

Il Corso di Laurea in Beni Archeologici si pone come obiettivo quello di creare una figura professionale dotata tanto di una specifica formazione umanistica quanto di una collaterale notazione tecnico-scientifica, in modo da permettere al laureato di svolgere la più ampia gamma di funzioni professionali di vario livello nei campi della conservazione, tutela, recupero, restauro e fruizione dei Beni Archeologici. Esso intende fornire anche una solida preparazione di base su cui sviluppare, tramite l'accesso alla Laurea Specialistica biennale, peculiari competenze professionali d'alto livello nel campo dello studio e della gestione istituzionale, tecnica e giuridica del patrimonio archeologico. Questo percorso costituisce anche un titolo preferenziale per l'accesso ai Master specifici di primo livello, a contenuto tecnico professionale, nonché ai corridoi di ulteriore perfezionamento costituiti da diversi e compositi programmi di dottorato.

Conseguito il Corso di Laurea triennale, lo studente potrà iscriversi ai corsi di Laurea Specialistica in Conservazione e valorizzazione dei Beni Archeologici. Nell'Anno Accademico 2002/03 sono stati attivati tre curricula:

- Beni Culturali del Mondo Antico;
- Tradizione e Innovazione dal Tardoantico al Medioevo;
- Comunicazione e Scambio di Beni Culturali fra Oriente e Occidente.

Il Corso, di durata biennale, rilascia il Diploma di Laurea in Conservazione e Valorizzazione dei Beni Archeologici.

Questo corso di Laurea ha come obiettivo la formazione di professionisti con competenze specifiche nella tutela, catalogazione, conservazione e valorizzazione del patrimonio culturale archeologico. Per questo motivo il corso prevede l'approfondimento sia di alcune discipline umanistiche (in particolare storiche e filologico-linguistiche) sia di insegnamenti a carattere tecnico-scientifico (quali Fisica applicata ai Beni Culturali, Chimica dell'ambiente e del restauro). Il percorso formativo contempla inoltre un adeguato addestramento nel versante tecnico-operativo, da conseguirsi per mezzo di attività di laboratorio, tirocini e campagne di scavo, fino al raggiungimento di una completa preparazione metodologica e pratica finalizzata alla tutela, conservazione e valorizzazione del patrimonio archeologico.

Il laureato in questo Corso di Laurea potrà trovare occupazione nelle Amministrazioni pubbliche dei Beni Culturali Archeologici a carattere sia regionale che nazionale. E' possibile anche l'impiego presso i musei pubblici e privati, gli archivi, le biblioteche, le fondazioni, e in genere presso quegli Enti pubblici e privati che hanno come scopo la conservazione dei beni archeologici.

Possibili sbocchi ci sono anche nel settore privato: in particolare negli archivi aziendali, nelle aziende di informazione, nei centri di documentazione.

La laurea permette inoltre di partecipare ai concorsi nei ruoli tecnico-scientifici del Ministero dei Beni Culturali e Ambientali, delle Regioni e degli Enti locali nella carriera degli Archeologi e degli Storici dell'arte; ed è infine aperto l'accesso al campo dell'insegnamento.

Archaeology and the Bachelor-Master system at the University of Leiden, the Netherlands

Corrie Bakels

In the summer of 1999 the European ministers of Education agreed a common system of higher education which resulted in the so-called Bologna Declaration. The system consists of two cycles: a Bachelor course of at least three years, followed by a Master course. From 2002 onwards this BaMa model was introduced at Dutch universities. I will describe here the present situation concerning the study of Prehistory and Archaeology at the University of Leiden. In Leiden Prehistory and Archaeology have their own faculty: the Faculty of Archaeology. Archaeology is also taught at Amsterdam, Groningen and Nijmegen, but there the discipline forms part of the Faculty of Humanities. Nevertheless, the organization of the BaMa system is everywhere quite similar. The University of Leiden offers the largest variety in specializations.

The study starts with a three year Bachelor programme. An academic year lasts 42 weeks. The first year, a foundation year, is called Propedeuse. All students follow the same courses, which are divided into three categories. Category A, valued at 33 ects (credit points), comprises general subjects such as the history of archaeology, theory and method, data analysis, the correct writing of papers, and a field school on an excavation. Category B, 18 ects, concerns courses on cultural periods and regions, followed by the writing of a paper on one of the taught subjects. The periods and regions are prehistory, classical archaeology, archaeology of the Near East including Egypt, archaeology of Asia, and archaeology of native American peoples. Category C, 9 ects, covers important related disciplines and comprises introductions to geology, ecology, and cultural anthropology. Much of the teaching is done in formal lectures in lecture halls, but more active participation of the students is generated through the writing of the paper and the work on an excavation. Each subject has its own examination, which leads to a certificate. All certificates together result in a Propedeuse certificate.

