



The University of Manchester

The University of Manchester  
Faculty of Humanities  
School of Arts, Languages and Cultures  
**MA Handbook 2017-2018**  
**Archaeology**

**Please Note:**

Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the School Postgraduate Taught Handbook, which should be read and used as a reference in conjunction with this Handbook. The School Handbook is available online here: <http://www.alc.manchester.ac.uk/studentintranet/postgraduatetaught>

## ARCHAEOLOGY

### Welcome and Introduction to Archaeology

I would like to extend a very warm welcome to Manchester and the Department of Archaeology. The University of Manchester is an excellent place to pursue MA studies in Archaeology, whether the MA will be your final Degree or you intend to pursue academic studies to Ph.D. level and beyond. I hope that your time here will be exciting and fulfilling one.

This is an exciting time to be studying Archaeology at the University of Manchester. Since 1998, the Archaeology section of the School has benefited from renewal and expansion of its staff leading to a youthful and vibrant teaching and research culture. We now have ten members of academic staff, and several honorary research fellows, all of whom are leaders in their fields. We are leading cutting edge fieldwork projects and influencing archaeological thinking around the world. You will find that your MA course units expose you to the latest ideas and discoveries, and that you are encouraged to engage first hand with our current research projects. You can find further information about academic staff research interests at <http://www.arts.manchester.ac.uk/archaeology/>

I very much hope that each of you will be able to pursue your particular interests, develop your ideas and encounter new and challenging concepts during your time with us. The Archaeology programme is designed to give each student the opportunity to design an individual path of study and research in order to achieve personal goals. During the first semester you will have plenty of time to mix with other MA students, especially through the core course 'Archaeologies of the Past, Present and Future', which all Archaeology MA students are required to take. Through option courses you will have opportunities to specialise and develop your own independent research culminating in the MA Dissertation.

Archaeology is part of the School of Arts, Languages and Cultures, which brings together a range of subjects in the arts and humanities and offers excellent opportunities for interdisciplinary learning and research through the new Graduate School with its dedicated facilities. You may choose to take up to 30 credits from a range of complementary course units in other disciplines, in the School and also elsewhere in the Faculty of Humanities. There is also a rich mix of research seminars and activities in the School throughout the year, including the Archaeology Research Seminar Series, the Archaeology Postgraduate Discussion Forum, and the Graduate School's [artsmethods@manchester](mailto:artsmethods@manchester) programme. We are proud of our research culture here and we encourage you to become an active participant in it!

This handbook provides you with basic information and guidance about the Archaeology MA. *You should read it carefully in conjunction with the School of Arts, Languages and Cultures Handbook, which covers regulations, procedures and other School related matters.* I hope that, apart from your studies, you will also find the opportunity to enjoy Manchester's lively cultural and artistic scene and the city's vibrant atmosphere. There has never been a better time to study Archaeology in Manchester. Welcome!

**Professor Eleanor Casella (Semester 1, 2017-18)**  
**Professor Julian Thomas (Semester 2, 2017-18)**  
**MA Programme Directors**

## Archaeology at Manchester: staff and research

Archaeology is a distinctive, coherent and vibrant area within the School of Arts, Languages and Cultures. The discipline has a long history within the University of Manchester, beginning with William Boyd Dawkins who was Curator of the Manchester Museum from 1869 and contributed much to the development of Palaeolithic archaeology. Since then a number of other important archaeological figures have been associated with the University including Sir Grafton Elliot Smith and Professor Christopher Hawkes. Between the 1960s and mid 1990s, Archaeology at Manchester had a strong focus on Roman archaeology both in Britain and the Near East. However, since the late 1990s, it has undergone a phase of total renewal with the appointment of new members of academic staff. These new appointments resulted in a transformation of Archaeology within the University and it is now an internationally recognised centre for social archaeology.

