

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

**Disclaimer: Please note that only the German version of this document is legally binding. This translation is intended for the convenience of the non-German-reading public and is for informational purposes only.**

## Preamble

On the basis of § 14.1.1.2 of Freie Universität Berlin's supplemental rules and regulations from October 27, 1998, published in Freie Universität official bulletin *FU-Mitteilungen* 24/1998, the Department Council 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 May 19<sup>th</sup> 2022.

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## § 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 § 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.

## § 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.

(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.

### § 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.

#### § 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.

#### § 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).

#### § 6

##### Standard Time to Degree

The standard time to degree is four semesters.

#### § 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.

## § 8

### Modes of Instruction

(1) 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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 § 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).

## § 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 § 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: "Als Archäologin/Archäologe ist es für mich selbstverständlich, mein während des Studiums erworbenes Wissen künftig nur im Einklang mit den Prinzipien der UNESCO-Konvention zum Kulturgüterschutz von 1970 und dem ICOM-Code of Ethics von 2001 zu nutzen. Hierzu zählt insbesondere, dass ich mich für den Erhalt, die wissenschaftliche Erschließung und Veröffentlichung von archäologischem Kulturgut einsetze. Unsachgemäße und illegale Praktiken der Gewinnung archäologischer Objekte und des Handels mit solchen Gegenständen werde ich weder direkt noch indirekt fördern." (Translation: *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.

## § 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.

## § 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.

## § 12

### Degree Completion

- (1) In order to graduate, students must complete the coursework and assessments outlined in § 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 § 12.1 as well as a guarantee that the applicant is not subject to any of the eligibility restrictions mentioned in § 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.

## § 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).

## Appendix 1 Module Descriptions

### Explanatory notes:

These module descriptions address the following aspects for each module in the master's degree program, unless otherwise noted that another set of regulations applies:

- The name of the module
- The person responsible for the module (module coordinator)
- The prerequisites needed in order to take a particular module
- The module's content and learning objectives
- Modes of instruction used in the module
- The amount of work required by students to successfully complete a module
- Types of active participation
- Types of assessments
- Whether or not regular attendance is required
- Credits awarded for the module
- Standard duration of the module
- Frequency
- Applicability

The information provided on student workload takes the following factors into account:

- Active participation during class sessions
- Time needed to complete small assignments during class sessions
- Students' preparations before class and follow-up work
- Work on study units in online learning sections
- Preparation time required specifically for assessments
- The time needed for the assessment itself

The amount of time indicated for independent study (including preparing for class, follow-up work, preparing for an exam) are only approximations meant to help students organize their time when planning their workload for modules. The information on the workload corresponds to the number of credit points assigned to the respective module, which serves as a unit of measurement for the amount of work required to successfully

complete the module. One credit point equals 30 hours.

If regular attendance is required for the specific type of instruction, then regular attendance, along with active participation in the instruction and successful completion of assessments, is necessary in order to receive credit points for the specific module. Regular attendance means that a student has attended at least 85% of the instruction in the module. If regular attendance is not required in a module, students are still strongly encouraged to attend classes regularly. Instructors teaching courses in which regular attendance is merely encouraged cannot decide that attendance should be required. For modules that include alternative forms of active participation, the type of participation, which must correspond to the workload allotted for active participation in the respective semester, must be determined by the instructor during the first class period at the latest.

To complete each module, the student must complete the module assessment for that module if the module has one. In order to complete a graded module, only one assessment (the module assessment) must be completed. The module assessment is based on the module's learning objectives and serves as a way to test whether the objectives have been achieved. The scope of the assessment covers the components necessary to this end. For modules that include alternative assessment forms, the type of assessment for the respective semester must be determined by the responsible instructor before the first day of class.

Active and (if applicable) regular participation in the instruction and successful completion of assessments are necessary in order to receive credit points for the specific module. If a module does not involve a module assessment, then active and regular participation in the instruction is necessary in order to receive credit points for the specific module.

