



# AHIS150

## The Archaeology of Ancient Israel and the Near East

S1 Online 2019

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Kyle Keimer

[kyle.keimer@mq.edu.au](mailto:kyle.keimer@mq.edu.au)

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

Recent discoveries in Israel such as the “House of David” inscription and reworked interpretive paradigms such as the “Low Chronology” have made the archaeology of ancient Israel a hotbed of controversy and debate. These debates rage even as archaeological work throughout the Near East continues to contribute to our understanding of the events, places, and characters mentioned in Ancient Near Eastern texts and the Hebrew Bible. This course will focus upon an integration of archaeological, literary, and historical data from the Early Bronze Age to the Roman destruction of Jerusalem (ca. 3300 BC–AD 70) in Israel with the goal of evaluating this evidence and its relevance for understanding socioeconomic and political development, the biblical texts, and in particular the religion of ancient Israel.

## 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:

Know the archaeological periodization of the ancient Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit.

Identify methodological developments in the archaeology of ancient Israel.

Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.

Synthesize acquired knowledge and understanding to produce critical analytical compositions

## General Assessment Information

Submission of Assignments: The final exam, quizzes, bibliography, and any tutorial worksheets/forum postings are to be submitted via the iLearn site by their respective due dates and times (which are all listed according to local Sydney time). Access to the internet and the ability to download and/or view unit materials are essential. Ability to work with word processing software and powerpoint/keynote is required for written and oral assessments, respectively. Further, an internet connection that allows for uploading a powerpoint presentation is also necessary. Any technical issue encountered with accessing unit materials and/or with submitting assignments should be directed to the IT department via [ask.mq.edu.au](mailto:ask.mq.edu.au). After lodging a complaint/request with them you must also notify me via email concerning the issue as soon as possible after it is discovered. Contacting me after an assessment's due date to say that you could not submit it on time will not result in an extension for that assessment unless IT provides me with a time-stamped notice.

Assignments will be assessed on their level of completion, coherence, grammar, and comprehension. A fuller set of guidelines for each assessment is provided above and/or will be provided in class/online at a later point in time.

*Assessment tasks / assignments are compulsory and must be submitted on time. Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, late work will not be accepted. If required, applications for extensions should be made to me before the assignment's due date. No assignments will be accepted after assignments have been corrected and feedback has been provided (see also the clause 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.**

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

Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Special Consideration is made and approved.

Tasks above 10%. No extensions will be granted. Students who submit late work without an extension will receive a penalty. This penalty does not apply for cases in which an application for Special Consideration is made and approved.

For Special Consideration Policy see under Policies and Procedures.

**Note on Assessment** - *To complete the unit satisfactorily you will need to achieve an overall mark worth 50% or above.*

**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.

It is highly recommended that you come to all tutorials (internals). Further, you should complete the readings and any other work for any given week before that week's meeting.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Quizzes</u>	15%	No	Sunday of Weeks 2,4,6,8,10
<u>Annotated Site Bibliography</u>	20%	No	Friday of Week 7, 5pm
<u>Tutorial Presentation</u>	15%	No	Weeks 11-12
<u>Active Participation</u>	20%	No	Weeks 1-10
<u>Final Exam</u>	30%	No	Tuesday after Week 13, 5pm

### Quizzes

Due: **Sunday of Weeks 2,4,6,8,10**

Weighting: **15%**

These short, ten-question quizzes will assess your knowledge of the course materials covered in the lectures and textbook readings. Each quiz will cover two weeks of content (e.g., Quiz 1 covers the content of Weeks 1 and 2; Quiz 2, the content of Weeks 3 and 4; etc.). Quizzes are taken online via the iLearn site and must be submitted by Noon (local Sydney time) on the Sunday of Weeks 2, 4, 6, 8, and 10.

Question types include multiple choice, matching, and true/false. You will have 10 minutes to take each quiz. Once you have started a quiz you have to finish it in that sitting; you cannot start and stop. If you do not finish your quiz within the 10-minute limit your quiz will be automatically submitted and any unanswered questions will be marked as incorrect and receive a zero score. If you start your quiz after 11:50 am on a Sunday, then you will have less than 10 minutes to complete the quiz. The quizzes close promptly at Noon on Sundays.

Each quiz is worth 3% of your overall mark/grade.

On successful completion you will be able to:

- Know the archaeological periodization of the ancient Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit.
- Identify methodological developments in the archaeology of ancient Israel.
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## Annotated Site Bibliography

Due: **Friday of Week 7, 5pm**

Weighting: **20%**

Students will choose one archaeological site in Israel and compile a bibliography for the site. Assessment will be based on the types of resources compiled (i.e., academic vs. popular; relevant vs. irrelevant). The purpose of the assignment is to familiarize the student with the body of secondary literature concerning specific sites and to hone their search skills for advanced research. Students should be prepared to summarize the the archaeological remains from their given site. Students need to read at least 5 of the sources they include in their bibliography and provide 100-word annotations for those readings. Students do NOT have to read **all** of the resources listed in the bibliography, though they should peruse each well enough that they can rationalize a given source's inclusion in the bibliography. While there is no minimum number of sources required for inclusion in your bibliographies, anything less than 15 will be insufficient. **\*NOTE\***: Final excavation reports should be included if they exist for your site, but they DO NOT count toward the 15 sources.