Archaeology at Manchester is characterised by a number of themes, which give a distinctive flavour to our research and teaching. These include the study of:

- History, theory and practice of Archaeology
- The archaeology of cultural identities (including gender, ethnicity, personhood, etc.)
- Landscape, monuments and architecture
- Technology and society
- Death and the body
- Archaeological heritage and the contemporary significance of the past

These research and teaching themes are addressed in relation to a number of periods and regions including: prehistoric Britain and Western Europe (the Paleolithic, Neolithic, Bronze Age and Iron Age); Mediterranean archaeology (Bronze Age, Greek and Roman periods); Near Eastern archaeology from the Neolithic to the development of state-organised societies; Pacific archaeology and the historical archaeology of Australia, United States, and Britain.

All staff carry out primary field research of one kind or another. We are known for our diverse fieldwork methods, ranging from survey and excavation, through to oral history, ethnography and ethnoarchaeology. Our expertise in these different methods means we can supervise MA students in a wide range of different kinds of research. We also have a fantastic range of exciting fieldwork projects that inform our MA teaching. These projects range from the Palaeolithic to the present day, and from Whitworth Park on the border of the University to as far afield as Tasmania (Australia). For more information about our research projects see: <http://www.arts.manchester.ac.uk/archaeology/research/projects/>

We are all very active in our own fields, presenting our work at national and international conferences and publishing books and articles on our research and excavations. Our teaching is led by our research activity and our postgraduate students benefit from the exciting range of projects that we are engaged in, and the distinctive flavour of our research themes. We have an extremely active research culture in which the relatively large body of postgraduate students plays a key role. Postgraduate students are encouraged to attend the Archaeology Research Seminar Series where members of staff and guest lecturers present papers. We also have a Postgraduate Discussion Forum, which is run by postgraduate students for postgraduate students, and an active student Archaeological Society. Staff and postgraduate students also benefit from the integrated interdisciplinary research culture within the School of Arts, Languages and Cultures and more broadly within the Faculty of Humanities. The new Graduate School with its dedicated facilities in the Ellen Wilkinson Building provides skills training, workshops and research events. In addition, students can

make use of the rich resources provided by the Manchester Museum and Whitworth Art Gallery.

## **STAFF IN THE ARCHAEOLOGY SUBJECT AREA INCLUDE:**

Dr Ina Berg, Senior Lecturer in Archaeology,  
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Professor Eleanor Casella, Professor of Historical Archaeology,  
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Dr Hannah Cobb, Lecturer in Archaeology (0.5)/Archaeology Technician (0.5),  
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Dr Chantal Conneller, Senior Lecturer in Archaeology,  
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Professor Julian Thomas, Professor of Archaeology,  
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<http://staffprofiles.humanities.manchester.ac.uk/Profile.aspx?Id=julian.thomas>

## **HONORARY TEACHING AND RESEARCH STAFF:**

Professor Piotr Bienkowski, Emeritus Professor in Archaeology and Museology  
Email: [piotr.a.bienkowski@manchester.ac.uk](mailto:piotr.a.bienkowski@manchester.ac.uk)  
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Professor John Prag, Honorary Professor in the Manchester Museum and Professor  
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Dr John Peter Wild, Honorary Research Fellow in Archaeology,  
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## **The MA in Archaeology – Programme of Study**

### **Programme Aims for the MA in Archaeology:**

1. To enable students to develop their understanding of the interrelationship between archaeological theory, interpretation and practice to a level appropriate to a Masters degree
2. To provide students with an overview of a range of theoretical approaches to artefacts, architecture and landscape, and encourage them to explore these in relation to specific case studies
3. To encourage students to develop their critical skills concerning inference and interpretation
4. To encourage students to develop a critical awareness of the contemporary social and political contexts of archaeology
5. To enhance and amplify previously acquired disciplinary and transferable skills

#### **MA only (i.e. not applicable to Diploma students)**

6. To enable students to undertake self-critical original research (through the MA dissertation)

### **Learning outcomes for the MA in Archaeology:**

On successful completion of the MA/Diploma programme students should have:

1. An awareness and use of a range of different theoretical approaches to interpret past material culture.
2. A knowledge and understanding of specialised areas of archaeological enquiry (period, region or theme-based), as appropriate to the specialised option units selected by the student.
3. A critical awareness of the contemporary social and political contexts of archaeology
4. Demonstrated confident ability in the following skills: problem-solving, evaluating evidence, synthesizing archaeological data from a range of contexts, presenting a coherent and compelling academic argument, and exercising independent and critical judgement.

