

# Archaeology of Ancient Civilisations

BA (Hons)

## COURSE DETAILS

- A level requirements: [BBB](#)
- UCAS code: V401
- Study mode: Full-time
- Length: 3 years

## KEY DATES

- Apply by: [29 January 2025](#)
- Starts: 22 September 2025

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## Course overview

If you are fascinated by the ancient civilisations of Egypt, the Mediterranean and the Near East, this programme allows you to study these civilisations with a unique range and depth. You will be introduced to the archaeology, culture, society and history of the key civilisations of Ancient Greece, Egypt, Rome and the Near East, combined with training in the latest archaeological techniques and methods.

## INTRODUCTION

A rich variety of archaeological remains and literary sources reveals a world of poets, historians, artists, politicians, emperors, priests, administrators, slaves, soldiers, aristocrats and ordinary men and women. Understanding the ambitions, beliefs and lives of this world enriches our understanding of what it is to be human and the rise of our societies. Year one provides a broad introduction to archaeological methods and the archaeology and history of Egypt, Greece, Rome and the ancient Near East. In years two and three you study subjects central to our understanding of ancient civilisations, social and political organisation, art, religion and texts, combined with a detailed study of at least two civilisations (the Near East, Egypt, or Greece and Rome). This programme requires four weeks of archaeological experience spread over years one and two. Year one fieldwork consists of participation in the department field school. In year two, many students work on overseas research excavations, currently these are based in Greece, Turkey, Jordan, Egypt, Saudi Arabia, Zambia as well as the UK.

## **WHAT YOU'LL LEARN**

- Detailed knowledge of the practice and theory of archaeology as an approach to understanding past societies
  - Knowledge of the history and culture of three Ancient Civilisations (Egypt, Greece and Rome, the Near East)
  - An in-depth knowledge of the nature and development of the culture, society, history and religion of at least two interrelated Ancient Civilisations
  - A practical knowledge of the techniques of archaeological excavation and recording
  - Practical experience of the recovery of primary archaeological data
  - Analysis and critical reflection on a range of archaeological data
  - Theoretical concepts within Archaeology
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# Course content

Discover what you'll learn, what you'll study, and how you'll be taught and assessed.

## YEAR ONE

Year one provides a broad introduction to archaeological methods and the archaeology and history of Egypt, Greece, Rome and the ancient Near East.

Students take 45 credits of required modules and 15 credits of optional modules in each semester.

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## COMPULSORY MODULES

### PRINCIPLES OF ARCHAEOLOGY (ALGY101)

**Credits: 15 / Semester: semester 1**

ALGY101 introduces students to the concepts, methods and evidence that archaeologists use to study and interpret the past. Students gain core skills essential to building and evaluating knowledge about human material remains of the past.

### BRONZE AGE CIVILIZATIONS: MESOPOTAMIA AND THE MEDITERRANEAN (ALGY106)

**Credits: 15 / Semester: semester 1**

This module provides an introduction to the history and archaeology of the Near East and Aegean from ca. 4,000 to 800 BC, specifically the ancient cultures of the Near East, Levant and Greece. The module includes artefact handling sessions.

### INTRODUCTION TO ANCIENT EGYPT I (ALGY109)

**Credits: 15 / Semester: semester 1**

ALGY109 is designed as an introductory, level one module aiming to provide students with an overview of Ancient Egyptian history from prehistory to AD 395 both in its chronological development and in its environmental and geographical setting, including the fundamentals of the chronology of Ancient Egypt (including the limitations of available evidence), and a good awareness of how major archaeological sites and other forms of primary evidence fit within this framework.

## **THE PRACTICE OF ARCHAEOLOGY (ALGY102)**

**Credits: 15 / Semester: semester 2**

This module introduces students to the design and implementation of archaeological projects (and thereby research design more generally). It is concerned with how archaeological questions are addressed through projects, the practices involved in the various stages of archaeological projects, including desk-based assessment, mapping, data collection and analysis, field recording, excavation strategy, interpretation and site/heritage management planning. There is a strong practical element to the module which focusses on the planning and execution of a project relating to a cemetery in Liverpool.

## **INTRODUCTION TO ANCIENT EGYPT II (ALGY116)**

**Credits: 15 / Semester: semester 2**

ALGY116 is designed as a year one module which aims to provide students with an overview of Ancient Egyptian culture. In particular it has as its core aim the development of students' understanding of the broader thematic aspects of Egyptian society, such as writing, religion, art and social structure. The emphasis will be on the use of primary data (written and material culture), and on awareness of how major archaeological sites fit within this framework.

