



**1. Programme Title(s) and UCAS code(s):**

BA History and Archaeology VV14

BA History and Archaeology with a Year Abroad\*

\*Students may only enter these degree programmes by transferring at the end of year 1

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study:** Full-time

**b) Type of study:** Campus-based

**4. Registration periods:**

The normal period of registration is three years

The maximum period of registration is five years

Year Abroad variant:

The normal period of registration is four years

The maximum period of registration is six years

**5. Typical entry requirements:**

ABB at A2 level. International Baccalaureate – Pass Diploma with 32 points including at least one subject with 6 points at higher level.

**6. Accreditation of Prior Learning:**

APL will not be accepted for exemptions from individual modules, however may be considered for direct entry to year 2, on a case by case and subject to the general provisions of the University APL policy.

**7. Programme aims:**

The programme aims to

- provide a rigorous, coherent and attractive curriculum that draws on the research expertise and teaching strengths of the School of Archaeology and Ancient History, and of the School of History, Politics and International Relations;
  - provide a stimulating and challenging learning experience for all students;
- develop students' knowledge and understanding of the full chronological and geographical range of their two complementary disciplines;
- develop students' abilities to apply historical and archaeological theories, techniques, and concepts to analyse and explain specific periods and themes in History and Archaeology;
- enable students to demonstrate a variety of approaches to understanding past societies as used by historians and archaeologists;

- enable students to develop and demonstrate a range of skills necessary for the study of History and Archaeology;
- enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning.

In addition, the Year Abroad aims to:

- expand and broaden the curriculum through engagement with alternative academic traditions
- further deepen students' understanding of the specific periods and themes in History and Archaeology through study in a different academic context
- develop and enhance students' independence, confidence and global outlook
- reinforce the importance of internationalisation

**8. Reference points used to inform the programme specification:**

- [QAA Benchmarking Statement for Archaeology \(2014\)](#)
- [QAA Benchmarking Statement for History \(2014\)](#)
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- [University of Leicester Learning and Teaching Strategy 2016-2020](#)
- University of Leicester Employability Strategy
- University of Leicester Periodic Developmental Review Reports (March 2014)
- National Student Survey
- First Destinations Data
- Graduate Survey
- External Examiners' reports

**9. Programme Outcomes:**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b><i>(a) Discipline specific knowledge and competencies</i></b>		
<b><i>(i) Mastery of an appropriate body of knowledge</i></b>		
Demonstrate mastery of an appropriate body of historical and archaeological knowledge	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.	Essays; short-answer, multiple choice and essay-based examinations; a dissertation; seminar presentations; posters; wikis; weekly in-class quizzes; computer-based exercises and project work; contributions to discussions; oral presentations; problem-based exercises; laboratory classes.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(ii) Understanding and application of key concepts and techniques</b>		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical and archaeological evidence	Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises	Essays; short-answer, multiple choice and essay-based examinations; a dissertation; seminar presentations; posters; weekly in-class quizzes; computer-based exercises and project work; contributions to discussions; oral presentations; problem-based exercises; laboratory classes.
Demonstrate a variety of approaches to understanding, constructing and interpreting the past	Tutorials, seminars, independent research, computer practical classes, team problem solving exercises	Participation in level 2 and 3 fieldwork and completion of fieldwork reports.
Demonstrate comprehension of and practice in a variety of archaeological practical techniques	Fieldwork, survey and excavation experience	
<b>(iii) Critical analysis of key issues</b>		
Compare and analyse the histories of different societies and cultures	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	Essays; short-answer and essay-based examinations; seminar presentations; posters; independent research projects; contributions to discussions; problem-based exercises.
Analyse past human societies through the assessment of continuity and change over extended time spans	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	
Reflect critically on the nature and theoretical basis of History and Archaeology as disciplines	Tutorials, seminars, directed reading, independent research, team problem solving exercises	
<b>(iv) Clear and concise presentation of material</b>		
Present historical and archaeological problems and arguments in a variety of written and oral formats	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	Writing tasks (including examinations); seminar presentations; contributions to discussions; dissertations; reports; posters