#### **MA only (i.e. not applicable to Diploma students)**

5. Demonstrated their ability to undertake (planning, conducting and reporting on) sustained and independent research.

### **Programme Structure**

Full time students undertake 180 credits composed of 120 credits of taught courses and 60 credits for the Dissertation. (The taught courses should be split 60 credits per Semester unless you seek the approval of the Programme Director to do otherwise.)

Part-time students undertake 60 credits of taught courses in the first year (including the core course) and 60 credits of taught courses in the second year (in addition to the Dissertation which represents 60 credits). The taught courses should be split 30 credits per Semester unless you seek the approval of the Programme Director to do otherwise.

The courses available are.

### **Compulsory**

ARGY60351	Archaeologies of the Past, Present and Future (core course)	30
ARGY60010	Dissertation	60

### **Option Course Units**

#### **Semester One**

ARGY60371	Archaeology of Social Identities	30
ARGY60701	Archaeology of Social Identities	15

NB The compulsory unit ARGY60351 (30 credits) is also a semester 1 course

#### **Semester Two**

ARGY60362	Archaeology and Society in the Near East and Mediterranean	30
ARGY60602	Archaeology and Society in the Near East and Mediterranean	15
ARGY60382	Producing and Consuming Heritage	30
ARGY60502	Producing and Consuming Heritage	15
ARGY60392	Prehistoric Britain in its European Context	30
ARGY60902	Prehistoric Britain in its European Context	15

You may take up to 30 credits of course units from other MA programmes (subject to the approval of your Programme Director). The 15 credit versions of the above courses allow you to combine this with a 15 credit course unit from outside the Archaeology Programme.

### **Teaching and Learning**

#### **Taught Courses**

#### **ARGY60351 Archaeologies of the Past, Present and Future core course (30 credits)**

Moving beyond established theoretical frameworks and intellectual debates, this course questions, problematizes and challenges existing approaches and methodologies in archaeology. It encourages students to think critically about the relationship between theory and practice and actively seeks out emerging issues and future 'hot topics'. Being at the forefront of emerging knowledge and debates, the course emphasizes how past and present are conjoined in all aspects of archaeological engagement. Students are encouraged to

develop a critical and self-reflective perspective through seminar discussion, a course portfolio and an assessed presentation. Although this is a course with a broad intellectual remit, students are able to develop their own interests through case study selections and assessment choices

### **Option course units**

Each option course unit consists of eleven sessions in the first semester and twelve during the second including an introductory session. Teaching will be by various methods as appropriate to the course content, but may include: lecturing by the tutor, tutor-led discussion, student-led discussion, group projects, student presentations.

MA students are also invited to attend the second-level undergraduate lectures *Theory and Philosophy in Archaeology* or *Material Worlds: archaeological and anthropological approaches*. If they wish, MA students may also sit in third-level undergraduate lectures if approved by the specific course lecturer.

### **Dissertation**

The dissertation consists of a 12-15,000 word thesis that provides students with an opportunity to engage in original research with the support of a dedicated supervisor. The dissertation develops a student's ability to identify a research question, frame a problem, analyse sources, plan and conduct an extended piece of research and articulate the findings using appropriate academic language and conventions. In addition to individual supervision the dissertation is supported by 3 workshops led by the MA Programme Director and a Dissertation Handbook. Progression to the dissertation is dependent on approval of a dissertation outline proposal (See Appendix 1).

### **Self-Directed Learning**

In addition to the elements of organised teaching and learning described above, you are expected to undertake your own programme of self-directed learning and skills acquisition. This may involve self-directed reading, languages, computer training, attendance at research seminars in Archaeology or other departments, visits to local galleries and museums, voluntary work on excavations or in arts institutions, and many other forms of encounter.

