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| Module Profile ***(refer to guidance notes to aid completion)*** |

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| Module title*(Please note there is a character limit of 60)* | Portus: Advanced Archaeological Field School |
| Module title – Short Version (*used for Banner)**(Character limit of 30)* | Portus Field School |
| Module code (assigned by Banner) | ARCH6124 | CRN: (Assigned by Banner) |
| Replacement module (if applicable)(specify module which should be discontinued) | Module code | Module title |
| Module co-ordinator | Staff number2125714 | NameDragana Mladenovic |
| Module coordinator profile url: | http://www.southampton.ac.uk/archaeology/about/staff/dm1r10.page |
| Other staff associated with module (for Blackboard purposes etc) | Staff number | Name(s) and role e.g. second assessor: |
| External Examiner: | n/a |
| Author: | D Mladenovic |
| Faculty | Humanities |
| Academic unit | Archaeology |
| Academic session first offered | n/a |
| Credit Points | ECTS15 | CATS30 |
| Level (4, 5, 6, 7 or 8 in the FHEQ) | HE7 |
| Will the module be offered to students from different levels? Please indicate which are applicable(e.g. Level 3 UG module offered to postgraduate students, Level 6 PC module offered to PGR students etc) | No | UG | PC | PR |
| When will the module be taught(highlight as appropriate) | Semester~~1~~ | Semester~~2~~ | Term~~1 / 2 / 3~~ | Split module – give datesSummer Vacation |
| Contact hours – *see also appendix 1* | Teaching190 | Placement0 | Independent study110 | Total300 |
| Where will the module be taught | Rome |
| Will any other institution be providing teaching on this module? | NO | ~~YES~~ | ~~Name of institution~~ |
| Pre-requisite and/or co-requisite modules | Pre-requisite | Co-requisite | None |
| Programmes in which the module is core | Programme code(s)LLL | Part (year) |
| Programmes in which the module is compulsory | Programme code(s) | Part (year) |
| Programmes in which the module is optional | Programme code(s) | Part (year) |
| Subject specific elective | ~~YES~~ | NO |
| Free elective (delete as appropriate) | ~~YES~~ | NO |
| Capped number of places restriction | NO | ~~YES~~ | ~~Maximum number~~ |
| Date of approval by Faculty Programme Committee: | February 2014 (as level 7) |

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| HESA cost centre |
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| **Action** | **Date** |
| Module created by CTT |  |
| Module code/CRN notified to Student Office |  |
| Module code/CRN notified to academic programme team |  |
| Request to Webamends@soton.ac.uk to upload key text to Academic Unit website |  |
| Notification to CTT of weblink for module information (for online optional choice)  |  |
| Module profile uploaded to LTERAP |  |

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| Subject (JACS) code (max 3) | Subject code proportions (max 3) to total 100% |
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Module overview

The fieldschool is hosted by the Portus Project, established six years ago with an aim to study the maritime port of Imperial Rome, Portus, located at the mouth of the Tiber (Italy). Led by the University of Southampton, the project is run as an international collaboration with a number of partners. Due to its academic excellence and cutting-edge innovation in fieldwork techniques, Portus is currently a leading Roman archaeology excavation recognized as such by the highest academic funding bodies, whose support it continues to enjoy, as well as wide media coverage.

Aims and learning outcomes

The course is designed to provide participants with a practical introduction to basic archaeological fieldwork. Its focus is on techniques and strategies of survey and excavation, archaeological stratigraphy, sampling procedures, field data collection and recording methods, documentation and report preparation. Participants will also learn to map, recover, catalogue, and process archaeological artifacts. On successful completion of this course, the participants should have an enhanced knowledge of archaeology of the Tiber delta and Rome.

**Knowledge and Understanding**

Having successfully completed this module you will be able to demonstrate knowledge and understanding of:

* the archaeology of the wider Tiber delta and Rome, and the character of current research related to interpreting and understanding relationship between the imperial capital and its maritime hinterland
* current theoretical and methodological approaches to studies of Roman sites, and be able to reflect critically on the potential of these
* archaeological research designs and their impacts on field investigations
* build awareness of the potential of interdisciplinary research and collegial nature of intellectual activity and scientific enquiry
* appreciate how knowledge is created through observations and cooperation in the field and how this type of knowledge is critically evaluated and documented
* ethics and value systems employed in contemporary archaeological inquiry
* enhanced IT awareness by participating in the creation of the on-site archaeological database and the computer modelling work