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- Synthesize acquired knowledge and understanding to produce critical analytical compositions

## Tutorial Presentation

Due: **Weeks 11-12**

Weighting: **15%**

Present a timed oral presentation on any site, assemblage, or archaeological feature covered in this course (\*If you chose an archaeological site, you CANNOT use the same site chosen for the annotated bibliography assessment). Think of your presentation as an oral encyclopedia article. It should include all the essential information about your topic that a person would want to know (e.g., date, location, size, material properties, interpretation, strata, history, excavators, etc.). As part of your oral presentation, you must include a visual accompaniment (i.e., a powerpoint presentation, appropriate images related to your topic. Videos are not acceptable accompaniments).

The purpose of this assignment is to teach you how to condense a growing body of knowledge on many sites/assemblages/features (research) into a concise and coherent summary (synthesis) that provides interested parties all of the essential information about a given topic (presentation). The time limit is strict.

Marks are calculated on comprehension of your chosen topic, cohesion of your presentation, and comprehensiveness of your coverage of your topic.

For internal students, presentations will take place on Weeks 11 and 12 of class. The specific length of presentation and week for any given student's presentation will be determined once enrollment for the unit is closed. You will submit your visual accompaniment via a nominated forum so it can be displayed in class.

Presentations for External/OUA students will be submitted via Voicethread on the iLearn page. Detailed instructions on how to submit your assessment will be provided on the iLearn page.

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## Active Participation

Due: **Weeks 1-10**

Weighting: **20%**

Every week there will be readings and assessments for tutorials. These will focus on generating discussion of various issues in the archaeology and history of ancient Israel. To earn marks for these assessments you must read the assigned readings, complete any worksheets for a given week, and participate in the classroom discussion. Internal students should complete all work before coming to class. External or OUA students should complete all work by 5pm on Sundays, submitting their worksheets via the appropriate weekly forum (instead of classroom discussion, external/OUA students will make posts to forums).

Each week is worth 2 points. For external/OUA students, late posts will result in a zero for that week.

On successful completion you will be able to:

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modern scholarship, the critiquing of texts and application of knowledge.

- Synthesize acquired knowledge and understanding to produce critical analytical compositions

## Final Exam

Due: **Tuesday after Week 13, 5pm**

Weighting: **30%**

You will take a final examination that covers the content of the unit. This exam will include multiple choice, matching, true and false questions and may include a map and short answer questions.

A review guide will be provided in Week 12. This exam is timed and will be done via the iLearn site. It will open on the Thursday of Week 13 at 3pm and will close promptly at 5pm on the following Tuesday. The exam must be completed in one sitting; once you start the exam you have 1 hour to complete it. If you do not finish your exam within the one hour limit your exam will be automatically submitted and any unanswered questions will be marked as incorrect and receive a zero score. If you start your exam after 4pm on Friday, then you will have less than one hour to complete the exam. **\*Be sure to find a good location with strong internet access for taking your exam. Not having access to the internet is not an excuse for not taking the exam, and poor connections to the internet are not an excuse for exceptions/extensions.**

On successful completion you will be able to:

- Know the archaeological periodization of the ancient Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit.
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- Synthesize acquired knowledge and understanding to produce critical analytical compositions

## Delivery and Resources

This class is offered internally and externally (OUA is external only). Internal students will meet in-class for tutorials (referred to as "workshops") while external students will access course material via the iLearn website. Every student, whether internal or external, will need internet access that allows the downloading of large video files and additional resources in order to pass this course. Additionally, access to a library and/or article database such as Jstor will be necessary to complete multiple of the assignments. If individual access to such databases is not possible, access is possible via the Macquarie Library website, although a proxy server may be necessary (for more see the "IT Help" link under the "Policies and Procedures" tab).

All lectures, assignments, and readings will be posted on the course's iLearn site for external students. Additional resources, including weblinks and additional directions will also appear

there.

Lectures have all been recorded and divided into modules. Each module focuses on one historical period and is broken down further into segments that deal with specific issues/topics within any given historical period. Specific topics for discussion that will be addressed during tutorial/workshop time will be posted online for students. Tutorial/workshop topics will be made clear via the iLearn website each week.

Required Textbook:

Richard, Suzanne. 2003 *Near Eastern Archaeology: A Reader*. Eisenbrauns: Winona Lake, IN. ISBN: 1575060833

- This textbook is out of print but can be accessed digitally via the library's website. Print copies can be purchased from various online book distributors.

