



UNIVERSITY OF OXFORD
The School of Archaeology and the School of Anthropology and
Museum Ethnography

The Yellow Book

Course guidance for BA Archaeology and Anthropology in 2019-2020

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Foreword

Dear Students

As the Heads of the School for Archaeology and the School of Anthropology and Museum Ethnography (SAME), it is our pleasure to congratulate and welcome you as the newest members of our dynamic community here within the University of Oxford. We hope that the next three years will be fulfilling and enjoyable.

You have chosen to study human cultures, past and present. Our two disciplines are fundamental to gaining an understanding of who we humans are. Our BA programme in Archaeology and Anthropology is unusual in the way it combines both subjects throughout the course, offering a comprehensive and broad guide to the richness and diversity of human cultural experience through space and time. Six institutions at Oxford are involved: the Institutes of Archaeology and of Social and Cultural Anthropology, the Research Laboratory for Archaeology and the History of Art, the Ashmolean Museum, the Pitt Rivers Museum, and the Oxford University Museum of Natural History. If you haven't visited any of the museums yet, don't worry, you'll be taking lessons and practical sessions in them throughout the course and you may even get to work as an intern in one.

Whilst studying with us you will also take advantage of Oxford's world-leading libraries—the Bodleian, the Sackler, the Balfour and Tylor Libraries, and of course your college libraries. But it's not all reading! At the end of your first year the world is your oyster as you undertake your own four-week archaeological or anthropological project (subject to approval, of course!).

The 'Yellow Book' provides information and guidance for the course. Its sister publication the 'Green Book' details the course syllabus. If you have any questions our administrative and academic staff are ready to hear from you and look forward to supporting you throughout your degree.

We wish you all the best in your studies, and for your time at Oxford!

Elizabeth Ewart *ABogaard*

Dr Elizabeth Ewart (Head of School - SAME) and Prof. Amy Bogaard (Head of School - School of Archaeology)

BA Archaeology and Anthropology at the University of Oxford

www.arch.ox.ac.uk/undergraduate-admissions



Dates of Full Terms

Michaelmas: 2019: Sunday 13 October – Saturday 7 December 2019

Hilary 2020: Sunday 19 January – Saturday 14 March 2020

Trinity 2020: Sunday 26 April – Saturday 20 June 2020

Disclaimer

This is a guide for the convenience of students and staff. The definitive record of the course regulations can be found in the *Examination Regulations* (<http://www.admin.ox.ac.uk/examregs/>). Should there be, or appear to be, any conflict between statements in this handbook and the *Examination Regulations* then the latter shall prevail.

Although the information in this handbook is accurate at the time of publication, aspects of the programme and of department practice may be subject to modification and revision. The University reserves the right to modify the programme in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, revised information will be issued.

Data Protection Act 1998

You should have received from your College a statement regarding student personal data, including a declaration for you to sign indicating your acceptance of that statement. Please contact your College's Data Protection Officer if you have not. Further information on the Act can be obtained at www.admin.ox.ac.uk/councilsec/dp/index.shtml.

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1. Useful Contacts

Course Administration

- Undergraduate Course Administrator – Robyn Mason (School of Archaeology)
ugsupport@arch.ox.ac.uk
01865 (2)78121
- Undergraduate Representative (2019-20) Elspeth Vowles (St John's College)
- Chair of Standing Committee for Archaeology and Anthropology – Prof. Peter Mitchell (St Hugh's College and School of Archaeology)

Other useful contacts:

Bodleian Main Desk – reader.services@bodleian.ox.ac.uk (2)77162

Archaeology and Tylor Anthropology Librarian - Helen Worrell (2)74582
helen.worrell@bodleian.ox.ac.uk

Balfour Librarian (Pitt Rivers) – Mark Dickerson (2)70939

Tylor Library Assistant - Martin Pevsner (2)74671
anthropology-enquiries@bodleian.ox.ac.uk

Oxford University Computing Services – contact@it.ox.ac.uk (2)73200

Oxford Student Union – enquiries@ousu.org (2)88452



Q: Are you on our undergraduate [Facebook page](#)? Search for 'BA Arch & Anth at Oxford' or follow us on Twitter & Instagram [[@School_of_arch](#)]

2. Useful Links

School of Archaeology: www.arch.ox.ac.uk

School of Anthropology and Museum Ethnography: www.anthro.ox.ac.uk

Weblearn: <https://weblearn.ox.ac.uk/portal/site/:socsci:archinst>

Term timetables: <http://www.arch.ox.ac.uk/lecture-list.html>

Green Book and Yellow Book online versions: <https://www.arch.ox.ac.uk/course-structure>

Oxford University Archaeological Society:
<https://sites.google.com/site/ouarchaeologicalsociety/>

Oxford University Anthropological Society: <http://www.anthro.ox.ac.uk/current-students/oxford-university-anthropological-society>

Oxford University's Society for Lesbian, Gay, Bisexual, Transgender and Queer People:
<http://www.oxlgbtq.org.uk>

Oxford University Nightline: <http://oxfordnightline.org>

Student Advice Service: www.ousu.org/advice

Oxford University Travel Insurance: <https://www.admin.ox.ac.uk/finance/insurance/travel/>

Oxford University Counselling: <https://www.ox.ac.uk/students/welfare/counselling?wssl=1>

Oxford University Career Service: www.careers.ox.ac.uk

Oxford University Disability Advisory Service: www.ox.ac.uk/students/welfare/disability

Oxford University International Student Orientation Programme:
www.ox.ac.uk/students/new/international

IT Learning Programme: <http://courses.it.ox.ac.uk/>

Oxford University Sports: www.sport.ox.ac.uk

Oxford University Dramatic Society: www.ouds.org

Oxford University Music Society: <http://oums.org/>

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3. Key Dates and Deadlines

Michaelmas Term		
Week	Year	Deadline item
Dissertation		Options
		Fieldwork
MT 0	1 st years	Induction day and evening reception (Friday)
MT 1	2 nd years	Induction meeting for the FHS with DoUGs, (Friday)
MT 3	2 nd years	One day fieldtrip to Uffington and the Ridgeway (Saturday 2 nd Nov)
MT 1 to 4	2 nd years	Students hold preliminary discussions with their CT as to their dissertation topic
MT 6	3 rd years	Submit dissertation title, topic summary and supervisor name to ugsupport@arch.ox.ac.uk for final approval by the Board of Examiners
MT 7	2 nd years	Dissertation Briefing Meeting (Friday)
MT 8	2 nd years	Submit <u>Fieldwork Report</u> and <u>Fieldwork Attendance Certificate</u> to tutor
MT 8 or 9	3 rd years	Submit a full first draft of their dissertation to their supervisor
Hilary Term		
HT 1	3 rd years	Dissertation Presentation day (Monday 20 th January)
HT 2	1 st years	Fieldwork Conference (Friday)
HT 1 to 4	1 st years	Students discuss with CT proposed Fieldwork Project(s) to take place in the Long Vacation after the 1 st year of study. <u>Fieldwork Risk Assessment & Insurance Applications</u> must be submitted by Friday week 4 TT
HT 9	1 st & 2 nd years	Discuss with your CT which options you might like to take. Refer to the Green Book and the 'Options GRID' spreadsheet.
HT 9	1 st years	Students must submit their <u>Fieldwork Project Proposal</u> to UG Support by midday, Friday for approval by the Standing Committee
HT 9	3 rd years	Submit two copies of their dissertation to the Chairman of Examiners, Honour School of Archaeology and Anthropology by midday, Friday
Trinity Term		
TT 0	2 nd years	Students submit their <u>dissertation proposal (online form)</u> by Wed
TT 2 to 4	1 st & 2 nd years	Option choosing window opens & closes. Submit your option paper choices to your CT by midday, Friday week 4
TT 4	1 st & 2 nd years	Submit their signed and completed Fieldwork and/or Dissertation Risk Assessments for their summer fieldwork projects to ugsupport by Friday
TT 5 & 6	3 rd years	Final Honour School Exams
TT 8	3 rd years	Honour School reception for finalists, Friday 4pm
TT 9	1 st years	Honour Moderations Exams

