



# AHPG811

## Archaeological Practice

S1 Fieldwork 2017

*Dept of Ancient History*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit convenor

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By appointment

Credit points

4

Prerequisites

Permission by special approval

Corequisites

Co-badged status

Unit description

Students may apply to undertake archaeological fieldwork at an approved excavation. A list of available excavations is published each year on the department of ancient history's website. The website also provides details on how to obtain a position on these excavations and how to obtain the Dean's waiver in order to enrol in this unit. Students wishing to excavate in MQ-led projects in the following regions should contact the appropriate MQ staff member: Egypt: Professor N. Kanawati, Associate Professor B. Ockinga or Dr. Y. Tristant; Italy (the site of Carsulae): Dr J. McKenzie Clark; Croatia (the site of Bribirska glavica): Dr D. Dzino; and Israel (the sites of Tell Azekah and Jerusalem): Dr K. Keimer and Dr G. Davis. Students may also enrol in the following excavations run by other organizations: Spain (Sanisera Field School in Menorca), Turkey (site of Antiochia ad Cragum), and Greece (site of Argilos). Details of these excavations (and contact addresses) can be found on the website. Before enrolment students must consult firstly with the excavation directors or their representatives and then with the unit coordinator (Assoc. Prof. K. A. Sheedy). Places on excavations are often very limited. Those interested in this unit are asked to plan well ahead.

## 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:

Be able to identify the key drivers in planning an excavation

Acquire the skills to apply the various archaeological practices and methods in use at their site.

Be able to analyse the effectiveness of different excavation strategies and techniques in the context of their chosen fieldwork

Develop analytical and interpretative skills in research at an advanced level.

## General Assessment Information

### A Guide to the Assessment Tasks for

### AHPG 811 Archaeological Fieldwork

The modern role of archaeology is complex. Here are some thoughts from UNESCO:

<http://en.unesco.org/themes/protecting-our-heritage-and-fostering-creativity>

They begin the discussion of 'Protecting Our Heritage and Fostering Creativity' with the thought that "In today's interconnected world, culture's power to transform societies is clear. Its diverse manifestations – from our cherished historic monuments and museums to traditional practices and contemporary art forms – enrich our everyday lives in countless ways."

We hope that you will find a way into this 'conversation' through archaeology. As a postgraduate student we expect that you will take an interest in current debates about the broad number of roles and methodologies of archaeology. An engagement with these debates should be evident in your written work for this unit. There is a great deal in the MQ library. Perhaps start with *Understanding the archaeological record* by Gavin Lucas. Cambridge University Press, 2012; or *Field Archaeology from Around the World : Ideas and Approaches*, edited by Martin Carver, Biss erka Gaydarska, Sandra Montón-Subías. Springer, 2015

### A. Participation.

1. To gain entrance into this unit you will have signed up for an excavation. The excavation director and his staff will assign you tasks in various different parts of the project. They may be in an excavation trench or it could be in the treatment and sorting of material recovered by digging. It is all archaeology.

2. The excavation director and or his staff will assess your participation. They will give a mark out of 30% on the basis of your undertaking of the assigned tasks. So, it is important that you be clear about what it is they are wanting you to do (always ask questions).

3. Trying to explain the various skills you will practice on excavation is difficult without being on site or in the excavation rooms. There are many books that discuss, for example, useful surveying techniques. Online see, for example, this commercial enterprise: <http://www.archaeologicalskills.co.uk/>

## **B. Journal.**

1. The journal is your personal record of your participation in the archaeological project. As such it is closely linked to how you are getting on with your assigned tasks.

2. You should briefly document the various tasks you have been assigned on a day to day basis. It is also a record of your own thoughts and ideas about the excavation, its organization and the part you are playing. You should then record your responses to the work you have been assigned.

3. On one level this exercise is descriptive. You are recording what is happening around you. On another it is a demonstration of your understanding of the archaeological enterprise and how you fit in. As a PG student we expect that you will demonstrate a good understanding of the various methodological aspects of your fieldwork. This will include showing an understanding of the overall excavation strategy.

4. Please observe the 800 word maximum limit per day. Try and avoid repetition of the same descriptive material. There is no need to repeat, for example, the description of your trench – simply record what is changing. How did you contribute to those changes? What do you think the material you are uncovering is telling you about the site and the people who lived there?

