

# Archaeology

The Durham Experience

Prof Tom Moore  
Head of Dept of Archaeology

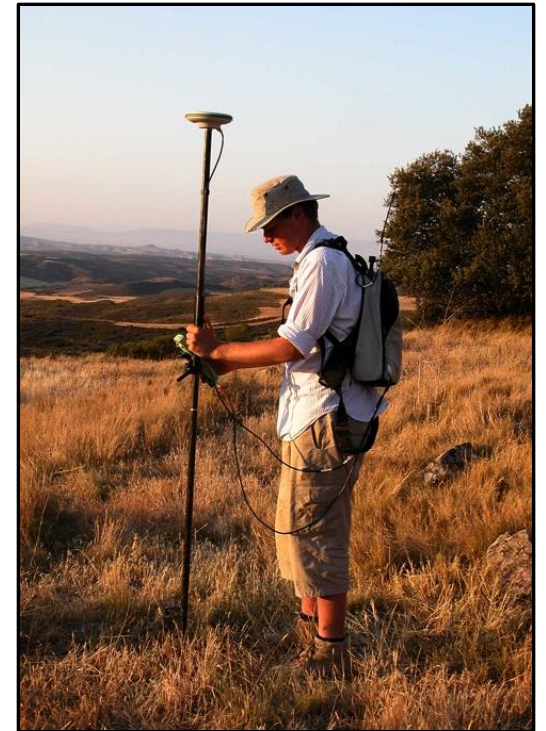


# Welcome to the Archaeology Department

Our job today is to convince you that what we offer you is a **world-leading opportunity to learn archaeological information and techniques** from some of the best people in the field

But more than that...

...a degree in Archaeology at Durham sets you up with **high level knowledge, life skills and experiences** to give you a **great basis for future employment prospects** and an appreciation of people, culture, history and the world around you that few other programmes offer.





# Who we are?

DEPARTMENT OF OVER 400 individuals



c. 114 undergraduate students (2021-22 entry)  
Staff student ratio c. 1:8

- 31 Academic Staff
- 5 Technical Staff
- 7 Professional Support Staff
- 27 Postdoctoral researchers
- 240 Undergraduate students
- 70 Masters students
- 50 PhD students



Our values?



We believe that inspiring our people to do outstanding things in Archaeology at Durham enables Durham people to do outstanding



# What we do?

## Research and training on five continents

- UNESCO Chair in South-East Asia
- The Arctic
- The Forbidden City, China
- Lindisfarne, Northumberland
- Croatia
- Africa



Drežnica, Croatia



Saian Mountains, Siberia



Borj Younga, South Tunisia





**2nd**  
in GPA (3.59)

**Joint 1st**  
in Environment

Be taught by the experts and co-produce research in the labs, museums & in the field

**Joint 1st**  
in Impact

**97% of outputs**  
rated as world-leading or internationally excellent



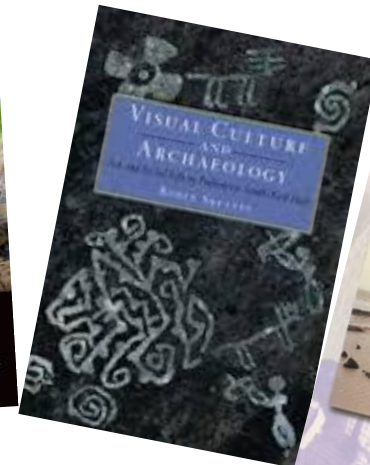
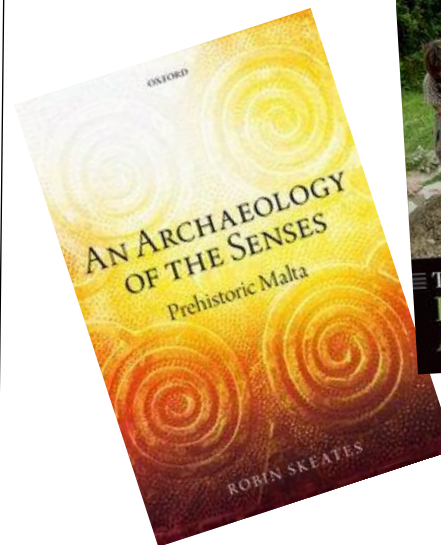
# Research-led learning & teaching