## **EMPIRES AND CITIZENS: THE CLASSICAL MEDITERRANEAN AND THE NEAR EAST (ALGY131)**

**Credits: 15 / Semester: semester 2**

This module introduces students to the archaeology of Classical Greece and the Roman Empire by comparing these two Mediterranean civilisations across common themes relating to the life experiences of people in the ancient world.

## **OPTIONAL MODULES**

### **FROM VILLAGE TO CITY: THE ORIGINS OF CHINESE CIVILISATION (ALGY112)**

**Credits: 15 / Semester: semester 1**

This module will introduce students to the development of early Chinese civilisations. We will investigate the transition from hunter-gatherers to the first sedentary village farming communities and the emergence of the earliest cities and states from these early village societies. We will thus also investigate some formative features of Chinese societies that persisted for millennia. The module will also place developments in China in a broader comparative context and allow discussion of the emergence of social and political hierarchies, complex economies and the appearance and nature of the state. The module will also introduce students to some of the conceptual tools and methodologies needed to investigate these issues in the archaeological record.

## **WARFARE, POLITICS, AND SOCIETY IN THE GREEK WORLD, 510–323 B.C. (CLAH104)**

**Credits: 15 / Semester: semester 1**

This module introduces the history and society of the ancient Greek world, from the liberation of Athens from tyranny in the late sixth century BC through to the death of Alexander the Great in 323 BC. The module offers students a foundation of knowledge in the history of events, as well as exploring a range of aspects of Greek society and culture, including the Greek 'way of war', sexuality and religion. It also introduces a range of sources for the study of ancient history, especially the two great Greek historywriters, Herodotus and Thucydides.

## **GREEK MYTH AND SOCIETY (CLAH115)**

**Credits: 15 / Semester: semester 1**

This module explores ancient Greek myth in its social, political, and religious contexts, focusing primarily on the Archaic and Classical periods (7th – 4th C BC). It thereby investigates the nature of myth and its role within Greek society, whilst providing insights into that society too. In the course of the module, students are introduced to a broad range of literary, artistic, and archaeological sources including epic poetry, tragedy, philosophy, sculpture, vase painting, coins and sanctuaries, and learn to use them as evidence for social history. The module closes with an examination of the importance of Greek myths other societies, including our own.

## **FROM HANNIBAL TO SEVERUS: AN INTRODUCTION TO ROMAN HISTORY (CLAH105)**

**Credits: 15 / Semester: semester 2**

This module deals with the history and society of Rome and the Roman world from the foundation of Rome to the end of the second century AD, i.e. the periods of the 'Roman Republic' and the 'Principate' (named after the princeps, a title of the Roman emperor). The aims are to provide (1) an introductory survey of the political and military history of Rome and the Roman empire; (2) to build a sound chronological, geographical and conceptual framework for understanding the ancient Roman world; (3) to introduce students to reading primary sources in translation and evaluating their historical significance; (4) to introduce students to a limited range of scholarly views on ancient Roman history; and (5) to teach fundamental research skills.

## **VISUAL CULTURE (CLAH114)**

**Credits: 15 / Semester: semester 2**

In this module you will explore the visual modes and media by which the ancient Greeks and Romans expressed themselves individually and societally. We will explore contexts across the ancient Mediterranean learning not only about the Greeks and Romans but also how they were influenced by other contemporary cultures. You will learn about a wide variety of visual culture from temples and monuments to statues and painted pottery. You will learn how to 'read' these different media to reconstruct ancient culture and to appreciate the tastes, desires and ideas from the ancient Mediterranean. As you learn about the ancient world you will develop your academic skills (methodological and critical).

*Programme details and modules listed are illustrative only and subject to change.*

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## **YEAR TWO**

In year two you study subjects central to our understanding of ancient civilisations, social and political organisation, art, religion and texts, combined with a detailed study of at least two civilisations (the Near East, Egypt, or Greece and Rome).

Students take 15 credits of required modules and 45 credits of optional modules in each semester. Optional modules must be chosen from **TWO** pathways (1-3) across the session – 30 credits in each pathway. Students must then take 30 credits from any pathway (1-4) across the session.

Pathway 1 – Archaeology of the Near East

Pathway 2 – Archaeology of Ancient Greece and Rome

Pathway 3 – Egyptian Archaeology

Pathway 4 – Archaeological Methods and Practice

Students are required to complete 20 days of archaeological fieldwork training, normally during the summer vacation period at the end of Year 1 and Year 2. The fieldwork is assessed on ALGY248.