## 1. Integrative area – a) Compulsory modules

<b>Module:</b> Introduction to the Archaeology of the Ancient World				
<b>University/department/teaching unit:</b> Freie Universität Berlin/Department of History and Cultural Studies/Ancient Studies				
<b>Module coordinator:</b> Degree program coordinator				
<b>Prerequisites:</b> none				
<b>Learning objectives:</b> The students will be familiar with different methodological and theoretical approaches within the archaeological disciplines and recognize the interdisciplinary relationships between the program's profile areas. They are able to interpret archaeological remains and correlations using cross-disciplinary methodologies as well as within a narrower disciplinary framework. They have the ability to formulate research questions independently in consideration of the basic topics, as well as to apply different models and methods in their analysis. They investigate similarities in an archaeology that is characterized by diversity and internationality and can reflect critically on different approaches.				
<b>Content:</b> The module provides students with historical knowledge and an understanding of the specifics of the three profiles taught within the program. It introduces a number of different topics aiming at giving students a common ground conducive to discussion. The basic topics include, among others, creating relative and absolute chronologies; the spatial ordering of material inventories; finding connections between written remains, images, and object categories; and applying specific interpretive archaeological techniques. These basic topics are dealt with using examples from the individual profile areas.				
Modes of instruction	Contact hours (hours per week during the semester)	Types of active participation	Workload (in hours)	
Lecture (V)	2	Participation in class discussions	Class attendance (V) Preparation and follow-up (V)	30 90
Seminar (S)	2	Discussion, group projects, oral and written assignments (submitted individually or as a group)	Class attendance (S) Preparation and follow-up (S)  Assessment preparation and assessment	30 180  120
<b>Module assessment</b>		Term paper (approx. 5,000 words); the module assessment is graded on a pass/fail basis only.		
<b>Language</b>		English		
<b>Regular attendance required</b>		Yes		
<b>Total workload</b>		450 hours	15 credit points	
<b>Duration</b>		One semester		
<b>Frequency</b>		Every winter semester		
<b>Applicability</b>		Archaeology of the Ancient World master's degree program		

<b>Module:</b> Internship				
<b>University/department/teaching unit:</b> Freie Universität Berlin/Department of History and Cultural Studies/Ancient Studies				
<b>Module coordinator:</b> Degree program coordinator				
<b>Prerequisites:</b> none				
<b>Learning objectives:</b> Students are able to reflect on the potential applications of an "Archaeology of the Ancient World." They know how to apply their archaeological skills within relevant professional fields, institutions, organizations, and companies, for instance in university and non-university research institutions; in documentation, archives and museums; in international organizations in the cultural heritage sector; in tourism; in the mediation of intercultural problems in academic and non-academic teaching and education; and in the fields of knowledge transfer and science management.				
<b>Content:</b> This module familiarizes students with the requirements and specifics of applying knowledge from the field of the archaeology of Europe, Western Asia and the ancient Mediterranean to professional practice through an internship at an institution selected by the student (museum, monuments office, exhibition site, excavation company, etc.). Connections will be made between practical experiences and scientific insights. Students will develop objective descriptions of the work performed as well as a reflection on the transfer of acquired research knowledge to practical contexts.				
Modes of instruction	Contact hours (hours per week during the semester)	Types of active participation	Workload (in hours)	

Internship (P)	240	Active arrangement	Attendance (P) Preparation and follow-up (P)	240 20
Colloquium (Ko)	2	Discussing experiences in the field; identifying, presenting, and reviewing differences and similarities across different fields of practice	Attendance (Ko) Preparation and follow-up (Ko)  Assessment preparation and assessment	30 100  60
<b>Module assessment</b>		Internship report (approx. 2,000 words); the module assessment is graded on a pass/fail basis only.		
<b>Language</b>		English (some German may be required)		
<b>Regular attendance required</b>		Yes		
<b>Total workload</b>		450 hours	15 credit points	
<b>Duration</b>		One semester		
<b>Frequency</b>		Every winter semester		
<b>Applicability</b>		Archaeology of the Ancient World master's degree program		