**Dr Cathie Draycott**  
Classical Archaeology and architecture, burial traditions, Iron Age and Hellenistic Anatolia, identity, sculpture and visual culture



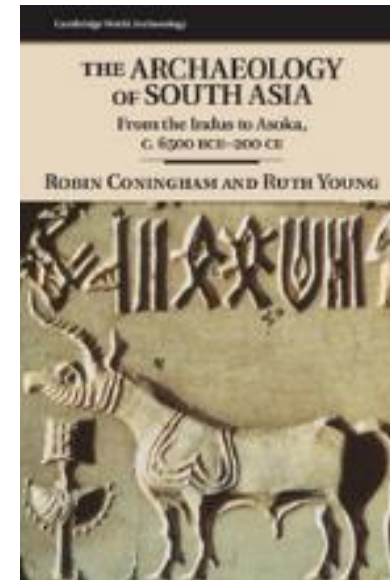
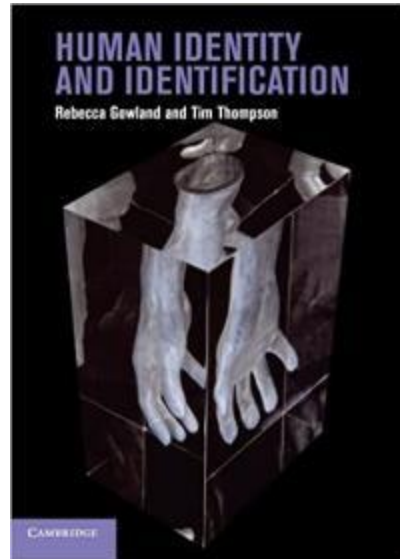
**Prof Robin Skeates**  
Author of numerous books on heritage, public archaeology, visual culture, senses and aesthetics



# Research-led learning & teaching

## Prof. Becky Gowland

World expert in human bioarchaeology and forensic archaeology and anthropology



## Birthplace of the Buddha

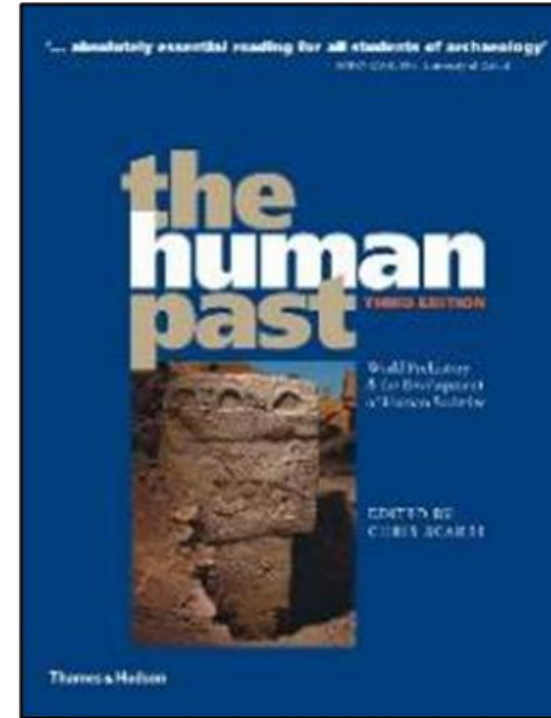
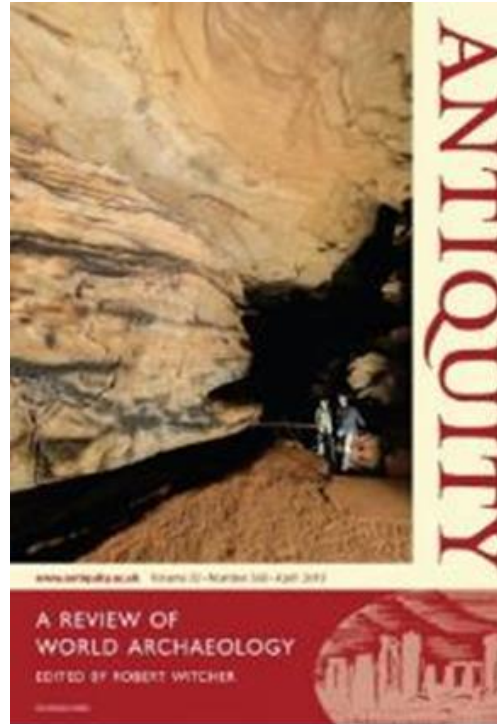
Excavations at Lumbini, Nepal