CLAH222 requires prior approval and is subject to a suitable placement being sourced. Students will not be able to register directly for this module.

Registration onto HLAC220 is only for students planning to undertake a Work Placement Year.

Students may take 15 credits of optional cognate modules outside of their degree programme with permission from the Subject Lead.

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## **COMPULSORY MODULES**

### **WORKING WITH THE PAST (ALGY248)**

**Credits: 15 / Semester: semester 1**

This course builds on the field experience you have gained as your end of Year 1 training, as we explore the process that follows activity in the field. We will examine the stages of post-excavation, and the creation of published and grey literature – that generated for archiving by many field archaeology professionals. The two assignments consider first your experiences on the fieldwork and what you have learnt, presented as a reflexive essay and other smaller components. The second assignment is where you use the skills gained during the teaching this semester to produce a grey literature style report on selected sets of deposits from the fieldwork.

## **ARTEFACTS AND TECHNOLOGY (ALGY250)**

**Credits: 15 / Semester: semester 2**

This module offers an introduction to the study of archaeological artefacts and the information they contribute to our understanding of the past. It will introduce a wide range of natural materials and explore the technologies by which they can be worked, shaped and transformed. With its significant practical component, the module offers a chance to gain valuable experience in object handling and to develop your skills in identification, description, analysis and interpretation of both assemblages and artefacts. In the process, you will consider how far it is possible to reconstruct the technologies by which different materials were processed, to determine their origins, and to infer the function of the artefacts they were used to make.

Throughout the course, you will be encouraged to recognise the complex relationships between technology and society and to appreciate the importance of asking meaningful research questions about archaeological artefacts which acknowledge this social context.

ALGY250 is essential for anyone interested in ancient material culture and provides the foundation for further specialisation in archaeological materials research in your final year through ALGY397 and ALGY314.

## **OPTIONAL MODULES**

### **BEYOND THE WALL: AN INTRODUCTION TO THE ARCHAEOLOGY OF NOMADISM (ALGY223)**

**Credits: 15 / Semester: semester 1**

With a focus on the archaeology of the Eurasian steppe, this module explores the emergence and transformation of steppe societies from their origins in complex huntergatherer communities to the formation of the first nomadic empires. It represents a rare opportunity to encounter the extraordinary archaeological record of Siberia and Central Asia and to focus upon societies whose contribution to global culture has been routinely dismissed in both

Eurocentric and Sinocentric stories of 'civilization'.

Taught as a combination of lectures and seminars, the course will introduce to key concepts and general trajectories, whilst encouraging you to focus on the literature and to discuss both broad theoretical ideas and specific archaeological evidence from settlements and tombs. Throughout the course, we will investigate critically the changing relationships between steppe societies and their neighbours, and the transformative role played by pastoralist peoples in conflicts, communication and transcontinental exchange, long before the rise of the Silk Roads.

The module is specifically designed as a broad entry point for students whose primary interests lie in the prehistoric archaeology and ancient history of Europe, Western Asia or China and it will also provide valuable baseline for those going on to study later periods of Eurasian history.

## **ANCIENT WARFARE (ALGY210)**

**Credits: 15 / Semester: semester 1**

War was a regrettable yet ubiquitous fact of ancient civilisation. This module provides a diachronic and cross-cultural comparative study of warfare as practiced in Bronze Age and Iron Age Europe and the Near East, including Classical Greece and the East Mediterranean. The study addresses six cross-cultural themes: Technology and Sources, Tactics, Society, Infrastructure, Death and Commemoration, and Religion and Ethics. These themes are then applied to the examination of three case study cultures (Archaic and Classical Greece, Iron Age Europe and the Bronze Age Near East).

## **PLANTS AND PEOPLE IN THE PAST: AN INTRODUCTION TO ARCHAEOBOTANY (ALGY220)**

**Credits: 15 / Semester: semester 1**

This module provides students with an introduction to the principles and practical applications of archaeobotany, the study of ancient plant remains retrieved from archaeological sites. Students will have the opportunity to learn hands-on how plant remains (wood and seeds) are analysed (including botanical identification and data analysis methods), what sort of information can be gained for reconstructing past plant food use, economies, landscapes and people-environment interactions, and how archaeobotanical research is integrated to fieldwork projects and post-excavation analysis. The module is delivered through a series of lectures and laboratory-based practical sessions. Assessment is through one essay (topic to choose from a range of subjects made available to students in advance), a portfolio of laboratory work, and one laboratory-based assignment (practical test).