Recommended Texts:

Ben-Tor, Amnon (ed). 1992 *The Archaeology of Ancient Israel*. Yale University Press, New Haven, CT. ISBN 0300059191

Mazar, Amihai. 1990 *Archaeology of the Land of the Bible, 10,000-586 B.C.E.* Doubleday, New York. ISBN: 0385425902

Stern, Ephraim. 2001 *Archaeology of the Land of the Bible, Volume II: The Assyrian, Babylonian, and Persian Periods (732-332 B.C.E.)*. Doubleday, New York. ISBN: 0385424507

Meyers, Eric M. and Mark A. Chancey. 2012 *Alexander to Constantine: Archaeology of the Land of the Bible, Volume III*. New Haven, Yale University Press. ISBN: 9780300141795

**NOTE: Readings can be found via the Leganto link in iLearn. For every week there will be required and recommended readings; these will be labeled in Leganto. Any required readings should be read before coming to class that week.**

## Unit Schedule

Week	Lectures	Readings from Richard (*Readings for Weeks 12-13 and any additional readings for each week can be accessed via Leganto)	Tutorials/Workshops (see iLearn for more details)	Assignments Due (every week except those marked with an (*) have additional tutorial readings/work due)
Week 1	Introduction, Historical Geography	Unit Guide; Holladay (33-47); Beitzel (pp.3-9)	Using Geography as the foundation of historical inquiry	
Week 2	History of Biblical Archaeology	Rast (48-53); Davis (54-59)	Reading Archaeological Literature	Quiz 1
Week 3	Early Bronze Age	Richard (286-302)	Archaeological Concepts: Recording and Publication	



## Unit guide AHIS150 The Archaeology of Ancient Israel and the Near East

Week 4	Middle Bronze Age	Ilan (331-342); Rendsburg (63-70)	ANE Languages and Scripts	Quiz 2
Week 5	Late Bronze Age	Alpert Nakhai (343-348); Leonard (349-356)	Text as Artifact	
Week 6	Iron Age I	Ackerman (391-397); Younker (367-374)	Pottery Analysis	Quiz 3
Week 7	Iron Age IIA	Younker (375-382)	High vs. Low/Conventional Chronology	Annotated Site Bibliography Due
Week 8	Iron Age IIB	Matthews (157-163)	ANE Art History	Quiz 4
Week 9	Iron Age IIC	Bloch-Smith (105-115)	The Archaeology of Legitimization (seals, scripts, arch)	
Week 10	Neo-Babylonian and Persian Periods	Carter (398-412)	Empires, Warfare, and Change; and Identity Formation in Ancient Israel and Judaism	Quiz 5
Week 11	Hellenistic and Hasmonean Periods	Berlin (418-433)		* Presentations
Week 12	Herod and Rome	Cohen 2011; Schiffman 1998:385-395		* Presentations
Week 13	The 1st Jewish Revolt	Cohen 2011; Schiffman 1998:385-395		Final Exam

## 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

- Know the archaeological periodization of the ancient Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit.
- Identify methodological developments in the archaeology of ancient Israel.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions

#### Assessment tasks

- Annotated Site Bibliography
- Tutorial Presentation
- Active Participation
- Final Exam

### 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

- Know the archaeological periodization of the ancient Southern Levant and Near East,

key issues in the study of this area, and aspects of the cultures studied in this unit.

- Identify methodological developments in the archaeology of ancient Israel.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions

## **Assessment tasks**

- Quizzes
- Annotated Site Bibliography
- Tutorial Presentation
- Active Participation
- Final Exam

## **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**

- Know the archaeological periodization of the ancient Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit.
- Identify methodological developments in the archaeology of ancient Israel.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.

## **Assessment tasks**

- Quizzes
- Annotated Site Bibliography
- Tutorial Presentation
- Active Participation
- Final Exam

## **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**

- Know the archaeological periodization of the ancient Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit.
- Identify methodological developments in the archaeology of ancient Israel.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions

## **Assessment tasks**

- Quizzes
- Annotated Site Bibliography
- Tutorial Presentation
- Active Participation
- Final Exam

## **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**

- Know the archaeological periodization of the ancient Southern Levant and Near East, key issues in the study of this area, and aspects of the cultures studied in this unit.
- Identify methodological developments in the archaeology of ancient Israel.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions

## Assessment tasks

- Quizzes
- Annotated Site Bibliography
- Tutorial Presentation
- Active Participation
- Final Exam

## 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

- Identify methodological developments in the archaeology of ancient Israel.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions

## Assessment tasks

- Quizzes
- Annotated Site Bibliography
- Tutorial Presentation
- Active Participation
- Final Exam

## 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

- Know the archaeological periodization of the ancient Southern Levant and Near East,

key issues in the study of this area, and aspects of the cultures studied in this unit.

- Identify methodological developments in the archaeology of ancient Israel.
- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions

## **Assessment tasks**

- Quizzes
- Annotated Site Bibliography
- Tutorial Presentation
- Active Participation
- Final Exam

## **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**

- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.
- Synthesize acquired knowledge and understanding to produce critical analytical compositions

## **Assessment task**

- Final Exam

## **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**

- Analyse source material, including the archaeological record, ancient sources, and modern scholarship, the critiquing of texts and application of knowledge.

## **Assessment task**

- Final Exam

## **Changes from Previous Offering**

Major renovation in structure of unit. Classroom flipped.

Replacement of lectures on the Neolithic and Chalcolithic with lectures on the history of Biblical Archaeology

Multiple new tutorial topics

Changes in assigned readings

Changes to assessment tasks