## b) Compulsory elective modules

<b>Module:</b> Methods in Archaeology and Their Application			
<b>University/department/teaching unit:</b> Freie Universität Berlin/Department of History and Cultural Studies/Ancient Studies			
<b>Module coordinator:</b> Degree program coordinator			
<b>Prerequisites:</b> none			
<b>Learning objectives:</b> Students have advanced knowledge of methodological competences and the independent application of specific software needed to solve archaeological questions. They are familiar with methods within the respective discipline that are expected to play a role in how professional archaeologists handle various topics in the future and can apply them to the specific problem at hand. This means that they are able to analyze complex archaeological issues independently.			
<b>Content:</b> The module consists of methodology practice sessions and an assigned advanced seminar in which the learned methods are applied to a specific case study (taken from literature). Topics may include: site formation; stratigraphic and taphonomic analysis; classification systems of material culture; Bayesian modeling of radiocarbon dates; applied methods of archaeobiology; and multivariate statistics for archaeologists using R. The methodology practice sessions are aimed at providing students with practical training in methodological approaches (e.g., numerical classification, seriation with CA/PCA, Harris Matrix Composer (HMC), Bayesian radiocarbon modeling). The methodological approaches and their theoretical principles are to be discussed in detail. The advanced seminar serves as an opportunity to apply the methodological procedures learned to specific examples. This may include analyzing and interpreting various find types (pottery, lithics, metal artefacts) or complex archaeological records (multiphase settlements, burial grounds, or offering sites) in terms of their cultural, social, and historical significance and placing these in a larger context.			
<b>Modes of instruction</b>	<b>Contact hours</b> (hours per week during the semester)	<b>Types of active participation</b>	<b>Workload (in hours)</b>
Methodology practice sessions (MÜ)	2	Reading relevant literature, short presentations, exercises with subject-specific software in the computer lab	Class attendance (MÜ) 30 Preparation and follow-up (MÜ) 90
Advanced seminar (HS)	2	Oral presentation, participating in discussions, writing short summaries of literature	Class attendance (HS) 30 Preparation and follow-up (HS) 140 Assessment preparation and assessment 160
<b>Module assessment</b>		Term paper (approx. 4,000 words)	
<b>Language</b>		English	
<b>Regular attendance required</b>		Yes	
<b>Total workload</b>		450 hours	15 credit points
<b>Duration</b>		One semester	
<b>Frequency</b>		Every second winter semester	
<b>Applicability</b>		Archaeology of the Ancient World master's degree program	

<b>Module:</b> Archaeological Theory	
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<b>University/department/teaching unit:</b> Freie Universität Berlin/Department of History and Cultural Studies/Ancient Studies				
<b>Module coordinator:</b> Degree program coordinator				
<b>Prerequisites:</b> none				
<b>Learning objectives:</b> Students will have an overview of the history of theoretical thinking in archaeological disciplines since the very beginning, and since 1950 in particular. They are able to identify subject foci in terms of content and the individual theoretical features that are the result thereof. They know which concepts are crucial for interdisciplinary work in archaeology and can link theoretical approaches to methodological issues. They are able to critically rethink their own point of view as a scientist, to reflect on the diversity of multiple theoretical approaches, and to incorporate these into their scientific work.				
<b>Content:</b> The module provides a historical overview of theoretical thinking in archaeology that incorporates cultural-historical, visual-historical, processual, and post-processual approaches, as well as more recent schools of thought such as gender and postcolonial archaeology. Special emphasis is placed on the applicability of theoretical issues. Examples from genuine archaeological practice serve to identify the role of theory in generating relevant research questions and to provide guidance for successfully writing research proposals. A larger intellectual-historical classification of theoretical ideas serves to illustrate the influence society has on scientific thinking, but also to recognize the impact of scientific work on societal discourses.				
<b>Modes of instruction</b>	<b>Contact hours</b> (hours per week during the semester)	<b>Types of active participation</b>	<b>Workload (in hours)</b>	
Introductory course (EK)	2	Reading relevant literature	Class attendance (EK) Preparation and follow-up (EK)	30 90
Advanced seminar (HS)	2	Participating in discussions, writing short summaries of literature	Class attendance (HS) Preparation and follow-up (HS) Assessment preparation and assessment	30 140 160
<b>Module assessment</b>		Term paper (approx. 4,000 words)		
<b>Language</b>		English		
<b>Regular attendance required</b>		Yes		
<b>Total workload</b>		450 hours	15 credit points	
<b>Duration</b>		One semester		
<b>Frequency</b>		Every second winter semester		
<b>Applicability</b>		Archaeology of the Ancient World master's degree program		