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(v) Critical appraisal of evidence with appropriate insight</b>		
Develop and sustain historical and archaeological arguments, formulating appropriate questions and utilising evidence	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	Essays; essay-based examinations, seminar presentations; independent research projects; contributions to discussions; problem-based exercises; dissertations; research proposal; reflective learning journal
Read, analyse, and reflect critically on historical texts and archaeological source materials and their contexts, and on the variety of such sources	Tutorials, seminars, directed reading, independent research, computer- aided learning, computer practical classes, team problem solving exercises	
<b>(vi) Other discipline specific competencies</b>		
Design, research, and present a sustained and independently conceived piece of writing about an historical or archaeological problem	Independent research	Independent research projects; dissertations; fieldwork reports
<b>(b) Transferable skills</b>		
<b>(i) Oral communication</b>		
Demonstrate clarity, fluency, and coherence in oral expression of historical and archaeological Issues	Seminars, tutorials, team problem solving exercises	Seminar presentations; contributions to discussions; summative and formative oral presentations
Participate effectively in group discussions	Seminars, tutorials, team problem solving exercises	
<b>(ii) Written communication</b>		
Develop and sustain historical and archaeological arguments in a variety of literary forms	Seminars, tutorials, team problem solving exercises	Essays; essay-based examinations; seminar presentations; independent research projects (including group projects); posters; contributions to discussions; dissertations
Demonstrate clarity, fluency and coherence in written expression of historical and archaeological issues	Seminars, tutorials, independent research	
<b>(iii) Information technology</b>		
Use IT effectively to support their historical and archaeological studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence	Induction programme; Arts Faculty IT training programme; computer practical classes; independent research; skills workshops	Coursework; independent research projects; computer-based exercises; problem-based exercises; effective use of VLE.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(iv) Numeracy</b>		
Consider the uses of numerical data in historical and archaeological analysis	Seminars, lectures, IT practical classes; fieldwork exercises	Research projects; computer-based exercises (databases and spreadsheets); problem-based exercises; fieldwork reports
<b>(v) Team working</b>		
Be able to work collaboratively to explore historical and archaeological issues and arguments and to recognise the value of working closely with others	Tutorials, seminars, team problem-solving exercises, field school, excavation training	Seminar presentations; contributions to discussions; contributions to team problem solving exercises; fieldwork reports
<b>(vi) Problem solving</b>		
Address historical and archaeological problems in depth using contemporary text and material sources and advanced secondary literature	Tutorials, seminars, team problem-solving exercises	Essays; independent research projects; computer-based exercises; problem-based exercises; research proposal; dissertation
<b>(vii) Information handling</b>		
Gather and deploy evidence and data to find, retrieve, sort and exchange information and interpretation	Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises	Essays; independent research projects; computer-based exercises; posters; problem-based exercises; research proposal; dissertations
<b>(viii) Skills for lifelong learning</b>		
Demonstrate intellectual independence through the setting of research tasks and the solving of historical and archaeological problems.	All of the above, particularly independent research	All of the above, particularly first year dedicated academic and transferable skills training; first and second year group project work; curriculum vitae; personal tutor meetings; the dissertation.
Reflect upon own learning and achievements and plan for personal, educational and career development	Tutorials, career development programmes, resource based learning, personal development planning programme	Portfolio, curriculum vitae

**10. Progression points:**

This programme will follow the standard progression rules, as set out by Senate Regulation 5: regulations governing undergraduate programmes of study:

<http://www2.le.ac.uk/offices/sas2/regulations/documents/senatereg5-undergraduates>

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

For HS coded modules, certain modules include qualifying elements which students have to pass in order to obtain credits for the module. Please refer to individual module specification forms for further information.

