



AHIS191

World Archaeology

S2 Day 2016

Dept of Ancient History

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General Information

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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit explores the human past from prehistoric times up to the present. Students will examine a range of archaeological material from Africa, the Middle East, the Mediterranean and Western Europe, Central and South America, as well as Southeastern Asia and the Australasian area. By exploring a variety of ancient cultures, students will observe the interdisciplinary approach that contemporary archaeology utilises when facing broader questions such as the origin of the human species, its evolution and its interaction with the natural environment until the emergence of complex societies and then the blooming and diversity of historical societies. The unit will provide a broad knowledge and understanding of past societies, introducing methodology and theoretical issues when necessary.

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:

Acquire knowledge of a range of archaeological cultures, sites and material in their geographic and chronological contexts.

Understand how past societies developed and interacted worldwide and some of the principles, concepts and techniques used in the study of the archaeology of the world

Read literature from different archaeological disciplines and interpret written and material evidence with appreciation and understanding

Plan and present written arguments about archaeological cultures and material in coherent and documented form

Apply and adapt knowledge of a range of issues, questions and problems relating to the contemporary understanding of the past.

Assessment Tasks

| Name | Weighting | Due |
|--|-----------|--------------------|
| Essay | 40% | 2/11/2016 |
| Short paper | 30% | 16/9/2016 |
| Quiz | 20% | Week 8 and Week 13 |
| Tutorial participation | 10% | Weeks 2-13 |

Essay

Due: **2/11/2016**

Weighting: **40%**

2,000 words essay (with +/- 10% tolerance in word limit), which must be submitted until Wednesday 2nd of November, 5PM as a response to the questions listed in the *Study Guide* uploaded on iLearn. The essays must contain **minimum of five** article and book references. More about essay writing could be found in *Essay Writing Guide*, also uploaded on iLearn. The essays should be delivered via Turnitin. Late submissions are penalized with 2% per day.

On successful completion you will be able to:

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coherent and documented form

- Apply and adapt knowledge of a range of issues, questions and problems relating to the contemporary understanding of the past.

Short paper

Due: **16/9/2016**

Weighting: **30%**

You must submit one 1,000 words short paper (+/- 10% tolerance in word limit) as response to the questions listed in the *Study Guide* uploaded on iLearn. The papers must contain **minimum of three** article and book references. Short papers are due on Friday 16th of September 5PM. The papers should be delivered via Turnitin. Late submissions are penalized with 2% per day.

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Quiz

Due: **Week 8 and Week 13**

Weighting: **20%**

There will be 2 online quizzes, each carrying 10% of the mark. Answer a series of questions (e.g. multiple choice, true/false, short responses) on the lectures and tutorial readings in limited time. There will be 20 minutes for 20 questions. The quizzes will go live at **6pm on the Friday of the relevant weeks (8 & 13) and close at 11.59pm on the Sunday night**. You will not have access to the quiz after this time and you cannot take a 'make up' quiz later to catch up. **Complete the quiz using the iLearn quiz tool.**

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Tutorial participation

Due: **Weeks 2-13**

Weighting: **10%**

Students are required to attend all classes (lectures and tutorials), prepare for tutorial topic and actively participate in class discussion.

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Delivery and Resources

- For lecture/tutorial times and location check <https://timetables.mq.edu.au/2015/>
- This unit comprises three key elements: 2-hour lectures, 1-hour tutorials and individual study and participation.
- **Early feedback** will be provided to students through tutorials, lecture questions and Week 3 exercise in proper referencing of academic paper.
- To complete the unit satisfactorily you will need to achieve an overall mark worth 50% or above.
- Access to a library and/or article database such as JSTOR will be necessary to complete the assignments. If individual access to such databases is not possible, access is possible via the Macquarie Library website, although a proxy server may be necessary (for more see the "IT Help" link under the "Policies and Procedures" tab).
- All lectures, assignments, and readings will be posted on the course's iLearn site. Additional resources, including web-links and additional directions will also appear there.

Prescribed textbooks:

Required: M. Diaz-Andreu, S. Lucy, S. Babić, & D. N. Edwards, *The Archaeology of Identity: Approaches to gender, age, status, ethnicity and religion* (London & New York, 2005)

Optional: C. Scarre & B. Fagan, *Ancient Civilizations* (4th ed.) (London & New York, 2016) – useful for broad historical overview.

Unit Schedule

Lecture timetable

Week 1: Introduction

Week 2: From Lucy to the rise of Homo Sapiens. The development of human society during the Late Paleolithic in Africa and in Europe.

Week 3: The first Neolithic communities from the Near East to Europe

Week 4: Tombs and pyramids in Ancient Egypt / Egyptian mummies

Week 5: Transition from Late Bronze Age to Early Iron Age in Near East

Week 6: Aegean Bronze Age

Week 7: European Bronze Age / European Iron Age

Mid-semester break

Week 8: Greek archaeology: Dark Ages and Archaic period

Week 9: Archaeology of Inner Asia

Week 10: Roman archaeology

Week 11: Early Christian archaeology

Week 12: Lecture: Archaeology of the „Great migrations“

Week 13: Early medieval archaeology of Central and Eastern Europe

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit <http://students.mq.edu.au/events/2016/07/19/ne>

[w assessment policy in place from session 2/](#)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Acquire knowledge of a range of archaeological cultures, sites and material in their geographic and chronological contexts.
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- Plan and present written arguments about archaeological cultures and material in coherent and documented form
- Apply and adapt knowledge of a range of issues, questions and problems relating to the contemporary understanding of the past.

Assessment tasks

- Essay
- Short paper
- Quiz
- Tutorial participation

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:

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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

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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.

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- Tutorial 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.

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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.

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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.

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- Essay
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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 outcomes

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- Read literature from different archaeological disciplines and interpret written and material evidence with appreciation and understanding
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Assessment tasks

- Essay
- Short paper
- Quiz
- Tutorial participation

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

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- Read literature from different archaeological disciplines and interpret written and material evidence with appreciation and understanding
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- Apply and adapt knowledge of a range of issues, questions and problems relating to the contemporary understanding of the past.

Assessment tasks

- Essay
- Short paper
- Quiz
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