4. Course Overview

Students reading BA Archaeology and Anthropology undertake 4 core papers in their first year. While some relevant aspects of the Honour School may have been covered in subjects studied at school the Honour Moderations course (Mods) taken in the first year offers a broad introduction which assumes no prior knowledge of the constituent disciplines. These subjects are examined in Trinity Term of the first year by four three-hour papers of three questions each. The first Long Vacation includes a period of fieldwork.

The second and third years are occupied in preparation for four core papers and three option papers of the Final Honour School (FHS), and the writing of a 15,000-word dissertation on a subject approved by the Standing Committee.

The FHS continues the principle of balancing detailed knowledge of particular periods and areas (or scientific topics), which are explored as option subjects. Students choose three option subjects, either anthropological or archaeological, to study in their second and third years.

These together with four core papers are examined in Trinity Term of the third year.

Core papers:

Honour Moderations (1st year)

Paper 1. Introduction to World Archaeology

Paper 2. Introduction to Anthropological Theory

Paper 3. Perspectives on Human Evolution

Paper 4. The Nature of Archaeological and Anthropological Enquiry

Final Honour School (2nd and 3rd years)

Paper 1. Social Analysis and Interpretation

Paper 2. Cultural Representations, Beliefs and Practices

Paper 3. Landscape and Ecology

Paper 4. Urbanism and Society

*For more information about each paper and option, etc. **please refer to the Green Book.***

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5. Organisation of Teaching and Learning

5.1. Your College Tutor

You will meet your college tutor (or one of them) during the first few days of your course. They will have made arrangements for your tutorials and the various classes you will be taking, and will discuss with you the options which you might choose and your timetable for studying them. When you have concerns or doubts, particularly if they are of an academic nature, your tutor will normally be the first person to consult: you should not hesitate to do this **and you should normally do this with regard to any academic matter before approaching anyone else.**

The college tutor is in sole charge of the teaching of any undergraduate reading Archaeology and Anthropology in his or her college and that includes:

- arranging all the tutorials the student needs
- helping the student to find a suitable fieldwork project
- helping the student to choose their three option papers for the FHS
- helping the student to devise a suitable dissertation topic
- ensuring that students submit their fieldwork proposals, fieldwork report, slate of options and dissertation topic at the required time.

It will probably be a rule of your College that you call on College Tutors at the beginning of each term to arrange tuition, and at the end of term to arrange vacation reading and next term's subjects. In any case it would be wise to pay such calls, if necessary, on your own initiative. Colleges have different rules about when term 'begins'. The official start is Sunday of First Week of Full Term, but you will certainly be expected back before then, and you should try to ensure that by the Sunday you know who your tutors for the term will be, have met or corresponded with them, and have been set work and assigned tutorial times by them.

Most Colleges have a system of feedback whereby you can comment on your tutorials (including your own performance within them) and your tutors: this is normally done by a written questionnaire, though the format varies considerably. Please do use these questionnaires: confidentiality can always be assured if you wish, and comments (even if made anonymously) are extremely useful both to the College and to the tutors themselves. If you come to feel that you need a change of tutor, don't just do nothing, but take the problem to someone else in your College – your College Tutor (if he or she is not the individual in question), your JCR Academic Representative, your Senior Tutor, the Women's Adviser, the Chaplain, or even the Head of College, if necessary. Such problems are rare, but most arise from a personality-clash that has proved intractable. However, since in a university of Oxford's size there are likely to be alternative tutors for nearly all your subjects, there's no point in putting up with a relationship which is impeding your academic progress. In these circumstances you can usually expect a change, but not necessarily to the particular tutor whom you would prefer.

At the end of each term you can expect formal reports on your work, either alone with your College Tutor, or with the Head of College, perhaps in the presence of your Tutors. These are intended to be two-way exchanges: if you have concerns about your work or your tuition, do not hesitate to say so.

5.2. Course Co-ordinators

The Course co-ordinator manages all aspects of an individual course or paper including:

1. the syllabus and lecture programme
2. the list of proposed tutorial topics (though these are for guidance only and individual tutors may vary what is suggested) and the course bibliography
3. arranging for the lectures for the course to be given (negotiating with all lecturers involved, booking rooms, and sorting out timings that do not clash with other classes)
4. providing tutors for their paper with relevant documentation

If tutors or students have any queries about a particular course these should be made to the course co-ordinator, and the course co-ordinator should be ready to advise on, for example, who might appropriately tutor a given student for the course. If the course needs tutorials to be given by more than one type of specialist, in some special order, or at some specific time of the year, it is the responsibility of the course co-ordinator to ensure that college tutors are informed of this.

The course co-ordinator should annually, in consultation with those lecturing for the course and also those giving tutorials for the course, revise *The Green Book* entry i.e. syllabus, scheme of lectures, list of proposed tutorial topics and course bibliography. All proposed revisions should be notified to Undergraduate Administrator of the School of Archaeology in the first instance through the ugsupport@arch.ox.ac.uk.

The course co-ordinator will supply lists of tutorial topics and, if requested, sample examination questions to the examiners. After Trinity Term the Undergraduate Administrator will circulate a draft of the Green Book for the coming academic year. It is the responsibility of course co-ordinators to check this draft, ensure that it represents accurately their intentions for the course, make sure that all lecturers involved are aware well in advance of exactly when they are to perform, book all appropriate lecture rooms, and answer any specific queries which the Administrator may raise.

In the cases of timetabling clashes it is the course co-ordinator's responsibility to liaise with the other course co-ordinator involved and resolve the clash.

5.3. Tutorials and Collections

In addition to lectures, which you are strongly advised to attend, the other main focus of teaching throughout your time in Oxford will be tutorials. A tutorial is a meeting between the tutor and no more than 3 students. Larger groups are defined as a **class**.