## 2. Specialization area

<b>Module:</b> Principles of Academic Research				
<b>University/department/teaching unit:</b> Freie Universität Berlin/Department of History and Cultural Studies/Ancient Studies				
<b>Module coordinator:</b> Degree program coordinator				
<b>Prerequisites:</b> none				
<b>Learning objectives:</b> Students are able to plan and carry out research projects independently and present them in a comprehensible manner. They have the ability to justify their research question, research approach, selection of methods and, if necessary, the concrete source work in academic discussions and to reflect on these in light of current research approaches. They can convincingly present the additional value of their theoretical and methodological approaches by contrasting them with other approaches appropriate to the subject matter and illustrating the advantages thereof in relation to their own project.				
<b>Content:</b> Students participate in a colloquium to present a concept for a specific scientific topic and to discuss any open questions. They also present, discuss, and reflect upon their own selection of topics, their theoretical and methodological approaches, and their initial results.				
<b>Modes of instruction</b>	<b>Contact hours</b> (hours per week during the semester)	<b>Types of active participation</b>	<b>Workload (in hours)</b>	
Colloquium (Ko)	2	Reading, participating in discussions, presenting a topic, developing questions and a thesis, exposé (project sketch)	Class attendance (Ko) Preparation and follow-up (Ko) Assessment preparation and assessment	30 60 60
<b>Module assessment</b>		Presentation (approx. 30 min) with discussion (approx. 15 min)		
<b>Language</b>		English		
<b>Regular attendance required</b>		Yes		

<b>Total workload</b>	150 hours	5 credit points
<b>Duration</b>	One semester	
<b>Frequency</b>	Every summer semester	
<b>Applicability</b>	Archaeology of the Ancient World master's degree program	

### a) Classical Archaeology

<b>Module:</b> Methods in Classical Archaeology (A, B, C)			
<b>University/department/teaching unit:</b> Freie Universität Berlin/Department of History and Cultural Studies/Ancient Studies/ Classical Archaeology			
<b>Module coordinator:</b> Degree program coordinator			
<b>Prerequisites:</b> none			
<p><b>Learning objectives:</b> The module is offered in three different options (A–C: A = Space and landscape; B = Visual culture, C= Find contexts and visual spaces). Depending on the option chosen, the students demonstrate the following abilities:</p> <ul style="list-style-type: none"> <li>• An awareness of various methods and techniques with which to describe, analyze, and reconstruct spaces, and the ability to relate spatial phenomena to complex political, social, religious, or gendered structures of ancient societies.</li> <li>• Familiarity with the theoretical principles of dealing with images and an ability to analyze ancient imagery independently. On one hand, they can grasp the aesthetic and medial qualities of images as the result of historical constellations, such as the social and gender specific structure of a society and the mentality of an era and; on the other hand, they are able to assess the role of images in the construction of social structures.</li> <li>• Mastery of the methodological and theoretical handling of fragmentary tradition through the analysis of selected find contexts and visual spaces. By dealing with material finds in their cultural contexts and areas of application (e.g., forms of individual and state representation, symbolic exchange of goods, or interaction by means of votives and funerary objects), students are also able to reconstruct specific historical and cultural conditions and processes and understand complex ancient cultures in a nuanced way.</li> </ul> <p>In all three options, the students are able to independently and comprehensively collect, sort, and analyze material on a limited topic, to critically prepare the topic for an increasingly informed audience, and compose scholarly texts.</p> <p><b>Content:</b> In option A, the module provides students with the tools for establishing a differentiated analysis of the cultural construction of space and landscape based on archaeological evidence. In doing so, the main focus is on aspects of how humans have actively marked and shaped urban and extra-urban spaces and geographical units. It also addresses the symbolic structuring and semantic charging of spaces and places; political, military, and other strategies for controlling territories; and how cultural and geographic conditions play a role in the formation of regional differences. Students are provided with a research-oriented overview of the cultural construction of space and landscape on the basis of archaeological evidence and of important stages in the formation of theory, and selected examples will be used to expand upon their knowledge of the methodological principles of spatial analysis.</p> <p>In option B, the focus is on imparting an in-depth understanding of the formal properties and contexts of use of ancient imagery as well as modern image and media theories. Moving beyond the superficial level of content, students will discover how content is conveyed via an object's formal characteristics and the choice of medium. Students are provided with a research-oriented overview of the design and use of ancient imagery and of important stages in the formation of theory, and selected examples will be used to expand upon their knowledge of the methodological principles of image analysis.</p> <p>Option C focuses on the reconstruction of cultural practices based on archaeological evidence. In particular, the focus lies on the specific actions taken by ancient individuals in their respective habitats, and on the interaction within individual groups, constituted, for example, by gender, age, social status, and function. In the process, students will discover the extent to which social and symbolic actions can be extrapolated from imagery, findings, and features, as well as the extent to which these can be interpreted as indications of cultural exchange and intercultural communication, and how these may be involved in the construction of identities. Students are provided with a research-oriented overview of cultural practices on the basis of archaeological evidence and of important stages in the development of theory, and selected examples will be used to expand upon their knowledge of the methodological foundations of contextual analysis.</p>			
<b>Modes of instruction</b>	<b>Contact hours</b> (hours per week during the semester)	<b>Types of active participation</b>	<b>Workload (in hours)</b>
Elective course (WV)	2	Discussion, literature analysis, presentation, writing assignments	Class attendance (WV) 30 Preparation and follow-up (WV) 90
Seminar (S)	2		Class attendance (S) 30 Preparation and follow-up (S) 140
			Assessment preparation and assessment 160
<b>Module assessment</b>		Term paper (approx. 6,000 words)	

