



AHIS290

Landscape Archaeology

S2 Day 2016

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff

Lecturer

Adela Sobotkova

adela.sobotkova@mq.edu.au

Contact via 0478001400

W6A 510

Fri, noon - 2 pm

Lecturer

Shawn Ross

shawn.ross@mq.edu.au

Contact via 0401758300

W6A 510

Wed, Thu

Credit points

3

Prerequisites

AHIS190

Corequisites

Co-badged status

Unit description

This unit introduces students to the theoretical issues, techniques and approaches that comprise landscape archaeology. The concepts of environment, ecosystem, and cultural landscape will be discussed. Students will reflect on how human societies have interacted with natural environments in the past and explore the limits of archaeological evidence on this topic. Social aspects of landscape will be discussed in a series of case studies on inequality, power relations, and social complexity. Students will learn to articulate research questions pertaining to archaeological change in space and time, investigate and analyse spatial patterns and assess human impact on the landscape. The methods of spatial analysis introduced in the unit include remote sensing analysis, paleo-environmental studies, geoarchaeology, GIS, predictive modelling, multi-scalar analysis, subsistence and settlement patterns analysis. The course will incorporate a critical review of the methods frequently used in landscape archaeology such as surface survey.

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:

- Outline the historical development and approaches to landscape archaeology
- Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
- Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
- Work individually and in teams to create oral and written arguments suited to different audiences

General Assessment Information

Unit Requirements and Expectations

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

Group work marks will consist of 50% mark for individual work and 50% mark for team work.

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 avoid docx).

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

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

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.

If you have an interruption of study lasting 3 or more days, you must file for special consideration, following the instructions below.

If you have a 1-2 day illness or interruption, please provide documentation, e.g. medical certificate. No extensions for voluntary activities will be provided. You may request an extension without documentation if you apply to the course convener a minimum of 7 days in advance. We will award these extensions at our discretion. Discretionary extensions will not be granted on the final project, as that would interfere with in-class activities.

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/

Penalties

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 short writings and final project will be graded using a rubric, which can be found on the iLearn unit site.

Assessment Tasks

| Name | Weighting | Due |
|--|-----------|------------------------|
| Participation | 10% | On weekly basis |
| Short Writing Assignment | 30% | Weekly before tutorial |
| Final Project Preparatory Task | 10% | Weeks 5,7,11 |
| Final Project:Grant Proposal | 50% | 2 Nov 2016 |

Participation

Due: **On weekly basis**

Weighting: **10%**

In a given week, all students should come to tutorial prepared to discuss the week's readings. Active participation in class will be assessed through a combination of instructor and self-assessment.

On successful completion you will be able to:

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- Work individually and in teams to create oral and written arguments suited to different audiences

Short Writing Assignment

Due: **Weekly before tutorial**

Weighting: **30%**

The short writings serve as the jumping off point for the tutorial discussion. You will explore a particular aspect of landscape archaeology that may also inform your final project. The SWAs are to be submitted via Turnitin by midnight the day *before* tutorial with a word limit of 200-250 words.

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- Work individually and in teams to create oral and written arguments suited to different audiences

Final Project Preparatory Task

Due: **Weeks 5,7,11**

Weighting: **10%**

The final project preparatory tasks are designed to shepherd you along your final project and prevent you from leaving all the work to the last moment. The required preparatory tasks (bolded in the unit schedule) will be due via Turnitin at midnight on the day before tutorial.

On successful completion you will be able to:

- Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
- Work individually and in teams to create oral and written arguments suited to different audiences

Final Project: Grant Proposal

Due: **2 Nov 2016**

Weighting: **50%**

The grant proposal final project gives you the opportunity to outline your vision of a landscape archaeology project. Mirroring real-life collaborative projects, you will make an individual contribution to a team in order to plan, design and execute a program of research, while taking into account the regulatory, administrative and financial constraints.

On successful completion you will be able to:

- Outline the historical development and approaches to landscape archaeology
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- Work individually and in teams to create oral and written arguments suited to different audiences

Delivery and Resources

Delivery

Lecture Wednesday 1 -3 pm

Location W5C 320 Tutorial Rm

Tutorials: W6B 382 Tutorial Rm (10 - 11am), W6B 282 Tutorial Rm (11 am - 12pm)

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

Selected readings will be posted on iLearn.

Recommended Texts:

Renfrew, C. and Bahn, P. 2012. *Archaeology: Theories, Methods and Practice*. London.

Flannery, Kent V. 1976. *The Early Mesoamerican village, Studies in archaeology*. New York: Academic Press.

