

**At Louvain-la-Neuve - 180 credits - 3 years - Day schedule - In French**

Dissertation/Graduation Project : **NO** - Internship : **YES**

Activities in English:

## BABA1BA - Introduction

### Introduction

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#### Introduction

In addition to its biological dimensions and evolutionary history among the primates, the human being is characterized by its

**Bachelor's degree (direct access to Master's degree in Anthropology, or Master's degree in Art History and Archaeology)**

You have an interdisciplinary background combining human sciences (anthropology, sociology, archaeology, art history) and exact sciences (organismal biology, cellular and molecular biology, ecology, evolution, chemistry and biochemistry, physics, paleontology, earth sciences, mathematics). You have acquired field experience in archaeology and anthropology.

You have direct access to the Masters in Anthropology or History of Art and Archaeology organized by UCLouvain. Access to biology masters is still possible, but requires a preparatory module.

## BABA1BA - Teaching profile

### Learning outcomes

The aim of the Bachelier en Biologie, Athropologie et Archéologie (BABAr) is to provide a general and scientific university education for students in transition to a Masters 120 in Biology, Anthropology or Archaeology.

To become a professional capable of rigorously analyzing the human being within the living world, and within historical and contemporary societies and cultures, capable of grasping contemporary global and local mutations and issues - this is the challenge that students with a BABAr bachelor's degree will take up. They will be able to navigate a world of relationships between individuals of the same or different species, who interact in the vast networks that make up ecosystems and human societies.

The aim of the BABAr bachelor's program is to produce reflective and critical graduates, well versed in the analysis of living organisms and human societies and their interactions.

Training focuses on mastering the founding concepts and theories of the disciplines involved in the program, as well as the methodological and technical tools of the humanities, social sciences and biology.

In addition, the graduate will have developed:

a multi-disciplinary approach enabling him/her to question, in a precise and substantiated manner, a phenomenon or a question relating to the field of human sciences;

an academic approach based on scientific research and rigorous, critical methodology;

communication skills in French and a foreign language;

a way of thinking that respects ethical and civic values.

By the end of the course, students will have acquired the theoretical content and experiential practice required for the core competencies (professionalism, interpersonal and communication skills, scientific attitude, commitment to society) and the functional skills specific to the three Masters disciplines concerned.

Following the example of existing courses in the Anglo-Saxon world and in certain other countries, the aim is to bring together three related disciplines that enable us to understand the complexity of the human being. Biology deals with the anchoring of the human being in the dynamics and laws of the living world; anthropology deals with the human being as a social and cultural being; and finally, archaeology deals with the material evidence of the combined presence and action of man and nature. At a time when a new balance between humanity, living beings and the environment is crucial, this interdisciplinary Bachelor's degree aims to train students with a complex vision of the world and a creative analytical mind, to make a decisive contribution to these major issues.

On successful completion of this programme, each student is able to :

1. Master academic discourse with rigor and efficiency, both in terms of comprehension and writing.

1.1. Describe, characterize and study systematically, rigorously and critically a living being, an object, a site, a society or any theme relating to the productions and practices of past or present societies, using the specific multidisciplinary tools and methods of archaeology, biology and anthropology.

1.2. Conduct targeted research on a given quantity of data and information, using a scientific approach.

1.3. Master a fundamental knowledge base in the fields of philosophy, history, political science, sociology, science and the humanities.

2. Become a player in your own training; manage your work autonomously (define priorities, anticipate and plan all your activities over time), take a critical look at your own knowledge, learning methods and productions, and integrate new knowledge, methodologies and skills on your own.

2.1. Develop autonomy, set training objectives and make choices to achieve them.

2.2. Work as part of a team on multidisciplinary issues centered on biology, anthropology and archaeology, and develop interpersonal skills.

2.3. Act autonomously, as a critical and responsible actor, respectful of ethical and civic values, and with a training project designed to further personal and professional development.

3. Mobilize the skills and knowledge acquired in subject areas to develop attitudes of openness to interculturality, civic involvement and a critical stance towards oneself, society and knowledge.

3.1. Master and mobilize the fundamental knowledge (knowledge, models, theories, concepts) of archaeology, biology and anthropology at the heart of its field of study and its areas of application, to understand or analyze the human being in its various dimensions.

3.2. Understand the processes involved in the construction of scientific knowledge in biology, archaeology and anthropology, and put them into practice through research and critical thinking.