<b>Language</b>	English	
<b>Regular attendance required</b>	Yes	
<b>Total workload</b>	450 hours	15 credit points
<b>Duration</b>	One semester	
<b>Frequency</b>	Every semester	
<b>Applicability</b>	Archaeology of the Ancient World master's degree program	

<b>Module:</b> Interdisciplinary Perspectives in Classical Archaeology			
<b>University/department/teaching unit:</b> Freie Universität Berlin/Department of History and Cultural Studies/Ancient Studies/ Classical Archaeology			
<b>Module coordinator:</b> Degree program coordinator			
<b>Prerequisites:</b> none			
<b>Learning objectives:</b> Students possess interdisciplinary skills and, thus, the ability to place the diverse aspects of the field of classical archaeology into a larger inter- and transdisciplinary context, and to reflect upon and evaluate subject-specific methods from a broader perspective.			
<b>Content:</b> The module deals with subject-specific topics against the background of other university disciplines that are related to or complement classical archaeology. These include, for example, Egyptology or ancient Near Eastern studies, but also historical building research, ancient history, classical studies, art history, religious studies, as well as various disciplines from the natural sciences. The seminar is usually conducted together with at least one other discipline. It provides students with a comparison and discussion of questions in ancient studies from a range of perspectives, as well as to introduce the working methods that are characteristic for the disciplines under discussion. The module also aims to include topics from current interdisciplinary research projects. This is supplemented through suitable activities with one of the neighboring disciplines that open up cultural spaces that can be considered as belonging to both disciplines, depending on the methodological or chronological point of view taken. Opportunities are created in which clarification is achieved through close examination of the monuments or cultural areas in question, or in which a subject-specific theoretical approach is tested and discussed by applying it to case studies.			
<b>Modes of instruction</b>	<b>Contact hours</b> (hours per week during the semester)	<b>Types of active participation</b>	<b>Workload (in hours)</b>
Seminar (S)	2	Discussion, presentation, writing assignments	Class attendance (S) 30 Preparation and follow-up (S) 130
Project seminar (ProjS)	2		Class attendance (ProjS) 30 Preparation and follow-up (ProjS) 100 Assessment preparation and assessment 160
<b>Module assessment</b>		Term paper (approx. 6,000 words)	
<b>Language</b>		English	
<b>Regular attendance required</b>		Yes	
<b>Total workload</b>		450 hours	15 credit points
<b>Duration</b>		One semester	
<b>Frequency</b>		Every winter semester	
<b>Applicability</b>		Archaeology of the Ancient World master's degree program	