## **EGYPTIAN RELIGION (ALGY257)**

**Credits: 15 / Semester: semester 1**

How did the world begin? Who controls our universe – one god or many? What is the purpose of our being here in the world? Are the gods good? Are humans good? Why does evil exist? What happens after we die?

This module explores the fundamental ideas found in Egyptian religious belief, and studies their impact on Egyptian social structure. With an eye to broader anthropological theory, this module provides an in-depth look at textual, archaeological, and artefactual evidence to build up a rich portrait of the Egyptian intellectual universe – and sketches out their answers to the questions quoted above.

We cover gods, mythology, temples, rituals and priesthood, private expressions of religion, magic, concepts of death the soul and the afterlife, Egyptian religion and the influence of Greece and Rome, and the religion of the Amarna Period.

Teaching is lecture based, with tutorials covering specific questions.

PLEASE NOTE THAT THIS MODULE ASSUMES STUDENTS HAVE ALREADY STUDIED AT LEAST ONE EGYPTOLOGY MODULE IN YEAR 1 (either ALGY 109 or ALGY 116).



## **EXTENDED ESSAY IN CHINESE ARCHAEOLOGY AND HERITAGE (ALGY285)**

**Credits: 15 / Semester: semester 1**

The extended essay is an individual, specific research topic in which students take initiative in identifying and researching a specific research question with the aid of, and guidance of, a supervisor. The subject matter relates to any period or area of Chinese archaeology or heritage. Students will plan their research and essay, identify a bibliography and other sources, collect and analyse relevant evidence and write an essay based thereon. Part way through the module they will do a presentation about their topic to the class to get feedback from staff and their peers about the topic and to help them further by sharing the challenges they face.

## **MAKING HERITAGE HAPPEN (HLAC205)**

**Credits: 15 / Semester: semester 1**

The legislative and management structures related to heritage, and the purpose, scale and effectiveness of these varies greatly across the globe, and is constantly being changed in response to economic, social, cultural and legislative forces. This module examines current agendas, policies and practices in a historical perspective, and then concentrates on a critical review of current practice. Aspects of the varied UK systems are considered within a comparative international context, considering the management issues associated with sites, monuments and buildings, and objects, museums and archives. Heritage managers mediate between remnants of the past and political, cultural and economic structures in the present. Whilst the module contains much that relates to practice within current legislative, cultural and economic systems, it also reflects on the ethical and socio-political dilemmas often facing heritage management.

## **PLACEMENT YEAR PREPARATION (HLAC220)**

**Credits: 15 / Semester: semester 1**

This module aims to prepare and empower students to participate successfully in professional work experience, such as a year in a placement or internship, or volunteering opportunity, and to develop, in a pro-active way, life-long skills, attitudes, and behaviours. Students will have the opportunity to engage in inter-disciplinary, team-based research, gain the knowledge, confidence, and self-awareness to source and successfully apply for professional work opportunities.

## **POLITICS & THE ARCHITECTURE OF POWER IN 5TH CENTURY BC ATHENS (CLAH220)**

**Credits: 15 / Semester: semester 2**

'Empire' is not a word that often follows 'Athenian democracy'. We usually associate democratic origins with equality and fifth century BC Athens with exceptional cultural creativity. So how did 'empire' come to be associated with democracy? This module explores the relationship between the evolution of democratic structures and the extraordinary rise of drama, monuments, and art on the one hand; and the emergence of a territorial 'empire' across the Aegean Sea on the other. There are lessons, too, for our own understanding of how culture is connected to politics and resources.

## **OLD WORLDS AND WORK FUTURES: PLACEMENTS IN ACE (CLAH222)**

**Credits: 15 / Semester: semester 2**

The module CLAH222 provides an opportunity for students to undertake a placement in a setting which matches their academic and possible career interests to develop materials and / or undertake tasks within a practical or vocational context, to apply academic knowledge from their degree and to develop personal and employability skills within a working environment.

Following an application process for work placements, this 15 credit module runs in semester two with a minimum of 24 hours of placement, plus supporting workshops and independent study. There is an element of flexibility in how the placement is scheduled based on the needs of the organisation and taking into consideration individual timetables. This could be half a day for six weeks or two half days for three weeks, for example. Application for the module is via a competitive process, which usually takes the following form: students express interest in the module and preferred sectors of employment; details of the available placements are circulated towards the end of Year One; students submit 2 applications and Curriculum Vitae (CVs) for the employers to consider; the employers invite students to interview and they select the successful candidate(s). The Careers and Employability Service supports students during the application and interview process. Once a student has been successful in the application process, a learning agreement will need to be drafted, Health and Safety pro-forma completed and, where applicable, Disclosure and Barring Service (DBS) and other checks made on behalf of the student.