Throughout Mods and FHS, undergraduates should normally receive 12 tutorials a term (i.e. the equivalent of one and a half papers). These should ideally be spaced to give **3 tutorials a fortnight**, rather than 4 in the first half of term and 8 in the second half of term. The only exceptions to this are likely to be in Trinity Term of a student's first year (when 8 only should be offered to allow time for revision for Mods), and either the Michaelmas or the Hilary Terms of the third year, when only 8 tutorials (or the equivalent in seminars) should normally be given to allow time for work on the dissertation.

A tutorial is interactive. The more you bring to a tutorial or class, the more you will gain from it. Tutorials are an opportunity for you to raise the issues and ask the questions which are troubling you, and to try out your own ideas in discussion with someone of greater experience; classes are an opportunity to explore issues together, and to get used to general discussion.

For most tutorials, and for many classes, you will be asked to produce written work, and a good deal of your time will be spent writing and preparing essays on topics suggested by your tutors. They will normally direct you towards some secondary reading.

Most Colleges set at least one '**collection**', i.e. a practice examination paper, at the beginning of each term; many set two, and some expect a vacation essay as well, particularly in the Long Vacation. Collections will sometimes be on a subject studied in the previous term, sometimes on the reading which you will have covered over the vacation.

There is tremendous variety in the ways that tutors approach tutorials, and that is a strength of the system. Given this variety, do not worry if your peers in other Colleges seem to be doing things differently for any given paper; your own College Tutor knows how best to prepare you for your course and examinations.

Your tutors will give you regular feedback in the form of comments on your work. It is reasonable to expect written comments on any work a tutor takes in; but it is rare for tutors to put marks on written work, except for collections. If you are left uncertain about the general quality of your work, do not hesitate to ask.

5.4. Lectures (timetables, format & feedback)

An archaeology and anthropology lecture list is published each term, covering all the lectures in Mods and Finals, on the School of Archaeology webpage at <https://archit.web.ox.ac.uk/lecture-list>

Lectures do not always coincide with the term in which you are writing essays on that subject. Important lectures may come a term or two before your tutorials; in this case you should read in advance the texts which are being lectured on, even if that reading has to be in translation.

Each term the Undergraduate Student Representative (UG Rep) for the degree will encourage you to share your feedback about the course and papers with them at meetings in week 3 or via their email. The UG Rep shares this feedback with the Standing Committee for the degree, once in MT and HT, and twice in TT. Finalists will also be invited to attend an 'Exit Interview' with members of the Committee in Week 7 of TT. You are encouraged to provide feedback since this helps the School too and is also for the benefit of future students.

Lectures aim to provide a broad overview of fact and theory by experts in particular areas. While tutorials allow students to pursue special issues in greater depth and to develop their own views, together with skills in writing and argumentation, it is impossible to benefit fully from them — or to do well in examinations — without the broader perspectives offered by lectures.

5.5. Practical classes

Archaeology and many aspects of anthropology involve an appreciation of objects and scientific samples. The course also involves a number of practical skills concerning scientific techniques and the analysis of materials and these issues can only be addressed through practical classes. In these classes students will be able to see at first hand scientific laboratories (the University of Oxford has one of the largest laboratories for archaeological science in the country) and analyse material from archaeological sites. Practical classes are an integral part of the course and allow students to develop an appreciation of the physical evidence and its analysis that it is impossible to achieve second hand.

The practical classes in Hilary and Trinity Terms are an essential component of the course and are linked to lectures given earlier in the year. Failure to attend all classes without reasonable cause will be treated by College Tutors/Directors of Studies as being comparable to missing tutorials without good cause and will result in a student being required to sit a Penal Collection. If there is good reason why a student cannot attend a particular class at the time assigned (for example, an urgent medical appointment), then he or she should contact the person holding the class in advance and ask if it might be possible to be allocated another time.

5.6. Fieldwork

Students must spend at least four weeks working on a project of their choice which is relevant to the aims and objectives of the course. It is recommended that fieldwork will be carried out during the first Long Vacation though it would be possible for a student (in exceptional cases) to fulfil the obligation during the Easter Vacation of the second year.

Students should discuss proposed projects with their tutors **not later than the beginning of Hilary Term of their first year**. Projects may consist of archaeological or anthropological fieldwork, or an internship in a museum or laboratory. All field training projects in archaeology or anthropology must include supervised training in, and practice of, some technique or techniques relevant to field research. Equally, museum- or laboratory-based work must entail supervised training in relevant skills and methods (e.g., as a formal internship).

Students are expected to make their own arrangements with the project director (usually during Hilary Term or the Easter vacation) and to inform their tutor of them. ***Students must ensure that their own, independently selected project is approved by the Standing Committee in Week 1 of Trinity Term. Thus the deadline for submitting their project proposal is Week 9 of Hilary Term. This is necessary in order that sufficient time is left for any difficulties surrounding a project's health and safety risk assessment to be addressed in good time.*** Students must email UGsupport with the name and location of the project, the name and institutional affiliation of the project director and a brief (\pm 100 words) description of the project itself. If there is a website for the project that should also be included.

It is the student's responsibility to ensure the project director completes the relevant section of the Field Attendance Certificate (<https://www.arch.ox.ac.uk/fieldwork>)

Fieldwork Report

Each student is expected to write a fieldwork report on the work, outlining the aims of the project, the methods and techniques employed, any principal results and his/her own part in achieving those results.

The report should aim for but not exceed 5,000 words and can include illustrations and photos. Some students have created blogs, and others have created sketchbooks but the text should be the primary concern. The report should be submitted to the relevant College Tutor **by Friday of the Week 8 of Michaelmas Term of the second year**, together with a completed Field Attendance Certificate. Try to complete the report during the first long vacation whilst it is fresh in your mind.

College Tutors should confirm that the fieldwork commitment has been satisfactorily discharged by signing the last section of the Field Attendance Certificate and forwarding a copy together with the report to: The Undergraduate Administrator, School of Archaeology, 1 South Parks Rd, OX1 3TG, by **Monday of Week 9 of the Michaelmas Term of the second**

year. A second copy should be filed in college. All reports received by this deadline will be considered for the Prize for Fieldwork.

Funding Fieldwork

Before choosing a particular fieldwork project, students should give serious consideration to the costs likely to be incurred, such as travel and subsistence, insurance, and, depending on destination, vaccinations and/or other treatment recommended by OUHS or their GP. The Honour School offers a grant as a contribution towards these costs; currently students may claim expenses up to £720 by completing a Fieldwork Claims Form <https://www.arch.ox.ac.uk/fieldwork#tab-1011626>. This form must be signed by the College Tutor and can be submitted either before or after fieldwork has been completed. Students can seek additional funding from their College.

Fieldwork Prize

The Prize for Fieldwork is awarded to the best fieldwork report. Only reports received by Friday of Week 8 of Michaelmas Term 2019 will be considered for this Prize.

6. Dissertation

6.1. Dissertation – Milestones and timelines

2nd Year

MICHAELMAS TERM: students discuss possible dissertation topics with their College Tutor or Director of Studies, begin to identify and select a potential dissertation supervisor and attend the Dissertation Briefing Meeting.

CHRISTMAS VACATION: students think about the general area in which he or she will write the dissertation and start any relevant general background reading.