## **C. Presentation.**

1. The topic of the presentation is your archaeological fieldwork experience. This is a chance to show what you have learnt about archaeology. It is also a chance for you to hear what other students have been doing.

2. You have only 20 minutes (plus 5 minutes discussion). You should avoid long descriptions of the site and its history. Instead you should focus on the excavation and what you yourself accomplished. You should demonstrate a good understanding of design of the archaeological project. You should present your ideas on what the excavation has accomplished.

3. It is useful if you consult with your fieldwork director(s) on the achievements of the season's excavations.

## **D. Research Essay**

1. The topic of your research essay is provided by the unit convenor (see topic below).

2. If you are not participating in an excavation from MQ or with MQ staff participating (eg. excavations at Sanisera, Spain) please discuss the essay with the unit convenor, A/Prof K. A. Sheedy.

3. Your essay should have a firm grounding in archaeological theory. It should not be simply descriptive. We expect you to demonstrate an ability to critically judge the archaeological issues which are raised in the essay topic you have been given.

4. The essay should be submitted via ilearn.

5. Essay Topic:

Write an essay combining a), b) and c):

*a) Outline and discuss the aims of the excavation and the strategies that the excavation director has chosen to achieve these aims.*

*b) Outline and discuss your work on the excavation in relation to the aims and strategies set out in a)*

*c) Discuss some of the key archaeological theories and methodologies that are relevant to the fieldwork project in which you have participated.*

For example – (in very bald terms) a) the aim of the excavation was clear a cemetery which was to be built over by a new housing project. The director decided to excavate half the known area given the available resources and time. The director wished to examine mortuary practice of the period and placed special emphasis on looking for traces of food and drink placed in the graves.

b) My role was to assist in the recording of the contents of each grave. I helped with the dry sieving of the soil. c) I discuss the traditional focus of archaeologists on the excavation of burial sites (as opposed to settlements), and the changing interpretations of mortuary practices, etc., I also review current approaches to rescue archaeology.

The essay thus aims firstly to get you to think about what you are doing on the excavation. Keeping a diary detailing your work is thus going to be crucial. Secondly, it asks you to put your experience in the context of current archaeological thought and practices.

On returning to Australia you should make an appointment to discuss your essay topic with the course convenor.

Word Length: 3,500 words (max).

Submission date: 10 June 2017.

All students must achieve an overall mark of 50% or above to complete the unit satisfactorily.

Students must pass the assessment tasks of participation and the research essay to complete the unit.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation in excavation</u>	30%	No	Last day of excavation
<u>Journal</u>	30%	No	21 May 2017

Name	Weighting	Hurdle	Due
<u>Presentation</u>	5%	No	19 June 2017
<u>Research Essay</u>	35%	No	10 June 2017

## Participation in excavation

Due: **Last day of excavation**

Weighting: **30%**

Students are required to participate in the excavation for the full period they have nominated on enrolling (a period which must be approved by the director of the excavation). They are required to undertake all of the duties which have been allocated to them by the director or supervising staff during the excavation. Marking will be provided by the excavation director.

On successful completion you will be able to:

- Be able to identify the key drivers in planning an excavation
- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Be able to analyse the effectiveness of different excavation strategies and techniques in the context of their chosen fieldwork
- Develop analytical and interpretative skills in research at an advanced level.

## Journal

Due: **21 May 2017**

Weighting: **30%**

Students are required to maintain a journal which documents their participation in the activities of the excavation. This journal should record their day to day work, together with (where appropriate) a brief evaluation of their tasks. It might also include any other information or thoughts that the student believes relevant to their excavation experience. The journal should contain no more than 800 words per day. **It must be submitted in electronic form via the assessment tool.**

On successful completion you will be able to:

- Be able to analyse the effectiveness of different excavation strategies and techniques in the context of their chosen fieldwork
- Develop analytical and interpretative skills in research at an advanced level.

## Presentation

Due: **19 June 2017**

Weighting: **5%**

A seminar day will be arranged for all participants to give a 20 minute paper, followed by a 5 minute question time (or the speaker may speak for 25 minutes without questions). Each student is asked to present a brief account of their site, outline the work which they undertook, and then discuss methodological and theoretical aspects of the design and execution of the excavation.