UNESCO Prof. Robin Coningham



# An outstanding centre of learning...

- Top 8 in 2021 National Student Satisfaction Survey
- Prize winning textbooks
- Excellence in Teaching Awards
- Chartered Institute for Field Archaeologists Accredited Professional training pathways
- Annual paid student placements in the profession



*"Durham Archaeology Department is the most rewarding and thrilling place I have ever been. The staff and students all work together to create a helpful environment where nobody feels like they're behind."* NSS respondent 2021



What is  
Archaeology?

Why study for an  
Archaeology  
degree?



# In order to find out answers

...one must formulate questions

## Three examples

1. How did our species evolve?
2. How did states support the investment needed to build their huge monuments?
3. How did the health of different sectors of populations correspond to social circumstances and political policies in different periods and places?



El Castillo, Spain



## But why any of this matter? questions...

- How did climate change influence the growth and decline of kingdoms and empires?
- It has been proposed that ‘the Celts’ were never really a people – the term was used by Roman authors to describe a myriad of different groups. Why should this matter to people?
- How should heritage in regions suffering conflict be protected?
- How has the health of populations shaped human history?

## The bigger



Mosul, northern Iraq





## ARCHAEOLOGY SKILLS PORTFOLIO

Of course archaeology is field excavation.....

BUT also teamwork, problem solving, analysis, recording, surveying, conservation, photography, drawing.....



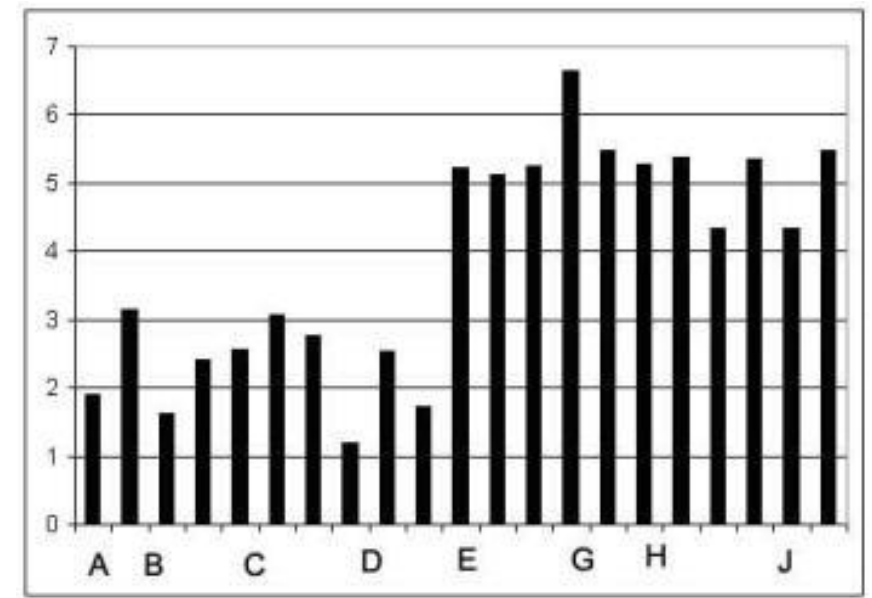
# ARCHAEOLOGY SKILLS PORTFOLIO.....



Heritage communication and education



Materials analysis, ancient materials and technologies



Numeracy and literacy skills, statistical analysis



History, Art History, Visual Culture Studies





**Geoarchaeology**, environmental archaeology, geophysical survey and landscape analysis

High performance **computing**, remote sensing, satellite imagery, programming

**Climate reconstruction**, heritage protection & management, health and health inequalities





# Our Facilities

## 12 in-house labs

- aDNA
- Materials analysis
- Thermo-luminescence
- Conservation
- Human Bioarchaeology & Forensics
- Isotopes
- Faunal and Botanical Remains

Internationally  
recognised museum  
collections



## Superb libraries



World Heritage Site



Commercial archaeology company





Let's look at some of the detail.....