**11. Scheme of Assessment**

This programme follows the standard scheme of award and classification set out in [Senate Regulation 5](#)

**12. Special features:**

- The student learning experience is enhanced by a commitment to synergy between research and teaching.
- Students taking the programme have the option of a Year Abroad. The Schools of History and Archaeology and Ancient History participate in two exchange schemes: the first is based on a network of European universities (Erasmus scheme), the second involves links with Canadian and Australian Universities (Study Abroad Scheme).

**13. Indications of programme quality**

The School of Archaeology & Ancient History's research is regularly classed as 'world-leading' or 'internationally excellent', placing us in the top half-dozen Ancient History and Archaeology departments in the UK. We deliver undergraduate and master's teaching to the highest standards with National Student Survey feedback indicating outstanding student satisfaction. The School of History is one of the largest groups of historians in the UK. It is rated excellent for teaching by TQA and its research is regularly classed as 'world-leading' and 'internationally excellent'.

Graduates of our programme take postgraduate taught courses and pursue research degrees at Leicester and many other universities. Many take Master's courses at Leicester or elsewhere; many have entered teaching or archaeological careers; and many enter graduate employment soon after graduation.

External Examiners' reports consistently praise the quality of work produced by students on this degree programme.

**14. External Examiners**

The details of the External Examiner(s) for this programme can be found here (<https://www2.le.ac.uk/offices/sas2/assessments/external/current-undergraduate>).

The most recent External Examiners' reports can be found [here](#)

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# BA HISTORY AND ARCHAEOLOGY

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## FIRST YEAR MODULES

### SEMESTER 1

Core Modules		Credits
AR1004	Introduction to World Archaeology BC	(15)
AR1007	Archaeology: The Essentials	(15)
HS1001	Barbarism and Civilisation: Medieval and Early Modern Europe	(15)
HS1002	The Shock of the Modern	(15)
		<b>Semester Total</b>
		<b>60</b>

### SEMESTER 2

Core Modules		Credits
AR1005	Introduction to World Archaeology AD	(15)
AR1013	Debates in Contemporary Archaeological Research	(15)
	30 credits of approved History options	
HS1012	Connections and Cultures in a Changing World, 1750 to the present	(15)
HS1013	Great Britain: The State We're In	(15)
AM1004	American History since 1877	(15)
HS1016	Europe 1861-1991: Emancipation and Subjugation	(15)
		<b>Semester Total</b>
		<b>60</b>

## SECOND YEAR MODULES

### SEMESTER 1

Core Modules		Credits
HS2400	Perceiving the Past	(15)
AR2044	Fieldwork I	(15)

### Optional Modules

Students should take ONE Archaeology option and ***EITHER*** ONE History Varieties option ***OR*** ONE History option.

**NB: The History options listed are indicative of the range of subjects to be offered. Precise module choices may vary**

History Varieties (indicative list):		
HS2234	Race and Ethnicity	(15)
HS2237	All Bourgeois Now? Class in History	(15)
HS2238	Global Cities	(15)
HS2239	Radical Histories	(15)

<b>History Options (indicative list):</b>		
HS2301	Anglo-Saxon England to Alfred	(15)
HS2328	Jack-the-Ripper: Crime, Popular Culture and Policing in Victorian Times	(15)
HS2307	Madness, Monarchy and Politics in Georgian Britain	(15)
HS2318	Origins of a Global Economy	(15)
HS2319	From News to History	(15)
HS2339	Revolutionary England	(15)
HS2348	Rise and Fall of the Soviet Union	(15)
HS2349	Stormtroops, Iron Guard and Arrow Cross: Fascism and Genocide in Eastern Europe, 1938-1945	(15)
HS2353	Enter the Dragon: Modern Chinese History, 1839-1989	(15)
HS2361	The Rage of Party: Politics, Religion, and Culture in the Reign of Queen Anne, 1702-1714	(15)
AM2016	Americas Plural: Latin America and the United States	(15)
<b>Archaeology options:</b>		
AR2008	Environmental Archaeology	(15)
AR2032	The Archaeology of Prehistory	(15)
AR2034	Living in Towns: Medieval and post-medieval archaeology	(15)
AR2046	Archaeology of the Roman Empire	(15)
AR2028	Archaeological Survey & Geomatics	(15)
<b>Semester Total</b>		<b>60</b>

