



AHIS190

Digging up the Past: An Introduction to Archaeology

S1 Day 2016

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor and lecturer

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By appointment only

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit serves as a broad introduction to archaeology, where students become familiar with its fundamental principles and concepts. Students will study the emergence of archaeology as a discipline, its purpose and aims. This unit will provide students with a foundation in the various methods and analytical techniques used to study archaeological evidence by using a combination of theory and practical case studies drawn from all periods of archaeology. Students will explore the various ways of interpreting archaeological remains, taking into account the multidisciplinary nature of the discipline.

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:

1. Acquire knowledge of the archaeological discipline
2. Identify fundamental developments, theories and techniques of archaeology
3. Analyse source material, including archaeological records, ancient sources, and modern scholarship
4. Demonstrate critical thinking in reading of the literature and interpretation of the data
5. Communicate archaeological information and concepts through oral, visual and written formats.

General Assessment Information

Unit Requirements and Expectations

Students must achieve an overall mark of 50% or above to complete this unit satisfactorily.

Assignment submission

All written work must be submitted **through the iLearn website**. Please upload your assignment to the drop-box for the relevant week. Save your assignment as a pdf or a doc file (a pdf is best; please do not use docx).

All assignments must include the following at the start: Student name; Student Number; Assessment Task Title or Question. **Any assignment submitted without these will not be marked.**

All written assignments will be returned via the 'turnitin' tool on the iLearn Unit site, and will contain feedback from the marker within them.

Extensions and Special Considerations

If you anticipate any difficulty in attending class for a scheduled test it is important that you contact us as early as possible. Please avoid asking for extensions as missing deadlines complicates the work of markers and puts you behind. If you have to ask for an extension or the opportunity to reschedule the date of a test please request it before the deadline, and only request the extension if you face serious crises that can be documented in some way (e.g. with a medical certificate). 'Getting behind with your work' or 'I ran out of time' are not excuses. If you miss a class test due to illness or a serious crisis that can be documented, you can re-schedule and sit the test at a later time. Please see us as soon as possible to organise a time and place to sit a supplementary test.

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Applying for Special Consideration Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The online Special Consideration application is found at: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/

Extensions can only be granted in exceptional cases and may only be sought in consultation with the unit convenor and with support of documentary evidence. If you anticipate any difficulty in meeting assigned due dates then it is important that you contact the course's convenor as early as possible.

Please avoid asking for extensions as missing deadlines complicates the work of markers and puts you behind. If you have to ask for an extension, request it before the deadline, 'Getting behind with your work' or 'I had other deadlines' do not count.

Written assessment tasks submitted after the due date without good reasons will be penalised by a deduction of 2% a day (including weekends) of the mark gained. After five days, a mark of 0% will be assigned.

Written assessment tasks submitted that are under or over the word length by more than 10% will be penalised with a 10% deduction. The marker will only read the listed word limit, i.e. if the word limit is 1000 words they will stop reading at 1000 words (plus or minus up to 100 words).

Written assessment tasks submitted without proper referencing, i.e. little or no page numbers or no bibliography will receive an automatic fail.

Marking Rubric

The museum catalogue entry, research essay and research project design will be graded using a rubric, which can be found on the iLearn unit site.

Assessment Tasks

Name	Weighting	Due
Weekly Quiz	30%	Weeks 2-13
Museum catalogue entry	20%	Friday 25 March 2016
Research essay	40%	Friday 15 April 2016
Preparation and Participation	10%	Every week

Weekly Quiz

Due: **Weeks 2-13**

Weighting: **30%**

10 short questions per week

On successful completion you will be able to:

- 1. Acquire knowledge of the archaeological discipline
- 2. Identify fundamental developments, theories and techniques of archaeology
- 3. Analyse source material, including archaeological records, ancient sources, and modern scholarship

Museum catalogue entry

Due: **Friday 25 March 2016**

Weighting: **20%**

Write a brief catalogue entry for an archaeological object. Word limit: 1,000 words.

On successful completion you will be able to:

- 1. Acquire knowledge of the archaeological discipline
- 2. Identify fundamental developments, theories and techniques of archaeology
- 3. Analyse source material, including archaeological records, ancient sources, and modern scholarship
- 4. Demonstrate critical thinking in reading of the literature and interpretation of the data
- 5. Communicate archaeological information and concepts through oral, visual and written formats.

Research essay

Due: **Friday 15 April 2016**

Weighting: **40%**

For the essay questions, see the description in the unit guide and on iLearn. Word limit: 2,000 words.

On successful completion you will be able to:

- 1. Acquire knowledge of the archaeological discipline
- 3. Analyse source material, including archaeological records, ancient sources, and modern scholarship
- 4. Demonstrate critical thinking in reading of the literature and interpretation of the data
- 5. Communicate archaeological information and concepts through oral, visual and written formats.

Preparation and Participation

Due: **Every week**

Weighting: **10%**

Students are required to attend all classes (lectures and tutorials), prepare the set of readings and participate in class discussion.

On successful completion you will be able to:

- 1. Acquire knowledge of the archaeological discipline
- 2. Identify fundamental developments, theories and techniques of archaeology
- 5. Communicate archaeological information and concepts through oral, visual and written formats.

