



# AHIS331

## Prehistory to Pompeii: Archaeology in Ancient Italy

S2 Day 2019

*Dept of Ancient History*

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#### Disclaimer

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## General Information

### Unit convenor and teaching staff

#### Convenor

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#### Tutor

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### 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

Pompeii was destroyed by the eruption of Vesuvius in AD 79, but it has a long history stretching back in time into prehistory. This unit sets out first of all (for 7 weeks) to explore the context of the urban development of Pompeii through an investigation of towns and sanctuaries across Italy from the Greek colonies in the south to the Celtic peoples of the north. Towns founded or taken over by Rome will be investigated, as will the sanctuaries of Italy. The second half of the unit is firmly focussed on the study of Pompeii and allows students to explore the city for themselves and to develop their own conclusions based on their research. Themes for the study of Pompeii will include: housing, streets, water-supply, temples and temple building, the use of the theatres and amphitheatre, artefacts and the history of excavation at the site.

## 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.

## General Assessment Information

### Late Assessment Penalty

*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.*

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	10%	No	Week 3
<u>Essay</u>	30%	No	End of Week 8
<u>Artifact Study</u>	20%	No	End of Week 10
<u>Examination</u>	40%	No	End of Week 13

## Participation

Due: **Week 3**

Weighting: **10%**

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).

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: **End of Week 8**

Weighting: **30%**

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).

On successful completion you will be able to:

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

## Artifact Study

Due: **End of Week 10**

Weighting: **20%**

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.

Alternatively, students on Campus may choose to develop an artefact study based on their own selection from the Museum of Ancient Cultures.

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: **End of Week 13**

Weighting: **40%**

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 (Day) is delivered by on-line lectures and an on campus weekly tutorial.

Work will be set for the tutorial on the basis of the weekly readings, available from 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://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

### 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
- 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
- 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
- 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**

- 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
- Examination