**Cognitive (thinking) skills**

The following cognitive skills will be developed and enhanced in all participants:

* Critical and creative thinking
* Recognition, description and reporting skills
* Evaluation skills in assessing the merits and limitations of various types of research methods
* Critical reflection on competing theories and evidence
* Interpret, support and present an argument

**Practical (subject specific) skills**

The following practical skills will be developed and enhanced in all participants:

* competence in archaeological field techniques
* practice of handling and processing artefacts on an archaeological site
* understanding of on-site archaeological recording procedures
* familiarity with the range of sampling methods used on an archaeological site
* enhanced understanding of archaeological excavation reports that provide the foundation of research in this discipline
* insight into the setting up and running of a large archaeological field project
* merge theory (classroom experience) with practice

**Key transferable skills**

The following transferable skills will be developed and enhanced in all participants:

* Communication skills, written and oral
* Observational skills
* Problem solving skills
* Accuracy in working and reporting
* The safe and appropriate use and care of hand tools, lifting and handling techniques
* Analytical and numerical skills
* Taking responsibility for individual work as well as identifying personal goals
* Team working in major collaborative enterprise
* Cultural awareness through working in an international and multi-lingual environment

Graduate Attributes

n/a

Summary of syllabus content

The Portus Field School will run for three weeks at the archaeological site of Portus, at the outskirts of Rome, Italy. During this period you will be given field tuition while being rotated through different tasks. A weekly site tour will ensure that all participants will be kept up-to-date with overall site progress. This training will be supplemented with lectures given by field school staff and visitors, both on site and at the British School at Rome. These will provide you with an understanding of the wider context in which the work at the site is situated. This will be supplemented by study visits to sites and museums in the wider area, including Rome and Ostia.

The course will offer a combination of hands-on practical training and academic content.

The academic content of the programme is primarily concerned with Roman imperial history and material culture and archaeological field practice, with a particular reference to supply and harbour systems of the city of Rome. Fieldwork training will focus on theories, techniques and strategies of survey and excavation, archaeological stratigraphy, sampling procedures, field data collection and recording methods, documentation and report preparation. You will also learn to map, recover, catalogue, and process archaeological artifacts.

You will receive practical training in the following areas:

* Archaeological survey – transects, laser scanning, photogrammetry, mapping, and data processing
* Archaeological excavation – layout, mapping, profiles, sediments, artefact recognition
* Archaeological recording procedures – photography, imaging, context sheets, section, plan and feature drawing, site maps
* Global positioning systems (GPS) and total data station (TDS)
* Environmental sampling – methods, recovery and processing
* Recovery, identification and interpretation of cultural materials, archaeological features, contexts and stratigraphy
* Basic report preparation – documentation of inventory and excavation results
* Importance and difficulties of creating an appropriate research design to answer specific questions in a field setting

Summary of teaching and learning methods

**Teaching methods:**

The module will provide you with the opportunity to gain hands-on training in a variety of techniques used in modern archaeological fieldwork. At the same time you will be exposed to techniques belonging to different scientific disciplines (computing, geology, geophysics, biology), and research methods of social and human sciences (archaeology, history, classics, history of art). This training will not be abstract but problem-based, demonstrating a power of multidisciplinary approaches in modern investigative research.

You will be sent a field school handbook in advance with brief introduction to the site, outlining aims and results of the excavation. It will contain a suggested reading list, an outline of basic archaeological techniques and terminology, sample context sheets, Health and Safety regulations, an explanation of the processes of assessment etc.

A virtual learning environment in a form of an online forum will be set up in advance of the fieldwork where all participants of the field school can discuss various aspects of the site, fieldwork, the set reading, learning outcome expectations, etc. This forum will remain open in the months following the field school.

A unique learning environment will be created at the site, where you will work alongside experts and instructors, as well as students with different subject backgrounds.

During the field season you will be asked to keep a reflective field journal in which you will record the work you are doing on daily basis as well as your observations about the progress of the trench that you have been assigned to. The journal will be read by the field school supervisor and discussed at weekly meetings. By sharing reflections and a sympathetic but critical discussion your will gain a deeper insight into the knowledge creation process that you are an active part of. These meetings will also be used to discuss your learning experience and progress in reference to a skills checklist, as well as to provide feedback on the journal entries.

