



# AHIS230

## Archaeology and Society: Archaeological Evidence

S1 External 2016

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor/Tutor

Suzanne Eiszele-Evans

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Contact via Staff email or office ext.8886

W6A513

Email appointments

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 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

## General Assessment Information

### Assessment Expectations

At 200 level students are expected to:

- provide evidence of learning beyond replication of content knowledge or skills relevant to the unit's learning outcomes
- display substantial understanding of fundamental concepts in the field of archaeological study and the ability to apply these concepts in a variety of contexts
- use convincing argumentation with appropriate coherent justification
- communicate ideas fluently and clearly in terms of the discipline conventions

If you are not a student of the ancient world, or with limited experience of history- or humanities-based study, please make an appointment to see the unit convener prior to the census date.

### Assignment submission

- The tutorial paper and the essay need to be electronically submitted directly through iLearn.
- No hard copies will be accepted.
- You must submit a Word document (not a PDF).
- Mac Users must add the extension .doc or .docx to the name of the file.
- Further instructions on your submission can be obtained through iLearn.
- Your work is expected to be a formal written presentation with references (footnotes/endnotes and bibliography) listed according to the Ancient History Style Guide that can be downloaded from Ancient History web address. You may include images if you think it is helpful to make a point clear, but again make sure you provide a bibliographic reference, with the page/plate number, for all the images you use.

### Extensions and penalties

Please avoid asking for extensions. If students anticipate any difficulty in meeting assigned due dates, it is important that they contact the convenor as early as possible. Application for an extension must be made prior to the submission date of the assignment. Such a request will be considered only if the student faces a serious crisis that can be documented in some way (eg. with a medical certificate). 'Getting behind with your work' or 'I had other deadlines' do not count.

\* **2%** of credit will be deducted per day (including weekends) for assignments handed in late without an extension.

If your assessment task is more than **one** week late, and you do not have special consideration,

you will need to gain the permission of the unit convenor before submitting that task. Tasks more than one week late, without special consideration, will be marked on a pass/fail basis.

\*10% of credit will be deducted for assignments that fall short of the word limit or exceed the word limit by 10% or more.

Assignments handed in early will not be marked and returned before the due date.

### Returning assignments

We will aim to mark and return all submitted work within three weeks of the due date.

### Examination(s)

There are no examinations for this unit.

### Tutorial Attendance

Attendance of tutorials is compulsory. If you miss more than four tutorials without evidence of an unforeseen and serious disruption (e.g. illness, supported by a medical certificate) your absence will be queried.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>On-Line Quiz</u></a>	5%	11.59 pm Sunday, 20th Mar 2016
<a href="#"><u>Tutorial Presentation</u></a>	25%	weeks 4 - 12 inclusive
<a href="#"><u>Artefact Study</u></a>	30%	11.59pm Wed. 30 March 2016
<a href="#"><u>Major Essay</u></a>	40%	11.59pm Thursday 2 June 2016

### On-Line Quiz

Due: **11.59 pm Sunday, 20th Mar 2016**

Weighting: **5%**

This is a multiple choice quiz, which will be found in the iLearn Assessment Folder. The quiz will be available for a period of three days on the following dates: 18 March- 20 March 2016 inclusive. Once commenced, the quiz must be completed in one 30 minute session.

The quiz consists of ten questions and is based on the material presented in lectures and tutorial videos in Weeks 1 and 2 inclusive. Marks will automatically become available when the quiz is finished.

On successful completion you will be able to:

- Analyse and express your judgement about archaeological methods and techniques
- Evaluate how historical information may be extracted from ancient remains

## Tutorial Presentation

Due: **weeks 4 - 12 inclusive**

Weighting: **25%**

Assessment for the Unit also includes a Tutorial Oral Presentation.

- Over the course of the Unit (from Week 3 to 12 inclusive) each student will give one 8 minute PowerPoint tutorial presentation based on the Tutorial Topic for that week.
- The selection of each student's presentation week will be made at the first tutorial.
- Each student will generate 2 questions for the class and will be expected to guide the class during the resulting discussion.
- Every student in the tutorial audience will mark all presentations given during the tutorials throughout the semester.
- Marking will be done using the designated Tutorial Presentation Rubric, which will be supplied in iLearn.
- Marks will be allocated to each student's presentation by averaging the peer-review marks.
- Marks will be allocated to each student in the audience, based on how close their assessment mark is to the average of the peer review group.
- All students are required to bring a laptop, tablet or mobile phone to every tutorial, to enable them to access to the on-line Tutorial Marking Rubric in iLearn.

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.

On successful completion you will be able to:

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

## Artefact Study

Due: **11.59pm Wed. 30 March 2016**

Weighting: **30%**

Students choose only **one** of 2 pre-selected artefacts and analyse the object in terms of:

1. Material (glass, metal, ceramic etc.)
2. Cultural background (Roman, Greek etc)
3. Manufacture (how was it made)
4. Surface treatment (decoration, burnished etc)
5. Function
6. Evidence of use (if any)
7. Approximate dimensions
8. Annotated freehand sketch
9. Condition (intact, fragmentary, cracked, abraded etc)
10. Comparanda: find a similar object in another museum collection or published assemblage
11. Provide a reference for comparanda (full bibliographical reference required)
12. Differences and similarities of AHIS230 selected object to the comparanda
13. Provide a bibliography (a list of on-line and written sources that you have used in researching the assignment). All references must conform to the standard citation systems of the department (please see the department of Ancient History style guide).

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

The two artefacts for analysis will be available for viewing in the Museum of Ancient Cultures, Case 13, from the 29th February 2016.

On successful completion you will be able to:

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

## Major Essay

Due: **11.59pm Thursday 2 June 2016**

Weighting: **40%**

The major essay topic will be based on Lectures 10, 11 or 12.

Word length: 2000 words

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources of archaeological information
- Actively participate in discussion about archaeological remains
- 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

## Delivery and Resources

- The required text for AHIS 230 is Renfrew, A.C. and P. Bahn 2011. *Archaeology: Theories, Methods and Practice* 6<sup>th</sup> Edition. Thames and Hudson, London.
- Students will need to bring a laptop, tablet or mobile phone to all tutorials, to enable them to assess the tutorial presentation marking rubric on-line.
- 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 weblinks and additional directions will also appear there.

## Unit Schedule

Please see iLearn for schedule of Lectures and Tutorials

## 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](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](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_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](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](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/](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](http://ask.mq.edu.au).

### Specific Policy for AHIS 230:

**Tutorial Classes:** Students are required to attend all tutorial classes in 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%** of per day (including weekends) for assignments handed in late without an extension of time.
  - If your assessment task is more than **one** week late, and you do not have special consideration, you will need to gain the permission of the unit convenor before submitting that task. Tasks more than one week late, without special consideration, will be marked on a pass/fail basis.
- **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://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://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](http://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/](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 outcome

- Evaluate how historical information may be extracted from ancient remains

## Assessment task

- Artefact Study

## 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

## 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.

This graduate capability is supported by:

## Learning outcomes

- Find, analyse and interpret primary and secondary sources of archaeological information
- Evaluate how historical information may be extracted from ancient remains

## Assessment task

- On-Line Quiz

## 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 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

- On-Line Quiz
- Tutorial Presentation
- Artefact Study
- Major Essay

## 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 discussion about archaeological remains
- 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

## 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

## 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 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

## 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