With a Propedeuse certificate a student has the

right to enter the second year of the Bachelor programme. This again has an A, B and C structure. A, 20 ects, is compulsory for everybody and covers advanced theory and methods, GIS (geographical information systems), advanced ecology, and field work. B, 20 ects, is the first step to specialization. Subjects will have to be chosen in one of seven final tracks: science-based archaeology, European prehistory, European historical archaeology including maritime archaeology, classical archaeology, archaeology of the Near East, archaeology of Asia, and archaeology of Mesoamerica and the Caribbean. Category C, 20 ects, is meant for minor subjects, which can be selected from a track different from the one followed in B, or from courses taught at other faculties, such as a foreign language or history. Students are quite free in their choice of subjects in C.

The third year follows the same pattern, but with more advanced courses and more original, individual work. It culminates in a BA-paper, in which the student presents his or her own research. When all certificates are in order a student is awarded a Bachelors Degree.

Students can stop here, and some do, but at present many students continue their studies by following the one year MA programme. Because this programme is also open to foreign students, is taught in English, and can be entered twice a year, in September and February. The same tracks are offered as in the BA degree course, but in addition a MuseumMaster has been created. The latter is a joint initiative of the National Museum of Ethnology and the Faculty of Archaeology. Because Science-based Archaeology comprises such diverse subjects, this track offers specialization in either ceramic studies, lithic studies and functional analysis of prehistoric artefacts, archaeobotany or archaeozoology. Again the ABC model is followed, with 12 ects for general courses, 40 ects for a specialization, and 8 ects for supporting disciplines. The final product in all tracks is the MA thesis.

The Faculty has now had two years of experience with the BaMa system. New is the Research Master programme, which started in September 2004 and will last two years. It is meant as a stepping-stone for future PhD students, though students with a regular MA also have access to a PhD study.

What has the experience with the BaMa model taught me? In the past we had already the Propedeuse and this has not changed. The second and third year are also not very different from what we were teaching before. It is the MA which makes the difference and especially the influx of international students. One of the main aims of the Bologna Declaration was to facilitate the mobility of students. It seems to work. On the one hand it makes teaching more difficult, because notwithstanding the international BA, all students have their individual failings. I don't think that this can be remedied, because every university has its own specializations and strong and weak points, but it makes the MA programme time consuming for staff. On the other hand the internationalization is also rewarding because refreshing. However, two years experience is not much. I should like to see

an international evaluation after five years, executed at all participating universities.

I should like to add a postscript. It is not only the BaMa model which has influenced academic teaching of archaeology. For the section of the discipline concerned with European archaeology, the Valletta or Malta convention has brought about more change than the Bologna Declaration. Research is now steered by "Valletta" excavations and the standardized reports going with them. For the training of students in the field this is not bad. The trouble lies in the teaching of post-excavation skills and specializations. The new regime requires reports delivered within a few months after the excavation and written by qualified people, and these conditions are not compatible with an on-the-job training of students. At present a solution is being sought but the problem is not yet resolved.

La enseñanza universitaria de la arqueología en Francia

Joaquín Ruiz de Arbulo

En Francia, los estudios universitarios han estado regulados desde 1984 por la *Loi sur l'enseignement supérieur* o *Loi Savary* (*loi* 84-52, de 26-01-1984; v. texto en [//aget.free.fr/savary/loisavary.html](http://aget.free.fr/savary/loisavary.html)), con sucesivas reformas parciales aplicadas en 1989 (reform- Jospin, *loi* 89-486, de 10-07-1989) y 1997 (reforma Bayrou, BO 16, 17/04/97). En el 2003 se inició en Francia el debate del nuevo proyecto de ley impulsado por el ministro de Educación Nacional Luc Ferry conocido como la "réforme LMD (Licence-Maîtrise-Doctorat)" que debe permitir la homologación europea de los diplomas franceses.

La enseñanza universitaria en Francia se articula en dos periodos docentes diferenciados: un primer ciclo, de dos años de duración, presentado bajo la forma de un *Diplôme d'Etudes Universitaires Générales* (DEUG), o bien de un *Diplôme d'Etudes Universitaires Scientifiques et Techniques* (DEUST); y un segundo ciclo, compuesto por dos diplomas independientes y sucesivos de carácter anual denominados *Licence et Maîtrise*. La carrera investigadora en Francia continúa con los estudios de tercer ciclo a través del DEA, *Diplôme d'Etudes Approfondies*, normalmente cursado en uno o dos años, y a continuación con la realización de la tesis doctoral cuya duración puede necesitar de dos a cuatro años. Así, la forma de contabilizar un currículo de estudios en Francia se refiere a un Bac+4 (Maîtrise); Bac+5 (DEA) y Bac+8 (Doctorat).

La principal característica de la enseñanza de la arqueología en Francia es su íntima relación