**Learning activities include:**

***Autonomous Learning***: through text and web references and lecture material. Production of the field journal, final report and an essay (for those wishing to attain credits) will develop not only your knowledge and understanding of the work undertaken, but will also require good time management, independent research and will help cultivate writing skills.

***Reflective learning*** ***and*** ***self-assessment:*** Weekly on-site meetings of all participants in the field school will provide a chance for you to receive formative (i.e. non-assessed) feedback. They will also give you the opportunity not only to monitor the different skills gained whilst on site, but also to reflect critically on your own performance. This exercise will foster reflective learning.

***Peer-assisted learning***: The Life-Long Learning students will join the other field school participants who together will be from a very broad background. This will provide a dynamic and powerful context for peer-assisted learning. Crucially the three-week interaction on site will be supported by an online forum to which all field school participants will belong. Each year after initial interactions online this shared community will then meet physically on site at the start of the three week season. After the season the forum will continue.

Summary of assessment and Feedback methods

The module contains a significant formative assessment component. Your response to instruction and progress will be monitored in weekly meetings with the field school supervisor. Feedback on your progress will be delivered on these occasions in person, and you will be encouraged to reflect on your own learning process. The goal of these meetings is to discuss your progress towards achieving the intended learning outcomes and identify areas for improvement, as well as to develop your awareness of the nature of assessment criteria. The goal of this formative assessment is for the feedback to be delivered in good time and in a way that it can feed into your performance in part of coursework that is submitted for formal assessment.

Those wishing to obtain credits will be required to submit two pieces of written work for formal assessment. First is a 3,000 word interpretative essay on a topic relating to an aspect of the site or field work, and agreed upon in consultation with the Field School Director. This essay is to be submitted in the electronic form at least two weeks before the beginning of the field season. In addition to this, all participants are expected to submit a Fieldwork Report, based on their fieldwork journal entries and now containing relevant illustrations, site documentation and a concluding statement, for assessment in the first week of September. It is expected that the report will contain around 7,000 words. The Report will be marked on the grounds of completeness, accuracy, attention to detail, evaluation and reflection. In order to attain credits you must submit and pass both assessments; the essay (Assessment 1) will account for 30% and the fieldwork report (Assessment 2) for 70% of your total mark of the course.

Special features of module

* Provision of hands-on training
* Multilingual and multicultural environment
* Very high contact hours

Resources

Barker, P. (1993) *Techniques of Archaeological Excavation* (3rd Edition). London: Batsford Press.

Keay, S., Millett, M., Paroli, L. and K. Strutt (2005) *Portus: An Archaeological Survey of the Port of Imperial Rome*, London: British School at Rome.

Keay, S.J. and L. Paroli (eds.) (2010) *Portus and its hinterland: recent archaeological research*, London: British School at Rome.

Renfrew, C. and P. Bahn (2012) *Archaeology: Theories Methods and Practice* (6th Ed.). London: Thames and Hudson.

Roskams, S. (2001) *Excavation*. Cambridge: CUP.

Cost Implications

1. **A Course Fee of £3,500 is payable to cover the cost of this module**.
2. Course fee includes tuition, accommodation, workdays and weekend meals, course activities and excursions. Airfare and health insurance are not included.

Health and safety

A separate risk assessment has been undertaken to cover all activities.

***Appendix: KIS hours***

The following template can be used to record the breakdown of KIS hours:

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| **Contact hours for Teaching:** | **Hours** | **Independent study** | **Hours** |
| Lectures | 12 | Preparation for scheduled sessions | 50 |
| Seminars (including sessions with outside speakers) | / | Follow-up work | 30 |
| Tutorials | / | Wider reading or practice | 30 |
| Practical Classes and Workshops (including Boat work) | 8 | Completion of assessment task | 30 |
| Project Supervision |  | Revision  |  |
| Fieldwork | 120 |  |  |
| Demonstration Sessions | 10 |  |  |
| Supervised time in studios/workshops/laboratories |  |  |  |
| External Visits | 10 |  |  |
| Summer Workshops |  |  |  |
| Work Based Learning |  |  |  |
| **Placement Hours**  |  |  |  |
| Year Placement |  |  |  |
| 6 Month Placement |  |  |  |
| **TOTAL** | **300** |  |  |
| **TOTAL STUDY HOURS (add up to allocated Credits points e.g. 7.5 ECTS/15 CATS = 150 hours)** | 300 |