You are encouraged to record and reflect upon these activities in some form or another (e.g. a dedicated notebook or on computer). Particular attention might be paid to noting down difficult or stimulating ideas that prompt you to think about Archaeology in new (especially unexpected) ways. It will also be useful to produce commentaries on stimulating books, visits to museums or archaeological sites etc. Such self-directed learning will help you to develop intellectual independence, confidence and creativity.

### **Other activities**

MA students are also expected to participate in the broader research culture of both the Department and the School of Arts, Languages and Cultures, where they are regarded as playing an important role. Activities include:

- **Archaeology Research Seminars:** research papers are given by distinguished guests and visitors to the School.
- **The Archaeology Postgraduate Discussion Forum:** postgraduate students present their work in a more informal fashion for discussion. Alternatively specific articles or books are specified for discussion.
- **Regular conferences organized within the School**



- **Seminars in other disciplines:** MA students benefit greatly from attendance at seminars in other, related, disciplines, in terms of broadening their intellectual horizons and developing their confidence and creativity. The monthly University magazine *UniLife*, carries details of lectures and seminars across the University, at the Manchester Museum, and the John Rylands Library. The Institute of Cultural Practice and the Departments of History, Classics and Ancient History and Anthropology all run excellent research seminars. Students who are interested in a particular discipline are advised to visit the relevant departmental web site for a programme of research seminars.
- **Centre for Interdisciplinary Research in the Arts and Languages (CIDRAL)** has an annual themed programme of research seminars and conferences, as well as master classes and workshops for postgraduate students.

## Facilities

Our staff are our most important resource for postgraduate study, providing you with taught courses and research supervision at the forefront of archaeological enquiry. The expertise of the core academic staff is supplemented by several honorary lecturers and a varying number of postdoctoral research fellows, many of whom specialise in the study of particular classes of archaeological material, such as lithics, textiles, metalwork and pottery.

The Manchester Museum, which is part of the University, has outstanding collections of Egyptian, Classical and other antiquities. Our students can also draw upon the resources of museums in Chester, Liverpool, Leeds, Sheffield and Carlisle.

The main library provision is the John Rylands University Library, one of the best university libraries in Britain. Its resources for archaeology have been built up over several decades and, as a consequence, there is a substantial collection in this area. Likewise, the social anthropology collection is very good and provides an excellent resource for postgraduate students working in the realm of anthropological archaeology. We share a reference library with Art History and Visual Studies, which contains key high demand texts and provides a quiet working environment.

Teaching rooms and the reference library/reading room are situated together in the Mansfield Cooper Building with a café and communal seating areas. There are two laboratories, one of which is dedicated to postgraduate and staff research. Archaeology shares a common room with Art History and Visual Studies on Level 4, where staff and students can interact. Within the same building there are network computer clusters for postgraduate students.

## Appendix 1: The MA Dissertation Proposal Outline

Successful completion of the Research Outline is the compulsory pre-requisite for the completion of the MA dissertation. Students are required to submit a written Research Outline (see key dates) and then present their Research Outline as a formal oral presentation followed by discussion and verbal feedback from their supervisor and peers. Presentations are arranged by the MA Programme Director or Postgraduate Officer in your discipline.

We strongly recommend that students should make contact with one or more members of the academic staff with appropriate experience in their chosen field for advice and feedback on the proposed research before submitting the written proposal. Contact details and research interests are provided in the subject area section of this handbook.

Aims of the Outline:

- To help structure the second semester of the MA leading to the writing of a significant research-based dissertation
- To invite students to plan their project in a concise manner with a clear timetable and concrete attainable research objectives
- To enable students to present orally and in written form their research ideas in order to enable them to obtain rapid feedback at an early stage
- To give students the opportunity to develop skills in research design, project management and other transferable skills essential for their future career
- To help students considering further research to draft a potential funding application

Intended Outcomes:

- a well defined research question
- a clear awareness of sources available to address the question
- a clear awareness of the methodological issues that need to be addressed in the research
- a clear awareness of research planning and timetabling
- correct use of bibliographical conventions applied in the discipline

The Written Research Outline

Written Research Outlines should be submitted following the same guidelines as for other pieces of course-assessed work.