# *Courses and structures*

## **Single Honours**

- BA (Hons), Archaeology (F400)
- BSc (Hons), Archaeology (F402)
- BA (Hons), Archaeology of the Historic World (F406)
- BA (Hons), Archaeology and Ancient Civilizations (VQ48)

## **Joint Honours**

- BA (Hons), Archaeology and Ancient History (VF14)
- BA (Hons), Archaeology and Anthropology (LF64)

## **Combined Honours**



# BA ARCHAEOLOGY OF THE HISTORIC WORLD

## Code F406 | with year abroad F407

Students study the material remains of the ancient, medieval and modern worlds, with an emphasis on the last 600 years. Key themes include the archaeology of industrialisation, conflict archaeology, colonialisation, transatlantic connections and south-east Asian trade.

This is a wide-ranging archaeology course that harnesses student passions for history through researching historic sites, material culture and museums.

They can take modules in History, Classics, Ancient History and other related subjects in departments across Durham University.





# What does a week look like?

## Sample first year timetable for BA Arch/Ancient Civ (VQ48)

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00			<i>Archaeology in Action</i> CLC203	*	
10:00	<b>ACE</b> CM101				
11:00		<b>Cities in Antiquity</b> PH30			
12:00				D217	
13:00				<b>Arch Practicals</b> D217, W007, D12B	
14:00	<i>Medieval to Modern</i> CM101				
15:00	<i>Medieval to Modern</i> CM101 (Wks 3,6,10,15)				
16:00		<i>DWP</i> CG83	<b>Dept. Seminars</b>	<i>SMA1</i> PCL050 (Wks 15-19)	<i>AAM/SMA1</i> PCL048
17:00					<i>AAM</i> PCL048
18:00					

5 hours lectures per week & 5 hours tutorial/seminar classes (but alternate weeks)

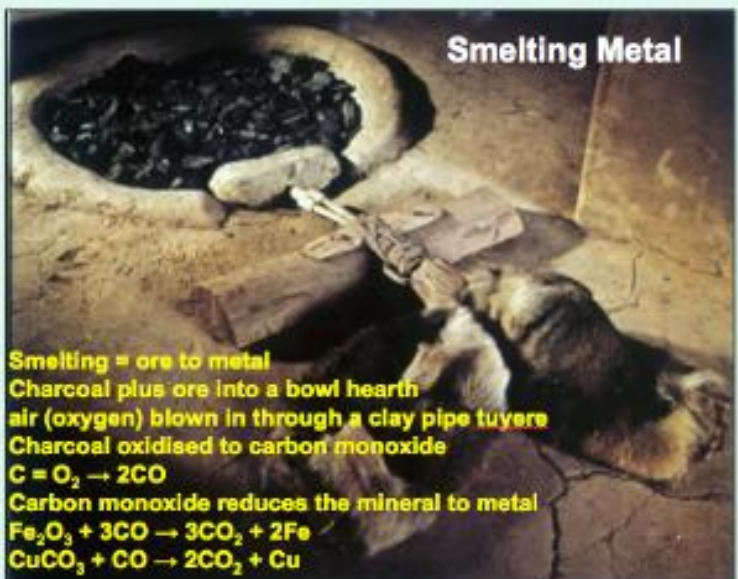
3 hours practical class (sometimes a day field trip – Saturdays)

Academic advisor meeting/lab volunteering/Arch Soc/weekly seminars/research group seminars.....

# Archaeology Practicals

## Archaeology Practicals

Metals and metalwork: a quick introduction



Smelting = ore to metal  
Charcoal plus ore into a bowl hearth  
air (oxygen) blown in through a clay pipe tuyere  
Charcoal oxidised to carbon monoxide  
 $C + O_2 \rightarrow 2CO$   
Carbon monoxide reduces the mineral to metal  
 $Fe_2O_3 + 3CO \rightarrow 3CO_2 + 2Fe$   
 $CuCO_3 + CO \rightarrow 2CO_2 + Cu$

## Silver



The Ardagh Chalice,  
8<sup>th</sup> century AD

- Forms a rigid thin metal when worked, silver was used for dishes and vessels.
- Popular in late Roman period, it became associated with Christian ritual - thus was used for chalices and patens.
- Chalices were often richly decorated in the Early Medieval period and could be complex constructions.

