

| Module Details | |
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| Module Title: | Interpreting the Past |
| Module Code: | ARC5025-B |
| Academic Year: | 2019-20 |
| Credit Rating: | 20 |
| School: | School of Archaeological and Forensic Sciences |
| Subject Area: | Archaeology |
| FHEQ Level: | FHEQ Level 5 |
| Pre-requisites: | |
| Co-requisites: | |

| Contact Hours | |
|----------------------|--------------|
| Type | Hours |
| Lectures | 22 |
| Seminar | 24 |
| External visits | 10 |
| Directed Study | 144 |

| Availability | |
|---------------------|---|
| Occurrence | Location / Period |
| BDA | University of Bradford / Semester 1 (Sep - Jan) |

| Module Aims |
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| <p>The module provides the student with an understanding of key developments in archaeological theory, and the crucial role of theory in archaeological interpretation, including an understanding of how theory informs research design, method and the construction of archaeological knowledge. Students will also consider the role that archaeology plays in informing contemporary society, including its socio-political impact.</p> |

| Outline Syllabus |
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| <p>'Interpreting the Past' will introduce key theoretical paradigms and their main proponents in archaeological study. The module will also explore approaches to archaeological interpretation</p> |

through various themes, such as materiality and material culture, gender and sexuality, identity, and human-animal relationships. Contemporary areas of study will be addressed through attendance and critique of the Archaeological Sciences Guest Lecture Series, where students will report back and discuss themes covered by Guest Lecture speakers. Throughout the module, the role of the past in the present will be considered, focusing on the socio-political impact of archaeology. A visit to the British Museum, and reporting back in a group task, will encourage students to reflect on the role of archaeology today and its presentation.

Learning Outcomes

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| 1 | Analyse the theoretical underpinnings of the works of scholars in the discipline, whether or not these are explicit |
| 2 | Apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological problems |
| 3 | Articulate the historical, social, cultural, ethical and political contexts of archaeological research, interpretation and presentation |

Learning, Teaching and Assessment Strategy

Course content will be provided through lectures, seminars, attendance of archaeology guest lectures, and through written coursework. There will also be a field trip which will focus on the presentation of the past in the present. Students are expected to undertake reading to: consolidate and expand on the content of formal taught sessions; research and prepare for assessments; revise material from formal taught sessions; and undertake specific elements of reading as directed.

Assesment will take the form of a 4000 word project. This extended piece of coursework will enhance students' independent research skills. As part of the project, they will also be required to submit a project plan (for formative feedback), and to provide an ongoing reflection of their learning in relation to lectures, seminars and archaeology guest lectures. Group working skills will also be formatively assessed through a group presentation following the fieldtrip.

Mode of Assessment

| Type | Method | Description | Length | Weighting |
|-----------|--------------|--|-------------|-----------|
| Formative | Presentation | Group presentation following fieldtrip | 10 minutes | % |
| Formative | Coursework | Project plan | -500 words | % |
| Summative | Coursework | Written project on the application of a chosen theoretical approach, including an overview on its context and the relationship to the remainder of the module. | -4000 words | 100% |

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.