



AHIS393

Capstone Unit: Archaeology

S2 Day 2017

Dept of Ancient History

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General Information

Unit convenor and teaching staff

Kenneth Sheedy

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Contact via Email

X5B 341

By appointment

Credit points

3

Prerequisites

(39cp at 100 level or above) including (AHIS190 and AHIS191 and AHIS205 and AHIS290)

Corequisites

6cps in AHIS or AHST units at 300 level

Co-badged status

Unit description

This unit will be offered in the form of a research project on a choice of set topics relevant to archaeology. Students independently collect, assess, analyse and interpret relevant evidence in the light of current archaeological thinking. In addition to seminar participation, the unit culminates in a coherent paper, 5000 words in length, which conforms to the standards of research and writing guidelines expected in peer-reviewed scholarly publications in the fields of archaeology.

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:

Consolidate knowledge regarding the nature of archaeology as a discipline focused on the study of material evidence for the human past.

Develop sophisticated research skills.

Articulate archaeological approaches to evaluating material culture at an advanced level.

Formulate arguments and articulate ideas to an advanced level regarding the character of the archaeological record and its interpretation.

Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct modern archaeological practice.

General Assessment Information

All the assessment tasks are compulsory components of this unit and must be submitted on time.

Guidelines on the tasks, assessment criteria (rubrics) and standards for grading each of the assessment tasks (Seminar Forum, Work-in-Progress Report, Digital Portfolio and Publication Project) are provided and available on iLearn. Students communicate regularly with each other and the unit convenor online. Students post and contribute by the Friday due date to the week's topic in the online Seminar Forum. A staff-student interview in Week 6 / 7 assists students in preparing their Work-in-Progress-Report. By the due dates outlined, students submit the Work-in-Progress Report, the Digital Portfolio and the Publication Project electronically to TURNITIN within the iLearn site for AHIS393.

To successfully complete the unit, students are required to reach a minimum of 50% (Pass) in each of the assessable tasks outlined above (Seminar Forum, Work-in-Progress Report, Digital Portfolio, Publication Project).

Extensions can only be granted in exceptional cases and may only be sought in consultation with the unit convenor and before the assignment is due.

For **Disruption of Studies Policy** see under Policies and Procedures.

Late assignment policy (Department of Ancient History): Assessment tasks / assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 2% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided.

Assignment tasks handed in early will not be marked and returned before the due date.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Seminar Forum</u>	20%	Yes	5pm Friday Weeks 2-7
<u>Work-in-progress Report</u>	20%	Yes	5pm Friday Week 8
<u>Publication Project</u>	50%	Yes	11 pm Wednesday Week 13
<u>Digital Portfolio</u>	10%	Yes	5 pm Monday Week 12

Seminar Forum

Due: **5pm Friday Weeks 2-7**

Weighting: **20%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

After reading the texts prescribed for each week, you will prepare your thoughts and post brief responses in the Seminar Forum to the questions set for consideration. You should take the brief outline provided in the introduction to each week and the recommended readings as a *starting point only*. Ensure that your discussion posts develop further the seminar outline, considering issues which you have encountered personally in your studies at Macquarie. You should exchange ideas with your fellow students, and not feel limited to a single post. The minimum total length of your weekly correspondence is 200 words.

On successful completion you will be able to:

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Work-in-progress Report

Due: **5pm Friday Week 8**

Weighting: **20%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

- a 100-word abstract of your publication project topic
- a 250-word outline of methodological issues relating to your topic
- a 250-word outline of theoretical issues relating to your topic

To be presented and discussed in a staff-student interview in Week 6/7 (details of schedule on iLearn) and the final version to be submitted electronically in Week 8.

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Publication Project

Due: **11 pm Wednesday Week 13**

Weighting: **50%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Your Publication Project concerns the human past through the study of the material remains pertaining to ancient societies. Here we encourage research that crosses the traditional arts/science divide by integrating core archaeology and ancient history subjects with the sciences. In this assessment you are asked to prepare a work of research as if for publication in a nominated journal. You will thus follow the journal requirements for manuscripts. For the supervision of your project research you will be assigned a staff member with specialist knowledge in the particular topic.

The topic and content of your manuscript will conform in all respects to the abstract submitted as part of your Work-in-Progress Report. The manuscript will be no more than 5,000 words in length. Note: Submitted manuscripts will follow the *notes for Contributors* guidelines provided in the particular academic journal you have selected.

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Digital Portfolio

Due: **5 pm Monday Week 12**

Weighting: **10%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Seminar Forum responses, Publication Project Forum contributions, and bibliographical materials will be compiled in this **DIGITAL PORTFOLIO** for showcasing your learning products for the convenor, markers, peers and potential employers

On successful completion you will be able to:

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Delivery and Resources

This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/> **Students are required to have regular access to a computer and the internet.** Mobile devices alone are not sufficient.

