art Since 1945
- Collectors and Collecting
- Romano-British Art and Architecture

All third-year students also do supervised research leading to a **dissertation** of up to 12,000 words.

## Examples of course units

### Introduction to African Archaeology (Year 2)

Geographically, Africa covers a vast region, but in the West little is known of its archaeology outside a few privileged contexts, such as the Egyptian Nile valley.

This course unit aims to provide you with an introduction to the continent and its past, considering the archaeology of Africa from the Early Stone Age through to the development of complex societies in the first and second millennia AD, and the changes wrought by the arrival of Europeans from the latter part of the 15th century onwards. A broad overview of the material is provided, as well as considering the practice of archaeology in Africa in the past, and its current status and research agendas.

### Greek Theatre and its Images (Year 3)

The course unit begins with an examination of the cult of Dionysus, in which theatre played a prominent role with its origin in religious pageant. It focuses on stage productions in relation to the architectural developments of the Greek theatre in Classical and Hellenistic times, and taking into account props, dress, masks and scene painting. An important theme is how vase-painters approached the problems of depicting stage performances, and assessing the information that can be obtained from these paintings about the performances themselves.

Alongside the scenes represented in art, texts will be studied in translation from the three genres of tragedy, comedy and satyr-play.



## Teaching and assessment

You are taught through lectures, seminars, and personal supervision. Teaching methods may include seminar and lecture presentations, student and lecturer-led discussions, fieldwork and on-site teaching (museums and archaeological sites). Assessment is by essays, seminar presentations, the long essay and dissertation, and written examinations.

# course details

## BA (Hons) Archaeology and Anthropology

The combination of archaeology and anthropology makes a fascinating area of study. You gain not only a comprehensive knowledge of cultural diversity in the past and present, but also a sophisticated understanding of the social and material dimensions of social life.

The Joint Honours degree provides you with a comprehensive knowledge of the diversity of cultural, social and material aspects of human existence in prehistoric, historical and contemporary contexts. It has both regional and global scope, focusing on particular peoples and areas in relation to wider issues, including past and current processes of globalisation.

Regional specialisms in archaeology include prehistoric Europe and the Near East, sub-Saharan Africa, Polynesia, Colonial Australia, Historic Ireland, and the Classical World. In anthropology, they include the Pacific, Melanesia, South Asia, eastern, southern and Western Europe, East Africa, the Andes, and Latin America.

At Manchester, both the historical aspects of contemporary life, as well as the contemporary relevance of the archaeological past, are important themes. The archaeologically focused aspect of the degree fosters a critical understanding of the place and importance of archaeology and material heritage in contemporary society, including the issues and controversies they provoke. Fieldwork and other hands-on aspects of archaeology are fundamental to this element of the degree. That complements the anthropologically focused parts of the course, which critically assess how an understanding of 'other cultures' can both challenge 'western' assumptions and allow a deeper understanding of current global changes, in both historical and present day terms.

By studying archaeology and anthropology together, you develop the range of analytical and practical skills needed to understand and critically assess both past and present materiality and cultural life.

## Course structure

In the first year, you study compulsory core units covering a comprehensive range of anthropological and archaeological research. During the summer, you have an opportunity to learn more about the practical aspects of archaeological research: in addition to the taught curriculum, you spend two weeks undertaking fieldwork or excavation.

### Year 1

The following course units are taken in Social Anthropology: **Culture, Power and Language; Culture and Society; Diversity in Global Perspective and Regional Studies of Culture** (students select two sections of this course unit).

In Archaeology, the following course units are taken: **History of Archaeology, Themes in Archaeology and Introduction to Archaeological Practice.**

### Year 2

There are several compulsory course units, but also the opportunity to select more specialised course units that interest you. During the summer, you may participate in an archaeological excavation, enabling you to develop skills in both excavation techniques and analysing material culture in the field.

Examples of second-year course units currently available are:

- Sex, Gender and Kinship, Anthropology of Religion, The Ethnographer's Craft
- Material Worlds: Objects, Architecture and Landscape
- Introduction to African Archaeology
- European Prehistory
- Theory and Philosophy of Archaeology
- Archaeology of the Pacific
- Changing Worlds in the Near East and Mediterranean

### Year 3

By the end of the second year, you will possess enough knowledge of and skills in the two disciplines to move onto more specialised and advanced work in the third year. In addition to taking a selection of optional course units, you will write a dissertation of 10,000 words, combining archaeological and anthropological material. You are provided with a principal supervisor from one discipline, and an advisor from the other.

