



AHIS230

Archaeology and Society: Archaeological Evidence

S1 Day 2014

Ancient History

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General Information

Unit convenor and teaching staff

Unit Convenor

Jaye McKenzie-Clark

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Contact via jaye.mckenzie-clark@mq.edu.au

Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

This unit is an introduction to archaeological study of ancient Mediterranean societies, with particular reference to Greek and Roman culture. It investigates the results of archaeological fieldwork and examines the material remains of these societies. Included in the unit are studies of architecture, artefacts and ancient technology. This unit also incorporates practical analytical exercises of artefacts in the University's Museum of Ancient Cultures.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- Find, analyse and interpret primary and secondary sources of archaeological information
- Actively participate in group discussion about archaeological remains
- Analyse and express your judgement about archaeological methods and techniques
- Evaluate how historical information may be extracted from ancient remains
- Employ appropriate handling techniques when dealing with ancient artefacts
- Argue the place of archaeology (including the role of museums) in our own society

Assessment Tasks

| Name | Weighting | Due |
|------------------------------|-----------|---------------------------|
| <u>Tutorial Presentation</u> | 20% | weekly between weeks 3-12 |
| <u>Artefact Study</u> | 30% | Week 6: 9 April 2014 |
| <u>Major Essay</u> | 40% | Week 12: 4 June 2014 |
| <u>Participation</u> | 10% | on-going |

Tutorial Presentation

Due: **weekly between weeks 3-12**

Weighting: **20%**

Over the course of the Unit (from Week 3 to 12 inclusive) each student will give one 8 minute tutorial presentation based on the Tutorial Topic for that week. The presentation may be a PowerPoint presentation or a Poster. Each student will generate 2 questions for the class and will be expected to guide the class during the resulting discussion.

Depending on enrolment numbers it is expected that two to three students will make presentations at each tutorial.

Objects to be discussed at each tutorial will be on show in **Case 13 Shelf 1** one week prior to the class.

Selection of each student's presentation week will be made at the first tutorial.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources of archaeological information
- Actively participate in group discussion about archaeological remains
- Employ appropriate handling techniques when dealing with ancient artefacts

Artefact Study

Due: **Week 6: 9 April 2014**

Weighting: **30%**

Artefact study. Students choose only one of 10 pre-selected artefacts and analyse the object in terms of:

- Material (glass, metal, ceramic etc.)
- Cultural background
- Manufacture (how was it made)

- Surface treatment (slipped, glazed, burnished etc)
- Function
- Evidence of use
- Dimensions
- Annotated freehand sketch
- Condition (intact, fragmentary, cracked abraded etc)
- Comparanda (find a similar object in another museum collection or published assemblage)
- Reference for comparanda (full bibliographical reference required)
- Differences and similarities of selected object to the comparanda
- References (list of online and written sources used in this study)

Word length: 1000 words (references are not included in the word count)

Five artefacts for analysis will be available for viewing in the Museum of Ancient Cultures, Case 13, from the 17 March 2014.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources of archaeological information
- Analyse and express your judgement about archaeological methods and techniques
- Evaluate how historical information may be extracted from ancient remains

Major Essay

Due: **Week 12: 4 June 2014**

Weighting: **40%**

With reference to **one** of the sites discussed in the lectures (Troy, Sagalassos, Ephesus) analyse how the study of artefacts (architecture, roads, mosaics, wall paintings, ceramics, glass, metals, coins) from that site has helped us to interpret and better understand that particular ancient society. You must choose only one site but can discuss more than one kind of artefact.

Word length: 2000 words

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources of archaeological information
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- Argue the place of archaeology (including the role of museums) in our own society

Participation

Due: **on-going**

Weighting: **10%**

Attend tutorials and actively participate in tutorial discussions.

On successful completion you will be able to:

- Actively participate in group discussion about archaeological remains
- Analyse and express your judgement about archaeological methods and techniques
- Evaluate how historical information may be extracted from ancient remains
- Employ appropriate handling techniques when dealing with ancient artefacts

Delivery and Resources

The required text for this unit is:

Renfrew, C. and P. Bahn 2012. *Archaeology Theories, Methods and Practice*. Thames & Hudson, London.