The research outline must consist of a core document of 500-750 words followed by an appendix. The core document should state clearly:

- Your reasons for undertaking this project
- The research problems or questions you intend to address
- The research context in which those problems or questions are located. In describing the context, you should refer to the current state of knowledge and any recent debate on the subject.

- The particular contribution to knowledge and understanding in this area that you hope to make. You should explain why the work is important. The fact that an area has not been studied previously is not, in itself, a reason for doing it.
- The methods and critical approaches that you plan to use to address the problems or questions you have set. We don't just need to know what you are going to work on, we need to know how you plan to go about it

In the appendix you should provide supporting information:

- A brief breakdown of the chapters or sections of the thesis (1 page maximum)
- A timetable of research and writing (1 page maximum)
- Additional training and preparation you may need, indicating any ethical issues which may arise and could require clearance from the Ethical Committee (1 page maximum)
- A working bibliography of sources that you intend to use. In the case of unpublished or rare materials you will need to state where these sources are located and how these will be accessed. For example, if you are undertaking an archaeology project, do you need a permit to access a particular site and how will this be obtained? It is sometimes helpful to put forward alternative strategies or approaches if you are aware that problems might arise. (2 pages maximum)

#### The Oral Presentation and Feedback

The oral presentation should be no more than 10 minutes in length and concentrate on the context of the question and clearly defining the methodology to be employed. Powerpoint or other forms of A/V presentation may be used in support of the presentation. The presentation will take place in a small group as arranged by the Programme Director.

Discussion and feedback of issues arising from the Research Outline will follow the presentation. This feedback is an opportunity for students to assess the validity of their project in terms of aims and methodology and represents the beginning of supervised guidance.

#### Guidance for the Assessment of the Research Outline

The Research Outline is marked on a pass/refer basis: it is not given a numerical mark and in that sense does not contribute towards your overall degree result. A successful Research Outline will contain all the elements specified above, and will demonstrate satisfactorily that this is a viable project capable of being brought to completion in the time available. Successful completion of the Research Outline results in an agreement in principle to proceed to the dissertation. Students who do not achieve the agreement in principle will be allowed to resubmit the research outline up until the final submission date for semester two coursework. Re-submissions can be made at any time before that date and, in agreement with the potential supervisor, students can re-submit as many times as they wish before the final deadline. All submissions and re-submissions should be made to the Taught Programmes office.

A final fail will be recorded if the outline remains grossly inadequate on re-submission or if the student has failed to submit a research outline. Failing to resubmit the research outline will result in the student being ineligible to submit a dissertation.

## **Appendix 2: Key Dates**

### **Semester One Coursework**

Tuesday 16<sup>th</sup> January 2018

### **Submission of Written Research Outline**

Tuesday 20<sup>th</sup> February 2018

### **Semester Two Coursework**

Tuesday 15<sup>th</sup> May 2018

### **Placement Report (for those student taking the ICP Placement unit)**

Friday 25<sup>th</sup> May 2018

### **Resubmitted Coursework**

Friday 10<sup>th</sup> August 2018

### **MA Dissertation Submission**

Monday 3<sup>rd</sup> September 2018

## **Key Dates for Part Time Students**

**NOTE FOR FIRST YEAR PART TIME STUDENTS:** All submission dates in your second year will be confirmed in the 2018-19 handbook. All assessment below is required, but some only in your second year.

