

Degree Program and Examination Regulations for the Master's Degree Program Archaeology of the Ancient World within the Department of History and Cultural Studies at Freie Universität Berlin

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Preamble

On the basis of Section 14.1.1.2 of Freie Universität Berlin's supplemental rules and regulations [*Teilgrundordnung (Erprobungsmodell)*] from October 27, 1998, published in Freie Universität official bulletin *FU-Mitteilungen* 24/1998, the Department Council (*Fachbereichsrat*) of the Department of History and Cultural Studies at Freie Universität Berlin issued the following degree program and examination regulations for the master's degree program "Archaeology of the Ancient World" within the Department of History and Cultural Studies on October 20, 2021.

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Section 1

Scope

(1) These regulations define the objectives, content, and structure of the master's degree program "Archaeology of the Ancient World" within the Department of History and Cultural Studies at Freie Universität Berlin. These regulations apply in conjunction with Freie Universität Berlin's framework regulations for degree programs and examinations as they outline the requirements and processes necessary to complete coursework and assessments towards completion of a master's degree program.

(2) The degree program is a consecutive master's degree as defined by section 23.3.1.1.a of the Berlin Higher Education Act (BerlHG) from July 26, 2011 (GVBl. p. 378), last amended on May 4, 2021 (GVBl. p. 435). It is designed with a focus on research and is offered in English.

Section 2

Learning Objectives

(1) Graduates of the master's degree program possess a thorough, interdisciplinary understanding of the field of archaeology. Depending on the profile area chosen, this understanding will be centered around content and methodology specific to classical archaeology, prehistoric archaeology, or Near Eastern archaeology. In particular, this includes subject-specific knowledge; visual skills and competence with media; the ability to create archaeological reconstructions based on incomplete data; a good command of scientific working methods; and comprehensive methodological and analytical skills that can be applied to carry out independent academic work. Additionally, graduates display knowledge of traditional and new fields of research within their relevant subject, including traditional and modern methodological, theoretical, and heuristic questions and how these can be integrated into fields such as ancient studies, cultural anthropology, natural science, and the social sciences. Furthermore, graduates are aware of the broad range of scientific approaches that are taken in international archaeology and are able to independently approach complex areas of archaeological study using sound scientific methods that are appropriate to the task. Here, they demonstrate the ability to independently develop research questions and tackle these in a systematic manner. Graduates are aware of the foundations and basic general principles of academic work and good scientific practice and are able to apply these from the start of their academic/scientific activities. They also possess a range of theoretical and methodological skills that can be applied to both their own subject and other subjects. Their ability to reflect upon and adapt methods and theories from other disciplines means that they are able to develop comprehensive models of archaeological interpretation that take different historical periods into account. They are also able to approach interdisciplinary research questions and, in doing so, critically analyze current research topics. At the same time, graduates can critically assess source material, as well as critically examine and further develop schools of thought. They are able to take a transdisciplinary view and

situate these schools of thought within the state of the art. Depending on the area of specialization chosen, this includes in-depth knowledge of the material evidence, political and social orders, and iconography of the respective cultures. Graduates leave the program with their own independent academic profile and expanded knowledge of related topics thanks to their subject-specific specialization within the degree program and their individual choice of additional areas of study. Graduates are aware of the foundations and basic general principles of academic work and good scientific practice and are able to apply these from the start of their academic/scientific activities.

(2) Graduates have a range of research, presentation, and argumentation strategies at their disposal with which to carry out relevant analysis, as well as to communicate and critically discuss subject-specific content. They treat the cultures and objects that they handle with empathy and express awareness of the ethical, political, and legal aspects of dealing with cultural heritage in a responsible manner. They are interested in and open to questions posed by research on gender and diversity. Graduates will have developed the ability to take on responsibilities within group projects, to present results orally and in writing, and to explain their position in a debate with solid arguments. They also demonstrate social and intercultural skills that enable them to participate in international academic discourse in a productive manner. The cross-disciplinary nature of the degree program prepares graduates for collaboration in interdisciplinary research projects. Thanks to their engagement with academic literature; their familiarity with historical, social, cultural and/or artistic developments across various eras and geographical regions of ancient history; and their understanding of the dynamics and conflicts of regional and supra-regional interdependencies, graduates have consolidated both their intercultural expertise and their ability to act creatively, independently, and responsibly. Students also gain knowledge of and experience with the basic tenets of academic and scientific work as well as good scientific practice. During their studies, they are introduced to academic and scientific work.

