



AHIS230

Archaeology and Society: Archaeological Evidence

S1 External 2017

Dept of Ancient History

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General Information

Unit convenor and teaching staff

Convenor

Susan Lupack

susan.lupack@mq.edu.au

W6A 511

By appointment.

Susan Lupack

susan.lupack@mq.edu.au

Ian Plant

ian.plant@mq.edu.au

Credit points

3

Prerequisites

12cp at 100 level or above

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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Find, analyse, and interpret primary and secondary sources of archaeological information
2. Actively participate in discussion about archaeological remains
3. Analyse and express your judgement about archaeological methods and techniques

4. Employ appropriate handling techniques when dealing with ancient artefacts
5. Extract historical information from ancient remains
6. Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society
7. 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

To complete the unit satisfactorily you will need to achieve an overall mark worth 50% or above.

Even if you are not a student of the ancient world, or if you have limited experience of history or humanities-based study, I am certainly happy to have you in this course! I want to share this knowledge with everyone. You can let me know, though, if this type of study is new to you.

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).
- All assignments must include the following at the start: Student name; Student Number; Assessment Task Title or Question; and Word Count. **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.
- Further instructions on your submission can be obtained through iLearn.
- Your research essay in particular, but also the artefact study, is expected to be a formal written presentation with references (footnotes 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.

- If your work is submitted without proper referencing, i.e., with few or no page numbers or no bibliography, it will receive an automatic fail.

Extensions and penalties

Please avoid asking for extensions. If you anticipate any difficulty in meeting assigned due dates, it is important that you contact me 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 you are facing a serious crisis that can be documented in some way (e.g., with a medical certificate).

* **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

I 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.

Your Participation

It is very important that you listen to the lectures and contribute to the discussion groups. I have made Preparation and Participation 10% of your grade. This is because I want you to get the most out of this class as you possibly can! The lectures and discussion groups will complement each other, so it is important to join in the discussion groups after having listened to the lectures and after having read the assigned material.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>On-Line Quizzes</u>	20%	No	19 Mar, 9 Apr, 14 May, 4 Jun
<u>Artefact Study</u>	30%	No	11.59pm Wed. 29 March 2017
<u>Research Essay</u>	40%	No	11.59 pm Friday, 19 May 2017
<u>Preparation and Participation</u>	10%	No	Every Week

On-Line Quizzes

Due: **19 Mar, 9 Apr, 14 May, 4 Jun**

Weighting: **20%**

These will be multiple choice quizzes, consisting of 10 questions each, that will be based on material covered in the previous three weeks of readings, lectures, and tutorials. Each quiz will be worth 5%. They will be found in the iLearn Assessment Folder. The quizzes will be available for a period of three days each on the following dates:

Quiz 1: 17-19 March 2017

Quiz 2: 7-9 April 2017

Quiz 3: 12-14 May 2017

Quiz 4: 2-4 June 2017

Once commenced, the quizzes must be completed in one 30 minute session.

Marks will become available when the quiz is no longer open.

This Assessment Task relates to the following Learning Outcomes:

- Analyse and express your judgement about archaeological methods and techniques
- Extract historical information from ancient remains
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society

Artefact Study

Due: **11.59pm Wed. 29 March 2017**

Weighting: **30%**

External students may choose a Greek or Roman artefact from a local museum. After doing so, please submit the proposed artefact for approval to me at least one week before the assignment

is due (i.e., by 22 March). You can do this via email. If it is not possible to choose something from a local museum, let me know and I will supply one online. Once you have settled on an artefact, analyse the object in terms of:

1. Material (glass, metal, ceramic, etc.)
2. Approximate dimensions
3. Condition and state of preservation (intact, fragmentary (e.g., missing 1/3 of rim), cracked, abraded, etc.)
4. Surface treatment (glazed, painted, burnished, etc.)
5. Function
6. Evidence of use (if any)
7. Annotated freehand sketch
8. Manufacture (how was it made)
9. Date and/or Time Period
10. Comparanda: find a similar object in another museum collection or published assemblage
11. Provide a reference for comparanda (full bibliographical reference required)
12. Discuss the 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)

This Assessment Task relates to the following 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
- Employ appropriate handling techniques when dealing with ancient artefacts
- Extract historical information from ancient remains
- Argue the place of archaeology (including the role of museums) in our own society

Research Essay

Due: **11.59 pm Friday, 19 May 2017**

Weighting: **40%**

Essay topics will be posted on iLearn at the start of week 3. I encourage you to come and talk to me about your topic and how you are planning to address it in your essay. It is most helpful to do this after you've done some initial research and had a chance to think about the topic a bit.