### **Semester One Coursework**

Tuesday 16<sup>th</sup> January 2018

### **Submission of Written Research Outline**

Tuesday 20<sup>th</sup> February 2018

### **Semester Two Coursework**

Tuesday 15<sup>th</sup> May 2018

### **Placement Report (for those student taking the ICP Placement unit)**

Friday 25<sup>th</sup> May 2018

### **Resubmitted Coursework**

Friday 10<sup>th</sup> August 2018

### **MA Dissertation Submission**

September 2016 starters – Monday 3<sup>rd</sup> September 2018 OR Monday 3<sup>rd</sup> December 2018

September 2017 starters – to be confirmed in 2018-19 handbook

### **Late Submission**

Any assessed coursework submitted after the deadline, without good cause, will incur a penalty determined by the lateness of its arrival:

- **ten marks will be deducted for the first day after the deadline**
- **ten additional marks will be deducted for each day thereafter (including weekends), up until 5 days (after which point a mark of zero will be awarded)**

If you are registered on units outside of the School, you should ensure that you are aware of the penalties that will be imposed for late course work submission for that School. Schools may operate different penalty schemes for late submission.

### **Appendix 3: Marking criteria**

- |          |   |
|----------|---|
| 80 - 90% | Exemplary work, highly accurate, innovatively analytical and critical, demonstrating rigorous and insightful judgement, thoroughly original approaches and an innovative and illuminating use of sources. This work indicates a student doing work in the highest range of the distinction profile and deserving to be considered for eventual publication. |
| 75 - 80% | Excellent work, very accurate, demonstrating highly analytical style and approach with deeply insightful judgement, original critical approach and a thoroughly illuminating use of sources. This work indicates a student doing work within a mid-distinction profile and approaching publication standards.   |
| 70 - 75% | Excellent work, mainly accurate, showing clear evidence of comprehensiveness, soundness of judgement, focus, analytical powers, insight, critical depth, and (where relevant) illuminating use of sources. This work indicates a student doing work within a distinction profile.   |
| 60 - 69% | Work that is mainly accurate, based on good reading, sound in its judgements, comprehensive in coverage, effective (where relevant) in its use of sources, in charge of its own arguments, well-presented, and exhibiting, especially at the top end, a degree of depth and imagination.  |
| 50 - 59% | A Pass at Masters' level, showing a sufficient grasp of the issues and reading of a sufficient range of relevant material. In argument and presentation, the work will demonstrate accuracy, coherence, consistency some critical and analytical ability, and (where relevant) adequate use of sources, but lack depth and imagination.                     |
| 40 - 49% | A Pass at Diploma level, showing a basic grasp of the issues posed, evidence of reading in relation to them, and coverage of their major aspects. The work may be descriptive in character and will lack the level of analysis and argument required as Masters' level. The presentation of the work will be consistent with academic writing conventions.  |

- 30 - 39% The work is insufficient to pass at Diploma level, but sufficient to merit the right of resubmission. It is showing an elementary grasp of the issues posed, some evidence of reading in relation to them and some coverage, albeit incomplete of their major aspects. The work is primarily descriptive but incompletely so or crudely analytical in character and does not construct a fully cogent argument. The presentation will be partially consistent with academic writing conventions.
- 20 - 29% The work is not deserving of the right of resubmission. It is not showing even elementary grasp of the issues, the reading will be limited or irrelevant. The work is neither a cogent narrative or descriptive piece of nor a structured argument. The presentation may not be consistent with academic writing conventions. There may be variations in the poor quality of standards displayed at this level.
- 10 - 19% Should be reserved to work displaying ignorance of the most basic scholarly and academic conventions. Marks below 10 will be reserved for totally vacuous submissions (no submission or incoherent prose).

## Appendix 4: Style Guidance for Archaeology MA Students

It is vital that you take the instructions below seriously, as standard of presentation is one of the criteria of assessment of all pieces of written work, whether for an MA essay or your MA dissertation. There are many alternative sets of conventions for presentation you can follow, as long as you are consistent in their use. However, you are strongly advised to adopt the Harvard system detailed below, which is notable for its clarity and economy.

### In-text citations: Harvard System Format

1. Most common format – (Author surname(s) date)
2. If you are referencing particular pages – (Author surname(s) date: pages)
3. If you are citing several references within one parenthesis, you must order them alphabetically by first author, separated by semi-colons.