(3) The degree program prepares students for professional work that is primarily oriented towards the social sciences, including careers in teaching or education. Among other things, this includes academic work across a range of archaeological disciplines both in university and non-university based institutions, as well as work in museums; the protection of historical monuments; the state-funded preservation of ancient monuments; commercial excavation companies; cultural and educational management; education for young people and adults; public outreach; work in publishing houses, presses, and with new media; diplomatic institutions; international organizations and the tourism industry; as well as work involving the mediation of intercultural problems in academic and non-academic teaching and education settings. Furthermore, the international character of the degree program also increases graduates' chances on the global job market. While this may primarily take the form of work in fields within the social sciences, it may also involve careers that are subject-specific or focus on the management of cultural heritage. Graduates of the master's degree program are also qualified to continue to doctoral study, which provides additional opportunities for pursuing an academic career within a university, museum, or non-university setting.

Section 3

Curriculum Contents

(1) The degree program provides students with extensive knowledge of the material culture of antiquity. It introduces students to multidisciplinary research practices and the theoretical and methodological debates currently underway in the various fields of archaeology. Students also gain knowledge of and experience with the basic tenets of academic and scientific work as well as good scientific practice. During their studies, they are introduced to academic and scientific work. They

learn how to reconstruct specific historical and cultural relationships and processes on the basis of physical evidence, as well as how to describe the complexity of ancient cultures in a nuanced manner. Students also learn to understand the complexity of the ancient world from both contemporary and historical perspectives through scholarly reconstructions of material culture, which they study using interpretive tools informed by theory and by applying special methods. They discover new sources of information by carrying out excavations. Furthermore, students learn to apply a range of methods and techniques in order to interpret material culture. In addition to being able to formally identify findings and features and place them within a chronological context, students are also able to systematically compare them in order to determine the unique features thereof, as well as place them within a wider context through analyzing them across type and time period. The degree program also incorporates knowledge and methods from a range of disciplines from the natural and social sciences, for example: history, art history, Latin and Greek studies, ancient Near Eastern studies, physical and historical geography, cultural anthropology, the history of knowledge, physical anthropology, zooarchaeology, religious studies, and archaeobotany. The numerical and digital methods of analyzing and visualizing data play an important role here. As such, the department also includes newer, transdisciplinary areas of focus such as computational archaeology and digital philology within its curriculum. Focal areas of the program include the analysis of diversity and gender issues, as well as identity construction. Given the international character of archaeology, the degree program also introduces students to international scholarly practices and international academic standards. Throughout the program, students develop their methodological, theoretical, and practical skills and apply them in challenging research projects. The specific content of the degree program depends on the specialization chosen. The “classical archaeology” profile area focuses primarily on the material legacy left behind by the Ancient Greek and Roman cultures (approx. 1000 B.C.E. to 500 C.E.), their attitudes towards their predecessors, how they themselves were received in post-ancient times, and their relationships with neighboring cultures. In geographical terms, students with this profile focus on the Mediterranean, as well as any neighboring regions that also came into contact with Greek and Roman culture. The objects of study comprise a wide variety of material culture that ranges from entire architectural landscapes and exceptional works of art to everyday objects and seemingly insignificant findings and features. Due to the amount of symbolism and information they contain, the large number of surviving sculptures from this period also play a large role within the degree program. The “prehistoric archaeology” profile area ranges from the dawn of humanity until the beginning of the historic period in Eurasia and its bordering regions. The main focus of teaching lies on recent prehistory and early history – i.e., the period in which humans began adopting an agricultural lifestyle until the early Middle Ages. Emphasis lies on the material culture that has been left behind by humans from this period, as well as on how these individuals organized themselves both socially and economically, and how they expressed themselves artistically, symbolically, and spiritually. Using quantitative and statistical methods of analysis appropriate to the type and material thereof, students investigate artifacts and ancient monuments and learn to determine their function and cultural-historical significance, as well as how to date them. Students who select the “Near Eastern archaeology” profile area primarily deal with the history and culture of Ancient Western Asia from the Epipalaeolithic/Neolithic period (approx. 12,000 B.C.E.) until the early Islamic period (700 C.E.). Geographically, the area of study ranges from the Levant to Central Asia and the Indus Valley, and from the Caucasus to Yemen, and incorporates the often complex written record that can be found within this area. In addition to the architectural and pictorial remains of the big political and religious institutions of the time, everyday objects such as lithic and ceramic artifacts are also analyzed, as are the settlement patterns that are fundamental for establishing a demographic and ecologically-based structural history. These topics are placed within the context of specific transformations that represent key developments in human

history: neolithization, the transition to a sedentary lifestyle, the emergence of the first states, urbanization, and the formation of the first empires.