Examples of third-year course units include:

- The Ritual Life of Monuments
- Personhood and the Body
- Nationalism, Heritage and Identity
- Funerary Landscape Archaeology
- The Anthropology of Sub Sahara Africa
- The Anthropology of Amazonia
- Medical Anthropology
- Anthropology of Value
- Egypt in the Late Bronze Age: Individual Experience in a Cosmopolitan State
- The Age of Stonehenge
- Feasting and Fashioning in the Eastern Mediterranean
- Anthropology of Museums
- Complex Societies in the Near East



### Examples of course units

#### Regional Studies of Culture (Year 1)

Introduction to the anthropology of four selected ethnographic regions. It comprises four consecutive sections, each consisting of around four lectures plus guided reading, and dealing with a particular region. The regions covered include: Brazil, Britain, Renaissance Europe and South Asia. You are expected to select two of the four regions.

#### Sex, Gender and Kinship (Year 2)

Examines why 'kinship' matters in anthropology, and traces the history of that concern from the 19th century to the present. These general theoretical issues will be examined in the light of their application to selected ethnographic cases, drawn from North and South America, Africa, Melanesia, Australia and Asia. These cases will show how the domain of kinship varies with other aspects of social reform.

# course details

## **Prehistoric Europe (Year 2)**

Aims to introduce you to archaeological approaches to art and representation. The course unit not only explores the various ways in which archaeologists have sought to understand prehistoric and ancient imagery, but also the way in which these artistic traditions are represented in various contemporary contexts, be they museum displays, or replicas for a tourist trade.

## **Introduction to African Archaeology (Year 2)**

Geographically, Africa covers a vast region, but in the West little is known of its archaeology outside a few privileged contexts such as the Egyptian Nile valley. This course unit aims to provide you with an introduction to the continent and its past, considering the archaeology of Africa from the Early Stone Age through to the development of complex societies in the first and second millennia AD, and the changes wrought by the arrival of Europeans from the latter part of the 15th century onwards.

## **Student fieldwork**

Manchester archaeologists are involved in a series of fieldwork projects, which provide opportunities to acquire a wide range of field experiences. We have a dedicated fieldwork officer who oversees fieldwork training and provides information and opportunities for all aspects of fieldwork.

All Single Honours Archaeology students do four weeks of fieldwork as part of their degree, two weeks at the end of the first year, and a further two at the end of the second year. Students doing degrees in Ancient History and Archaeology and Archaeology and Anthropology take two weeks of fieldwork. Field experience is optional for students doing Archaeology and Art History.

You are advised that, while fieldwork is currently subsidised by the University, some financial contribution may be required, especially when attending projects abroad.

## Current projects

All of the academic staff are active fieldworkers, and you can join them working on projects both in Britain and abroad.

**Ina Berg** is involved in survey and excavation projects concerned with the Bronze Age inhabitation of the Greek islands.

**Stuart Campbell** co-directs the excavations at Domuztepe in south-eastern Turkey, a major 6th/5th millennium BC site that is adding to knowledge of the emergence of early complex societies in the Near East.

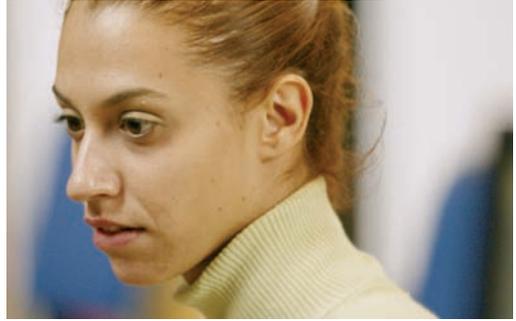
**Eleanor Casella** continues to undertake research on 19th century prisons in Australia and is initiating research on Highland clearance settlement in the west of Scotland.

**Hannah Cobb** is currently examining a Scottish landscape at Archnamurchan, which comprises Neolithic chambered cairns through to historic blackhouses.

**Chantel Conneller** is currently examining the Upper Palaeolithic inhabitation of Jersey and cave dwellings in the west of Britain.