#### Examples:

Hodder was one of the first to present a post-processualist approach to material culture (Hodder 1982).

The author put forward the craft-specialisation hypothesis as an explanation for the emergence of the first Bronze Age palaces on Crete (Renfrew 1972: 314-338).

Several authors have discussed the type of inclusions that can be found in ancient ceramics (Orton, Tyer and Vince 1996; Rice 1984; Shepard 1956).

### Bibliography: Harvard System Format

1. Most common format - Author surname, initial(s). Date. *Title* (italicised). Place of Publication, Publisher.
2. The title of the overall work in which the piece appears is italicised:
  - for a monograph, this is the book's title
  - for an article in a journal, this is the Journal Title
  - for a webpage, this is the website address itself
3. If the publication is part of an edited volume or journal article, you must include page numbers.
4. If you have multiple publications by the same author, order them by date (earliest first) but if you have several articles by a single author from one year, give them alphabetical suffixes (in both the main text and bibliography).

#### Examples:

Hingley, R. 1984. The archaeology of settlement and the social significance of space. *Scottish Archaeological review* 3 (:1): 22-149.

Hingley, R. 1990a. Boundaries surrounding Iron Age and Romano-British Settlements. *Scottish Archaeological Review* 7: 96-104.

Hingley, R. 1990b. Domestic organisation and gender relations in iron Age and Romano-British households. In R. Samson (ed.) *The Social Archaeology of Houses*. Edinburgh, Edinburgh University Press: 125-149.

Hingley, R. 1995. The Iron Age in Atlantic Scotland: searching for the meaning of the substantial house. In C. Cumberpatch and JD Hill (eds.) *Different Iron Ages*. BAR Int. Series 602. Oxford, Tempus Reparatum: 185-194.

5. If the book/monograph is a reprint of an ancient classical text or historical work, the date you need is the most recent one that appears in the frontispiece of the book or under the copyright information – if it is a new edition (which may contain amendments or additions) indicate which edition this is.

#### Examples

Stukeley, W. 1975. *Antiquities from the County of Wiltshire*. London, Dent.

Renfrew, C. and Bahn, C. 2005. *Archaeology: theories and methods*. (3<sup>rd</sup> edition). London, Thames and Hudson.

6. If the work is translated from the original, you should also include the translator's name along with the original author

#### Example:

Dietler, M. 2003. *Wagon Burials of Northern Europe*. (translated by C. Pare). Oxford, Oxford University Press.

### **More Examples of Harvard formats**

- **Single authored monograph or journal article**

Barber, M. 2003. *Bronze and the Bronze Age: metalwork and society in Britain c.2500-800 BC*. Stroud, Tempus.

Brück, J. 1999a. Houses, lifecycles and deposition on Middle Bronze Age settlements in southern England. *Proceedings of the Prehistoric Society* 65, 145-166.

- **Jointly authored volume or journal article**

Hunter, J. and Ralston, I. (eds). 1999. *The Archaeology of Britain*. London, Routledge.

Megaw, R. and Megaw, V. 1994. Through a window on the European Iron Age darkly: fifty years of reading early celtic art. *World Archaeology* 25 (3): 287-303.

- **Edited volume**

Scarre, C. (ed.) 2002. *Monuments and Landscape: Perception and Society During the Neolithic and Early Bronze Age*. London, Routledge.

Barrett, J.C. and Kinnes, I.A. (eds.) *The Archaeology of Context in the Neolithic and Bronze Age*. Sheffield, Dept. of Archaeology and Prehistory



- **Article from an edited volume**

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- **Website (organisation)**

Wessex Archaeology. 2003. The Amesbury Archer Excavations.

<http://www.wessexarch.co.uk/projects/amesbury/archer.html> (Accessed 16/09/03).