Seven different skills-based specialisms

Subject-specific lectures, usually with examples to handle and examine

## Copper Alloys 2

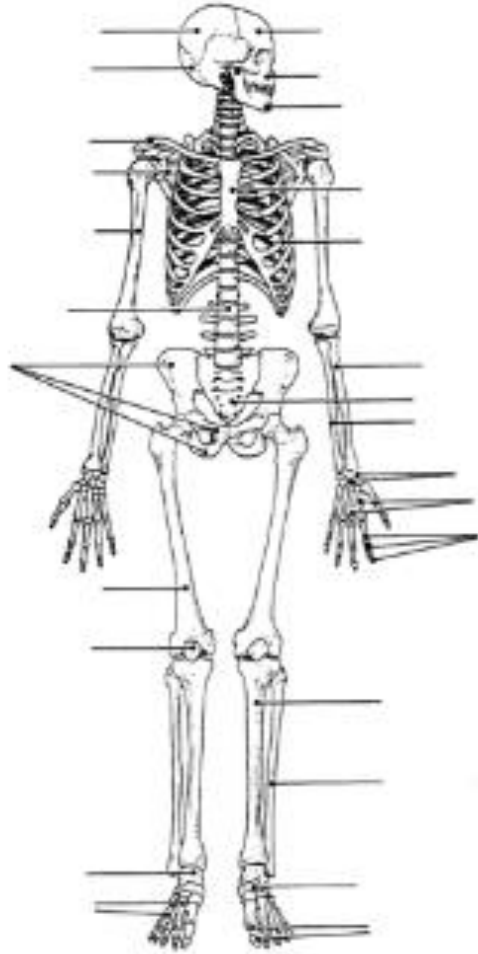


- Copper and later bronze, used in prehistory to form tools such as axes and weapons such as swords and daggers
- After iron - copper alloys primarily used for a variety of decorative objects from jewellery, such as brooches and beads, to coinage and statuary





# Archaeology Practicals



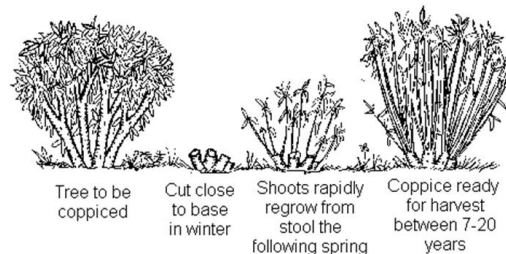
Human bone identification practical in the Human Bone Lab, capturing and completing data with standard recording sheets



#### 4. Results

Hazel tree	No. of poles	Smallest diameter (cm)	Largest diameter (cm)	Average diameter (cm)

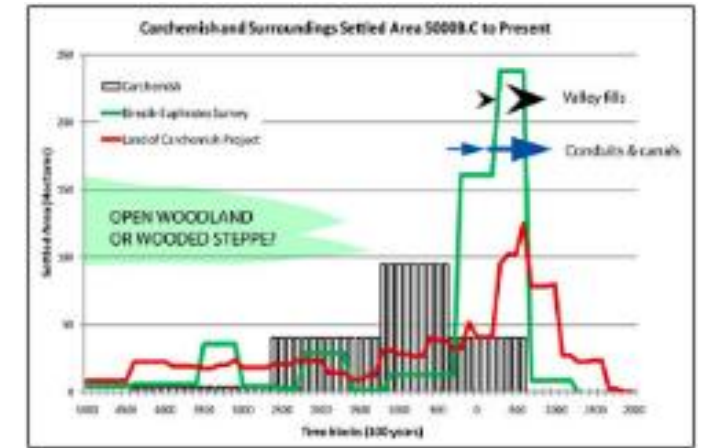
Coppicing practical in the Botanic Gardens, data capture and standard recording sheets