**Lindy Crewe** is undertaking fieldwork examining the development of habitation during the Bronze Age of Cyprus.

**Melanie Giles** carries out fieldwork in the Yorkshire Wolds, on both the later prehistoric and Roman 'ladder enclosures' and historic farmsteads. Together with Siân Jones, she is starting a community project focusing on memory and identity in Whitworth Park.



**Tim Insoll** is currently undertaking fieldwork in Northern Ghana, looking at varying perceptions of landscape and the archaeology of shrines amongst the Tallensi people. He also carries out research in Bahrain.

**Siân Jones** has recently completed ethnographic field research in Nova Scotia examining Scottish heritage and identity. With Melanie Giles, she is initiating a community project on class, leisure, identity and memory in urban Manchester.

**Colin Richards** is co-directing a project examining Polynesian monumental construction in the South Pacific on Easter Island. He is also involved in joint research on the early Neolithic Dolmen of western Britain, Ireland and Brittany.

**Julian Thomas** is currently co-directing major Neolithic excavations in the Stonehenge area and a new Neolithic project in the Welsh Borders.

# School of Arts, Languages and Cultures

The newly formed School of Arts, Languages and Cultures is the largest grouping of arts, languages and humanities scholars in the UK. It is home to some 6500 students, of which about 1000 are postgraduates, and around 350 academic staff working at the forefront of seventeen disciplines:

- Archaeology
- Art History and Visual Studies
- Classics and Ancient History
- Drama
- East Asian Studies
- English and American Studies
- French Studies
- German Studies
- Linguistics and English Language
- History
- Italian Studies
- Middle Eastern Studies
- Music
- Religions and Theology
- Russian and East European Studies
- Spanish, Portuguese and Latin American Studies
- Translation and Intercultural Studies
- The School is also home to the University Language Centre

The School's interests are in the fields of human cultures, beliefs, institutions and languages (from the most widely spoken global languages to those which are endangered). Its work embraces the material, visual, linguistic, textual, social and performative dimensions of human society past and present, and as such fosters a rich interdisciplinary culture led by world-renowned scholars with a diversity of expertise, from analysts to creative artists, from formal linguists to cultural critics, from historians to cultural theorists.

The units which make up the School have an outstanding research profile as demonstrated by the fact that two of those units were ranked top in their subject area in the UK, following the results of the government's Research Assessment Exercise in 2008, and a further two were ranked in the top 3. Overall, more than 50% of our research was rated 'world leading' or 'internationally excellent'. Our commitment to research enriches our teaching, by bringing renowned international speakers to the School and sustaining a culture of research seminars, workshops and conferences – many of which are open to undergraduate students. It also ensures that our curriculum is continually refreshed.

Our programmes are designed to teach people how to think, and our students tell us they find them challenging and rewarding, as well as good preparation for careers or further study. The student experience combines the advantages of belonging to a specific subject community with the extensive choice that a large and diverse School can offer. We use a wide range of teaching methods, both traditional and innovative. These include lectures, small-group seminars, and tutorials as well as various on-line activities which draw on the latest technology.

We strive to integrate work-related skills and experience into our degree programmes, and we encourage our students to think about and develop their career interests, aims and abilities, through both academic and extra-curricular activities. Our award-winning Careers Service will work in partnership with you throughout your degree to improve your employability and prepare for the competitive jobs market.

Research and teaching in the School of Arts, Languages and Cultures are supported by rich resources within the University. These include the John Rylands University Library, with its unique Special Collections housed in the refurbished Deansgate building; the University Language Centre, with its own language multi-media resource library; the Race Relations Archive; the Manchester Museum; the Whitworth Art Gallery, as well as other distinguished Manchester archives and museums. Other cultural assets at the University of Manchester include the Martin Harris Centre for Music and Drama, Jodrell Bank Observatory, and, new for 2012, the Alan Gilbert Learning Commons.

We maintain a network of partners in research training that involves a wide range of major cultural institutions across the North West. The University and the city also offer superb facilities for almost any academic or recreational interests you might wish to pursue. High profile festivals are a major part of Manchester's cultural life, and the School is involved in many of these, including the Manchester Literature Festival, Manchester Histories Festival and Manchester International Festival. In addition, our undergraduates organise a wide range of cultural activities including, for example, an annual foreign language theatre festival – "Palaver" – at the Contact Theatre.