- **Website (where there is no obvious author or date of original authorship)**

Anon. nd. University of Manchester Archaeology: School of Arts, Languages and Cultures

Homepage. <http://www.manchester.ac.uk/schools/ahrc/archaeology/welcome.htm>  
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- **Newspaper article (paper version and web version)**

Keys, D. 2002. Swing Low, Sweet Chariot: a new Chariot Burial from East Yorkshire  
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- **Archaeological 'grey literature': site evaluations and assessments**

Archaeological Research Consultancy at the University of Sheffield. 2004. *An archaeological evaluation of the Kelham Island area*. Consulted at ARCUS, West Court, Mapping Street, Sheffield.

- **Official publication, catalogue or brochure where an institutional body is the main author, and online sources**

British Museum. 2005 *A Catalogue of Bronze Age Metalwork*. London, British Museum.

Department for Education and Skills. 2003. White Paper - The future of higher education.  
<http://www.dfes.gov.uk/highereducation/hestrategy/pdfs/Dfes-HigherEducation.pdf>  
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- **Non-conventional sources: manuscripts and archival documents**

Public Records Office. King's Memoranda Roll, E159/69, m.78

Dorset County Record Office. Tithe Award: Child Okeford. Document Ref.: CO14/2.

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- **Unpublished theses**

Giles, M. 2000. *Close-knit, Open-weave: archaeologies of identity in the later prehistoric landscape of East Yorkshire*. Unpublished PhD thesis, University of Sheffield.

- **Film** – you must cite the title, original release date, director and media, film company (VHS Video, DVD, 35mm Film)

*Gladiator*. 2000. Directed by Ridley Scott. (DVD). Glendale USA, Dreamworks SKG.

- **Television/Radio** – you must cite programme title, date of original transmission, episode number and title, director, format and Production Company

Time Team. 2002. Series 5, programme 4: *Time Team Special: the Big Dig*. Directed by P. Golding. (TV). London, Channel 4.

Richards, J. 2001. *Mapping the Town: Ipswich*. 4<sup>th</sup> June 8.30pm. (Radio broadcast). Radio 4.

## Illustrations

It is important to include a variety of forms of evidence in your text: drawings, photos, graphs and plans are all useful. Pictures not only enliven the text, they illustrate your points, enrich case studies, and can save you paragraphs of descriptive text. However, they should be scholarly, apposite and relevant, complementing your written argument. They should also be clear and sharp, so check reductions and enlargement. Text should be legible and a key should be provided for any symbols used. Plans should have scales and north arrows. Line drawings of artefacts should have scales wherever possible.

Figures should be numbered in order, and referred to in the main body of the text. If you copy an illustration directly from another source or download/scan in an image, you **MUST** cite its source in the caption for the figure e.g.

Figure 1: Early Bronze Age burial from Barnack (from Clark, Cowie and Foxon 1985: 63, plate 14)

*NB this reference, written in the **Harvard style**, refers you to the bibliography, where you would be able to trace the source:*

Clarke, D. Cowie, T., and Foxon, A. 1985. *Symbols of Power at the Time of Stonehenge*. Edinburgh: HMSO.

If you selectively trace or scan and annotate an image, you would indicate this in the caption in one of the following ways:

Figure 2: Plan of Avebury (adapted from Gillings and Pollard 2005: 45, figure 7).

Figure 3: Illustration of a Beaker Vessel (redrawn from Barrett 1994: 22, figure 4).

Figure 4: Reconstruction of final phase of Stonehenge (based on Whittle 2004: 123, figure 18).

Again, all of these original publications should be included in the bibliography, regardless of whether you mention the work again in the main text of the essay.

## Tables

A table presents lists of information (numerical figures or text such as a list of place-names, short list of objects and context information etc.) rather than diagrammatic or illustrative material. It may be drawn from a longer list such as a catalogue, which may be included in the Appendices. Tables also need numbering in a separate sequence, and, in the case of longer pieces of work, itemising in a list at the beginning of the work, as with figures and plates.

### **Page numbers**

Your work must have page numbers, including all of the text, illustrations, the Bibliography and Appendices.

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When you produce work on a computer, always remember to **SAVE AND BACK UP!** Try not to have to learn the hard way the importance of making backup copies. Individual computer failure is not accepted as an excuse for late or partial submission of any piece of work.