# Ancient Civilizations of the East, Level 1

- Lectures
- Small-group tutorials
- Near East: Mesopotamia; Egypt;
- India/Pakistan: The Indus Valley
- Agriculture and the economic base
- State formation
- Elite control
- Communication and the development of writing
- Comparing Civilizations
- A computer test/1000-word essay on one civilization/ 1500-word essay from a range of option/ two-hour unseen exam





## Level 1 Auckland Field Training: Bishop Auckland



Exploring the archaeology of a medieval castle and its landscape

Learning to excavate with **Archaeological Services Durham University (ASDU)**, our in-house professional archaeological unit



## Level 2: Advanced Skills

In this practical skills-oriented module, students can choose two or four (depending on programme) from a list of options, currently including:

- Material analysis
- Analysing Palaeolithic Stone Tools
- Experimental Approaches to Studying Palaeolithic art
- Geophysical Survey
- Geographic Information Systems (GIS)
- Gravestone Recording
- 3D technologies
- Ceramics Analysis
- Experimental Archaeobotany
- Recording small finds
- Inscriptions for Archaeologists
- Intro to DNA Analysis
- Osteoarchaeology
- Remote Sensing
- Roman and Medieval Glass
- Relational Databases
- Digital Heritage
- Stable Isotope Analysis
- Maps, Archives and Retrogressive Analysis
- Numismatics

3D technologies



Geophysics



Palaeolithic art



# Many fieldwork opportunities all over the world

## Advanced Professional Training



Bibracte, France, Prof Tom Moore



Early medieval palace,  
Northumberland, Prof  
Sarah Semple



Egyptian Delta with Dr Penny Wilson



Borj Younga, South  
Tunisia, Prof Anna  
Leone



# Level 3 Interpreting Heritage module



Rome 2018/2019



# ALL our degrees offer the option of a year abroad

Normally, you will complete the first two years of their Durham degree, then take your year abroad at a reputable institution of your choice.

As long as you pass the assessment set at the host institution, you can return to Durham and carry on to the third year of your Durham degree.

Only the Durham marks count towards your final degree classification.

- Freie Universität Berlin (Germany)
- University of Leiden (Netherlands)
- University of Bergen (Norway)
- Université de Bordeaux (France)
- Koç University (Istanbul, Turkey)
- University of Granada (Spain)



# Level 3: Specialized Aspects

Two or four options (depending on programme) from an extensive list of topics in which staff are research experts.

- Animal and Human Bones
- Bronze Age Britain
- Cultural Landscapes
- South Asian Archaeology
- Dating the Past
- Genetics
- Images of Rome
- Palaeolithic Britain
- Sex and Shopping
- The Ancient Near East
- Warlords and Holymen
- Heritage Landscapes of East Asia
- Climate Archaeology
- Greeks and Others
- Celts, Sacrifice and War
- Vikings, Fire and Ice
- Hunters and Gatherers
- Ancient Egypt
- Indian Ocean Trade
- Saharan Archaeology
- Current Geoarchaeology
- Isotope Magic
- Trends in Human Bioarchaeology
- Medieval Landscapes

RESEARCH ARTICLE

## All Roads Lead to Rome: Exploring Human Migration to the Eternal City through Biochemistry of Skeletons from Two Imperial-Era Cemeteries (1st-3rd c AD)

Kristina Kilgroe<sup>1\*</sup>, Janet Montgomery<sup>2</sup>

<sup>1</sup> Department of Anthropology, University of West Florida, Pensacola, FL, United States of America,

<sup>2</sup> Department of Archaeology, Durham University, Durham, United Kingdom

\* [kkilgroe@uwf.edu](mailto:kkilgroe@uwf.edu)



### Abstract

Migration within the Roman Empire occurred at multiple scales and was engaged in both voluntarily and involuntarily. Because of the lengthy tradition of classical studies, bioarchaeological analyses must be fully contextualized within the bounds of history, material culture, and epigraphy. In order to assess migration to Rome within an updated contextual framework, strontium isotope analysis was performed on 105 individuals from two cemeteries associated with Imperial Rome—Castel Sant’Angelo and Castelaccio Europarco—and oxygen and carbon isotope analyses were performed on a subset of 55 individuals. Statistical analysis and comparisons with expected local ranges found several outliers who likely immigrated to Rome from elsewhere. Demographics of the immigrants show men and children migrated, and a comparison of carbon isotopes from teeth and bone samples suggests the immigrants may have significantly changed their diet. These data represent the first physical evidence of individual migrants to Imperial Rome. This case study demonstrates the importance of employing bioarchaeology to generate a deeper understanding of a complex ancient urban center.

