



AHIS394

Field Methods of Archaeology

S1 Day 2017

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor, Lecturer and Tutor
Yann Tristant
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W6A 525
By appointment only

Credit points
3

Prerequisites
AHIS190 and 6cp at 200 level

Corequisites

Co-badged status

Unit description

This unit is an examination of the methods and techniques used by archaeologists in a field situation to identify, recover, analyse and interpret their data. The course consists of lectures coupled with direct experience in field techniques of archaeology (survey techniques including aerial survey, geophysics and field walking; excavation strategies and recording; sieving and sampling strategies, etc.) using a range of modern scientific techniques. The majority of the teaching will take place in the teaching infrastructure (simulated archaeological excavation site) that will be built on campus starting from 2016 where students will practice the new skills acquired during the course.

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:

- Acquire knowledge of the principles of archaeological excavation
- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Communicate with other team members about strategies for excavation of an

archaeological site

Analyse archaeological features and materials (pottery, architecture, metal, bone, and ivory objects) at an advanced level

Demonstrate critical thinking in the interpretation of the archaeological data

Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

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

All assessments will be graded using a rubric, which can be found on the iLearn unit site.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Online Quizz</u>	20%	No	Week 4
<u>Research Grant Application</u>	30%	No	Week 7
<u>Field Notebook</u>	30%	No	Week 11
<u>Excavation practice</u>	20%	No	Last day of the session

Online Quizz

Due: **Week 4**

Weighting: **20%**

Quiz will consist of 20 multiple choice or true/false questions that focus on the content of the lectures, textbook, and practicals from week 1 to 4.

On successful completion you will be able to:

- Acquire knowledge of the principles of archaeological excavation

Research Grant Application

Due: **Week 7**

Weighting: **30%**

Using the information provided in class, write a grant proposal (including a budget) convincing a grant review panel that you should receive the requested funds to perform an archaeological project overseas. The purpose of this assignment is to provide students experience with designing a research project, writing a research proposal and putting together a grant proposal. The benefits are both academic and professional.

On successful completion you will be able to:

- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

Field Notebook

Due: **Week 11**

Weighting: **30%**

Students are required to maintain a Field Notebook which documents their participation in the activities of the excavation. This notebook should record their work, together with a brief evaluation of their tasks. It might also include any other information or thoughts that the student believes relevant to their excavation experience including pictures, drawings, sketches, plans, maps, etc. The maximum length is 2,000 words. Do not be afraid to comment on mistakes or where you have changed your mind.

On successful completion you will be able to:

- Acquire knowledge of the principles of archaeological excavation
- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Communicate with other team members about strategies for excavation of an archaeological site
- Analyse archaeological features and materials (pottery, architecture, metal, bone, and ivory objects) at an advanced level
- Demonstrate critical thinking in the interpretation of the archaeological data
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

Excavation practice

Due: **Last day of the session**

Weighting: **20%**

Students are required to participate in the simulated excavation. They are required to undertake all of the duties which have been allocated to them by the lecturer or supervising staff during the

excavation, as well as assist in all aspects of field work.

On successful completion you will be able to:

- Acquire knowledge of the principles of archaeological excavation
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Delivery and Resources

Delivery

Lecture Monday 9-11am

Location [29 Wallys Walk \(X5B\) 039 Tutorial Rm](#)

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:

- Burke, H., Morrison, M., Smith, C., *The Archaeologist Field Handbook*, Crows Nest, 2nd ed.
- Balme, J., Paterson, A., *Archaeology in Practice*, Malden, Oxford, 2014.

Recommended Texts:

- Renfrew, C. and Bahn, P. (2016), *Archaeology: Theories, Methods and Practice*, London, 7th ed.
- Gamble, C. (2015), *Archaeology. The basics*, London, New York, 3rd ed.

Dig kit:

You need to purchase a **gridded lab notebook** for use as a journal while in the field and a pair of **white cotton gloves** for handling ancient artefacts in the lab and the museum.

Tools will be provided to you; however, if you are planning on doing archaeology again, it would be a good investment for you to put together a dig kit of your own. At a minimum it should include a **pointing trowel** (WHS or Marshalltown is best). Optional items include a compass, a tape measure (centimetres), a line level, a hand lens, a folding rule, a paintbrush, knee pads and work gloves (all available at Bunnings); a camera.

Unit Schedule

Week	Lecture/seminar	Practical work	Assessment
1	27/02/2017 Introduction to field archaeology	Lab and site visit	
2	06/03/2017 Methods and techniques of archaeological survey	Field research strategy	
3	13/03/2017 Basics of site recording, stratigraphy, and excavation	Survey and mapping	
4	20/03/2017 Research design and grant application	Excavation	Online quiz
5	27/03/2017 Aerial photography (kite and drone demo)	Excavation	
6	03/04/2017 Objects and material record	Excavation	
7	10/04/2017 Methods for archaeological finds processing	Excavation and finds processing	Grant Proposal Application
MID-SEMESTER BREAK			
8	01/05/2017 Analysis of archaeological finds	Excavation and finds processing	
9	08/05/2017 Principles of chronology and archaeological dating	Excavation and finds processing	
10	15/05/2017 Interpretation of archaeological finds	Excavation and finds processing	

11	22/05/ 2017	Interpretation of archaeological sites	Excavation and finds processing	Field Notebook
12	29/05/ 2017	Report and publication strategy	Excavation and finds processing	
13	05/06/ 2017	Review and summary	Excavation and finds processing	

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.

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

- Acquire knowledge of the principles of archaeological excavation
- Analyse archaeological features and materials (pottery, architecture, metal, bone, and ivory objects) at an advanced level
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

Assessment tasks

- Research Grant Application
- Field Notebook

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

- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Communicate with other team members about strategies for excavation of an archaeological site
- Analyse archaeological features and materials (pottery, architecture, metal, bone, and ivory objects) at an advanced level
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

Assessment tasks

- Online Quizz
- Field Notebook
- Excavation practice

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 outcome

- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

Assessment tasks

- Online Quizz
- Research Grant Application
- Field Notebook
- Excavation practice

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

- Acquire knowledge of the principles of archaeological excavation
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

Assessment tasks

- Online Quizz
- Field Notebook
- Excavation practice

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

- Acquire knowledge of the principles of archaeological excavation
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- Communicate with other team members about strategies for excavation of an archaeological site
- Analyse archaeological features and materials (pottery, architecture, metal, bone, and ivory objects) at an advanced level
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Assessment tasks

- Research Grant Application
- Field Notebook
- Excavation practice

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

- Acquire knowledge of the principles of archaeological excavation
- Communicate with other team members about strategies for excavation of an archaeological site

Assessment tasks

- Online Quizz
- Research Grant Application
- Field Notebook
- Excavation practice

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

- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Demonstrate critical thinking in the interpretation of the archaeological data

Assessment tasks

- Research Grant Application

- Field Notebook
- Excavation practice

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Apply knowledge of archaeology while participating in archaeological fieldwork on campus

Assessment tasks

- Research Grant Application
- Excavation practice

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

- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

Assessment tasks

- Field Notebook
- Excavation practice