(2) The master's degree program teaches students to develop their own problem-solving strategies for academic work, which they can then use in multi- and interdisciplinary contexts, especially within those areas where their work overlaps with intercultural research. Developing this skill area requires students to perform independent research based on feedback and advice from instructors/professors and according to individually developed project plans. Students learn to gather information using relevant means given the particular subject, to analyze that information within a comparative context, and to present it to the public in suitable ways. They learn to work independently with material evidence, findings, and features, and gain the skills necessary to deal with these materials critically and communicate their work effectively. In addition, reading linguistically diverse research material and participating in internships, excavations, and periods spent studying abroad in the areas of interest equip students with intercultural skills.

Section 4

General Academic Advising and Departmental Advising

(1) The Center for Academic Advising and Psychological Counseling at Freie Universität Berlin provides general academic advising for students.

(2) Instructors who teach courses offered in the master's degree program provide departmental advising during their office hours. A student aid is also available to offer additional advising support. Students are encouraged to schedule an advising session, especially when it comes to selecting modules from complementary areas of study.

Section 5

Examination Board

The examination board is appointed by the Department Council of the Department of History and Cultural Studies, Freie Universität Berlin. The board is responsible for organizing examinations and the other tasks stipulated by the framework regulations for degree programs and examinations (RSPO).

Section 6

Standard Time to Degree

The standard time to degree is four semesters.

Section 7

Structure and Components; Distribution of Credit Points

(1) Students need to earn 120 credit points in order to complete the master's degree program. The various components of the master's degree program include:

1. An integrative area totaling 45 credit points
2. A specialization area totaling 35 credit points
3. A complementary area totaling 15 credit points
4. A master's thesis, including a presentation of the research outcomes, totaling 25 credit points.

(2) The integrative area is structured as follows:

1. Required module: Students are required to complete both of the following modules for a total of 30 credit points:

- Module: Introduction to the Archaeology of the Ancient World (15 credit points) and
- Module: Internship (15 credit points).

2. Required elective modules: Students select one of the following modules to complete for 15 credit points:

- Module: Methods in Archaeology and Their Application (15 credit points) or
- Module: Archaeological Theory (15 credit points).

(3) With regard to their specialization area, students are to complete the required module Principles of Academic Research (5 credit points) and to select and complete one of the following profile areas for a total of 30 credit points:

a) Profile: Classical Archaeology: The following modules are to be completed:

- Module: Methods in Classical Archaeology (15 credit points) and
- Module: Interdisciplinary Perspectives in Classical Archaeology (15 credit points).

b) Profile: Prehistoric Archeology: The following modules are to be completed:

- Module: Chronology and Materiality in Prehistoric Europe (15 credit points) and
- Module: Interdisciplinary Perspectives in Prehistoric Archaeology (15 credit points).

c) Profile: Near Eastern Archaeology: The following modules are to be completed:

- Module: Near Eastern Archaeology – Hermeneutics (15 credit points) and
- Module: Interdisciplinary Perspectives in Near Eastern Archaeology (15 credit points).

(4) The complementary area of study allows students to select and complete modules from other master's degree programs for a total of 15 credit points. It is recommended that students select modules from the following areas: ancient history, Egyptology, ancient Near Eastern studies, Greek philology, Latin studies, social and cultural anthropology, history of knowledge, religious studies, or physical geography. The Department of History and Cultural Studies offers a wide range of suitable modules across its various master's degree programs.

(5) The module descriptions in Appendix 1 provide information on the prerequisites, the contents and learning objectives, the modes of instruction, the workload, the different types of active participation, the various assessments that students must take during the program, information on participation requirements in the different modes of instruction, the standard duration, and how often courses are offered. Please refer to the relevant applicable Degree Program and Exam Regulations for further information on the modules in the complementary area of study.

(6) Appendix 2 is a standard plan for completing the master's degree program.