## b) Prehistoric Archaeology

<b>Module:</b> Chronology and Materiality in Prehistoric Europe			
<b>University/department/teaching unit:</b> Freie Universität Berlin/Department of History and Cultural Studies/Ancient Studies/ Prehistoric Archaeology			
<b>Module coordinator:</b> Degree program coordinator			
<b>Prerequisites:</b> none			
<b>Learning objectives:</b> Students have an extended pool of visual and cognitive knowledge that includes in-depth knowledge on the topics of prehistory and early history (as well as on how chronological and spatial distinctions are made within these periods), that goes beyond the subject matter of the bachelor's degree. They possess the ability to interpret chronological systems in historical and			

cultural terms. Students are also able to transfer these skills into practice, independently applying knowledge and skills they have acquired to material findings and research questions specific to eras that they have not yet covered in great detail in their studies.			
<b>Content:</b> The module is devoted to studying the material evidence left behind by peoples from a specific era, thus expanding upon the basic knowledge already acquired in the bachelor's program. Students are presented with chronological systems based on this material, which they analyze relative to research history and discuss with regard to their cultural-historical significance. Students study individual groups of materials in depth and carry out typological-chronological evaluations with the aim of identifying processes specific to an individual era (innovations, settlement dynamics, social differentiation, ritual practice, etc.).			
Modes of instruction	Contact hours (hours per week during the semester)	Types of active participation	Workload (in hours)
Lecture (V)	2	Discussion	Class attendance (V) 30 Preparation and follow-up (V) 90
Advanced seminar (HS)	2	Discussion, presentation, oral and written assignments, etc.	Class attendance (HS) 30 Preparation and follow-up (HS) 120 Assessment preparation and assessment 180
<b>Module assessment</b>		Term paper (approx. 6,000 words)	
<b>Language</b>		English	
<b>Regular attendance required</b>		Lecture: attendance is recommended Advanced seminar: attendance is required	
<b>Total workload</b>		450 hours	15 credit points
<b>Duration</b>		One semester	
<b>Frequency</b>		Every summer semester	
<b>Applicability</b>		Archaeology of the Ancient World master's degree program	

<b>Module:</b> Interdisciplinary Perspectives in Prehistoric Archaeology			
<b>University/department/teaching unit:</b> Freie Universität Berlin/Department of History and Cultural Studies/Ancient Studies/Prehistoric Archaeology			
<b>Module coordinator:</b> Degree program coordinator			
<b>Prerequisites:</b> none			
<b>Learning objectives:</b> Students possess interdisciplinary skills and are able to place the specific problems of prehistoric archaeology, with its manifold aspects, into a larger inter- and transdisciplinary context, as well as to reflect on and evaluate subject-specific methods from a broader perspective (e.g., linking archaeological data with findings from the archaeobiological or historical sciences).			
<b>Content:</b> The module deals with subject-specific topics in prehistoric archaeology against the background of research in related or complementary university disciplines, especially in the field of archaeobiology and other disciplines from the natural sciences. To this end, archaeobotanical and/or anthropological aspects or results from other scientific disciplines are integrated into the module to provide students with a comprehensive understanding of subsistence strategies or the ability to examine the emergence of certain social structures in greater depth – in particular in terms of their dependence on the history of settlement and how the landscape has developed within a specific region –, as well as to allow students to determine aspects of the changing relationship between humans and animals in everyday life and ritual. The focus is on the research approaches of interdisciplinary projects, which are compared with one another and discussed in terms of their relevance for the field of ancient studies, as well as on the presentation of the characteristic working methods of the disciplines involved. In addition, the topics and issues dealt with during the degree program will be covered in greater depth, and the interdisciplinary perspectives and insights gained will be specifically addressed in terms of content and methodology. The module aims to include topics from current research projects. Furthermore, students will have the opportunity to carry out practical analysis on original materials (animal, human, and plant remains) in various natural science laboratories or during excavations.			
Modes of instruction	Contact hours (hours per week during the semester)	Types of active participation	Workload (in hours)
Lecture (V)	2	Discussion	Class attendance (V) 30 Preparation and follow-up (V) 90
Seminar (S)	2	Discussion, presentation, written assignments, etc.	Class attendance (S) 30 Preparation and follow-up (S) 120 Assessment preparation and assessment 180
<b>Module assessment</b>		Term paper (approx. 6,000 words)	