## **AKKADIAN LANGUAGE AND LITERATURE (ALGY213)**

**Credits: 15 / Semester: semester 2**

This module provides an introduction to the Akkadian language and literature

## **DEATH AND MORTUARY PRACTICES (ALGY224)**

**Credits: 15 / Semester: semester 2**

Death and ritual treatment of the dead are a constant for our species. This module is for anyone interested in approaches to understanding how past societies dealt with death and the dead. It provides an introduction to methods and approaches to understanding past mortuary practices from a range of periods and areas. The course will examine different approaches to death and mortuary practice, and the role of the deceased in the lives of the living. Key themes to be discussed include: treatment of the dead, mortuary architecture, food and animals, skull cults, secondary burial, cremations and inhumations, and the use of grave goods.

## **THE SUMERIANS (ALGY288)**

**Credits: 15 / Semester: semester 2**

This module investigates the nature of the society of third millennium southern Mesopotamia, the first urban society.

## **THE ARCHAEOLOGY OF ROMAN BRITAIN (ALGY234)**

**Credits: 15 / Semester: semester 2**

This module looks at specific themes in Roman archaeology in their British context. The study of the monuments of Roman Britain is arguably the oldest facet of archaeological research in Britain. With a history that spans over 500 years, Britain as a Roman province possesses an unrivalled data base of archaeological research and its interpretation. In addition to this, recent work on the province has placed it in the vanguard of the on-going debate of the use of archaeological theory to practical applications.

## **DEATH IN ANCIENT EGYPT: IMAGE, TEXT AND ARCHAEOLOGY (ALGY270)**

**Credits: 15 / Semester: semester 2**

This module explores the funerary environment of private tombs in Pharaonic Egypt through the comparative study of the three main groups of evidence: Architecture / archaeological material, iconography and texts.

## **HUMAN OSTEOARCHAEOLOGY (ALGY266)**

**Credits: 15 / Semester: semester 2**

In this module students are introduced to the use of human skeletal assemblages as archaeology and material culture. Students will handle human remains and gain an understanding of how basic identification, ageing and sexing is done. This module also looks at current techniques such as stable isotope and DNA analysis and ethical regulations.

## **MUSEUMS AND MONUMENTS (HLAC206)**

**Credits: 15 / Semester: semester 2**

This module considers display and public interpretation in museums and galleries on the one hand and publicly accessible sites and monuments on the other. This module examines current UK interpretation theories, policies and practices in an international comparative perspective. Heritage interpretation and display brings understanding of the past to peoples in the present, though what aspects of the past to reveal and emphasise can be highly political and controversial. The module concentrates on current practice, but it also reflects on the selectivity of heritage interpretation decisions, and the ways interpretation can exclude as well as include various sectors of society.

*Programme details and modules listed are illustrative only and subject to change.*

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## **YEAR THREE**

Year three includes a required dissertation on a subject of your choice, and also gives you the opportunity to choose modules relating to two of the civilisations studied in year two (Near East, and/or Greece and/or Rome and/or Egypt).

Students take 30 credits of required modules in semester one and 15 credits of required modules in semester two. Students take 30 credits of optional modules in semester one and 45 credits of optional modules in semester two. Optional modules must be chosen from **TWO** pathways (1-3) across the session – 30 credits in each pathway. Students must then take 30 credits from any pathway (1-4) across the session.

Pathway 1 – Archaeology of the Near East

Pathway 2 – Archaeology of Ancient Greece and Rome

Pathway 3 – Egyptian Archaeology

Pathway 4 – Archaeological Methods and Practice

ALGY450 is a 'year-long' module and represents 15 credits in each semester.

With the permission of the subject lead, it is also possible to choose 15 credits from those offered in year two so as to fit the themed pathway or support your dissertation.

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## **COMPULSORY MODULES**

### **ARCHAEOLOGY AND HERITAGE IN CONTEMPORARY SOCIETY: ETHICAL AND POLITICAL ISSUES (ALGY399)**

**Credits: 15 / Semester: semester 1**

This module will introduce students to the broader context of professional practice in the fields of heritage and archaeology in our contemporary society. Specifically, this module seeks to enhance students' skills in identifying points of contention or interest between different sections of the community in relation to a series of key themes. The module will also enable students to think clearly through the potential ramifications of following particular courses of action related to the management of heritage assets – including archaeological remains, standing buildings and monuments, and landscapes both human and natural. These themes include the ownership of heritage assets, access to heritage assets, the presentation of heritage assets, issues of sustainability and the development of assets and, lastly, claims to authority over such assets by archaeological and heritage professionals. Teaching methods and assessment will concentrate on helping students to identifying potential conflicts of interest in the study and management of heritage, exploring the political and ethical nature of these conflicts of interest and presenting a specific case for action or resolution. The module will require students to become familiar with the detail of a series of current case studies.