On successful completion you will be able to:

- Be able to analyse the effectiveness of different excavation strategies and techniques in the context of their chosen fieldwork
- Develop analytical and interpretative skills in research at an advanced level.

## Research Essay

Due: **10 June 2017**

Weighting: **35%**

Students on completion of the fieldwork are required to write a 3500 word (not including footnotes) essay. The essay topic can be found in the 'General Assessment Information'. **It must be submitted in electronic form via the assessment tool.**

On successful completion you will be able to:

- Be able to identify the key drivers in planning an excavation
- Be able to analyse the effectiveness of different excavation strategies and techniques in the context of their chosen fieldwork
- Develop analytical and interpretative skills in research at an advanced level.

## Delivery and Resources

### RESOURCES

Please consult your excavation director or fieldwork coordinator for resources relevant to your particular excavation. The excavation will normally provide all equipment needed in the field.

#### Excavation

You must consult with your MQ excavation supervisor regarding the tasks you will be doing on excavation and the technology involved in your work.

#### Technology and Resources at MQ

The unit has an iLearn page which can be accessed at <http://ilearn.mq.edu.au/>. PC and Internet access are therefore required. Basic computer skills (e.g. internet browsing) and skills in word

processing are also a requirement. Please consult your MQ excavation supervisor regarding any particular technology and resources relevant to your studies.

### **Recommended Reading**

Depending on the area of excavation, the student may be required to obtain a copy of a standard archaeological textbook. As an introduction the student might consult J. Balme and A. Paterson (eds), *Archaeological Practice: A Student Guide to Archaeological Analyses* (ISBN: 978-0-470-65716-4) 2013, Wiley-Blackwell. Please contact the MQ supervisor of your chosen excavation.

### **Assignment Submission**

Assessment 2 (Journal) may be submitted electronically or in hard copy. Electronic copies must be submitted via iLearn. Hard copies must be delivered to the relevant MQ excavation supervisor (please make an appointment).

Assessment 3 (Presentation). The date and place of the presentation will be provided by your MQ excavation supervisor. Students would normally offer a Powerpoint presentation.

Assessment 4 (Research Essay) must be submitted electronically via iLearn.

### **Assignment Extensions**

Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied. If required, applications for extensions should be made before the assignment's due date.

**NB** You should always keep a copy of completed tasks in case of loss.

## **SATISFACTORY COMPLETION OF UNIT**

Students must attend the excavation of their choice for the full period of their participation. This period of time will be determined in consultation with your MQ excavation supervisor at the time of enrollment. Failure to complete the full period of participation may result in disqualification from the unit unless there are satisfactory medical or compassionate grounds.

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

## **Unit Schedule**

The unit schedule will vary between archaeological sites attended but will in all relevant respects follow the assessment tasks:

1. Prior to attendance at excavation - participation at meetings convened by the MQ excavation director or supervisor.
2. Participation in the excavation
3. On return from excavation
  - a. submission of journal



b. group presentation

c. research essay

See the assessment tasks list for the dates of submission or presentation.

## Learning and Teaching Activities

### Finding an archaeological project

Students are required to select an excavation from the list provided by the unit convenor (the list can be found on the department website). They are also required to contact people within Ancient History, in particular the excavation directors or coordinators, to confirm and assess the suitability of their project.

### Participating in the excavation

Students are required to learn archaeological skills in order to undertake set tasks during the excavation.

### Researching the literature on the project

Students are required to use their bibliographical skills to find excavation reports or background data.

### Presenting research findings

Students are required on return from the project to present their research finding in both oral and written form.

## 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)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](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](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/](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).

## 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

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and

decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### **Learning outcomes**

- Be able to identify the key drivers in planning an excavation
- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Be able to analyse the effectiveness of different excavation strategies and techniques in the context of their chosen fieldwork
- Develop analytical and interpretative skills in research at an advanced level.

### **Assessment tasks**

- Participation in excavation
- Journal
- Presentation
- Research Essay

## **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### **Learning outcomes**

- Be able to identify the key drivers in planning an excavation
- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Be able to analyse the effectiveness of different excavation strategies and techniques in the context of their chosen fieldwork
- Develop analytical and interpretative skills in research at an advanced level.