HILARY TERM/EASTER VACATION: students continue with relevant background reading and formulate a 100-word synopsis with their chosen specialist supervisor. Students begin to undertake more detailed reading with the assistance of the supervisor. If research is likely to involve human participants, they will need to discuss potential ethical issues arising with their supervisor. A [CUREC](#) application may need to be filled out, and clearance obtained, prior to any research involving human participants.

TRINITY TERM: students submit the title and synopsis of their dissertation with an email of support from supervisor by Wednesday of Noughth Week to the Standing Committee (email the details to uqsupport@arch.ox.ac.uk). Students see their supervisor again to ensure that the nature and scope of their research and the structure of their dissertation are clear. If relevant and not already obtained, CUREC clearance is applied for.

SUMMER VACATION: as much work as possible – and certainly all fieldwork – should be done during this vacation. If there is to be a catalogue of material it should be substantially complete by its end. At least one third of the dissertation should be drafted in a form suitable for the supervisor to comment on by the beginning of Michaelmas Term.

3rd Year

MICHAELMAS TERM: substantial work is undertaken on the dissertation

0TH WEEK: students submit work done over the summer to their supervisor.

In or after 1ST WEEK: students receive back written and oral comments on submitted work from their supervisor, agree with their supervisor the timetable for completion of the dissertation, and meet their supervisor on further occasions as required during the rest of the Term.

Students should present a full first draft to supervisor by no later than the **START OF HILARY TERM**.

BEGINNING OF HILARY TERM: students give a brief presentation on their dissertation topic and the progress made. This should incorporate supervisor's comments on the draft of the dissertation.

END OF HILARY TERM: Dissertation must be bound (2 bound copies to be submitted, one copy to be retained by candidate). Certification to be completed by student and countersigned by supervisor.

6.2. Guidelines for Dissertation Writers

The role of your College Tutor

Students should be encouraged to hold preliminary discussions as to their dissertation topic in the first instance with their College Tutor in **Michaelmas Term of the second year**. The College Tutor may offer suggestions for potentially suitable supervisors for the student to approach. Advice on choosing a topic, doing research and writing a dissertation is also given. The student must be encouraged to complete research for the dissertation during the Long Vacation between the second and third years. Students will be asked to give a brief presentation on their dissertation topic and the progress they have made at the beginning of Hilary Term of their third year of study.

Submitting your dissertation proposal

Notice of the title of the dissertation, a synopsis of about 100 words, **along with a letter of support from the tutor who will supervise the dissertation**, must be sent to the Undergraduate Administrator of the School of Archaeology for submission to the Standing Committee not later than **Wednesday of Noughth Week of Trinity Term of the second year** for approval by the Standing Committee at their meeting on Monday of First Week of Trinity Term

Procedure for changing your dissertation proposal

A student wishing to change the title of their dissertation after the Standing Committee has approved it must notify the Undergraduate Administrator of the School of Archaeology as early as possible (for approval by the Standing Committee Chairman). In exceptional circumstances, a student may wish to make more substantial changes to their dissertation topic and title. Where this is the case, a revised title and synopsis should be submitted to Standing Committee no later than Wednesday of Fourth week of Michaelmas Term of the third year.

The role of your supervisor

The dissertation supervisor will be required to offer a minimum of four tutorials but can give up to a maximum of eight. The student should contact the supervisor to request the first meeting with him or her (to be held in HT of the second year) at which time they should both agree a schedule of regular meetings. In this first meeting the supervisor should attempt to establish the stages at which the student should be expected to have reached at various points. The supervisor will assist in the choice of a topic and give initial advice on relevant sources and methods. He or she will advise on sources and presentation and assist with bibliographical advice; he or she will certainly expect to read draft chapters or sections. The supervisor should see that written work is prepared as appropriate in accordance with the course requirements and structure. Such work should be returned with constructive criticism and in reasonable time. However, he or she should also, if asked, read and comment on a complete first draft. Dissertation supervisors should ensure that, from time to time, students are told how their work is progressing and should also try to ensure that the student feels properly directed and able to communicate with them. Supervisors are expected to respond to student emails and queries in a timely manner and to adhere to the agreed timeline for meetings unless exceptional circumstances prevent them from doing so. **In the event of any difficulties being experienced with this then students should discuss the matter urgently with their College Tutor.**

The role of the student

Students are responsible for initiating contact with potential supervisors; having agreed a timeline for the research and writing of the dissertation, students are expected to adhere to

this, unless exceptional circumstances prevent them from doing so. They are expected to communicate in a timely manner with their supervisor and to submit work to the deadlines agreed. Students must not expect supervisors to chase them for work or updates on progress.

Dissertations – General Advice

A good dissertation contains a consecutive argument or set of arguments on its topic. Apart from showing a sound grasp of the secondary literature on the field and/or period and an awareness of the problems of the topic, the writer deploys the evidence of the sources to support the elements in the general argument. It is made clear how the writer has approached the topic, what conclusions have been reached and, if appropriate, how the approach and conclusions are related to the views of other scholars.

The work should be well-written and properly presented; its references should be in orderly, consistent sensibly-selected. Good presentation, in the experience of many examiners, is usually combined with high quality of analysis. Conversely, careless or unclear writing, uncorrected mis-spellings, typing errors and misquotations often go with an uncertain or myopic focus on the topic.

Authors sometimes become so interested in their topic that they overlook the need to provide at least a brief introduction to it and — equally, if not more, important — to set it in its broader historical context or contexts. An introductory section to a dissertation may often usefully include a survey of the existing literature on a topic and 'pointers' to its particular interest and problems.

While reading and research are being carried out, planning how to shape materials into an argument must be seen as a simultaneous process. Laboriously collected materials are worthless unless made to contribute to a coherent argument. For this reason, planning of both your structure and content should start as early as possible; some plans may need to be discarded until the most feasible one has been found.

It is a reasonable assumption that writing the dissertation will take longer than expected: a good dissertation will certainly require more than one draft of parts if not of the whole. Plenty of time should be allowed for getting the final typed version into presentable form without this disrupting work for other papers or revision. You should allow plenty of time to review and edit draft versions of your dissertation, and work closely with your supervisor.

Students should remember that the dissertation counts as two Finals papers and should thus organise their time accordingly.

Regulations to note:

The subject of an Archaeology and Anthropology dissertation may, but need not, overlap with a subject or period on which the candidate offers papers. Candidates must not repeat material used in their dissertation in any of their papers, and will not be given credit for material repeated extensively.

Any non-text/non-paper materials which a student wishes to submit as part of the dissertation must be justified in writing accompanying the synopsis for approval by the Standing Committee. For example, material essential for understanding the dissertation might be approved for submission as an appendix.

Candidates must certify on submitting their dissertation that it is their own work, and supervisors must countersign this certificate (which must also state that the dissertation has

not previously been submitted, in whole or part, for another Final Honours School or other degree in Oxford or elsewhere).