The School has a strong interdisciplinary orientation and houses the Centre for Interdisciplinary Research in the Arts (CIDRA).

## Conclusion

The new School of Arts, Languages and Cultures is determined to become a global beacon for the study of Arts and Languages. Our objective is to create a top quality educational environment within which all our students will thrive. We have a strong commitment to social responsibility and public engagement. We want our graduates not only to be highly sought after by employers but also ready to play a constructive role as citizens in wider society. Through our research we seek to create and develop knowledge that makes a difference in the world; through our teaching we want to inspire our students to achieve their full human potential.



Our University website holds a wealth of information on the many varied aspects of student life. Below are some of the most popular topics – use the web links for full details...

# find out more

## Accommodation

As long as you apply by our deadline, all first-year students holding an unconditional offer are guaranteed an offer of a place in university accommodation. For international students, this promise is extended to the full duration of your studies. We are proud to offer more spaces in university-managed accommodation than practically any other UK university.

Discover our diverse range of university accommodation, bustling student areas, halls of residence visits, private accommodation options and more:

[www.manchester.ac.uk/accommodation](http://www.manchester.ac.uk/accommodation)  
[www.manchesterstudenthomes.com](http://www.manchesterstudenthomes.com)

## Admissions and applications

We welcome applications from people of all backgrounds, and are fully committed to equality of opportunity. All applications for full-time undergraduate courses in higher education are coordinated by the Universities and Colleges Admissions Service (UCAS). You must apply online at [www.ucas.com](http://www.ucas.com). If you are unable to access the internet, contact the UCAS Customer Service Unit on +44 (0)871 468 0468.

Find out more about the application process, policies, procedures and support:

[www.manchester.ac.uk/ug/howtoapply](http://www.manchester.ac.uk/ug/howtoapply)

## Careers Service

Our award-winning Careers Service will work in partnership with you throughout your degree to improve your employability and prepare you for the competitive jobs market. It will help you find part-time jobs, volunteering and work experience opportunities.

Since Manchester is one of the most targeted universities by graduate recruiters, you will meet many employers on campus. You might also take part in the unique Manchester Leadership Programme, to help you develop skills and boost your CV.

Find out more about careers events, mentoring programmes, accredited course units and a whole range of other services:

[www.manchester.ac.uk/careers](http://www.manchester.ac.uk/careers)  
[www.manchester.ac.uk/mlp](http://www.manchester.ac.uk/mlp)

## City of Manchester

One of the great benefits of being a student at Manchester is that all the joys of Britain's number one student city are right on your doorstep. You'll be spoilt for choice for food, drink, culture, music, history, nightlife, festivals, shopping, sport and much more – with the quiet countryside of two beautiful national parks also within easy reach when you want to get away from it all. Find out what one of our current students has to say about the capital of the North West:

[www.manchester.ac.uk/ug/studentlife/socialife/manchester](http://www.manchester.ac.uk/ug/studentlife/socialife/manchester)



## Disability support/applicants with additional support needs

We welcome applications from people with additional support needs and all such applications are considered on exactly the same academic grounds as other applications. If you have additional needs arising from a medical condition, a physical or sensory disability, or a specific learning disability, you are strongly encouraged to contact the University's DSO to discuss your needs, any arrangements that may be necessary and the extent to which appropriate support is available:

[www.manchester.ac.uk/dso](http://www.manchester.ac.uk/dso)

Information is also available from the Students' Union Welfare Officer:

[www.umsu.manchester.ac.uk](http://www.umsu.manchester.ac.uk)

## Funding and finance

Manchester offers you . . .

- More than one-third of all students who successfully apply to study here will receive bursaries of up to £3,000 per year - and many could receive more
- Flexible system ensures you can choose how to receive The Manchester Bursary - cash, or a discount on fees or accommodation

In 2012, the University charged a headline fee of £9,000 per annum. Please note that, for 2013 entry, this may rise in line with changes in the government fees cap.

