

CORE MODULES: BA (Hons) Archaeology and Landscape History

You must take modules worth 120 credits at each level of the course. Each module is worth a specified number of credits.

Year one for full-time students (Level 4)

Principles and Methods of Archaeology and Landscape History (30 credits)

- This is the opening module of the archaeology degree. Students taking this module, which combines the fundamental ideas and concepts, will acquire the basics for the study of archaeology and landscape history. The module commences with an introduction to the concepts of archaeology and landscape history and recent changes, which have taken place. The student is introduced to a significant range of archaeological techniques for example, survey and site discovery, excavation techniques, dating of site and artefacts, post-excavation analysis and data analysis and the techniques needed for interpretation of archaeological sites and artefacts. In parallel the student investigates the making of the English landscape through the use of a number of techniques: walking the countryside and surveying its surface appearance, researching a breadth of rich documentary evidence for example, Domesday Book, Enclosure awards and estate surveys, tithe maps and VCH. These sources are enhanced by the study and interpretation of maps and aerial photographs together with the analysis of standing builds and other structures, environmental evidence geophysical survey and excavation, earthwork surveys, dating, and identifying finds and analysis, and the role of excavation in landscape studies.*

Western Civilisation 1: Antiquity to the Renaissance (15 credits)

- This module will give you a historical overview of key ideas and events that have shaped what we have come to think of as 'Western civilisation'. In the course of this module we explore influential political, religious and scientific ideas, and map the social and political changes that make up Western identity, from the classical period to the Renaissance. The emphasis is on an integrated approach to historical context and the spread and change of ideas. Through a selection of original sources and secondary readings you are introduced to and encouraged to think critically about these events and ideas and their role in shaping our past, present and future.*

Themes in Archaeology (15 credits)

- The module enables the student to get to grips with the current status of archaeological theory. It summarizes recent developments and look to the future, whilst exploring some of the cutting-edge ideas at the forefront of the discipline. The module captures the diversity of contemporary archaeology, considering key issues such as the role of gender and cultural perspectives on archaeological interpretation. It discusses the relevance of culture to societal change, questioning its centrality; focussing on contingent and local factors whilst acknowledging that a long-term evolutionary view can also be taken. It explores archaeology's new openness to external influences, as well as its desire to contribute to wider debates.*

Analytical Techniques (15 credits)

- A broad range of techniques may be applied to the examination of potential evidence. This module introduces the student to a cross-section of these techniques and allows him or her to gain an appreciation of their power and limitations. The module will consider fingerprint identification, isolation and analysis of DNA, analysis of blood spatter patterns, forensic entomology, examination of natural and artificial fibres, pollen analysis, chromatographic separations and the spectroscopic analysis of substances, including the use of Raman techniques.*

Western Civilisation 2: The Reformation to the Modern Age (15 credits)

- This module will give students a historical overview of key ideas and events that have shaped what we have come to think of as 'Western civilisation'. In the course of this module we explore influential philosophical, political, religious and scientific ideas, and map the social and political changes that make up Western identity, in the period from the Reformation to the early 20th C. The emphasis is on an integrated approach to historical context and the spread and change of ideas. Through a selection of original sources and secondary readings students are introduced to and encouraged to think critically about these events and ideas and their role in shaping our past, present and future. In addition, the module covers basic study skills, such as essay writing and exam technique, and contains the Level 4 element of PDP (personal development planning).*

Heritage Management (15 credits)

- This module will examine the key elements of archaeological heritage management, from both theoretical and practical perspectives, in Britain today. The module aims to develop students' knowledge and understanding of the wider archaeological heritage sector, through lectures, seminars and structured visits. The implications for the archaeological profession and heritage management professionals of legislation, stricter planning controls, changing land use, and the pressure of public interest and concern will be examined. Consideration is also given to the state of legislation on ancient monuments and portable antiquities, and archaeological aspects of planning policy and the preservation of standing buildings. Management of the archaeological heritage will be examined in detail. This will include sources of funding, legislation for heritage management, theory and practice in heritage management in relation to access, collection management, visitor services, interpretation, marketing, and tourism. The module will include 3 field trips to locations that will provide students with case studies combining all elements of archaeological heritage management covered in the course.*