Delivery and Resources

Delivery

Lecture Monday 9-11am

Location W5C 320

Online units can be accessed at: <https://ilearn.mq.edu.au>

PC and Internet access are required for those who wish to access iLearn. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

Resources

The unit will be based on the following text books, which can be purchased at the Co-Op bookstore (<http://www.coop-bookshop.com.au>):

Required Texts:

- Bahn, P., *Archaeology: A Very Short Introduction* (Oxford, New York, 2012).
- Renfrew, C. and Bahn, P., *Archaeology: Theories, Methods and Practice* (London, 2012).

Recommended Texts:

- Bahn, P., *Dictionary of Archaeology* (London, 2005).
- Cullen, J., *How to Read, Write, and Think about History* (Malden, Oxford, 2013).
- Scarre, C., *The Human Past* (London, 2013).

Unit Schedule

Week	Date	Lecture's content	Tutorial	Assignments
1	29/ 02/ 2016	Introduction. What is Archaeology?	NO TUTORIAL	No assignment
2	07/ 03/ 2016	History of Archaeology. From Ancient to Modern Archaeology	Tutorial 1	Online quiz 1
3	14/ 03/ 2016	Archaeological theory. Methodology and philosophy of Archaeology from 19th century to present	Tutorial 2	Online quiz 2
4	21/ 03/ 2016	Archaeological Fieldwork: from research design to excavation	Tutorial 3	Online quiz 3 / Museum catalogue entry due (Friday 25 March 2016)
5	28/ 03/ 2016	<i>NO LECTURE - EASTER MONDAY</i>	<i>NO TUTORIAL - EASTER MONDAY</i>	No assignment
6	04/ 04/ 2016	Culture, Data, and Context	Tutorial 4	Online quiz 4
		BREAK		Research essay due (Friday 15 April 2016)
7	25/ 04/ 2016	<i>ANZAC Day</i>	NO TUTORIAL - ANZAC Day	No assignment
8	02/ 05/ 2016	Dating sites and artefacts: relative vs absolute chronology	Tutorial 5	Online quiz 5
9	09/ 05/ 2016	Material culture: significance of artefacts for Archaeology	Tutorial 6	Online quiz 6
10	16/ 05/ 2016	Art, rock art and archaeology of ritual	Tutorial 7	Online quiz 7
11	23/ 05/ 2016	Archaeology of social complexity	Tutorial 8	Online quiz 8
12	30/ 05/ 2016	Funerary archaeology	Tutorial 9	Online quiz 9
13	06/ 06/ 2016	Who owns the Past? The Future of the Past	Tutorial 10	Online quiz 10

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/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

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

- 3. Analyse source material, including archaeological records, ancient sources, and modern scholarship
- 4. Demonstrate critical thinking in reading of the literature and interpretation of the data
- 5. Communicate archaeological information and concepts through oral, visual and written formats.

Assessment tasks

- Weekly Quiz
- Museum catalogue entry
- Research essay
- Preparation and 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:

Learning outcomes

- 1. Acquire knowledge of the archaeological discipline
- 2. Identify fundamental developments, theories and techniques of archaeology
- 3. Analyse source material, including archaeological records, ancient sources, and modern scholarship
- 4. Demonstrate critical thinking in reading of the literature and interpretation of the data

Assessment tasks

- Weekly Quiz
- Museum catalogue entry
- Research essay
- Preparation and Participation

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

- 1. Acquire knowledge of the archaeological discipline
- 3. Analyse source material, including archaeological records, ancient sources, and modern scholarship
- 5. Communicate archaeological information and concepts through oral, visual and written formats.

Assessment tasks

- Weekly Quiz
- Museum catalogue entry
- Research essay
- Preparation and 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

- 1. Acquire knowledge of the archaeological discipline
- 2. Identify fundamental developments, theories and techniques of archaeology
- 3. Analyse source material, including archaeological records, ancient sources, and modern scholarship
- 4. Demonstrate critical thinking in reading of the literature and interpretation of the data
- 5. Communicate archaeological information and concepts through oral, visual and written formats.

Assessment tasks

- Weekly Quiz
- Museum catalogue entry
- Research essay
- Preparation and 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

- 2. Identify fundamental developments, theories and techniques of archaeology
- 3. Analyse source material, including archaeological records, ancient sources, and modern scholarship
- 4. Demonstrate critical thinking in reading of the literature and interpretation of the data

Assessment tasks

- Weekly Quiz
- Museum catalogue entry
- Research essay
- Preparation and 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

- 1. Acquire knowledge of the archaeological discipline
- 2. Identify fundamental developments, theories and techniques of archaeology
- 3. Analyse source material, including archaeological records, ancient sources, and modern scholarship

Assessment tasks

- Weekly Quiz
- Museum catalogue entry
- Research essay
- Preparation and 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

- 4. Demonstrate critical thinking in reading of the literature and interpretation of the data
- 5. Communicate archaeological information and concepts through oral, visual and written formats.

Assessment tasks

- Museum catalogue entry
- Research essay
- Preparation and 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 outcomes

- 1. Acquire knowledge of the archaeological discipline
- 5. Communicate archaeological information and concepts through oral, visual and written formats.

Assessment tasks

- Weekly Quiz
- Museum catalogue entry
- Research essay
- Preparation and 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

- 3. Analyse source material, including archaeological records, ancient sources, and modern scholarship
- 5. Communicate archaeological information and concepts through oral, visual and written formats.

Assessment tasks

- Weekly Quiz
- Museum catalogue entry
- Research essay
- Preparation and Participation

Changes since First Published

Date	Description
11/02/2016	Please provide a description of changes made to the published version. Note this will appear in the public unit guide.