### **DISSERTATION (ALGY450)**

**Credits: 30 / Semester: whole session**

A 10,000 – word dissertation on an original archaeological/Egyptological research topic which is able to demonstrate that the student can: identify a research question, design and conduct a work plan to explore this question, assemble and analyse academic literature (bibliography) and primary evidence (original sources, datasets), and present a coherent set of data and theoretical arguments in order to analyse and interpret the question in hand.

## **OPTIONAL MODULES**

### **INTERNATIONAL RELATIONS IN THE ANCIENT WORLD (ALGY364)**

**Credits: 15 / Semester: semester 1**

This module examines Egypt and the Near East during the Late Bronze Age as part of the world's earliest well-documented international system. Students are introduced to the key events and political actors of this period, as well as the critical analysis of relevant primary sources. Key issues in International Relations theory are introduced through their application to the Late Bronze Age.

## **ANCIENT GREEK COLONISATION AND BRITISH IMPERIAL THOUGHT (ALGY336)**

**Credits: 15 / Semester: semester 1**

Greek culture was spread to the furthest limits of the Mediterranean and Black Sea regions by a series of so-called 'colonies', including such important modern cities as Marseilles and Istanbul. The motivations and methods behind this huge archaeological phenomenon remain unclear, but in the hands of the scholars writing in an age of neo-classical revivalism, the analogy to their own British Empire was clear and self-evident. This module combines History, Ancient History and Archaeology in its examination of this crucial moment in world history and its subsequent use and abuse by imperialist scholars. No prior knowledge is required and the module includes a team presentation that aims to develop transferrable employment skills.

## **THE ORIGINS OF AGRICULTURE AND SEDENTISM IN THE NEAR EAST (ALGY356)**

**Credits: 15 / Semester: semester 1**

Eleven thousand years ago in the Near East, human societies were transformed by the appearance of the world's first sedentary villages, agriculture and pastoralism. It has been suggested the effects were revolutionary for human health, demographics, social arrangements, religious beliefs and practices, mortuary practices, gender relations, identities, institutions and economic activity laying the foundations of the modern world. Initial lectures will introduce theories and methodologies of investigating the transition from foraging to farming and the appearance of sedentary communities. Later lectures will provide a chronologically framed survey of principal evidence, returning to major questions of the appearance of sedentism, farming and herding along with a thematic investigation of major areas of past human behaviour that may have changed at this time. The themes we will return to are the Neolithic household and family, ritual practice, engagements with the landscape, craft, specialisation and exchange, social structure, institutions and hierarchy. The archaeology is dramatic and exciting with the first monumental structures, a key role for ancestors, new treatments for the dead, the first houses and transformed landscapes.

## **ANALYTICAL METHODS IN ARCHAEOLOGY (ALGY397)**

**Credits: 15 / Semester: semester 1**

This module builds on the basic introduction to archaeological materials and artefacts offered in ALGY250 to develop a solid foundation in the main analytical techniques (apart from dating) that are used in archaeomaterials research. It is designed to offer students with an interest in scientific research the chance to build a greater understanding of the ways in which these techniques work and how they can be applied to the archaeological record. It will equip students with the necessary skills and experience to select appropriate analytical methodologies for their work and to critically evaluate published research. It provides an excellent pairing with ALGY314 which offers a more practical introduction to laboratory skills.

## **SETTLEMENT ARCHAEOLOGY IN EGYPT (ALGY376)**

**Credits: 15 / Semester: semester 1**

The popular image of the landscape of ancient Egypt is one filled with impressive stone monuments such as royal pyramids, colossal statues, and massive stone temples. The amount of effort put into creating temples in which the gods lived and tombs in which the dead lived for eternity is one of the most remarkable features of ancient Egyptian culture. But what about the places where ordinary Egyptians lived? Because of their geography (in the flood plain of the Nile rather than on the desert) and the materials used to build them (mud-brick rather than stone) the houses, palaces, towns and cities of ancient Egypt are much less easy to find and to study. However, good sources of evidence do exist which can help us understand the built environment inhabited by the Egyptians, from the villages which housed the workers on the royal tomb projects to the 'lost' cities of ancient Egypt which were some of the largest in the ancient world, but which are only now beginning to be properly understood by modern archaeologists.