## SEMESTER 2

<b>Core Modules</b>		<b>Credits</b>
AR2029	Theory and Archaeology	(15)
<b>Optional Modules</b>		<b>(45)</b>
15 credits of Archaeology options <b>AND EITHER</b> HS2500* <b>OR</b> 30 credits of History options including ONE Varieties module <b>AND</b> ONE option		
<b>EITHER:</b>		
HS2500	The Historian's Craft	(30)
<b>OR:</b>		
<b>one 'Varieties' module:</b>		
HS2231	Gender History	(15)
HS2232	Religious History	(15)
HS2236	Histories of Violence	(15)
HS2240	Histories of Medicine	(15)
<b>AND one history option:</b>		
HS2027	Classical and Post Classical Latin	(15)
HS2331	Modern Ireland, 1939-1975	(15)
HS2302	Blood, Position and Power: The Nobility of Later Mediaeval England, 1066-1485	(15)
HS2311	Domestic Revolutions: Women, Men and the Family in American History	(15)
HS2314	Imperialism and Decolonisation	(15)
HS2329	A World Connected: Welfare, Economy and Government since 1945	(15)
HS2346	Slavery, the Civil War and Reconstruction in the United States	(15)



HS2347	Deviance and Disorder in the Early Modern City	(15)
HS2358	Class Struggle and the Industrial Revolution	(15)
HS2359	From Beer to Fraternity: Alcohol, Society and Culture	(15)
HS2360	History in the Classroom	(15)
HS2362	Living with Dictatorship	(15)
HS2802	Heritage Placement	(15)

**15 credits of approved Archaeology options:**

AR2036	Heritage Skills	(15)
AR2033	Celts, Britons & Barbarians: Iron Age Europe in context	(15)
AR2031	Artefact Analysis	(15)
AR2042	Towards Modernity: Postmedieval and Historical Archaeology	(15)
AR2043	The Medieval Mediterranean World	(15)

**Semester Total      60**

**Note:** \*Students intending to choose a dissertation in History in Year 3 must take HS2500 The Historian's Craft in semester 2, and passing this is a prerequisite for continuing to Year 3.

**THIRD YEAR MODULES**

<b>A. For students taking a dissertation in Archaeology</b>
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**Students must take AR 3044, AR3059 and AR 3060 and may take EITHER:**

A History Special Subject from the list below (HS 37XX) **AND** one 15 credit option module from the list of those available in Archaeology and History **OR** four option modules in Archaeology and History (30 credits in semester 1, 30 credits in semester 2).

All students must have at least 45 credits in each discipline, including at least 15 credits of taught options.

**YEAR LONG MODULES**

HS3765	The French Revolution 1789-1804	(45)
HS3766	Ideals of Womanhood in 19th Century America	(45)
HS3767	From Gin Lane to Westminster: Culture, Politics and Society in Eighteenth-Century Britain	(45)
HS3768	The British Antislavery Movement, 1787-1833	(45)
HS3769	The Holocaust: Genocide in Europe	(45)
HS3770	The Cause: The Women's Suffrage Movement in Britain, c.1897-1918	(45)
HS3771	After Hitler: Society, Culture and The Politics of The Nazi Past in The Two Germanies, 1945-1990	(45)
HS3773	Beauty, Sex & Science: Whose Body is it Anyway c.1550-2015?	(45)
HS3774	Cultures of Struggle and Liberation: Twentieth Century Southern Africa	(45)
HS3775	A Sea of Conflict? Christian Muslim Encounters c. 1100–c. 1300	(45)
HS3776	How Soon is Now? A Social History of Urban England, 1945-1985	(45)