6.3. Dissertation Format Guidelines

Length: A 15,000 word dissertation, double-line spaced and justified, 11 or 12 font size text on A4 paper will normally take up 45-50 sides. **Word count** includes tables, graphs, image captions and footnotes. It excludes the table of contents, list of figures, acknowledgements, appendices and bibliography.

Pagination

Pagination should run consecutively from beginning to end and include any appendices etc. Cross references should be to pages and not simply to any sectional divisions.

Title page to include:

The **title** followed by: 'University of Oxford, Final Honour School Archaeology and Anthropology', the final **word count** and your **Candidate number (please note this is NOT your student number)**

NB: YOUR NAME SHOULD NOT APPEAR ANYWHERE ON THE DISSERTATION

Order of contents

After the title-page there should normally be:

- a) A table of contents, showing, in sequence, with page numbers, the subdivisions of the dissertation. Titles of chapters and appendices should be given; titles of subsections of chapters may be given.
- b) A list of abbreviations, cue-titles, symbols etc.
- c) A brief introduction in which the examiner's attention is drawn to the aims and broad argument(s) of the work and in which any relevant points about sources and obligations to the work of other scholars are made.
- d) The dissertation itself, divided into chapters. The chapters should have clear descriptive titles.
- e) A conclusion, consisting of a few hundred words which summarise the findings and briefly explore their implications.
- f) Any appendices.
- g) A bibliography. All cited works must be listed. Works should be listed alphabetically by surname of author (see below for form of references).

Footnotes

These (except for references) should be as few and as brief as possible: they count towards the overall word-limit. The practice of putting into footnotes information which cannot be digested in the text should be avoided. Notes should be printed, single-spaced, at the foot of the page if the technology you are employing allows this to be done conveniently. Footnote

numbers should be in superscript (not bracketed) and run in a continuous sequence through each chapter.

Tables, Maps and Graphs

You are encouraged to employ tables, maps, and graphs on any occasion when an argument can be more clearly and elegantly expressed by their employment. These should be inserted into the body of the text at the relevant point and their relevance explained clearly in the text. They should not be collected together at the end of the dissertation.

Appendices

These should be used only to convey essential data which cannot be elegantly subsumed within the body of the text. They are particularly appropriate for material which does not count within the word limit of the dissertation, such as catalogues of material evidence or tables of experimental results. As such this material is not part of the formal assessment and should be included for illustrative purposes only, to be available for consultation by examiners.

References

When reference is given for a quotation or for a viewpoint or item of information it must be precise. However, judgment needs to be exercised as to when reference is required: statements of fact which no reader would question do not need to be supported by references.

References should follow the Harvard System and be given in the text by the author's name and the year of publication (with page and/or illustration references). For example: '...Clark (1967: 23) was of the opinion that...', '...It therefore represents a variation of a comb technique seen in a Grooved Ware context at Marsden (Wainwright 1971: 121).

All works referred to in this way must be listed in full at the end of the text in alphabetical order by author's name. These references should take the following (or a very similar) form:

1) Books

Renfrew, C. 1987: *Archaeology and Language. The Puzzle of Indo-European Origins* (London, Cape).

2) Contributions to books

Hurwit, J.M. 1993: Art, Poetry and the Polis in the Age of Homer. In S. Langdon ed. *From Pasture to Polis: Art in the Age of Homer* (Columbia and London, University of Missouri Press) 14-42.

3) Journal Articles

Carter, J. 1972: The Beginning of Narrative Art in the Greek Geometric Period. *Annual of the British School at Athens* 67, 25-58. [N.B. volume numbers in arabic numerals].

If several publications by the same author and from the same year are cited, a,b,c, etc. should be added to the year of publication (1972a,1972b etc.). The use of the phrase *et al.* (= et alii) to indicate multiple authorship is permissible in the text, but not in the list of references, where all names should be given.

In subject areas where standard abbreviations for much-quoted books and periodicals are in common use, these abbreviations may be employed in text, footnotes, or bibliography, and they should be listed separately before the bibliography. Works referred to for their illustrations only, rather than arguments, need not be given full entries in the bibliography.

Italics should be used for: titles of books and periodicals; technical terms or phrases in languages other than English (but not for quotations in foreign languages); for abbreviations which are abbreviations of foreign words (e.g., *loc. cit.*). Most such abbreviations are best avoided altogether.

Above all, every attempt should be made to be consistent in practice throughout the dissertation. Capitals should be used as sparingly as possible. They should be used for institutions and corporate bodies when the name used is the official title or part of the official title.

4) Electronic sources

Sources from the Internet should be referenced as far as possible in the same form as other sources and provided with a date on which they were accessed.

Submission

Two bound copies of the dissertation (soft binding is acceptable) should be delivered **by noon on Friday of Ninth week of Hilary Term to the Chair of Examiners, Honour School of Archaeology and Anthropology, Examination Schools, High Street, Oxford**, together with the certificate of authorship which will be circulated by the Undergraduate Administrator at the start of HT. This certificate must be presented in a separate sealed envelope addressed to the Chairman of Examiners.

Dissertations must bear the candidate's examination number but not his or her name.

Dissertation Prize

The Archaeology and Anthropology Dissertation Prize is awarded to the best dissertation.

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7. Exams

7.1. Exam Conventions

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of *viva voce* examinations, penalties for late submission, and penalties for over-length work.

For further details and the most up-to-date version of the School's exam conventions please refer to the Student Resources section of the School of Archaeology website.

7.2. Examination Entry

Please refer to the following Oxford Student website for examination entry and alternative examination arrangements: <http://www.ox.ac.uk/students/academic/exams>

7.3. Examination Dates and Past Exam Papers

Timetables are published as early as possible and no later than five weeks before the start of the examination at the following website:

www.ox.ac.uk/students/academic/exams/timetables. Past exam papers can be found on OXAM - <http://oxam.ox.ac.uk>

7.4. Sitting your Examination

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website: www.ox.ac.uk/students/academic/exams/guidance

7.5. External Examiner and Examiner reports

Students can access Examiners' reports (including the external examiner's reports) on Weblearn. <https://weblearn.ox.ac.uk/portal/site/:socsci:archinst:ba-aa>.

7.6. Academic Transcripts

Extra copies or 'on-course' copies of your academic transcript can be ordered (for a fee) from the online store <https://www.ox.ac.uk/students/graduation/transcripts?wssl=1>

Meyerstein Prize

The Meyerstein Prize is awarded to the candidate whose performance has been adjudged the best in the year.

7.8. Guidance on Examinations

These remarks supplement the *Instructions to Candidates* (circulated to Finalists in Hilary Term of the final year), and are intended as informal advice for those taking the examination. You may also wish to visit the University Exam Schools website (<https://www.ox.ac.uk/students/academic/exams/guidance?wssl=1>) where you will find useful information regarding mock examinations, timetables, academic dress and how to arrange alternative examination arrangements.

Revision and preparation

Revision should adequately cover the complete scope of the paper. Together with the course descriptions in the Green Book, papers from previous years form a good guide to the kinds of topics which are likely to be covered in exam questions. It is a good idea to answer some of these under practice exam conditions, if you have not regularly done this in collections. As the basis for examination questions, different questions are set each year. However, key topics are usually represented in one form or another, and it is worthwhile looking at several exam papers both to see what they are, and to see what specific twist is being imparted by the way a particular question is phrased. Do take care to consider and answer the question that has been posed.