For the most up-to-date details, including information on our proposed bursaries, scholarships and fee discounts, see our website:

[www.manchester.ac.uk/studentfinance](http://www.manchester.ac.uk/studentfinance)

## International students

The University is a multicultural environment and home to more than 9,500 international students from around 160 countries. A range of services is available for international students, to help you both before and during your studies. This includes an airport collection service, orientation courses and specialist student advisers.

Find out more, including information specific to students from your country, such as entry requirements and useful contacts:

[www.manchester.ac.uk/international](http://www.manchester.ac.uk/international)

## IT services

As a student at Manchester, you will have access to a huge range of up-to-date IT services, including: online and mobile learning, PC clusters with a wide range of software, extensive WiFi networks, halls of residence internet service, email and technical help and support.

[www.manchester.ac.uk/its](http://www.manchester.ac.uk/its)

## Library

The John Rylands University Library (JRUL) is one of the best-resourced academic libraries in the UK and is widely recognised as one of the world's great research libraries, with diverse special collections and electronic resources unrivalled within UK universities. In 2009,



the Main Library underwent a large-scale refurbishment to the ground floor, improving access both to the building and to the collections and also introducing new social and learning spaces to cater for a range of learning styles.

Find out more about the information services and resources available to you:

[www.manchester.ac.uk/library](http://www.manchester.ac.uk/library)

## Maps

Get to grips with your future home and take a closer look at our campus, the city and University accommodation by viewing our maps:

[www.manchester.ac.uk/aboutus/travel/maps](http://www.manchester.ac.uk/aboutus/travel/maps)

## Prospectus

Our 2013 undergraduate prospectus offers a comprehensive overview of The University of Manchester. You can view a copy online:

[www.manchester.ac.uk/ug/courses/prospectus](http://www.manchester.ac.uk/ug/courses/prospectus)

## Religious support

There are two chaplaincy centres for the major Christian churches. St Peter's House provides chaplains for the Anglican, Baptist, Methodist and United Reformed Churches, while the Roman Catholic Chaplaincy is at Avila House. Hillel House provides facilities for Jewish worship. There are prayer facilities on campus for Muslim students and student societies for many religions.

## Sport

We have an exciting sport and fitness scene with something for everyone at every level, from complete

beginner to high performance athlete. Discover more than 40 sports clubs; a vibrant 'Campus Sport' programme, allowing you to play in friendly, recreational leagues; a huge variety of health and fitness classes; plus sport volunteering and scholarship opportunities.

Find out more about our superb sport facilities and opportunities to get active in Manchester:

[www.manchester.ac.uk/sport](http://www.manchester.ac.uk/sport)

## Student support

Whatever the issue – financial, academic, personal, or administrative – we have experienced and sympathetic people, support groups and advice centres to help you. Find out about counselling, academic advice and various other student support services:

[www.manchester.ac.uk/studentnet/crucial-guide](http://www.manchester.ac.uk/studentnet/crucial-guide)

## Students' Union

The University of Manchester Students' Union (UMSU) is the largest Students' Union in Europe, offering everything from live bands to welfare advice, cheap stationery to student representation. UMSU has some of the largest and most active student societies in the country, as well as support and welfare services, student media, shops and bars and the famous Manchester Academy. Have a look at the SU website:

[www.umsu.manchester.ac.uk](http://www.umsu.manchester.ac.uk)

## Video library

Watch and listen to our students and staff introducing various aspects of student life and The University of Manchester with our selection of online videos:

[www.manchester.ac.uk/aboutus/video](http://www.manchester.ac.uk/aboutus/video)



# contact details



For further information about the courses, or about qualifications, please contact:

**The Admissions Co-ordinator**

The Admissions Office  
School of Arts, Languages and Cultures  
The University of Manchester  
Oxford Road  
Manchester  
M13 9PT  
United Kingdom

Please go to: [www.manchester.ac.uk/ug/courses/search2013/atoz](http://www.manchester.ac.uk/ug/courses/search2013/atoz)

and choose your course; current contact details are given in the Fact File for the course.

**Disclaimer**

This brochure is prepared well in advance of the academic year to which it relates. Consequently, details of courses may vary with staff changes. The University therefore reserves the right to make such alterations to courses as are found to be necessary. If the University makes an offer of a place, it is essential that you are aware of the current terms on which the offer is based. If you are in any doubt, please feel free to ask for confirmation of the precise position for the year in question, before you accept the offer.

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