3.3. Elaborate a personal reflection by mobilizing the contributions (theories, concepts, approaches...) of the different disciplines of the program for different disciplines of the program to question and discuss in a rigorous and open way a phenomenon or a question related to the field of human and biological sciences.

3.4. Behave as an environmentally conscious scientist.

4. Communiquer oralement et par écrit de manière claire, cohérente, argumentée et fluide en anglais sur des sujets généraux ou liés au domaine d'études.

5. Demonstrate knowledge and critical understanding of in-depth knowledge in disciplines related to career choices.





Arts and civilisations: Prehistory and Protohistory

Year

1 2 3

⌘ In even-numbered years, students take the following two courses:

<p>○ LARKE1552</p>	<p>Arts and Civilisations : Greek and Roman Antiquity</p>	<p>Paolo Tomassini (compensates Marco Cavalieri) Jean Vanden Broeck-Parant</p>	<p>EN [q2] [30h] [5 Credits] ⊕  &gt; English-friendly</p>		x	
<p>○ LARKE1555</p>	<p>Arts and civilisations: Prehistory and Protohistory</p>					

<p>● LPOLS1326</p>	<p>Practical Research Seminars in Sociology and Anthropology</p>	<p>Mathieu Berger                  Hugues Draelants                  Jacinthe Mazzocchetti                  Lionel Simon                  (compensates                  Olivier Servais)                  Saskia Simon                  (compensates                  Olivier Servais)                  Marie Verhoeven</p>	<p>FR</p>
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Year

1 2 3

● LBIO1240

Plant physiology

Xavier Draye  
Stanley Lutts



### ○ Disciplinary training in archaeology and art history

○ LARKE1110	Musées et patrimoine	Joël Roucloux	ES [q2] [30h] [5 Credits]
○ LARKE1120	Iconography and iconology	Marco Cavalieri Ralph Dekoninck	ES [q2] [30h] [5 Credits]
○ LARKE1150	Arts and civilisations: North-West european archaeology	Laurent Verslype	ES [q2] [30h] [5 Credits]

### ○ Methodologies and techniques in biology, anthropology and archaeology

○ LARKE1140	Archaeology: scientific methods and practice I	Jean Vanden Broeck-Parant Erika Weinkauff (compensates Laurent Verslype)	ES [q1+q2] [30h] [5 Credits]
○ LSOCA1125	Study Skills Seminar in Sociology	Saskia Simon (compensates Bénédicte Fontaine)	ES [q2] [15h +15h] [6 Credits]
○ LUCLA1000	MOOC Penser critique		ES [] [] [2 Credits]

### ○ Language training

○ LANG1861	English: reading and listening comprehension of scientific texts	Catherine Avery (coord.) Fanny Desterbecq Amandine Dumont (coord.) Marc Piwnik	ES [q2] [10h] [2 Credits]
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**BABA1BA - 2ND ANNUAL UNIT**

- Mandatory
- ✘ Optional
- △ Not offered in 2024-2025
- ⊖ Not offered in 2024-2025 but offered the following year
- ⊕ Offered in 2024-2025 but not the following year
- △ ⊕ Not offered in 2024-2025 or the following year
- Activity with requisites
- 🌐 Open to incoming exchange students
- 🚫 Not open to incoming exchange students
- [FR] Teaching language (FR, EN, ES, NL, DE, ...)

Click on the course title to see detailed informations (objectives, methods, evaluation...)

**o Content:****o Common training****o Disciplinary training in biology and other earth and life sciences**

● LBIR1130	<a href="#">Introduction to Earth sciences</a>	Pierre Delmelle (coord.) Sophie Opfergelt	[FR] [q2] [30h +30h] [5 Credits] 🌐
● LBIO1117			

○ LARKE1230 [q1+q2]	Materials and Techniques of Antiquity, Archeometrics and Archaeology of Buildings	Inès Leroy Florence Liard (compensates Jean Vanden Broeck-Parant) Laurent Verslype	ES [q1] [30h] [5 Credits] > English- friendly
○ LARKE1553	Arts and civilisations: Egypt, Mesopotamia and the Near East	Gaelle Chantrain Jan Tavernier	ES [q1] [30h] [5 Credits] 

○ Methodologies and techniques in biology, anthropology and archaeology

○ LARKE1220	Archaeology: scientific methods and practice II	Marco Cavalieri	ES [q1+q2] [30h] [5 Credits]