**SEMESTER 1**

<b>Core Modules</b>	<b>Credits</b>	<b>30</b>
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AR3059	Archaeology Dissertation: Part 1	(15)
AR3044	Fieldwork II	(15)

### Optional Modules

#### History Options

HS3620	What Difference Did the War Make? British Society and the Great War	(15)
HS3634	The USA and the Vietnam War	(15)
HS3646	Fourteenth Century Crisis in England? Politics and Society 1297–1413	(15)
HS3662	Crime and Punishment in African-American History	(15)
HS3677	Sport and the British	(15)
HS3678	Food, Diet and Health in Early Modern Europe	(15)
HS3693	Making Nazis: Propaganda and Persuasion in the Third Reich, 1933–1945	(15)
HS3699	From Empire to Nation: Modern South Asia, c. 1857–1947	(15)

#### Archaeology Options:

AH3060	Households and Domesticity in the Ancient World	(15)
AH3062	Greek and Roman Art: Ancient and Modern Contexts	(15)
AR3012	Early Christian Europe	(15)
AR3085	The Archaeology of Colonialism in the Americas	(15)
AR3017	Archaeozoology	(30)
AR3083	Conflict, Heritage and Archaeology	(15)
AR3088	Archaeology of Islamic Societies	(15)

**Semester Total      60**

## SEMESTER 2

#### Core Modules

AR3060	Archaeology Dissertation: Part 2	<b>(30)</b>
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#### Optional Modules

##### History options

HS3608	Theatres of Conflict: Ireland in the Nineteenth Century	(15)
HS3614	The Imperial Economy: Britain and the Wider World 1815–1914	
HS3627	Civil Rights Movement, 1945–1968	(15)
HS3688	Golden Age of Anglo-Saxon Northumbria	(15)
HS3689	When Two Dragons Fight: China and Japan at War in the Twentieth Century	(15)
HS3691	Indigenous Peoples of the Americas, c. 1350–1650	(15)
HS3696	The Medieval Natural World	(15)

##### Archaeology options:

AR3054	Warfare and Violence in Antiquity	(15)
AR3070	Archaeology/Ancient History in Education	(15)
AR3087	Plants and People	(15)
AR3089	Material transformations: difference and power in prehistoric Britain and Ireland	(15)

**Semester Total      60**

## B. For students taking a dissertation in History

Students must take HS3501, AR3044 and 60 credits of option modules in Archaeology and History (30 credits in semester 1, 30 credits in semester 2).

All students must have at least 45 credits in each discipline, including at least 15 credits of taught options.

**NB: The History options listed are indicative of the range of subjects to be offered. Precise module choices may vary**

<b>YEAR LONG MODULES</b>		
HS3501	History Dissertation	(45)
<b>SEMESTER 1</b>		
<b>Core</b>		<b>15</b>
AR3044	Fieldwork II	(15)
<b>Options</b>		<b>30</b>
	<b>History Options (indicative list):</b>	
HS3620	What Difference Did the War Make? British Society and the Great War	(15)
HS3634	The USA and the Vietnam War	(15)
HS3646	Fourteenth Century Crisis in England? Politics and Society 1297–1413	(15)
HS3662	Crime and Punishment in African-American History	(15)
HS3677	Sport and the British	(15)
HS3678	Food, Diet and Health in Early Modern Europe	(15)
HS3693	Making Nazis: Propaganda and Persuasion in the Third Reich, 1933–1945	(15)
HS3699	From Empire to Nation: Modern South Asia, c. 1857–1947	(15)
	<b>Archaeology Options:</b>	
AH3060	Households and Domesticity in the Ancient World	(15)
AH3062	Greek and Roman Art: Ancient and Modern Contexts	(15)
AR3012	Early Christian Europe	(15)
AR3017	Archaeozoology	(30)
AR3076	Human Skeletal Analysis	(30)
AR3083	Conflict, Heritage and Archaeology	(15)
AR3085	The Archaeology of Colonialism in the Americas	(15)
AR3088	Archaeology of Islamic Societies	(15)
	<b>Semester Total</b>	<b>45</b>
<b>SEMESTER 2</b>		
<b>Options</b>		<b>30</b>
	<b>History Options (indicative list):</b>	
HS3608	Theatres of Conflict: Ireland in the Nineteenth Century	
HS3614	The Imperial Economy: Britain and the Wider World 1815–1914	
HS3627	Civil Rights Movement, 1945–1968	
HS3688	Golden Age of Anglo-Saxon Northumbria	
HS3689	When Two Dragons Fight: China and Japan at War in the Twentieth Century	

