



AHIS331

Prehistory to Pompeii: Archaeology in Ancient Italy

S1 External 2018

Dept of Ancient History

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General Information

Unit convenor and teaching staff

Ray Laurence

ray.laurence@mq.edu.au

Contact via 9850 1430

Australian Hearing Hub 2.674

By email/email to arrange appointment

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
Participation	10%	Yes	End of Week 3
Essay	30%	Yes	5pm AEST Sunday Week 8
Artifact Study	20%	Yes	5pm AEST Sunday Week 10
Examination	40%	Yes	5pm 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: **5pm AEST Sunday Week 8**

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:

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

Artifact Study

Due: **5pm AEST Sunday Week 10**

Weighting: **20%**

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

Students will access the 3D graphic of the Museum artefact identified in the Week 10 Artefact Study summary, read a related piece of text, 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.

Examination

Due: **5pm 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 is delivered fully online as a Macquarie University unit of study. Online units can be accessed at: <http://ilearn.mq.edu.au/>.

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 THE ANCIENT MEDITERRANEAN AND ITALIAN ARCHAEOLOGY Week 2 ITALIAN ARCHAEOLOGY AND THE LATE BRONZE AGE Week 3 THE LATE BRONZE AGE AND EARLY IRON AGE Week 4 THE EARLY IRON AGE AND EARLY ROME Week 5 EARLY ROME AND PITHECUSAE Week 6 PITHECUSAE AND THE PHOENICIANS Week 7 THE PHOENICIANS AND THE ETRUSCANS Week 8 CAERE AND TARQUINIA Week 9 GREEK COLONIZATION AND METAPONTION Week 10 POSEIDONIA Week 11 POMPEII: FOUNDATION AND COLONY Week 12 POMPEII: THE 1ST CENTURY AD 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](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central)

[s://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)).

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.

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

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.

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.

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.

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.

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.

Changes from Previous Offering

No changes have been made. Previous offering involved a substantial reduction in assessment tasks and a shift from an invigilated examination to a take-home examination. These changes seem appropriate for this external unit.