Section 8

Modes of Instruction

The courses offered through the program include the following modes of instruction:

1. Lectures (V), including lecture series, impart knowledge to students about an area of study, research issues in that area, and the current relevance of the field. The main mode of instruction is a presentation prepared by the respective instructor followed by discussion.
2. Introductory courses (EK) provide students with an overview of the methodological and theoretical fundamentals of a given subject. The main mode of instruction is a presentation prepared by the respective instructor.
2. Seminars (S) convey knowledge on a clearly defined subject area and teach students the skills they need to independently research a topic, present their results, and discuss the subject using critical thinking. The main modes of instruction and learning are seminar discussions conducted with the aid of learning materials, preparatory reading of specialist literature and sources, and group work.
3. Project seminars (ProjS) enable students to expand their knowledge and hone their skills when it comes to solving problems and applying methods in their field. These take the form of presentations prepared by the instructor; discussions; and phases in which students plan, design, and carry out their own projects.
4. Advanced seminars (HS) provide students with a chance to engage intensively with defined areas of study, as well as to acquire the skills they need to carry out independent academic work.
5. Methodology practice sessions (MÜ) instill practical knowledge and skills in students as well as techniques related to a specific subject area. The main mode of instruction and learning is the methodical reinforcement of different techniques and practical knowledge, as well as in-depth conversations, group work, and the practical application of subject-specific skills. Practice sessions are often offered in conjunction with a lecture or internship. The instructor leads students in the various activities and evaluates them.
6. An internship (P) refers to a specialization of a student's knowledge through practical applications over a specific period, or to gaining new knowledge and skills through practical work at an excavation, organization, institution, or by contributing to a specific process.
7. Colloquia (Ko) give students the chance to present and discuss the results of their independent study, mainly regarding work on their master's thesis as well as current topics in international research.
8. Elective courses (WV) provide students with knowledge and skills from a specific discipline or cover transdisciplinary topics. Students are given free choice of their elective courses from the entire range of courses on offer.

(2) The modes of instruction as outlined above in section 8.1 can be implemented through blended learning formats. Blended learning combines on-site education with digital, internet-based media (e-learning). In this context, certain educational activities can be offered through Freie Universität Berlin's central e-learning applications. Students can work on these activities individually or in groups. They can complete them on their own or with the guidance of an instructor. Blended

learning can be used both as part of the active learning phase (discussing educational materials, sharing solutions to assignments, vigorous communication between instructors and students) and for follow-up activities (evaluating students' progress, applying and transferring knowledge).

Section 9

Master's Thesis

(1) The master's thesis is intended to demonstrate that a student has the ability to work independently on a research problem from the field of archaeology at an advanced academic level. They should be able to present their findings in a form that is appropriate to the topic and situate them within an academic context, as well as document their findings in writing and discuss them orally.

(2) Students will be admitted to work on a master's thesis by submitting a request, provided that

1. they were recently enrolled in a master's degree program at Freie Universität Berlin, and
2. they have successfully completed modules totaling at least 50 CP in the course of the master's degree program.

(3) The admission request for the master's thesis must be accompanied by proper documentation of the prerequisites listed above under Section 9.2, as well as confirmation from an instructor who is an authorized examiner that they are willing and able to act as supervisor for the master's thesis. The relevant examination board is responsible for approving requests. If the request does not include confirmation from an instructor as described above, the examination board will appoint the student a supervisor.

(4) The examination board assigns the topic of the master's thesis in coordination with the thesis supervisor. The topic and assignment must be designed in such a way as to ensure the work can be completed by the deadline. The function of supervision is to guide students toward an understanding of and compliance with the rules of good scientific practice in the context of the specific requirements of the given field or subject area. The assignment and compliance with the submission deadline must be documented and kept on file.

(5) The master's thesis should be 15,000 words in length. Students have 16 weeks to complete and submit the master's thesis. If a student is hindered from working on their master's thesis for more than three months due to mitigating circumstances, the examination board will decide whether the student must start the master's thesis process again. If the examination board demands that the master's thesis be submitted again, the previous steps in the master's thesis process do not count as an official examination attempt.