Word length: 2000 words (references are not included in the word count)

This Assessment Task relates to the following 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
- Extract historical information from ancient remains
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society
- Argue the place of archaeology (including the role of museums) in our own society

Preparation and Participation

Due: **Every Week**

Weighting: **10%**

Contributions are expected to be made to the discussion groups each week. I will pose two or three questions or thoughts to get the discussion going, but I would like for you to also keep track of questions you may have, or comments that come to mind as you read the material. You can then bring them up during the discussion group. I will always be interested to hear what you were thinking, and I definitely want to provide guidance if something is not clear.

This Assessment Task relates to the following 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
- Extract historical information from ancient remains
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society
- Argue the place of archaeology (including the role of museums) in our own society

Delivery and Resources

- **Required Text:**

Renfrew, A. C. and P. Bahn 2011. *Archaeology: Theories, Methods and Practice* 7th Edition. Thames and Hudson, London.

- **Other Readings:**

Reading assignments will be posted on the course's iLearn site. Additional resources, including the recorded lecture, weblinks, and additional directions will also appear there.

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).

- **Delivery:**

Lectures are recorded for external students and will be available via Echo360 on the iLearn webpage soon after their live presentation.

Weekly discussions will be opened by me on Friday mornings and closed the following Thursday morning, right before the next lecture.

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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.

Specific Policy for AHIS 230:

Tutorial Classes: Students are required to attend all tutorial classes. If a student cannot attend, a medical certificate or other documented explanation must be presented to the unit convenor.

Submission of Written Assessments: (Artefact Study, Research 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) 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 Enquiry Service

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

Equity 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.

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

- Extract historical information from ancient remains
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society

Assessment tasks

- On-Line Quizzes
- Artefact Study
- 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

- Actively participate in discussion about archaeological remains
- Employ appropriate handling techniques when dealing with ancient artefacts
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society
- Argue the place of archaeology (including the role of museums) in our own society

Assessment tasks

- On-Line Quizzes
- Artefact Study
- 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

- Employ appropriate handling techniques when dealing with ancient artefacts
- Extract historical information from ancient remains

Assessment tasks

- On-Line Quizzes
- Artefact Study
- 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

- Find, analyse, and interpret primary and secondary sources of archaeological information
- Extract historical information from ancient remains
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society

Assessment tasks

- On-Line Quizzes
- Artefact Study
- 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

- Find, analyse, and interpret primary and secondary sources of archaeological information
- Analyse and express your judgement about archaeological methods and techniques
- Extract historical information from ancient remains
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society
- Argue the place of archaeology (including the role of museums) in our own society

Assessment tasks

- On-Line Quizzes
- Artefact Study
- 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

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

Assessment tasks

- On-Line Quizzes
- Artefact Study
- 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

- Find, analyse, and interpret primary and secondary sources of archaeological information
- Analyse and express your judgement about archaeological methods and techniques

- Employ appropriate handling techniques when dealing with ancient artefacts
- Extract historical information from ancient remains
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society
- Argue the place of archaeology (including the role of museums) in our own society

Assessment tasks

- On-Line Quizzes
- Artefact Study
- 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

- 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
- Employ appropriate handling techniques when dealing with ancient artefacts
- Extract historical information from ancient remains
- Argue the place of archaeology (including the role of museums) in our own society

Assessment tasks

- On-Line Quizzes
- Artefact Study
- 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

- 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
- Extract historical information from ancient remains
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society
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