Examination procedure

While an invigilator is present throughout the exam, the examiner responsible for the relevant paper is also present for the first half-hour. Their purpose in being there is to answer any queries which may arise about their paper. (Not, of course, to offer advice on which questions to do, or how to tackle them, or other aspects which you must decide on; but in case there is a genuine ambiguity or inconsistency. Mistakes *can* occur, even though papers are carefully proofed.)

Question papers have a covering-sheet with details of the exam. (If it is an option paper, check that the invigilator has put the right one in your place.) Only turn over when instructed, at the official timed start of the paper. Put your candidate number on the answer sheet, not your name.

On turning over, read all the questions through carefully, and select ones you might answer; read these extra carefully, since any queries must be resolved while the examiner is present (the invigilator is *not* necessarily competent to do so).

Having selected a question (probably your best one first, but beware of spending too much time on it to the detriment of the others), consider its implications carefully. *Examiners are not trying to catch you out: there are no "trick" questions:* but each one has a specific angle, and you should identify what it is. Note particularly any restrictions (e.g., if the question is about the origins of cities in the *Old World*, do not describe New World urbanisation, except perhaps in a single comparative sentence to make a specific point). Think of the relevant bodies of theory as well as facts; and consider what is expected in a convincing answer, i.e., answer the question posed, not one of your own. (On the other hand, do not be afraid of pointing out what you consider logical flaws or suspect concepts in a question: a well-argued critique may be as appropriate as a mechanical survey of received wisdom — but make sure that you demonstrate you are fully in command of the material and ideas).

Questions which are divided **EITHER...OR** mean what they say: the topics overlap, but the actual questions are different. Do not answer an amalgam of both. It may be helpful (both to you and the examiner marking the script) if you write the question at the head of the page before you answer it: this will remind you not to stray from it. Write the numbers of all the

questions you have answered (including a and b for either/or questions) on the cover-sheet of the *first* answer-book in the order in which you have answered them.

Lay out your answers with plenty of room: more paper is available on demand. Use the layout to indicate the structure, as a typesetter would in composing a book, to make it easier to read: use sub-headings if you like, indent lists with numbers or bullets to make sequential points, etc. A whole sheet covered with dense handwriting is harder to understand than a well laid-out presentation with space to breathe. Simple diagrams are often helpful — bring a coloured pen or pencil if you want to make use of contrasting colours — but they should be clear and helpful rather than elaborate and ornamental.

You have one hour per question: pace yourself through the whole three hours. *If you only answer two questions, you will only get marks for two questions*; however good one answer may be, it does not make up for the marks lost by missing one ($70 + 70 + 0 = 140$, score 46 = Class III; $65 + 63 + 52 = 180$, score 60 = Class Ii.) Each answer should be as finished as the others. Outline answers in note form are a poor substitute, and cannot gain anything like the marks of a finished piece of prose. With an hour per question, there should be plenty of time for each.

One common reason for running out of time is starting one question and abandoning it for another. *This is why time spent at the beginning, choosing which questions to do, and really thinking why one is preferable to another.* Even if you have to spend five minutes choosing between questions, you could avoid losing a very substantial number of marks resulting from making the wrong choice and then changing. **If in doubt, think.**

Answering Questions

“Scrap” paper (in the form of additional booklets) is provided for planning purposes. If you write plans, drafts or rough working in the same booklet as the fair copy, remember to cross out any drafts, so that they are not mistaken for the real thing. Rough working may, of course, be done in a separate booklet; this must be handed in along with the fair copy. Remember that you can ask for more paper whenever you need it, for whichever purpose.

It may be helpful to scribble down on a scrap-sheet keywords for all the things (ideas, examples, people, places, books, etc.) which you will want to cover in the answer, in a stream-of-consciousness or random-access mode. But that is not an essay plan, it is the raw material for it. It needs to be followed by a proper structural plan of the sequence of points (including facts, arguments, theory) which you wish to present. This is not to inhibit creativity, but to guide it. The structure should be evident in the written essay. Time used in planning at this stage is well spent: do not be panicked into writing before you are ready (even if your neighbour is off like a hare), because you will use the time more effectively by knowing where you are going.

The opening and closing paragraphs are critical, and deserve more attention than any others: they are what set the reader's perception at the outset, and give a final impression. Make them good. And read the question again, before you write the last paragraph. Have you answered it?

A good answer is heterogenous in composition: a mixture of gritty facts (i.e., observations, who made them, where, when, how reliably), heady theory (who said it, which school of thought it characterises, what it is meant to explain) and smooth argument (why one view is more convincing than another). Answers which are purely theoretical or only factual, or which fail to bring the two together, will receive fewer marks.

Answers which demonstrate a broad perspective, and connect the specific with the general, are likely to be rewarded; anthropological arguments in archaeology questions, or

archaeological examples in anthropology questions, are encouraged. Relevant examples drawn from subjects covered in options are also encouraged — that is what the options are for, to provide in-depth casestudies; though if you simply reproduce much the same material in two papers, it will be noticed, and will not be evaluated so highly a second time. (But do not avoid using relevant examples because you think you may need them in another context.)

Final Remarks

Questions are set to give you the opportunity to show what you know and how well you understand it. Show that you share this enthusiasm.

If you feel that you have suffered a serious disadvantage or have a legitimate concern after completing a written public exam then you must contact your College Tutor immediately. In case of illness this will also need to be supported by a medical certificate.

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8. Fieldwork

8.1 Finding Fieldwork

All BA Archaeology and Anthropology students must complete at least four weeks of approved fieldwork to be taken before the Long Vacation of the second year. The Prize for Fieldwork is awarded to the best fieldwork report.

When searching for fieldwork opportunities, students should in the first instance talk to their college tutor who will be able to advise them and may even be able to take them on a project. The following links will also be useful in your search:

Archaeological Fieldwork

- [Council for British Archaeology](#)
- [Archaeology Abroad](#)
- [The Archaeological Fieldwork Opportunities Bulletin](#)
- [Current Archaeology](#)
- [Past Horizons](#)

Work Experience/Internships with local museums & heritage organisations

Lots of museums offer work experience roles and you can contact them directly or ask the [Undergraduate Administrator](#) to liaise with them on your behalf. Be sure to ask them lots of questions about what the work experience day-to-day activities will be and ideally look for roles which are varied. Smaller, regional museums often have more need for volunteers and will have projects you can really get your teeth into so don't forget to ask in your home town. Here are a few links to get you started in your search:

- [Volunteer with Chiltern Open Air Museum](#)
- [Oxford University Museums and Collections volunteering pages](#)
- [Volunteer with Oxford City Council Museum](#)
- [National Trust volunteer pages](#)
- [English Heritage work experience page](#)
- [Hertfordshire Association of Museums work experience pages](#)
- [The American Museum in Britain \(near Bath\) work experience](#)

8.2 Risk Assessments and Travel Insurance

In accordance with University regulations, students who undertake fieldwork as an essential part of their course must complete a Fieldwork Risk Assessment form to be approved and signed by the Head of School prior to any work starting.

