



# AHIS331

## Prehistory to Pompeii: Archaeology in Ancient Italy

S1 Day 2018

*Dept of Ancient History*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff
Credit points 3
Prerequisites 39cp at 100 level or above or (6cp in AHIS or AHST units at 200 level)
Corequisites
Co-badged status
Unit description Prehistory to Pompeii examines the archaeological history of the Italian peninsula from the Late Bronze Age until the early Imperial period. Topics selected for particular attention include: the Etruscan civilization; the early Greek settlements in Italy; the impact of Greek and Roman culture on the indigenous peoples of the Italian peninsula, and the archaeology of Pompeii from prehistoric times until its burial in AD 79.

## 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:

Find, analyse and interpret primary and secondary sources and present the information in a written format.

Analyse and express your judgement about archaeological methods and techniques in written form.

Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	10%	Yes	End of Week 3
<u>Essay</u>	30%	Yes	11pm pm AEST Sunday Week 7

Name	Weighting	Hurdle	Due
<a href="#">Artifact Study</a>	20%	Yes	5pm AEST Sunday Week 7
<a href="#">Take-Home Examination</a>	40%	Yes	11pm AEST Sunday Week 13

## Participation

Due: **End of Week 3**

Weighting: **10%**

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

Students will submit a brief report based on the questions set for discussion in the Tutorial Paper Assessment summary. This report will consist of direct written responses to each question.

The word limit for the report is 800 words (+/-10% - no more or less).

This Assessment Task relates to the following Learning Outcomes: • Analyse and express your judgement about archaeological methods and techniques in written form. • Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

On successful completion you will be able to:

- Analyse and express your judgement about archaeological methods and techniques in written form.
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

## Essay

Due: **11pm pm AEST Sunday Week 7**

Weighting: **30%**

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

Students will answer one (1) of the questions listed in the Essay Assessment summary. The questions are broad and it will be acceptable for students to focus on particular aspects of interest within the topic. If students do so, they should make sure that the perspective selected does provide an answer to the question set and that it is not of superficial interest or marginal relevance. The word limit for the essay is 1500 words (+/-10% - no more or less).

This Assessment Task relates to the following Learning Outcomes: • Analyse and express your judgement about archaeological methods and techniques in written form.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information

in a written format.

- Analyse and express your judgement about archaeological methods and techniques in written form.

## Artifact Study

Due: **5pm AEST Sunday Week 7**

Weighting: **20%**

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

Students will identify how artefacts are studied for the understanding of societies and social practices in ancient Italy. Students will read from a bibliography related to a group or single artefact, and answer the questions listed there in relation to the artefact and prescribed text.

The word limit for the artefact study is 500 words (+/-10% - no more or less). This Assessment Task relates to the following Learning Outcomes: • Find, analyse and interpret primary and secondary sources and present the information in a written format.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information in a written format.
- Analyse and express your judgement about archaeological methods and techniques in written form.

## Take-Home Examination

Due: **11pm AEST Sunday Week 13**

Weighting: **40%**

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

There will be a take-home examination in Week 13 of the teaching session. The examination will take the form of ONE (1) compulsory source analysis question on the principal ancient literary sources used in the Unit and choosing TWO (2) essay questions from a selection of twelve (12) questions. This Assessment Task relates to the following Learning Outcomes: • Find, analyse and interpret primary and secondary sources and present the information in a written format. • Analyse and express your judgement about archaeological methods and techniques in written form.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information in a written format.
- Analyse and express your judgement about archaeological methods and techniques in

written form.

## Delivery and Resources

AHIS331 (Internal) is delivered via 2 lectures per week and a 1 tutorial each week. On campus work will include the use of the Museum of Ancient Cultures X5B level 2.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please contact teaching staff for any further, more specific requirements.

**REQUIRED AND RECOMMENDED TEXTS** Due to the broad range of subject matter covered in this unit, there is no required text. There is a wide selection of reading material provided via the iLearn Page.

## Unit Schedule

Week 1: Pompeii and its Origins: An Introduction to the Archaeology of Ancient Italy

Week 2: Italy before Rome

Week 3: The Peoples of Italy

Week 4: Rome and Italy

Week 5: Religion and the Landscapes of Italy

Week 6: Communications: Ports, Roads and Towns

Week 7: Assessment Submission

Week 8: The Excavation of Pompeii

Week 9: Religious Change in Pompeii

Week 10: The Development of Pompeian Houses

Week 11: The Streets of Pompeii

Week 12: Earthquakes and the City - Pompeii in its final years

Week 13: Take-Home Examination

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)

- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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).

**"Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests."**

**"IMPORTANT NOTE ON FINAL MARKS: Please note with respect to the marks you receive for work during the session: that the marks given are indicative only; final marks will be determined after moderation. See further the note on Results in the Policies and Procedures section below."**

## 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

### 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 outcome

- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

#### Assessment task

- 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 and present the information in a written format.
- Analyse and express your judgement about archaeological methods and techniques in written form.
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

## **Assessment tasks**

- Participation
- Essay
- Artifact Study
- Take-Home Examination

## **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 and present the information in a written format.
- Analyse and express your judgement about archaeological methods and techniques in written form.
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

## **Assessment tasks**

- Participation
- Essay
- Artifact Study
- Take-Home Examination



## 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 and present the information in a written format.
- Analyse and express your judgement about archaeological methods and techniques in written form.
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

### Assessment tasks

- Participation
- Essay
- Artifact Study
- Take-Home Examination

## 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 and present the information in a written format.
- Analyse and express your judgement about archaeological methods and techniques in written form.

### Assessment tasks

- Participation
- Essay

- Artifact Study
- Take-Home Examination

## **Changes made 2018**

This unit has not previously been offered as an internal unit. Also, the external unit was devised by Peter Keegan and, thus, reflected his own interests. The unit is now being taught by Ray Laurence. The overall structure of the unit has been maintained with content from Prehistory to the destruction of Pompeii by the eruption of Vesuvius. The unit is split to ensure students in the first 7 weeks develop an overview of the Archaeology of Italy - i.e. the context for the study of Pompeii and then in the second half of the session, the unit focuses exclusively on Pompeii.