### Introduction

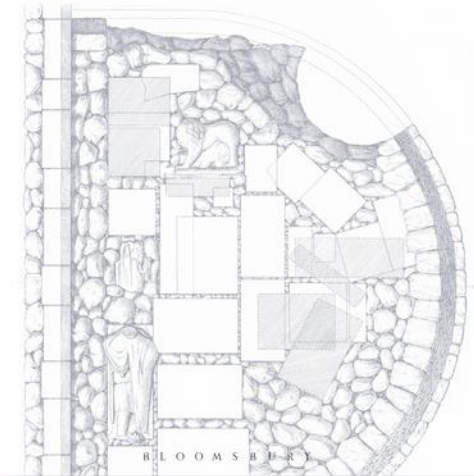
The Medieval aphorism *Mille viæ ducunt homines per sacula Romam* (*Liber Paralohorum* 591), translated as “All roads lead to Rome,” was likely a reference to the *militarium vicinarum*, which Plutarch (*Life of Galba*, 24.2) described as a gilded column in the Forum Romanum where every road in the Italian peninsula ended. Early in his principate, Augustus set up this monument and inscribed distances between Rome and other cities in the Empire [1]. As the literal center of the Empire, Rome beckoned people into its walls with the promise of bread and circuses, jobs and culture, but the effects that visitors had on various aspects of society is still a nascent research topic [2].

## LOST LANDSCAPES of Palaeolithic Britain

edited by Mark White with Martin Bates, Matthew Pope, Danielle Schreve, Beccy Scott, Andrew Shaw and Elizabeth Stafford



## RICHARD HINGLEY LONDINIUM A BIOGRAPHY ROMAN LONDON FROM ITS ORIGINS TO THE FIFTH CENTURY





# ALL our degrees offer the option of a paid 1-year work placement

Complete the first two years of Durham degree;

Identify a professional placement offer (40 weeks paid employment):

Undertake reflective exercises, poster and presentation;