<b>Language</b>	English	
<b>Regular attendance required</b>	Yes	
<b>Total workload</b>	450 hours	15 credit points
<b>Duration</b>	One semester	
<b>Frequency</b>	Every winter semester	
<b>Applicability</b>	Archaeology of the Ancient World master's degree program	

### c) Ancient Near Eastern Archaeology

<b>Module:</b> Near Eastern Archaeology - Hermeneutics			
<b>University/department/teaching unit:</b> Freie Universität Berlin/Department of History and Cultural Studies/Ancient Studies/Ancient Near Eastern Archaeology			
<b>Module coordinator:</b> Degree program coordinator			
<b>Prerequisites:</b> none			
<b>Learning objectives:</b> Students are familiar with case studies on current research questions, demonstrate in-depth methodological and strategic knowledge, and are able to work independently on scientific research questions. They know the limits and potential of hermeneutic interpretation in Near Eastern archaeology. They possess sufficient analytical skills to get to the heart of specific archaeological problems, especially those related to interpreting and criticizing sources.			
<b>Content:</b> This module deals with the interpretation of individual phenomena as specific to a people's culture, art, settlement, religion, socio-economic status, and gender. In terms of archaeological practice, this means that students practice interpreting material and features within the context of past societies. Specific problems in indexing and interpreting archaeological sources will be discussed, and case studies that students have worked on individually or in groups will be presented and discussed together.			
<b>Modes of instruction</b>	<b>Contact hours</b> (hours per week during the semester)	<b>Types of active participation</b>	<b>Workload (in hours)</b>
Seminar (S)	2	Presentations, papers and seminar discussions, reading assignments, written and/or oral work assignments (individually or in small groups)	Class attendance (S) 30 Preparation and follow-up (S) 170
Methodology practice sessions (MÜ)	2	Discussion, short presentations, presentation and discussion of readings	Class attendance (MÜ) 30 Preparation and follow-up (MÜ) 100 Assessment preparation and assessment 120
<b>Module assessment</b>		Term paper (approx. 6,000 words)	
<b>Language</b>		English	
<b>Regular attendance required</b>		Yes	
<b>Total workload</b>		450 hours	15 credit points
<b>Duration</b>		One semester	
<b>Frequency</b>		Every summer semester	
<b>Applicability</b>		Archaeology of the Ancient World master's degree program	

<b>Module:</b> Interdisciplinary Perspectives in Near Eastern Archaeology			
<b>University/department/teaching unit:</b> Freie Universität Berlin/Department of History and Cultural Studies/Ancient Studies/Ancient Near Eastern Archaeology			
<b>Module coordinator:</b> Degree program coordinator			
<b>Prerequisites:</b> none			
<b>Learning objectives:</b> Students possess practical experience in international research cooperation and are able to independently set priorities when dealing with several current archaeological research topics; to develop their own scientific positions; and to argue these in front of an international audience. In addition to extensive professional skills, they are able to consolidate their English language skills and carry out dialogue with representatives and students of the subject.			
<b>Content:</b> The module is usually offered in collaboration and exchange with another teaching and research institution located outside Germany. It covers topics relevant to research in the field of Near Eastern archaeology and its related disciplines. These topics include settlement structures; environmental and landscape archaeology; issues of gender and colonialism in West Asian antiquity and in the			

history of the discipline; the history of knowledge; and issues surrounding economic and social structures, religion and cult, and ecology. The topics will be discussed in light of the latest research and based on the most recent publications, from which questions and analytical approaches will be developed.

Modes of instruction	Contact hours (hours per week during the semester)	Types of active participation	Workload (in hours)	
Seminar (S)	2	Presentations, seminar discussion, elaborated discussion papers, readings	Class attendance (S)	30
Colloquium (Ko)	2	Presentations, plenary discussions	Class attendance (Ko)	30
			Preparation and follow-up (S)	180
			Preparation and follow-up (Ko)	100
			Assessment preparation and assessment	110
<b>Module assessment</b>		Term paper (approx. 4,500 words)		
<b>Language</b>		English		
<b>Regular attendance required</b>		Yes		
<b>Total workload</b>		450 hours		15 credit points
<b>Duration</b>		One semester		
<b>Frequency</b>		Every winter semester		
<b>Applicability</b>		Archaeology of the Ancient World master's degree program		