NOTE: If your fieldwork is anthropological in nature (e.g. it involves working with animals, interviewing people, etc.) then you must complete a **CUREC form** and submit an **Anthropology Risk Assessment form** instead which can both be found on the SAME website (<https://www.anthro.ox.ac.uk/safety-fieldwork-and-ethics>).

Please Note - you need to allow a **minimum of six weeks** prior to your date of travel for the necessary paperwork to be completed. All first year BA Arch & Anth first years must submit their risk assessment by **Week 4 of Trinity Term** at the latest.

Travel Insurance

You must also apply for **University travel insurance** and you will need to complete [a travel insurance application available here](#). Please submit this (with as much detail as you can - flight bookings can be confirmed at a later date). It will require you to upload your Risk Assessment form.

Once your Risk Assessment has been signed off by the Head of School, you can download and take the policy form and emergency contact details with you on your travels:

9. Plagiarism

Academic Integrity: Good Practice in Citation, and the Avoidance of Plagiarism

If you are unclear about how to take notes or use web-sourced material properly, or what is acceptable practice when writing your essay, project report, dissertation etc, please ask for advice from your tutor. The most up-to-date advice and information about plagiarism and how to avoid it is also available here at www.ox.ac.uk/students/academic/goodpractice/

Section 5.4 of the Proctor and Assessors' Student Handbook (available here: <http://www.admin.ox.ac.uk/proctors/info/pam/>) has the following statement about plagiarism:

All students must carefully read Regulations 3, 4, 5 and 6 in the Proctors' Disciplinary Regulations for University Examinations, which make clear that:

- *you must always indicate to the examiners when you have drawn on the work of others*
- *other people's original ideas and methods should be clearly distinguished from your own*
- *other people's words, illustrations, diagrams etc should be clearly indicated regardless of whether they are copied exactly, paraphrased, or adapted*
- *material you have previously submitted for examination, at this University or elsewhere, cannot be re-used unless specifically permitted in the special Subject Regulations.*

Failure to acknowledge your sources by clear citation and referencing constitutes plagiarism. The University reserves the right to use software applications to screen any individual's submitted work for matches either to published sources or to other submitted work. In some examinations, all candidates are asked to submit electronic copies of essays, dissertations etc for screening by 'Turnitin'. Any matches might indicate either plagiarism or collusion. Although you are encouraged to use electronic resources in academic work, you must remember that the plagiarism regulations apply to online material and other digital material just as much as they do to printed material.

The University's Education Committee has also produced and approved an extensive set of web pages, including new video resources on academic skills such as note-taking and time management. These can be found via <http://www.ox.ac.uk/students/academic/guidance/skills>

The University has also invested in a new Plagiarism Awareness online course (<https://weblearn.ox.ac.uk/portal/hierarchy/skills/plag>) which you are strongly advised to complete early in your course of studies.

If University examiners believe that material submitted by a candidate may be plagiarised, they will refer the matter to the Proctors. The Proctors will suspend a student's examination while they fully investigate such cases (this can include interviewing the student). If they consider that a breach of the disciplinary regulations has occurred, the Proctors are empowered to refer the matter to the Student Disciplinary Panel. Where plagiarism is proven, it will be dealt with severely: in the most extreme cases, this can result in the student's career at Oxford being ended by expulsion from the University.

10. Audio Recording of Lectures

The Standing Committee acknowledges that students may wish to record teaching sessions to support their learning. This practice may be used to supplement students' lecture experiences and help them to concentrate on actively participating in classes. The Standing Committee also recognizes that legal issues arise in relation to the recording of lectures, as students, staff and external parties have rights regarding their work and participation. Copyright and data protection laws are applicable whenever personal data is being processed, including where recording is being made of identifiable living individuals. This policy aims to protect the intellectual and privacy rights of individuals by setting out the conditions under which recording may occur and by specifying the consequences of breaching this policy.

Definitions and Other Premises

1. This policy applies to all students and staff involved in teaching and learning.
2. The term "recording" refers to audio recording alone. Video recording and photographs are not permitted.
3. The term "lecturer" refers to any University employee involved in teaching and learning.
4. This policy does not cover small group teaching (tutorial, seminar, student-led presentation, or other meetings). This policy sets out the conditions for recording lectures only.
5. Copyright does not belong to the student making the recording.
6. By recording identifiable living individuals, individuals are processing their personal data, which needs their consent.
7. Recorded lectures build on the value of the lecture and should not be seen as a replacement for lecture attendance.

Permission to Record

1. All students may record a lecture after the lecturer has granted them permission. There is no requirement for disabled students to seek permission additional to that already granted to them by virtue of their disability.
2. Permission to record a session is granted to a student on the understanding that no intellectual property right in the recording passes to the student.
3. Lecturers should normally give permission unless they have good reason not to: this includes, but is not limited to, the inclusion of sensitive material, the infringement of copyright, data protection or commercial intellectual property.
4. If the lecturer does not grant permission, then an alternative format may be provided when feasible and deemed to be an appropriate adjustment (e.g. transcript of the lecture).
5. When permission has been granted to record the lecture, the lecturer should tell all the students that permission has been granted.
6. The method of recording should be discrete and not intrusive.
7. The Standing Committee regards making lecture slides available through Weblearn (with or without audio) as good practice
8. Permission to record may not be given, at the lecturer's discretion, if the recording is available by podcast or other method on the web.
9. Students cannot record on behalf of others, except in the case of properly designated note-takers for disabled students.

11. Equality and Diversity Unit

The **Equality and Diversity Unit** promotes equality, values diversity and supports departments/faculties and colleges in maintaining a working, learning and social environment in which the rights and dignity of all members of the university community are respected. It aims to ensure that no student will be treated less favourably on the grounds of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, and sexual orientation. For more information on the networks and activities the Unit supports, visit: www.admin.ox.ac.uk/eop/. These include:

- LGBT Staff Network (staff and graduate students)
- Race Equality Network (staff and students)
- Oxford Women's Network (staff and students)
- LGBT History Month
- Black History Month

The Equality and Diversity Unit supports a network of over 300 harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: <http://www.admin.ox.ac.uk/eop/harassmentadvice/>

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on a your student experience at the University and assist with organising disability-related study support. For more information visit: <http://www.ox.ac.uk/students/shw/das/>

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: <http://www.ox.ac.uk/students/shw/counselling/>

A range of services led by students are available to help provide support to other students, peer support, OUSU Student Advice Service and Nightline. For more information visit: <http://www.ox.ac.uk/students/shw/peer/>

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12. Student representation in the department

An **Undergraduate Representative** (elected by ballot at the end of each Trinity Term) attends meetings of the Standing Committee for Archaeology and Anthropology, School Board and the Committee for the School of Archaeology.