### **Assessment tasks**

- Participation in excavation
- Journal
- Presentation
- Research Essay

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience,

of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### **Learning outcomes**

- Be able to identify the key drivers in planning an excavation
- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Be able to analyse the effectiveness of different excavation strategies and techniques in the context of their chosen fieldwork
- Develop analytical and interpretative skills in research at an advanced level.

### **Assessment tasks**

- Participation in excavation
- Journal
- Presentation
- Research Essay

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### **Learning outcomes**

- Be able to identify the key drivers in planning an excavation
- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Be able to analyse the effectiveness of different excavation strategies and techniques in the context of their chosen fieldwork
- Develop analytical and interpretative skills in research at an advanced level.

### **Assessment tasks**

- Participation in excavation
- Journal
- Presentation

- Research Essay

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Be able to analyse the effectiveness of different excavation strategies and techniques in the context of their chosen fieldwork
- Develop analytical and interpretative skills in research at an advanced level.

### Assessment tasks

- Participation in excavation
- Journal
- Presentation
- Research Essay

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- Be able to analyse the effectiveness of different excavation strategies and techniques in the context of their chosen fieldwork
- Develop analytical and interpretative skills in research at an advanced level.

### Assessment task

- Participation in excavation

## Changes from Previous Offering

In 2016 the unit convenor (A/P K. A. Sheedy) will now mark the research essay.

Detailed marking rubrics for all assessment exercises have now been provided.

## Marking Rubrics

Please see the iLearn site.

## Work Health Safety and Emergency Procedures

### Work, Health, and Safety (WHS)

All students are expected to have read the following **MQ Risk Assessments policies**:

1. [http://staff.mq.edu.au/human\\_resources/health\\_and\\_safety/travel\\_safety/](http://staff.mq.edu.au/human_resources/health_and_safety/travel_safety/)
2. [http://staff.mq.edu.au/human\\_resources/health\\_and\\_safety/travel\\_safety/travel\\_to\\_high\\_risk\\_countries/](http://staff.mq.edu.au/human_resources/health_and_safety/travel_safety/travel_to_high_risk_countries/)

Each excavation will be asked to fill out a Notification & Risk Assessment Form (Terrestrial Fieldwork). You should make sure that your excavation has completed this document and submitted it to the unit convenor.

If you are participating in an excavation which is not run by Macquarie University or where there is no Macquarie University supervisor it is necessary that an 'Onsite Hazard Checklist' be filled out. Please contact the Unit Coordinator to obtain this form.

As a student you also have a legal responsibility under the Workplace Health & Safety Act 2011 and the Macquarie University Health & Safety Policy to ensure the health and safety of yourself and of others in the workplace.

Each student has a moral and legal responsibility for ensuring that his or her work environment is conducive to good health and safety, by:

- ensuring that their work and work area is without risk to the health and safety of themselves and others
- complying with the University's and Partner Organisation's Work Health & Safety Policy and Procedures
- reporting hazards and incidents as they occur in accordance with University and Partner Organisation's policy
- actively participating in all health and safety activities and briefing sessions (e.g. emergency evacuation procedures, site inspections etc.).

Each student is also required to advise their Unit Convenor as soon as possible when:

- he/she feels unsafe at any stage during the activity
- he/she did not receive a safety induction prior to the commencement of the activity covering: First aid, Fire and emergency evacuation; and Injury/incident reporting
- he/she did not receive any specialised instructions/training necessary to carry out the

role

- an incident/accident happens (even when reported to the excavation director/supervisor and managed by them)

**What to do in the case of an emergency:**

1. Remove yourself from any danger.
2. Speak to your excavation supervisor. The excavation may have emergency procedures to follow.

THEN

3. Contact your Unit Convenor by email as soon as you can to notify them of the incident.
4. If you cannot reach your Unit Convenor, contact the Head of Department, Ancient History (ian.plant@mq.edu.au) and the MQ Health and Safety officer, Mr Rick Minter (rick.minter@mq.edu.au) by email to notify them of the incident.
5. If necessary, Contact Customer Care (24 hours): +61 2 8907 5995 and quote Insurance Policy number: 01PP532077.

N.B. For any minor issues with your participation activity, please speak to your excavation Supervisor. If the problem is more serious, please contact your Unit Convenor.

If you are experiencing difficulties and need to speak to a counsellor:

Contact the MQ Counselling Service at Campus Wellbeing on +61 9850 7497 (Monday - Friday, 8am-6pm, AEST).