Themes in Landscape History (15 credits)

- The module parallels the themes in archaeology module. It explains how to recognize and interpret the complex evidence for historical change in England's countryside. Drawing on research carried out since "Reading the Landscape" was originally published, it provides a summary of thinking about the history of the key elements in England's rural landscape. As well as covering familiar topics such as villages, woodlands and roads, it explores how landscape features are human ideas made manifest - boundary walls and hedges reflect territoriality, churches and henges reflect belief and castles and hillforts reflect status and the need for defence. Throughout, it explores how the link between the evidence of field archaeology, ecology, and documentary research can be developed to provide a complete picture. Particular aspects which the module covers are: The early years of landscape history and field archaeology - how the subject evolved. The making of the English landscape - an introduction to early landscapes, Roman, Medieval. The use of documentary sources. Reflections of status in the landscape. Sites and patterns and the variety of land uses and field systems. The influences of communications. All this culminates in the examination of the landscapes of today.*

Year two for full-time students (Level 5)

Prehistory and European Wetlands (30 credits)

- The module provides a broad introduction to the chronology and major developments in European prehistory from late glacial times up to the coming of Rome. It traces the development of humans following the Ice Age - the much-debated relationship between Neandertals and Anatomically Modern Humans, the emergence of hunter-gatherer societies. The focus then changes to the Mesolithic - a changing landscape where greater complexity develops in hunter gatherer society, boundaries and territories and the transition to farming begins, initiating the origins of European agriculture. Cultural adaptation in the early Neolithic and the landscapes of ancestors are explored and the developments of the Copper and Bronze Ages together with Bronze Age monuments and landscapes are examined. Finally, developments at the end of the Bronze Age and the transformations brought about by the use of iron and contact with Mediterranean cultures are examined. The module distinguishes between fens, mires, bogs and marshes and then considers the local environment (Etton and Flag Fen) to develop an understanding of the interplay of environment and human settlement in Britain, as a prelude to examining sites in northern and central Europe. Students discuss the principles and methods used in the interpretation of evidence and identify the subtle relationships between communities and ecologically different wetlands, as well as changes through time.*

Science and Archaeology (15 credits)

- How can you tell which room in the building was the living quarters and which room was the byre? The scientific archaeologist can tell by the level of phosphate in the soil. Unseen information such as this, which cannot be recovered by conventional excavation methods, is adding substantial knowledge to the understanding of past settlement and human activity. This module aims to build on Level 4 understanding of the excavation and interpretation of archaeological sites by exploring a range of scientific approaches and methods applied to archaeological sites and materials. The module splits into a number of sub specialisms, such as Geoarchaeology, Archaeobotany, Zooarchaeology, Materials Analysis. Geoarchaeology focuses on the landscape context within which human settlement has taken place and the techniques used to interpret soil development and use. Archaeobotany deals with the botanical evidence available from archaeological sites through the preservation of botanical remains and crop processing. Zooarchaeology looks at faunal identification and quantification, taphonomy - human and natural modification of bone and how this affects the way archaeologists can understand faunal evidence. Students are introduced through practical laboratory procedures to Materials analysis of both organic materials and inorganic materials. The module also considers the use of GIS systems and other digital information.*

Ceremonial and Ritual Landscapes (15 credits)

- *To increase students understanding of the available evidence and range of possible interpretations of ritual landscapes. The student will study ritual landscapes within an anthropological and ethnographical context of continuity of place in ceremony. A series of different contexts will be reviewed Prehistoric sites and landscapes: The Neolithic - Monumental The Bronze Age - Ceremonial The Iron Age - The big question? Roman religion and ritual - Ritual centres Anglo-Saxon paganism and Christianity - Continuity and change Medieval Pilgrimage - Use of space and ritual centres Present day - Religion, belief and ritual Appreciate the complexity of identifying events and practices that form the context of ceremonial/ritual monuments and landscapes. Realize the continuity of cultural locations and monuments. Interpret a ritual site or monument within the context of its past and present landscape. Reflect upon the use of relevant ethnographical parallels Recognise the difficulties of understanding and interpreting the apparently non-rational behaviour of past cultures such as ceremonial and belief practices. Understand the context and relationship of broader settlement patterns to ritual landscapes. Demonstrate a basic understanding of the chronological development of location, change and regional variations of ritual landscapes. Understand a range of interpretations for the continued use of a single monument through time by past cultures.*