Barker, Graeme, and D. J. Mattingly, eds. 2000. *The Archaeology of Mediterranean Landscapes (Populus Project)*. Oxford: Oxbow Books. - a series containing 5 volumes:

- Francovich, Riccardo, Helen Patterson, and Graeme Barker. 2000. *Extracting meaning from ploughsoil assemblages, Archaeology of Mediterranean landscapes*. Oxford; Oakville, CT: Oxbow; David Brown.
- Pasquinucci, Marinella, and Frédéric Trément. 1999. *Non-destructive techniques applied to landscape archaeology, Archaeology of Mediterranean landscapes*. Oxford; Oakville, CT: Oxbow; David Brown.
- Leveau, Philippe, Frederic Tremont, Kevin Walsh, and Graeme Barker. 1999. *Environmental Reconstruction in Mediterranean Landscape Archaeology*. Oxbow Books.
- Gillings, Mark, Davis Mattingly, and Jan van Dalen. 1999. *Geographical Information Systems and Landscape Archaeology*. Oxbow Books.
- Bintliff, John, and Kostas Sbonias, eds. 1999. *Reconstructing Past Population Trends in Mediterranean Europe (3000 BC - AD 1800)*. Oxbow books.

Ashmore, Wendy, and A. Bernard Knapp, eds. 2000. *Archaeologies of Landscape: Contemporary Perspectives*. Blackwell Publishers.

David, Bruno, and Julian Thomas. 2008. *Handbook of landscape archaeology, World Archaeological Congress research handbooks in archaeology*. Walnut Creek, CA: Left Coast Press.

Burke, Heather, Claire Smith, and Larry J. Zimmerman. 2009. *The archaeologist's field handbook*. North American ed. Lanham, MD: AltaMira Press.

Kluiving, Sjoerd J., and Erika Guttman-Bond. 2012. *Landscape Archaeology between Art and Science: From a Multi- to an Interdisciplinary Approach*. Amsterdam: Amsterdam University Press.

Renfrew, Colin, and Paul G. Bahn. 2004. *Archaeology: the Key Concepts*. 1 vol, Routledge key guides. New York: Routledge.

Alcock, Susan E., and John F. Cherry. 2004. *Side-by-side survey: comparative regional studies in the Mediterranean World*. Oxford: Oxbow.

Alcock, Susan E. 1993. *'Graecia Capta.' The Landscapes of Roman Greece*. Cambridge: Cambridge University Press.

Unit Schedule

| Week | Date | Lecture/Tutorial/Readings | Short writing | Final Project Preparation* |
|------|------|---------------------------|---------------|----------------------------|
|------|------|---------------------------|---------------|----------------------------|

| | | | | |
|----|--------|---|---------------------------------|--|
| 1 | 3-Aug | Landscape Archaeology, a History | none | |
| 2 | 10-Aug | Scales of Investigation and Research Design | short writing due | decide on roles |
| 3 | 17-Aug | Archaeological Survey and Sampling strategies | short writing due | decide on study area |
| 4 | 24-Aug | Remote Sensing; Networking Day | short writing due | join groups |
| 5 | 31-Aug | Investigating Past Environments | short writing due | submit a description of team and study area |
| 6 | 7-Sep | Archaeological Data Management | short writing due | draft data management plan |
| 7 | 14-Sep | Landscapes of Settlement | short writing due | statement of intent (EOI), bibliography |
| | break | | | |
| 8 | 5-Oct | Modes of Subsistence | short writing due | draft budget |
| 9 | 12-Oct | Sacred Landscapes | short writing due | draft narrative |
| 10 | 19-Oct | Landscapes of Power | short writing due | draft statement of significance |
| 11 | 26-Oct | Cultural heritage management | grant workshop | draft proposal due |
| 12 | 2-Nov | Whose landscape, whose heritage | short writing due | revised proposal due |
| 13 | 9-Nov | Grant presentations | award announcements and debrief | |

* bolded items must be submitted via Turnitin, the other preparatory tasks are recommended so that your weeks 11 - 13 are not miserable

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

- Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
- Work individually and in teams to create oral and written arguments suited to different audiences

Assessment tasks

- Final Project Preparatory Task
- Final Project: Grant Proposal

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

- Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
- Work individually and in teams to create oral and written arguments suited to different audiences

Assessment tasks

- Final Project Preparatory Task
- Final Project: Grant Proposal

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:

Assessment task

- Short Writing Assignment

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

- Outline the historical development and approaches to landscape archaeology
- Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists

Assessment tasks

- Participation
- Short Writing Assignment
- Final Project: Grant Proposal

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

- Outline the historical development and approaches to landscape archaeology
- Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
- Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management

Assessment tasks

- Participation
- Short Writing Assignment
- Final Project: Grant Proposal

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

- Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment

Assessment tasks

- Participation
- Final Project Preparatory Task
- Final Project: Grant Proposal

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 outcome

- Work individually and in teams to create oral and written arguments suited to different audiences

Assessment tasks

- Participation
- Short Writing Assignment
- Final Project: Grant Proposal

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

- Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
- Work individually and in teams to create oral and written arguments suited to different audiences

Assessment tasks

- Participation
- Final Project Preparatory Task
- Final Project: Grant Proposal

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 outcome

- Interpret human behaviour across space at a variety of scales, developing an awareness

of how societies interact with their environment

Assessment tasks

- Short Writing Assignment
- Final Project: Grant Proposal