See iLearn for further informaton.

Unit Schedule

| LECTURE NUMBER | DATE | LECTURER | TITLE |
|----------------|-------------|---|--|
| 1 | March 4 | J.McKenzie- Clark Gina Hammond | Introduction to Greek and Roman Archaeology The History of Archaeological Thought |
| 2 | March 11 | J.McKenzie- Clark | Sources of Archaeological Material Evidence |
| 3 | March 18 | B. Menadier | Greek Architecture |
| 4 | March 25 | J.McKenzie- Clark | Roman Architecture |

| | | | |
|--|----------|------------------|-------------------------|
| 5 | April 1 | J.McKenzie-Clark | Mosaics |
| 6 | April 8 | J.McKenzie-Clark | Roman Wall Painting |
| Easter / Mid Semester Break: No lectures April 14-25 | | | |
| 7 | April 29 | J.McKenzie-Clark | Ceramic Studies: Part 1 |
| 8 | May 6 | J.McKenzie-Clark | Ceramic Studies: Part 2 |
| 9 | May 13 | K. Sheedy | Numismatic Studies |
| 10 | May 20 | B. Menadier | Troy |
| 11 | May 27 | R.Kearsley | Sagalassos |
| 12 | June 3 | R.Kearsley | Ephesus |
| 13 | June 10 | J.McKenzie-Clark | Carsulae |
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Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Specific Policy for AHIS 230:

Tutorial Classes: Students are required to attend the tutorial class in each of the 13 teaching weeks of Session 1. If a student cannot attend, a medical certificate or other documented explanation must be presented to the unit convenor.

Submission of Written Assessments: (Object Study, Major Essay):

- **Late policy:** late submissions will attract a penalty of 2% per day (including weekends).
- **Length policy:** each written assignment has a set word limit. Assignments may be submitted with a 10% margin over or under the required word length. The word length must be included on the assignment. Assignments either under or over the 10% margins will be penalized in proportion to the amount they are under/over length margin (i.e. the essay word length is 2,000 words; an essay of 2,500 words is 25% over the limit, 15% over the margin, and so would attract a 15% penalty).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

dents.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Find, analyse and interpret primary and secondary sources of archaeological information
- Analyse and express your judgement about archaeological methods and techniques
- Evaluate how historical information may be extracted from ancient remains
- Employ appropriate handling techniques when dealing with ancient artefacts
- Argue the place of archaeology (including the role of museums) in our own society

Assessment tasks

- Tutorial Presentation
- Artefact Study
- Major Essay
- Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Find, analyse and interpret primary and secondary sources of archaeological information
- Actively participate in group discussion about archaeological remains
- Analyse and express your judgement about archaeological methods and techniques
- Evaluate how historical information may be extracted from ancient remains
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Assessment tasks

- Tutorial Presentation
- Artefact Study
- Major Essay
- Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Find, analyse and interpret primary and secondary sources of archaeological information
- Actively participate in group discussion about archaeological remains
- Analyse and express your judgement about archaeological methods and techniques
- Evaluate how historical information may be extracted from ancient remains
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Assessment tasks

- Tutorial Presentation
- Artefact Study
- Major Essay
- Participation

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Find, analyse and interpret primary and secondary sources of archaeological information
- Analyse and express your judgement about archaeological methods and techniques
- Evaluate how historical information may be extracted from ancient remains
- Argue the place of archaeology (including the role of museums) in our own society

Assessment tasks

- Tutorial Presentation
- Artefact Study
- Major Essay
- Participation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Actively participate in group discussion about archaeological remains
- Analyse and express your judgement about archaeological methods and techniques
- Argue the place of archaeology (including the role of museums) in our own society

Assessment tasks

- Tutorial Presentation
- Artefact Study
- Major Essay
- Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Argue the place of archaeology (including the role of museums) in our own society

Assessment task

- Major Essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Evaluate how historical information may be extracted from ancient remains
- Employ appropriate handling techniques when dealing with ancient artefacts

Assessment tasks

- Tutorial Presentation

- Artefact Study
- Major Essay
- Participation

Changes since First Published

| Date | Description |
|------------|------------------------------|
| 12/02/2014 | The Description was updated. |