Desk based Archaeological Assessment (15 credits)

- *Producing Desk Based Assessments (DBA) constitutes a major element of any archaeologist's work and is key to the planning and development process in Britain today. A DBA Consists of the analysis of the known historical and archaeological resources of an area of interest. Producing a DBA thus represents a very important element of any preliminary, non – intrusive archaeological work. In addition it is key to inform strategic decisions for the investigation, characterisation and, ultimately, preservation of the historic environment within the planning and development process in the context of sustainable growth. This module will deconstruct the process of researching and writing a DBA, culminating in students writing their own DBA on a piece of landscape of their choice. It builds on the knowledge and skills students gained in the level 4 modules 'Archaeological Heritage Management' and 'Themes in landscape History', compliments the level 5 module 'History Today' and prepares students for the 'Major Project' they will undertake at level 6. Relevant legislation and the limitations of the DBA in relation to planning will be examined. Students will also be given the opportunity to consider the process from the archaeologist and client perspective, and the management of recommended archaeological strategies. Key research techniques and resources used in producing a DBA will be scrutinized and evaluated including using maps, photographs, and historical documents, reviewing previous archaeological investigation, and the application of geophysical survey results.*

History Today (15 credits)

- *This course allows students to reflect on the methods of the discipline of History and on their own progress as students (it includes a PDP element). It will also provide instruction in Research Methods and prepare them for writing a Dissertation in their third year. They will discuss how to analyse historical sources and consider the merits of varied historical traditions. The course allows them to reflect on the nature and problems inherent in the process of constructing history. History Today is taught by twelve seminars and assessment is by a set of exercises where students are asked both to reflect on the nature of the discipline of History, to show competence in the research skills taught on the course and to reflect on their progress as students.*

Placement and Portfolio (PDP) (30 credits)

- *Another practical module which enables the student to choose their own fieldwork. The semester 2 placement is student focussed and might be one of: excavation, museums, heritage attraction, records office landscape survey or laboratory. The choice is yours The aim of the module is to further develop skills and understanding of the practice of archaeology and landscape history in the field. To give students practical experience of a variety of tasks involved in archaeology today and the opportunity to reflect upon the complexities of organisations managing and executing fieldwork activities. A variety of fieldwork activities, totalling 200 hours of practical experience, will be arranged within a brief, agreed individually with each student.*

Final year for full-time students (Level 6)

Undergraduate Major Project (30 credits)

- *The individual Major Project module allows students to engage in a substantial piece of individual research and/or product development work, focused on a topic relevant to their specific discipline. The topic may be drawn from a variety of sources including: Anglia Ruskin research groups, previous/current work experience, the company in which they are currently*

employed, an Anglia Ruskin lecturer suggested topic or a professional subject of their specific interest (if suitable supervision is available). The project topic will be assessed for suitability to ensure sufficient academic challenge and satisfactory supervision by an academic member of staff. The chosen topic will require the student to identify/formulate problems and issues, conduct literature reviews, evaluate information, investigate and adopt suitable development methodologies, determine solutions, develop hardware, software and/or media artefacts as appropriate, process data, critically appraise and present their finding using a variety of media.

Urban and Industrial Landscapes (30 credits)

- *To increase students understanding of the major factors determining urban and industrial growth and their impact on past landscapes. The module develops an understanding of the context and relationship of urbanisation and industry within the broader settlement pattern. It gives a detailed understanding of the chronological development of location, change and regional variations of urban and industrial landscapes. You will come to understand the social complexities of the urban and industrial expansion on the landscape and interpret an industrial site or monument within the context of its past and present landscape. The module draws upon the framework of current research, to accurately assess the effect of urban and industrial expansion on the broader pattern of settlement. The need to appreciate the complexity of identifying events and practices that form the context of industrial landscapes and to use appropriate terminology to effectively communicate the understanding of the complexity of urban and industrial landscapes whilst identifying the landscape changes brought about by urban and industrial locations.*

