



# AHIS301

## Archaeology of Dalmatia

S1 External 2018

*Dept of Ancient History*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	6
<a href="#"><u>Unit Schedule</u></a>	6
<a href="#"><u>Policies and Procedures</u></a>	7
<a href="#"><u>Graduate Capabilities</u></a>	8

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff  
Lecturer and Course co-ordinator  
Danijel Dzino  
[danijel.dzino@mq.edu.au](mailto:danijel.dzino@mq.edu.au)  
Contact via email  
Australian Hearing Hub - 2nd floor  
By appointment.

Credit points  
3

Prerequisites  
39cp at 100 level or above or 6cp in AHIS units at 200 level or 6cp in CRO units at 200 level

Corequisites

Co-badged status  
The unit is co-badged with International Studies (Croatian Studies)

Unit description  
This course explores the human past from prehistoric times to the Middle Ages in the region of Dalmatia. The students will examine a range of archaeological material and sites - as well as important written and epigraphic sources - from the eastern Adriatic coast and its deep hinterland. It will enable students to engage in a study of long term historical processes affecting landscape, habitation, etc. in the region which is known as a border area, positioned as a liminal zone between different cultural circles. Students will be able to tackle a number of different periods (Iron Age, Greek colonization, Roman Republic and Empire, Late Antiquity/ Early Christian, Early Medieval, Byzantine, etc.) relevant for the study of Ancient history and archaeology, but also for understanding culture and the past of this poorly known area.

## 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 the ability to demonstrate an appreciation of the larger issues that engage archaeologists.

Acquire the ability to formulate arguments and articulate ideas.

Acquire basic research skills.

Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.

## General Assessment Information

To complete the unit satisfactorily you will need to achieve an overall mark worth 50% or above.

Please submit all your written assessments through Turnitin, and do the quizzes through the iLearn quiz tool.

**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.

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.

Early feedback will be provided to students through lecture questions and Week 3 exercise in proper referencing of academic paper.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Major Essay</a>	40%	No	01/06/18
<a href="#">Short paper</a>	30%	No	30/03/2018
<a href="#">Online Quiz</a>	30%	No	Week 9 and Week 13

### Major Essay

Due: **01/06/18**

Weighting: **40%**

Major essay is 2500-3000 words essay, and due on 5PM, 1st of June. Please submit it through turnitin. For bibliography refer to Assessment guide document on iLearn.

Questions:

1. Do you think the term 'Illyrians' should be kept as convenient way to describe prehistoric communities from wider Adriatic hinterland?
2. Can the sites of Spila Nakovana and the Diomedes' sanctuary on the Cape Ploča help us to understand better the purpose of the myths of Cadmus & Harmonia and Diomedes' return?

3. The cults in the Roman era became important part of the debate on Romanization. Describe the arguments used in the new and old approaches to the cults in Dalmatia. Do you agree with either side?
4. Describe characteristics of early Christianity in Dalmatia before the 7th century (spread, ecclesiastic organisation, etc). What was its major impact on local population?
5. Describe and critically assess social and political changes that we see in Dalmatia from material record and written sources of late 8th and 9th century Dalmatia.

This Assessment Task relates to the following Learning Outcomes

- Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.
- Acquire basic research skills.
- Acquire the ability to formulate arguments and articulate ideas.
- Acquire the ability to demonstrate an appreciation of the larger issues that engage archaeologists.

On successful completion you will be able to:

- Acquire the ability to demonstrate an appreciation of the larger issues that engage archaeologists.
- Acquire the ability to formulate arguments and articulate ideas.
- Acquire basic research skills.
- Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.

## Short paper

Due: **30/03/2018**

Weighting: **30%**

You must submit one tutorial paper (1200-1500 words), which is based on tutorial question. Tutorial papers are due on 5PM 30th of March. Please submit it through turnitin. For bibliography, refer to Assessment guide document on iLearn

Questions:

1. Discuss the diverse meaning of 'Illyrian helmets' in prehistoric Dalmatia and surrounding areas.
2. Describe material culture of the Iapodes. Do they fit Strabo's description of „Illyrians who are Celts“?
3. The Roman conquest of Dalmatia was traumatic for local population. What happens to their

identities?

4. What happened in 7th and 8th century Dalmatia: Slav migration, or something else?
5. How did the cities in Dalmatia transformed from Late Antique to Early Medieval Dalmatia. Provide some examples.

This Assessment Task relates to the following Learning Outcomes:

- Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.
- Acquire basic research skills.
- Acquire the ability to formulate arguments and articulate ideas.
- Acquire the ability to demonstrate an appreciation of the larger issues that engage archaeologists.

On successful completion you will be able to:

- Acquire the ability to demonstrate an appreciation of the larger issues that engage archaeologists.
- Acquire the ability to formulate arguments and articulate ideas.
- Acquire basic research skills.
- Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.

## Online Quiz

Due: **Week 9 and Week 13**

Weighting: **30%**

Answer a series of questions (e.g. multiple choice, true/false, recognize the image) from lectures in limited time. The questions will be based on lectures and lecture powerpoints. The quiz will go live at **6pm on the Thursday of the relevant weeks (9 & 13) and close at 11.59pm on the Sunday night (11-14/5, and 8-11/6)**. You will not have access to the quiz after this time and you cannot take a 'make up' quiz later to catch up. **Complete the quiz using the iLearn quiz tool.** The quizzes carry 15% each.