HS3691	Indigenous Peoples of the Americas, c. 1350–1650	
HS3696	The Medieval Natural World	
HS3697	Cities and the Making of Modern South Asia, c. 1760–1950	
<b>Archaeology Options:</b>		
AR3054	Warfare and Violence in Antiquity	(15)
AR3070	Archaeology/Ancient History in Education	(15)
AR3087	Plants and People	(15)
AR3089	Material transformations: difference and power in prehistoric Britain and Ireland	(15)
<b>Semester Total</b>		<b>30</b>

### **INTERNATIONAL NETWORK OF UNIVERSITY EXCHANGE**

Joint degree students may study abroad at one of the following partner institutions for one semester, taking modules equivalent to those the students would have taken at Leicester, ensuring appropriate academic progression. The following are the approved partner institutions: Flinders University, Australia, La Trobe University, Australia and James Madison University, Virginia, USA. Students should contact the School of History for further information.

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### **BA HISTORY AND ARCHAEOLOGY WITH A YEAR ABROAD**

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The above four-year degree is also available. Students may only enter the four-year variant of the relevant three-year programme by transferring at the end of the first-year and on the recommendation of the heads of the divisions concerned. Transfer is conditional on successful completion of first-year modules. The programme structure is as for first, second and final year modules for the three-year programme (above). The third year is spent abroad at an approved partner institution.

For students wishing to follow the History programme:

The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

Degrees will be classified using the same scheme as for three-year programmes.

**To take part in the History Erasmus programme students must pass all modules in years 1 and 2, and achieve a minimum average mark of 60 in year 2. They must also have learned the language of the destination country, providing the Office with a language certificate as evidence of satisfactory completion of training through the 'Languages at Leicester scheme' or an appropriate alternative. Failure to meet these criteria will lead to the School recommending transfer to the 3-year degree which the student would otherwise have taken.**

#### **Appendix 2: Module specifications**

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

#### **Appendix 3: Skills matrix**



Develop and sustain historical and archaeological arguments in a variety of literary forms	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate clarity, fluency and coherence in written expression of historical and archaeological issues	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>(iii) Information technology</b>																	
Use IT effectively to support their historical and archaeological studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>(iv) Numeracy</b>																	
Consider the uses of numerical data in historical and archaeological analysis		X			x		x		x	x		x	x				x
<b>(v) Team working</b>																	
Be able to work collaboratively to explore historical and archaeological issues and arguments and to recognise the value of working closely with others	x		x	x	x	x	x	x	x	x	x					x	x
<b>(vi) Problem solving</b>																	
Address historical and archaeological problems in depth using contemporary text and material sources and advanced secondary literature	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>(vii) Information handling</b>																	
Gather and deploy evidence and data to find, retrieve, sort and exchange information and interpretations	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<b>(viii) Skills for lifelong learning</b>																	
Demonstrate intellectual independence through the setting of research tasks and the solving of historical and archaeological problems					x						x	x	x	x	x		x
Reflect upon own learning and achievements and plan for personal, educational and career development	X				x			x		x				x			x