Ancient Technologies (15 credits)

- *The Ancient Technologies module will consider technologies and their role in the evolution of humans and their colonisation of the world. The use of technologies, and colonisation outside of Africa predates the evolution of humans. Consideration of these themes can therefore shed light on why colonisations were or weren't successful. The development of the ability to create technologies to manipulate and enhance the environment, making it habitable, will be an underpinning theme. Key marker events will be considered, such as the colonisation of Australia and the requirement for boats, the colonisation of Europe and the need for clothing, and pottery and the ability to cook and store food. The use of tools and the revolutionary ability to develop and pass on a technology will also be considered. At its core the module will look at remains (or the lack of) from ancient technologies, and, using this evidence to investigate the technologies that created them. The module will further investigate ancient technologies using hands-on experiments to explore and gain greater understanding of ancient technologies and the complexities behind them, and explore the concept that progress and technology isn't linear.*

Buildings in the Landscape (15 credits)

- *This module covers the study of buildings, their functions and locations in relation to the landscape. Students will gain an understanding of the chronological development of style, location and use of buildings. This will include consideration of different materials and regional variations in buildings of the same period and how these have changed over time. The theme of change is continued from earlier modules:- change in use and in relation to the social, economic and political context. This is extended to the changes in the landscape brought about by building development. Changes in style and fashion are also considered. Historical styles of English architecture are studied, in relation to the complexity of events and causes of the changes in building materials, techniques, style and function. This leads to a consideration of current perspectives on buildings, landscapes, preservation, conservation and planning debates.*

Plus 30 credits of optional modules dependant on pathway

- **OPTIONAL MODULE: Osteoarchaeology (15 credits)**
The study of human skeletal remains provides archaeologists and historians with information about the life of an individual, population or society. This information includes age, biological sex, illness or injury, and diet. Funerary archaeology provides information about how the diseased and deceased were treated by members of society. Understanding the process of death and burial can provide archaeologists and historians with an insight into religion, ritual, social status and power in past societies. Zooarchaeology can provide valuable information about the diet and occupations of past societies. Through analysis of the types of animal bone found in the archaeological record it is possible to determine people's diet and use of animal bone.

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- **OPTIONAL MODULE: Surveying for Archaeologists (15 credits)**

The purpose of the module is to equip students with practical skills relevant to the workplace. Surveying skills are fundamental to the laying out and recording of archaeological sites. This module builds on the introductory surveying elements completed at level 4. Processes commonly used in field archaeology and the principles and procedures that underpin such processes are reviewed. The principles and procedures are consolidated through practical activity, involving choice of appropriate equipment for the context, the measurement and recording of angles, distances and heights using typically available equipment. Students are required to set out grids and excavation trenches, and carry out building survey. Students will be required to record their results to a professional standard. Both manual and computer aided plotting techniques will be used and students will be required to produce cartographic details from survey information. The surveying activity requires students to work as part of a wider team and to recognise the requirements of other group members in achieving a professional survey.

- **OPTIONAL MODULE: Landscapes of Conflict (15 credits)**

The aim of this module is to increase students' understanding of the impact of conflict ('defence') on the landscape, the development of types of structures and earthworks and the evidence available. Some of the finest countryside and architecture from the Bronze Age to the present-day bears witness, often now hidden in modern landscapes, to the need for defence and actual conflict. Students will explore some of the curiosities, earthworks and superb Medieval, Tudor, Georgian and Victorian buildings in the British Isles, and some of the examples from the Continent which owe their existence to, or show evidence of, the landscape of conflict. This module adopts a chronological and thematic approach for the study of the landscapes of conflict and its effect on the British landscape. We will look at issues and debates around heritage, conservation and tourism relating to the landscapes and buildings of 'conflict'. It will generally although not exclusively, deal with fortifications and other works of different periods, together with their ancillary structures; set within the wider landscapes in which they were sited, rather than with the sites of battles whose relationship with the landscape were usually temporary and might not always have been significant. Students will explore current ideas such as the medieval castle set within designed landscapes as 'pleasure gardens'.