● LPOLS1326	Practical Research Seminars in Sociology and Anthropology	Mathieu Berger Hugues Draelants Jacinthe Mazzocchetti Lionel Simon (compensates Olivier Servais) Saskia Simon (compensates Olivier Servais) Marie Verhoeven	10
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● LBIO1355	Speciation : origin of biodiversity	Thierry Hance Renate Wesselingh	18 [q1] [20h +10h] [2 Credits]
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○ Organismal biology

● LBIO1213	Morphology and physiology of fungi	Stephan Declerck
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● LBIO1282	Management and exploration of biological data	Renate Wesselingh	[q1] [20h +15h] [3 Credits]
● LBIO1283			

**BABA1BA - Information**

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- For any secondary school diploma **from a European Union country**, the admission request must contain the equivalence of your diploma or, at the very least, proof of the filing of the equivalence request with the Wallonia-Brussels Federation (French Community of Belgium). For any information relating to obtaining an equivalence, please refer to [the following site](#).
- For any secondary school diploma **from a country outside the European Union**, the admission application must contain the [equivalence of your diploma](#) issued by the Wallonia-Brussels Federation (French Community of Belgium). If you have a restrictive equivalence for the programme of your choice, in addition of it, you **must** have either the [DAES](#) or a certificate of successful completion of the [examination giving access to 1<sup>st</sup> cycle studies](#) when you submit your application

## Access based on validation of professional experience

Admission to undergraduate studies on the basis of accreditation of knowledge and skills obtained through professional or personal experience (Accreditation of Prior Experience)

Subject to the general requirements laid down by the authorities of the higher education institution, with the aim of admission to the undergraduate programme, the examination boards accredit the knowledge and skills that students have obtained through their professional or personal experience.

This experience must correspond to at least five years of documented activity, with years spent in higher education being partially taken into account: 60 credits are deemed equivalent to one year of experience, with a maximum of two years being counted. At the end of an assessment procedure organized by the authorities of the higher education institution, the Examination Board will decide whether a student has sufficient skills and knowledge to successfully pursue undergraduate studies.

After this assessment, the Examination Board will determine the additional courses and possible exemptions constituting the supplementary requirements for the student's admission.

## Special requirements to access some programmes

- Admission to **undergraduate studies in engineering: civil engineering and architect**  
Pass certificate for the [special entrance examination for undergraduate studies in engineering: civil engineering and architect](#).  
Admission to these courses is always subject to students passing the special entrance examination. Contact the faculty office for the programme content and the examination arrangements.
- Admission to **undergraduate studies in veterinary medicine**  
[Admission to undergraduate studies in veterinary medicine is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses \(non-residents\)](#).
- Admission to **undergraduate studies in physiotherapy and rehabilitation**  
[Admission to undergraduate studies in physiotherapy and rehabilitation is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses \(non-residents\)](#).
- Admission to **undergraduate studies in psychology and education: speech and language therapy**  
[Admission to undergraduate studies in psychology and education: speech and language therapy is governed by the Decree of 16 June 2006 regulating the number of students in certain higher education undergraduate courses \(non-residents\)](#).
- Admission to **undergraduate studies in rgraduate.5920,4c6 Tm [(•)] Tm [(.)] TJ /F5 8 Tf 1 0 0 -ate dents)**

## Teaching method

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Throughout the Bachelor's degree course in biology, anthropology and archaeology, students are exposed to a **variety of teaching methods** adapted to different learning objectives: lectures; practical work and exercises in small groups; individual and group written work; personal preparation, etc. Some courses also use e-learning techniques (MOOC's, provision of resources and exercises, pedagogical management, sharing and collective assessment of work, etc.). Some courses also make use of **e-learning techniques** (MOOCs, provision of resources and exercises, pedagogical management, sharing and collective assessment of work).

At the end of the bachelor's program, students are invited to take part in an **internship** on an archaeological dig site in Belgium or abroad (minimum one week) and/or an internship in an institution (museum, cultural association, research laboratory, etc.) recognized by the teacher in charge of the internship. These practical experiences give students the opportunity to demonstrate a real commitment to their training. Throughout the bachelor's program, a number of **scientific excursions and trips** enable students to reinforce the knowledge acquired in the classroom.

Generally speaking, the program comprises courses given by teams of teachers, accompanied by practical work and supervision to ensure that the various aspects of learning are integrated.

## Evaluation

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**The evaluation methods comply with the [regulations concerning studies and exams](#). More detailed explanation of the modalities specific to each learning unit are available on their description sheets under the heading "Learning outcomes evaluation method".**

Depending on the type of teaching and course, assessment may take different forms. Some courses will involve traditional oral and/or written assessments (taking place during one of the 3 examination sessions: January - June - August/September), while seminars will involve more substantial student participation and assessment of personal, individual or group work. Assessment procedures will be specified at the beginning of each course.