Return after 1-year to complete final year of degree



**Ten placements on offer annually  
with Archaeological Services Durham  
University**



# Engaged, Supportive and Social Community

Academic Advisors

Mental Health First Aiders

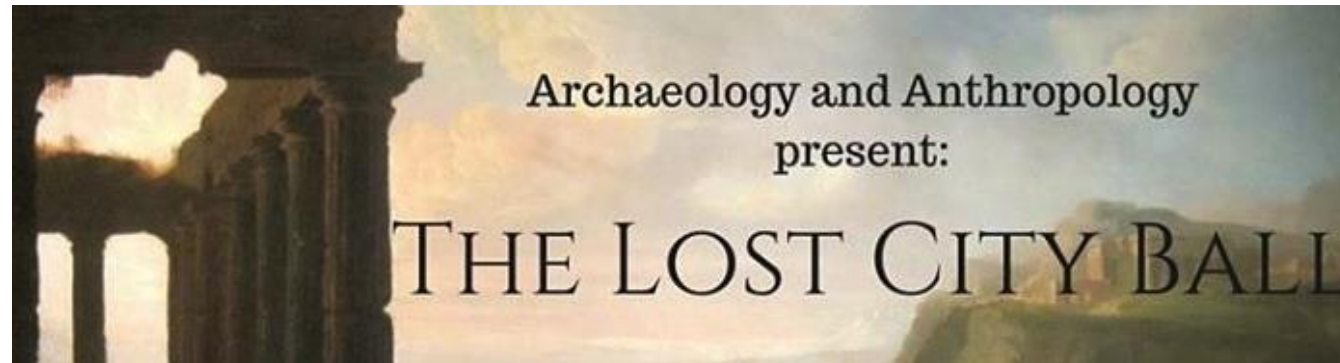
First generation student group

Parent/carers network

**Durham Archaeology Society (ArchSoc)**

<http://www.duruniarchsoc.co.uk/>

<https://www.facebook.com/groups/2203255690/>





# Employability of Durham archaeology graduates

	Rank	University Name	Entry Standards	Student Satisfaction	Research Quality	Graduate Prospects	Overall Score
▼	1st	▶0 Cambridge	212 ██████	4.12 ██████	3.07 ██████	85 ██████	100.0 ██████
▼	2nd	▲1 Oxford	203 ██████	4.16 ██████	3.19 ██████	80 ██████	98.5 ██████
▼	3rd	▼1 Durham	171 ██████	4.24 ██████	3.11 ██████	75 ██████	96.8 ██████
▼	4th	▲4 Glasgow	182 ██████	4.12 ██████	2.52 ██████	80 ██████	95.3 ██████
▼	5th	▲2 Liverpool	142 ██████	4.23 ██████	3.07 ██████	80 ██████	95.2 ██████

This means that 75% of our graduates are in:

- “graduate level” (i.e. good quality) employment,
- or further study.

**six months** after graduating  
(based on HESA data)

# Careers

- Exceptional employability.
- Some c. 30% of graduates work in archaeology, heritage and related fields;
- Around c. 30% more go into fields such as business, the City, journalism, marketing and publishing etc;
- And the remaining graduates enter a vast array of postgraduate training routes from conservation and museums-based programmes to teacher training and law conversions or enter directly into employment sectors such as education, the armed forces etc.



...Alexander Owen  
Captain in the Household Cavalry and commands  
the Blues & Royals Squadron in the Household  
Cavalry Mounted Regiment...



...Jun Hui Sim  
Cultural Heritage Officer at the  
George Town World Heritage  
Incorporated, Malaysia...



...Lauren Sewell  
Studying for a PhD at Bournemouth tracking 2  
million years of vegetation changes  
experienced by hominins in southern Africa...



# Durham's location...



# How to apply

## Entry criteria:

**AAB** – any combination; **IB 36**

**Please apply even if you are predicted lower scores as we can make offers on merit and potential**

Different combinations with/and/of other qualifications (BTEC e.g.) are also accepted

Mature student applications welcome

- Undergraduate applications go through the **UCAS** system
- Application deadline is mid-January
- Decisions are made and communicated to students **by UCAS EXCEPT for referrals**
- **Referral: If your first-choice programme is unable to make you an offer, you may be made an offer for a place on another programme**
- Conditional offers are subject to **confirmation** when exam results are released in the summer
- If qualifications (A-Levels; other) are in hand, sometimes an unconditional offer will be made



# Personal statements



## Do include:

- Your interest in studying the past
- Try to clarify your reasons for your interests in archaeology and material culture
- Any experience you have studying it OR working on excavations/in museums
- What you hope to gain from a degree (show curiosity and ambition)
- Perhaps an example of an exhibition you have seen or book you have read that caught your attention and why
- Or an example of a problem that you encountered in exploring a topic, what that was and why it was interesting

## • Key words:

- Analysis; debates; interpretation; 'for example'; perspectives; perceptions; assumptions

# Admissions: What our selectors consider

- Prior and predicted grades
- Personal Statement
- Teachers/Academic Reference
- Contextual evidence of merit & potential
- Motivation for the degree programme
- Study & other skills

Find out more by attending 'Applying to Durham' session CG93 Chemistry Building or visit the Admissions Desk in the Teaching and Learning Centre/Business School





# College Allocation and Preferences

- We no longer ask you to make a college preference on your UCAS Application Form. The only option listed at UCAS is 'Durham City'
- Your college is NOT linked to your degree subject
- Before we allocate your college, you will be invited to rank the colleges in the order of your preference
- You will be allocated your college in or around May

To find out more visit the Colleges Hub on the top floor of the Teaching and Learning Centre



- Post Offer Visit Days in February and March
- Includes a talk on modules and the department
- PLUS taster sessions with lecturers

ANY QUESTIONS?





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Telephone +44 (0)191 334 1100

<https://www.dur.ac.uk/archaeology/> -  
follow the links to find out more



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