The Undergraduate Representative convenes and chairs the **Student Liaison Meetings**, scheduled once a term, which provides an informal setting for discussion of a wide range of topics. The Chairman of the Standing Committee is invited to attend.

Feedback is an important aspect of ongoing course development. Feedback is a important aspect of ongoing course development. Students will be given the opportunity to respond and provide feedback to the lecture courses they receive. It is hoped to move this to an online format this year however a sample questionnaire is provided on the following page by way of example. Responses are anonymous and comments are circulated to members of the Standing Committee/Course co-ordinators.

Contact: ugrep@arch.ox.ac.uk

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13. Complaints

The procedures adopted by the Proctors in relation to complaints and academic appeals are described on the Proctors' webpage:

<http://www.proctors.ox.ac.uk/complaintsandacademicappeals/>, the Student Handbook (<http://www.proctors.ox.ac.uk/handbook/handbook/>) and the relevant Council regulations (<http://www.admin.ox.ac.uk/statutes/>).

Students should also be aware that the University has procedures in place for hearing and acting on complaints of any sort and all students are referred to the Proctors' and Assessor's handbook *Essential Information for Students* for advice in these matters.

Many sources of advice are available within colleges, within faculties/departments and from bodies like the Student Advice Service provided by OUSU or the Counselling Service. Oxford Nightline, a confidential listening and information service run for students by students, is open 8pm until 8am from Noughth to Ninth Week each term. Students can phone (2)70270 or visit at 16 Wellington Square.

The Standing Committee, Course Co-ordinators and College Tutors do their best to ensure that the organisation and teaching of the course are carried out in an efficient, friendly and productive way, but all are aware that problems can occur and that there are a number of ways in which dissatisfactions can arise. General areas of concern about provision affecting students as a whole should be raised via the Undergraduate Representative on the faculty/departments' committees.

If your concern or complaint relates to teaching or other provision made by the department (i.e. lectures/practical classes/seminars), then you should raise it with your College Tutor or the course co-ordinator. If your concern or complaint relates to teaching arranged by your College (i.e. tutorials), then you should raise it with your College Tutor. **The Standing Committee cannot intervene in the arrangement of College-based teaching.**

If the problem is with the College Tutor/Director of Studies, you should first turn to authorities within the college. In every college it is the concern of the Senior Tutor that subjects are well looked after, and if you believe that not to be the case with Archaeology and Anthropology in your college it is important that the Senior Tutor in the college be made aware of that. If the Senior Tutor is unable or unwilling to help then it may help to turn to the Chairman or Secretary of the Standing Committee for Archaeology and Anthropology; they will certainly be able to advise you on how reasonable/unreasonable your complaint is, and they may be able to intervene, although once again it is important to remember that the Standing Committee has no status within colleges.

In matters of harassment a special procedure applies. The University regards harassment as unacceptable. Harassment is defined as unwarranted behaviour which disrupts your work, reduces your quality of life or creates an offensive working or social environment; it includes bullying, verbal or physical abuse, unwelcome sexual advances or other hostile acts or expressions relating to your sex, sexual orientation, religion. Harassment is a University Offence for which penalties range from reprimand to expulsion. Colleges have and advertise the existence of harassment advisers and the Standing Committee also appoints advisers (*currently Professor C. Gosden, Institute of Archaeology, tel. (2)88012*). The University has also created an Advisory Panel of Senior Members appointed by the Proctors. This panel is responsible for supporting, coordinating and monitoring the effectiveness of the University's arrangements for dealing with harassment, but you may approach also members of this panel directly on (2)70760, a number specially designated for this purpose.

14. Work Experience and Career Development

Archaeology and anthropology open a wide range of careers to graduates. It is anticipated that some will go on to do further study and research in one or other of the disciplines, to become the professional archaeologists and anthropologists of the future. There are increasing opportunities both in the public and private sectors in heritage management, museum curation and education, regional archaeological services, development work both in Europe and overseas, and in the media, as well as in areas such as advertising, marketing and community relations.

The **University Careers Service** (www.careers.ox.ac.uk) is open to all students from the beginning of your study. The service is useful for identifying work experience or vacation jobs, and whether you have a clear idea of future career possibilities or not it is worth familiarizing yourself with the wide range of advice and events on offer.

As both Oxford and our university have such a rich cultural life, there are many varied opportunities to build experience, including exclusive opportunities for our BA Archaeology and Anthropology students. For example

- As a student at Oxford you can apply to one of [five internship programmes](#) which provide research and professional work experience placements exclusively to Oxford students, with adjunct funding and support.
- Apply to the internships at the Ashmolean Museum (offered exclusively to students taking the BA in Arch & Anth)
- Apply to the internships at the [School of Archaeology Archives](#) which tell the story of archaeology from the late 19th century onwards through the books, maps, plans, notes, pictures, photographs, drawings, letters, and paraphernalia of archaeologists.
- Join a community project. Start by exploring www.oxonarts.info
- Interested in making documentaries? Explore the [Oxford Broadcasting Association](#) to work on student films
- Interested in working in museums or galleries? Sign up for volunteering at www.museums.ox.ac.uk
- Get involved with [Oxford Preservation Trust projects](#) locally.
- Confident at IT skills such as blogging and website design? Then why not think about creating a heritage-style 'audio guide' for visitors to your college or a record of street art in Oxford? Don't know how to build a website or an app? Just ask [Lynda.com](#) and sign in with your Single Sign-on to access hundreds of 'how-to', bite-size video tutorials.
- Become a non-accredited member (student/affiliate) of the ClfA - [Chartered Institute for Archaeologists](#)
- Volunteer or apply to be an intern at the [Royal Anthropological Institute](#)

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15. Weblearn

[WebLearn](#) is a web-based Virtual Learning Environment (VLE), which can be used to both support and enhance teaching and learning.

It is a lecturer's or tutor's choice as to whether they wish to use WebLearn to support teaching and learning, and to what extent. Your lecturer or tutor should be your first point of contact for information about materials that they have made available in WebLearn but please keep in mind they are under no obligation to upload content to the site.

'How-to' guides are available to download here:

<https://weblearn.ox.ac.uk/portal/site/:/page!/gateway-100?sakai.state.reset=true>

The Weblearn URL for the home page for BA Archaeology & Anthropology is

<https://weblearn.ox.ac.uk/portal/site/:socsci:archinst:ba-aa>

The screenshot shows the Weblearn interface for BA Archaeology & Anthropology. The top navigation bar includes 'WebLearn', 'My Home', 'BA Archaeology & Anthropology', 'School of Archaeology', and 'School of Anthropology'. Below the navigation bar, the breadcrumb trail reads 'Gateway > Social Sciences > School of Archaeology > BA Archaeology & Anthropology > Overview'. The main content area is titled 'BA Archaeology & Anthropology' and features six tiles:

- Course Literature**: Handbooks and Reading Lists
- Useful Links**
- Fieldwork**: Forms and guidance
- Honour Moderations**: Honour Moderations (Mods), four introductory papers taken in the first year
- Final Honour School**: Four core FHS papers, taken in the second and third years
- Options**: Option papers in Archaeology & Anthropology

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