## **ROMAN FRONTIER SYSTEMS: FROM THE LATE REPUBLIC TO THE END OF THE FOURTH CENTURY AD. (ALGY398)**

**Credits: 15 / Semester: semester 1**

The study of the frontiers of the Roman empire represents one of the oldest branches of European archaeology. Their study has traditionally complimented explanations of Roman history and therefore the foreign policies of the various imperial dynasties. The discipline of Roman Frontiers Studies has, however, tended to be subservient to an interpretative framework derived from historical sources. Today the archaeology of the subject is now sufficiently self-confident to stand independent scrutiny. In turn more recent scholarship on the subject of the frontiers of the empire have focused on them as zones and regions rather than simply as linear barriers. This fresh outlook has, in turn, occasioned a greater awareness of the evidence of life, military and non-military, in frontier situations.

## **BIBLICAL ARCHAEOLOGY (ALGY342)**

**Credits: 15 / Semester: semester 2**

This module examines the archaeology of the southern Levant in the Iron Age as the context within which the Hebrew Bible took shape. Lectures, readings and seminars address current issues of debate within the field, as well as emerging methodologies and recent evidence.

## **SOCIAL LIFE IN EGYPT (ALGY377)**

**Credits: 15 / Semester: semester 2**

The module examines the socio-economic behaviour of the Egyptians, primarily through the evidence of texts (literary and documentary). Social organisation is examined, at the personal family level and in the political context, and related to economic behaviour and economic organisation. The integration between social custom and law provides a focus for developing an independent appreciation of the social realities of an ancient society.

## **IRON AGE EUROPE: BEYOND THE CELTS (ALGY358)**

**Credits: 15 / Semester: semester 2**

The module covers the Iron Age in Europe from 800 BC–AD 70. We will focus on Celts in the texts, prehistoric houses/settlement and agriculture, ritual deposition, mortuary traditions (e.g. chariot burials, bog bodies), and social change. With a focus on Britain, we will also look at the continental material (Netherlands, Denmark, France, Germany, Spain), on the development of the field, and the themes of settlement, traditions of artefact deposition, land use, burial traditions, and understanding society.

## **SUMERIAN LANGUAGE AND LITERATURE (ALGY386)**

**Credits: 15 / Semester: semester 2**

This module provides an introduction to the Sumerian language and literature.

## **LIVING IN A MATERIAL WORLD: ARCHAEOLOGICAL RESEARCH IN PRACTICE (ALGY314)**

**Credits: 15 / Semester: semester 2**

This is practice-based module introducing the laboratory analysis of archaeological materials. Through seminars and practicals you will be offered in-depth tuition in a range of common materials and have the opportunity to experience analytical and technological processes at first hand. You will learn to describe common materials under the microscope and to identify some of the basic indicators of human interaction with these materials (using appropriate analytical instruments). The module is an ideal choice for anyone looking towards a career in archaeological finds processing or research and provides an ideal pairing with ALGY397, offering the chance to put theoretical knowledge into practice.

## **PAST, PRESENT AND FUTURE: GLOBAL QUESTIONS, ANSWERS FROM ANTIQUITY AND THE VALUE OF THE PAST (ALGY383)**

**Credits: 15 / Semester: semester 2**

Past, Present and Future will develop your understanding of some of the major societal questions that face us, to reflect on the role our specialisms play in wider contemporary society, and to enhance your ability to think and communicate your ideas about these questions. The expertise needed to participate in the debate about these questions is an incredibly important attribute for the rest of your lives and an essential part of postgraduate academic research. This module is taught through a series of workshops (mixed format presentations by staff, class discussion and group work). We will start by thinking about the role of academic researchers (all of us who have been to university) as 'public intellectuals', and over the following weeks examine some of the major challenges and societal questions to which our subjects can contribute.

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## **HOW YOU'LL LEARN**



Modules are delivered by a mixture of lectures and seminars in year one, in year two the lecture element within modules is complemented by student led seminars. Finally, in year three, most modules are delivered by a short series of lectures with a focus on student-led seminars thereafter. Self-directed study is also expected through the course reading list and conducting research for your essays and projects. Academic staff are regularly available via their office hours for one-to-one feedback and support. Course material is available 24-hours a day on Canvas, our online learning platform, and study support is available from our dedicated student services team.