Appendix 2 Standard curriculum plans

2.1 Standard curriculum plan – Example 1

Semester	Integrative area 45 CP <sup>1</sup>		Specialization area (based on the selected profile) 35 CP			Complementary area 15 CP
			Classical Archaeology	Prehistoric Archaeology	Near Eastern Archaeology	
1 30 CP	Introduction to the Archaeology of the Ancient World 15 CP	Methods in Archaeology and Their Application 15 CP  OR Archaeological Theory 15 CP				
2 30 CP	Internship 15 LP		Methods in Classical Archaeology 15 CP	Chronology and Materiality in Prehistoric Europe 15 CP	Near Eastern Archaeology – Hermeneutics 15 CP	Required elective module(s) 15 CP
3 30 CP			Interdisciplinary Perspectives in Classical Archaeology 15 CP	Interdisciplinary Perspectives in Prehistoric Archaeology 15 CP	Interdisciplinary Perspectives in Near Eastern Archaeology 15 CP	
4 30 CP			Module Principles of Academic Research 5 CP			
	Master's thesis 25 CP					

<sup>1</sup> CP = credit points

2.2 Standard curriculum plan – Example 2

Semester	Integrative area 45 CP		Specialization area (based on the selected profile) 35 CP			Complementary area 15 LP
			Classical Archaeology	Prehistoric Archaeology	Near Eastern Archaeology	
1 30 CP	Introduction to the Archaeology of the Ancient World 15 CP	Internship 15 CP				Required elective module(s) 15 LP
2 30 CP			Methods in Classical Archaeology 15 CP	Chronology and Materiality in Prehistoric Europe 15 CP	Near Eastern Archaeology – Hermeneutics 15 CP	
3 30 CP		Methods in Archaeology and Their Application 15 CP  OR  Archaeological Theory 15 CP	Interdisciplinary Perspectives in Classical Archaeology 15 CP	Interdisciplinary Perspectives in Prehistoric Archaeology 15 CP	Interdisciplinary Perspectives in Near Eastern Archaeology 15 CP	
4 30 CP			Module Principles of Academic Research 5 CP			
	Master's thesis 25 CP					



FREIE UNIVERSITÄT BERLIN  
DEPARTMENT OF HISTORY AND CULTURAL STUDIES

CERTIFICATE OF ACADEMIC RECORD

**[First name/Last name]**

born in [Place of Birth] on [Day/Month/Year]

has successfully completed the Master's Degree Program in

**Archaeology of the Ancient World**

in accordance with the Examination Regulations of [Day/Month/Year] (published in *FU-Mitteilungen* [XX]/Year) with the final grade

**[Grade as Number and Text]**

and has earned the required amount of 120 credit points.

The individual components of the program were graded as follows:

Subject(s) of Study	Credit Points	Grade
Modules	95 (65)	n.n
Master's thesis	25 (25)	n.n

The topic of the master's thesis was: [XX]

Comments:

Berlin, [Day/Month/Year]

(Seal)

Dean

Chair of the Examination Board

Grading scale: 1.0 – 1.5 very good; 1.6 – 2.5 good; 2.6 – 3.5 satisfactory; 3.6 – 4.0 sufficient; 4.1 – 5.0 insufficient/fail

Non-graded coursework: BE = pass; NB = fail

Credit points comply with the European Credit Transfer System (ECTS).

Not all coursework has been graded; the amount of credit points in parentheses denotes those credit points that have been graded and have an effect on the cumulative grade.

Appendix 4 Degree Certificate (template)



FREIE UNIVERSITÄT BERLIN  
DEPARTMENT OF HISTORY AND CULTURAL STUDIES

DEGREE CERTIFICATE

**[First name/Last name]**

born in [Place of Birth] on [Day/Month/Year]

has successfully completed the Master's Degree Program in

**Archaeology of the Ancient World**

In accordance with the Examination Regulations of [Day/Month/Year] (published in *FU-Mitteilungen* [XX]/Year)

the Degree of

**Master of Arts (M.A.)**

is hereby awarded.

Berlin, [Day/Month/Year]

(Seal)

Dean

Chair of the Examination Board