On successful completion you will be able to:

- Acquire the ability to demonstrate an appreciation of the larger issues that engage archaeologists.
- Acquire basic research skills.
- Acquire broad knowledge of Dalmatian archaeology and history in different periods and

regions from prehistory to Middle Ages.

## Delivery and Resources

Lectures will be recorded and available via Echo 360, together with powerpoints from the lectures.

Most of the resources are available in iLearn, but there are some items available for this unit in e-reserve, reserve collection or general library collection. There are also significant resources online (see iLearn for recommended websites). Bulk of literature on archaeology of Dalmatia is written in Croatian, but also in Serbian and Bosnian languages. The unit will primarily use English language literature, but if you can read those languages it cannot hurt to put your knowledge to a good use.

There are no tutorials. Attendance at lectures is recommended for internal students.

Personal computer and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Any problem, contact [onehel.p@mq.edu.au](mailto:onehel.p@mq.edu.au) (9850 4357) and not the unit convener.

### Set books

- Due to a high price, you are not expected to obtain both books (especially *Becoming Slav*) - library has electronic and hard copy. However, it would be useful to have at least your own copy of *Illyricum in Roman Politics*.

D. Dzino, *Illyricum in Roman Politics, 229 BC-AD 68* (Cambridge, 2010)

D. Dzino, *Becoming Slav, Becoming Croat: Identity transformation in post-Roman and early medieval Dalmatia* (Boston-Leiden, 2010)

## Unit Schedule

The unit deals with the territory of Roman and Late antique Dalmatia (parts of modern-day Croatia, Bosnia and Herzegovina, Montenegro, Albania and western Serbia)

**Week 1:** Introduction to the course: Geography, scholarship and overview of the unit.

Late Bronze Age Dalmatia and the contacts with the Mycenaean world.

**Week 2:** Iron Ages in Dalmatia

**Week 3:** The Adriatic Greeks

**Week 4:** Bribirska glavica: learning about the site

**Week 5:** No lecture (Good Friday)

**Week 6:** The Roman conquest

**Week 7:** Roman Liburnia

Mid-semester break

**Week 8:** Roman Dalmatia

**Week 9:** Late antique and Early Christian art and architecture in Dalmatia

**Week 10:** Late antique transformations in Dalmatia (burials, urbanism, identity)

**Week 11:** Slav migrations and the end of antiquity

**Week 12:** Dark Age archaeology (ca. 600-800)

**Week 13:** Medieval archaeology of Dalmatia

## 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](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>).

## 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).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

[dents.mq.edu.au/support/](https://dents.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://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](https://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

### 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 the ability to demonstrate an appreciation of the larger issues that engage archaeologists.
- Acquire the ability to formulate arguments and articulate ideas.
- Acquire basic research skills.
- Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.



## Assessment tasks

- Major Essay
- Short paper

## 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

- Acquire the ability to demonstrate an appreciation of the larger issues that engage archaeologists.
- Acquire the ability to formulate arguments and articulate ideas.
- Acquire basic research skills.
- Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.

## Assessment tasks

- Major Essay
- Short paper
- Online Quiz

## 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

- Acquire the ability to demonstrate an appreciation of the larger issues that engage archaeologists.
- Acquire the ability to formulate arguments and articulate ideas.
- Acquire basic research skills.
- Acquire broad knowledge of Dalmatian archaeology and history in different periods and

regions from prehistory to Middle Ages.

## **Assessment tasks**

- Major Essay
- Short paper
- Online Quiz

## **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 the ability to demonstrate an appreciation of the larger issues that engage archaeologists.
- Acquire the ability to formulate arguments and articulate ideas.
- Acquire basic research skills.
- Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.

## **Assessment tasks**

- Major Essay
- Short paper
- Online Quiz

## **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 the ability to demonstrate an appreciation of the larger issues that engage

archaeologists.

- Acquire the ability to formulate arguments and articulate ideas.
- Acquire basic research skills.
- Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.

## Assessment tasks

- Major Essay
- Short paper
- Online Quiz

## 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 the ability to demonstrate an appreciation of the larger issues that engage archaeologists.
- Acquire the ability to formulate arguments and articulate ideas.
- Acquire basic research skills.
- Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.

## Assessment tasks

- Major Essay
- Short paper

## 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

- Acquire the ability to demonstrate an appreciation of the larger issues that engage archaeologists.
- Acquire the ability to formulate arguments and articulate ideas.
- Acquire basic research skills.
- Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.

## Assessment tasks

- Major Essay
- Short paper
- Online Quiz

## 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 outcomes

- Acquire the ability to demonstrate an appreciation of the larger issues that engage archaeologists.
- Acquire the ability to formulate arguments and articulate ideas.
- Acquire basic research skills.
- Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.

## Assessment tasks

- Major Essay
- Short paper

## 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**

- Acquire the ability to demonstrate an appreciation of the larger issues that engage archaeologists.
- Acquire the ability to formulate arguments and articulate ideas.
- Acquire basic research skills.
- Acquire broad knowledge of Dalmatian archaeology and history in different periods and regions from prehistory to Middle Ages.

## **Assessment tasks**

- Major Essay
- Short paper