For the purposes of calculating the average, teaching units are given equal weight, regardless of the number of credits they carry.

## Mobility and/or Internationalisation outlook

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Study visits and internships are offered **as part of the Master's program**. They take place either in the second semester of the first yearly block, or in the first semester of the second yearly block.

However, from the third year block onwards, BABA1BA students can apply for funding to study at one of the many universities with which the Faculty where they will be doing their Master's degree (Faculty of Philosophy, Arts and Letters, Faculties of Science or Faculties of Economic, Social, Political and Communication Sciences) has partnership agreements in Flanders, Europe and the rest of the world.

The list of recommended destinations is available on the mobility pages of the relevant Faculty website.

In addition, under the UCLouvain - KU Leuven agreement, courses can be borrowed from KU Leuven programs on an individual basis.

## Possible trainings at the end of the programme

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The Bachelor's degree in Biology, Anthropology and Archaeology is organized into three annual blocks, combining teaching and activities in the three disciplines. After two common blocks, two paths are possible:

An identical interdisciplinary program in the third block allows direct continuation to [Master \[120\] in Anthropology](#) OR [Master \[120\] in History of Art and Archaeology : General](#) OR [Master \[60\] in History of Art and Archaeology : General](#).

Two programs with a wide range of courses in biology and related disciplines in the third block enable direct continuation to a Master's degree in biology, either [Master \[120\] in Biochemistry and Molecular and Cell Biology](#), or [Master \[120\] in Biology of Organisms and Ecology](#) OR [Master \[60\] in Biology](#).

Other Master's degrees available on completion of the program

Graduates of the [Bachelor in Biology, Anthropology and Archaeology](#) program may also have access to other master's programs, subject to compliance with the conditions of access to these programs detailed in the training catalog.

[Master \[120\] in Sociology](#)

[Master \[120\] in Population and Development Studies](#)

[Master \[120\] in Environmental Science and Management](#)

[Master \[120\] in Criminology](#)

[Master \[120\] in History of Art and Archaeology: Musicology](#) and [Master \[60\] in History of Art and Archaeology: Musicology](#)

[Master \[120\] in History](#) and [Master \[60\] in History](#)

[Master \[120\] in Ancient Languages and Literatures: Oriental Studies](#) and [Master \[60\] in Ancient Languages and Literatures : Oriental Studies](#)

[Master \[120\] in Philosophy](#) and [Master \[60\] in Philosophy](#)

[Master \[120\] in Sociology](#)

[Master \[120\] in Anthropology](#)  
[Master \[60\] in Sociology and Anthropology](#)  
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[Master \[60\] in Information and Communication](#)  
[Master \[120\] in Journalism](#)  
[Master \[120\] in Criminology](#)  
[Master \[120\] in Population and Development Studies](#)  
[Master \[120\] in Sciences of Religions](#)

## Contacts

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### Curriculum Management

#### Faculty

Structure entity	SSH/FIAL
Denomination	Faculty of Philosophy, Arts and Letters ( <a href="#">FIAL</a> )
Sector	Human Sciences ( <a href="#">SSH</a> )
Acronym	FIAL
Postal address	Place Cardinal Mercier 31 - bte L3.03.11 1348 Louvain-la-Neuve Tel: <a href="tel:+32210474850">+32 (0) 10 47 48 50</a> <a href="http://www.uclouvain.be/fial">http://www.uclouvain.be/fial</a>
Website	<a href="http://www.uclouvain.be/fial">http://www.uclouvain.be/fial</a>

#### Mandate(s)

- Dean : [Elisabeth Degand](#)
- Administrative director : [Valérie Loutsch](#)

#### Commission(s) of programme

- Ecole de philosophie ([EFIL](#))
- Ecole d'histoire, arts et cultures ([EHAC](#))
- Ecole de langues et lettres ([ELAL](#))
- Commission de programme en études de genre ([GENR](#))
- Louvain School of Translation and Interpreting ([LSTI](#))

Academic supervisor: [Olivier Servais](#)

#### Jury

- President: [Philippe Hambye](#)
- Secretary: [Charlotte Langohr](#)
- 3rd member of the small panel: [Olivier Servais](#)

#### Useful Contact(s)

- For further information: [info-fial@uclouvain.be](mailto:info-fial@uclouvain.be)