- For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help
- For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

Delivery of AHIS393

- Online (Weeks 1-12).
- Two (2) campus sessions - Week 1 and Week 11

1. **Week 1 - Thursday August 3, 2017 from 11.00 am - 1.00 pm in W6B 357.**
2. **Week 11- Thursday October 26, 2017 from 11.00 - 1.00 pm in W6B 357**

Students enrolled in "internal" (Day) mode: the two campus sessions are compulsory.

In preparation for the **Work-in-progress Reports** (due in Week 8), students will discuss their

work in a **staff-student interview** conducted on campus in Week 6/7 (as per schedule - details available on iLearn). This applies to all the internal/Day students and external students in the Sydney metropolitan area. For external students outside the Sydney metropolitan area, special arrangements will be made.

Required and recommended sources

- Prescribed texts: eReserve and iLearn site for AHIS 393 (Topics for Discussion in each week).

In general: times and locations for Lectures and Tutorials: for current updates, lecture times and classrooms please consult the the MQ Timetables website www.timetables.mq.edu.au and/or the Department of Ancient History homepage.

Unit Schedule

Week 1	Introduction to the unit
Week 2	Archaeology: reflections on its histories
Week 3	Archaeology: coming to terms with current theories and practices
Week 4	Material Culture
Week 5	Geoarchaeology
Week 6	Archaeometry
Week 7	Cultural Heritage Management
Week 8	No online forum: private preparation for handing in work-in-progress report
Weeks 9-10	Digital Portfolio and Publication Project I
Weeks 11-12	Digital Portfolio and Publication Project II

Learning and Teaching Activities

1. On-campus seminars

Seminar 1: Introduction to the content, tasks and the fellow-learners in this unit. Seminar 2: Reflection on AHIS393 and discussions on career development.

2. Online Seminar Forums

Engaging with aims, methods and key themes of the degree in Archaeology.

3. Preparation of the research project

Discussion of research project process; choosing a topic, conducting a literary review, formulating a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting research project.

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

- Consolidate knowledge regarding the nature of archaeology as a discipline focused on the study of material evidence for the human past.
- Develop sophisticated research skills.
- Articulate archaeological approaches to evaluating material culture at an advanced level.
- Formulate arguments and articulate ideas to an advanced level regarding the character of the archaeological record and its interpretation.
- Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct modern archaeological practice.

Assessment tasks

- Seminar Forum
- Work-in-progress Report
- Publication Project
- Digital Portfolio

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

- Articulate archaeological approaches to evaluating material culture at an advanced level.
- Formulate arguments and articulate ideas to an advanced level regarding the character of the archaeological record and its interpretation.
- Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct modern archaeological practice.

Assessment tasks

- Seminar Forum
- Publication Project
- Digital Portfolio

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

- Consolidate knowledge regarding the nature of archaeology as a discipline focused on the study of material evidence for the human past.
- Develop sophisticated research skills.
- Articulate archaeological approaches to evaluating material culture at an advanced level.
- Formulate arguments and articulate ideas to an advanced level regarding the character of the archaeological record and its interpretation.
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Assessment tasks

- Seminar Forum
- Work-in-progress Report

- Publication Project
- Digital Portfolio

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

- Consolidate knowledge regarding the nature of archaeology as a discipline focused on the study of material evidence for the human past.
- Develop sophisticated research skills.
- Articulate archaeological approaches to evaluating material culture at an advanced level.
- Formulate arguments and articulate ideas to an advanced level regarding the character of the archaeological record and its interpretation.
- Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct modern archaeological practice.

Assessment tasks

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- Publication Project
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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

- Consolidate knowledge regarding the nature of archaeology as a discipline focused on

the study of material evidence for the human past.

- Develop sophisticated research skills.
- Articulate archaeological approaches to evaluating material culture at an advanced level.
- Formulate arguments and articulate ideas to an advanced level regarding the character of the archaeological record and its interpretation.
- Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct modern archaeological practice.

Assessment tasks

- Seminar Forum
- Work-in-progress Report
- Publication Project
- Digital Portfolio

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

- Consolidate knowledge regarding the nature of archaeology as a discipline focused on the study of material evidence for the human past.
- Develop sophisticated research skills.
- Articulate archaeological approaches to evaluating material culture at an advanced level.
- Formulate arguments and articulate ideas to an advanced level regarding the character of the archaeological record and its interpretation.
- Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct modern archaeological practice.

Assessment tasks

- Seminar Forum
- Work-in-progress Report
- Publication Project

- Digital Portfolio

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

- Consolidate knowledge regarding the nature of archaeology as a discipline focused on the study of material evidence for the human past.
- Develop sophisticated research skills.
- Articulate archaeological approaches to evaluating material culture at an advanced level.
- Formulate arguments and articulate ideas to an advanced level regarding the character of the archaeological record and its interpretation.
- Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct modern archaeological practice.

Assessment tasks

- Seminar Forum
- Work-in-progress Report
- Publication Project
- Digital Portfolio

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

- Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct

modern archaeological practice.

Assessment tasks

- Seminar Forum
- Publication Project
- Digital Portfolio

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

- Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct modern archaeological practice.

Assessment tasks

- Seminar Forum
- Publication Project
- Digital Portfolio