(6) The work period for the master's thesis begins with the date that the topic is assigned by the examination board. The topic can be declined once within two weeks of being assigned, in which case it will be deemed not issued. When the student submits their master's thesis they must include a written statement confirming that they alone are responsible for the content of the thesis and that they only used the sources or references listed in the thesis. Students are also instructed to submit the following declaration (in German), complete with a written signature: "As an archaeologist, I am committed to using the knowledge that I obtain during my studies exclusively in accordance with the 1970 UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export, and Transfer of Ownership of Cultural Property and the 2001 ICOM Code of Ethics. In particular, I commit to advocating the preservation, scientific study, and disclosure of archaeological cultural heritage to

the public. Furthermore, I will not promote improper or illegal practices for obtaining archaeological objects or trade with such objects – directly or indirectly.” Students must submit three typewritten and bound copies of their master’s thesis, as well as an electronic copy in Portable Document Format (PDF). The PDF file must be machine-readable and digitalized. Furthermore, it may not be subject to any rights restrictions.

(7) The master’s thesis is to be assessed by two authorized examiners appointed by the examination board, one of whom must be the supervisor of the thesis. Examiners have six weeks’ time to submit their written evaluations. At least one of the evaluations should be from an instructor from the Department of History and Cultural Studies who is qualified to perform assessments and whose primary employer is Freie Universität Berlin.

(8) The oral part of the master’s thesis requires the results of the written thesis to be presented orally (approx. 20 minutes) and then discussed in an academic setting (approx. 40 minutes). The date for the oral presentation is determined by the examination board following submission of the master’s thesis. The candidate will be informed of this date by suitable means. The oral part of the master’s thesis shall be supervised by two appointed examiners. These must be the same examiners as those who examined the written part. The grade awarded for the oral part of the master’s thesis is calculated as the arithmetical mean of the grades awarded by the two examiners.

(9) The grade awarded for the written master’s thesis constitutes three quarters of the cumulative grade for the master’s thesis, with the grade for the oral presentation constituting one quarter.

(10) The master’s thesis is considered passed if the overall grade awarded is “sufficient” (4.0) or higher.

(11) A student’s work on a master’s thesis elsewhere can be recognized/transferred to Freie Universität. The recognition request should be submitted to the examination board. In order for the master’s thesis to be recognized, the examination conditions and the assignment of the submitted work must not differ substantially in terms of quality, level, learning outcomes, scope, and profile when compared to the examination conditions and the assignment of a master’s thesis completed in this master’s program, which characterize the type of professional qualification this master’s degree program in particular provides.

Section 10

Retaking Exams and Assessments

(1) If a student does not pass their master’s thesis, they can attempt the assessment a second time. For all other exams and assessments in the program, they can retake them two times.

(2) Exams and assessments that receive a grade of “sufficient” (4.0) or higher cannot be retaken.

Section 11

Study Abroad

(1) Students are encouraged to study abroad. While studying abroad, students should pursue courses that can be accredited within their master's degree program.

(2) Before starting a study abroad program, a learning agreement must be drawn up between the student, the head of the examination board, and the responsible point of contact at the host

university. The agreement covers the length of the study abroad period, the coursework to be completed while studying abroad, which must equate to the courses of the master's degree program in terms of credit points, and the credit points to be allocated to the completed coursework. Coursework completed in accordance with this agreement will be recognized.

(3) The third semester in the program lends itself well to study abroad, and students are encouraged to study abroad then.

Section 12

Degree Completion

(1) In order to graduate, students must complete the coursework and assessments outlined in Sections 7 and 9.

(2) A student is not eligible for graduation if they have definitively failed some coursework or assessment or are involved in a pending examination procedure at another university in the same course of study or in a module that is identical or comparable to one of the modules to be completed in the master's degree program here and that will be taken into account when determining their overall grade.

(3) The application request for the award of a degree must be accompanied by documentation showing the student has completed the requirements mentioned in Section 12.1 as well as a guarantee that the applicant is not subject to any of the eligibility restrictions mentioned in Section 12.2. The relevant examination board is responsible for approving the application.

(4) Upon successful completion of the assessment, the student will receive a Master of Arts (M.A.) university degree. Students receive a degree certificate and a diploma (appendices 3 and 4), in addition to a diploma supplement (English and German versions). A degree certificate supplement with details of the individual modules and their components (transcript) is also prepared. Additional English versions of the transcript and degree certificate may be issued upon request.

Section 13

Entry into Force

These regulations enter into force on the day following their publication in *FU-Mitteilungen* (the official bulletin of Freie Universität Berlin).