## **HOW YOU'RE ASSESSED**

Typical forms of assessment include:

- Exams – an examination may cover essay-based work or language work
- Essays or projects
- Portfolio submission – such as a critical reflection of seminars
- Presentations
- In-class tests and continuous assessment (primarily used for language modules)

## **LIVERPOOL HALLMARKS**

We have a distinctive approach to education, the Liverpool Curriculum Framework, which focuses on research-connected teaching, active learning, and authentic assessment to ensure our students graduate as digitally fluent and confident global citizens.

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# Careers and employability

An Archaeology degree from Liverpool provides you with a rigorous training experience that produces graduates with an exceptional breadth of knowledge.

Our graduates are well-equipped for a wide variety of private or public sector careers, including in finance, journalism, teaching, law, the police or Civil Service, tourism, and heritage management where knowledge of archaeology is a specific advantage.

Past students have successfully gained employment in universities and major museums, locally, nationally, and internationally.

Recent employers include:

- The National Trust
- English Heritage
- Civil Service
- Archaeology South East

**88%** OF STUDENTS GO ON TO WORK OR FURTHER STUDY WITHIN 15 MONTHS OF GRADUATION.

*Graduate Outcomes, 2018-19.*

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# Fees and funding

Your tuition fees, funding your studies, and other costs to consider.

## TUITION FEES

<b>UK fees (applies to Channel Islands, Isle of Man and Republic of Ireland)</b>	
Full-time place, per year	£9,250
Year in industry fee	£1,850
Year abroad fee	£1,385

<b>International fees</b>	
Full-time place, per year	£22,400
Year abroad fee	£11,200

*Fees shown are for the academic year 2024/25. Please note that the Year Abroad fee also applies to the Year in China.*

Tuition fees cover the cost of your teaching and assessment, operating facilities such as libraries, IT equipment, and access to academic and personal support. [Learn more about paying for your studies.](#)

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## ADDITIONAL COSTS

We understand that budgeting for your time at university is important, and we want to make sure you understand any course-related costs that are not covered by your tuition fee. This includes specialist equipment and fieldwork costs.

Find out more about the [additional study costs](#) that may apply to this course.

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## SCHOLARSHIPS AND BURSARIES

We offer a range of scholarships and bursaries to provide tuition fee discounts and help with living expenses while at university.

Check out our [Liverpool Bursary](#), worth up to £2,000 per year for eligible UK students. Or for international students, our [Undergraduate Global Advancement Scholarship](#) offers a tuition fee discount of up to £5,000 for eligible international students starting an undergraduate degree from September 2024.

[Discover our full range of undergraduate scholarships and bursaries](#)

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# Entry requirements

The qualifications and exam results you'll need to apply for this course.

Your qualification	Requirements <a href="#">About our typical entry requirements</a>
A levels	BBB Applicants with the Extended Project Qualification (EPQ) are eligible for a reduction in grade requirements. For this course, the offer is <b>BBB</b> with <b>B</b> in the EPQ. You may automatically qualify for reduced entry requirements through our <a href="#">contextual offers scheme</a> .
GCSE	4/C in English and 4/C in Mathematics
BTEC Level 3 National Extended Diploma	BTEC applications are encouraged. We evaluate each BTEC application on its merits.
International Baccalaureate	30, with no score less than 4
Irish Leaving Certificate	H2, H2, H2, H3, H3, H3
Scottish Higher/Advanced Higher	BBB in Advanced Highers, combinations of Advanced Highers and Scottish Highers are welcome
Welsh Baccalaureate Advanced	Accepted including BB at A level.
Access	30 Level 3 credits at Distinction and 15 Level 3 credits at Merit in a Humanities/Social Science based Access Diploma

<p><b>Your qualification</b></p>	<p><b>Requirements</b>  <a href="#">About our typical entry requirements</a></p>
<p>International qualifications</p>	<p>Many countries have a different education system to that of the UK, meaning your qualifications may not meet our entry requirements. Completing your Foundation Certificate, such as that offered by the <a href="#">University of Liverpool International College</a>, means you're guaranteed a place on your chosen course.</p>

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## ALTERNATIVE ENTRY REQUIREMENTS

- If your qualification isn't listed here, or you're taking a combination of qualifications, [contact us](#) for advice
- Aged 20+ and without formal qualifications? The one-year [Go Higher](#)

- [diploma](#) qualifies you to apply for University of Liverpool arts, humanities and social sciences programmes
- [Applications from mature students](#) are welcome.

**THE ORIGINAL**

**REDBRICK**