



AHIS357

Material Culture and Museum Studies

S2 Day 2019

Dept of Ancient History

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	11
<u>Graduate Capabilities</u>	13

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General Information

Unit convenor and teaching staff

Associate Professor

Javier Alvarez-Mon

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Contact via by email

by 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

An advanced level study of some of the most common categories of material in the Near East, including copper-bronze, iron, limestone, pottery and ivory, and various genres of materials, such as seals, ceramics, sculpture weaponry and equestrian equipment, with particular emphasis on technology, manufacture, function, style, iconography, chronology and spatial distribution. Material will normally be drawn from the collections of the Museum of Ancient Cultures and may vary from year to year. The unit engages the student with issues in the articulation of the historical record from material evidence from the Near East including the role of private and public collections, forgeries and the plundering of material evidence.

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:

Communicate effectively with teaching staff and peers through class presentation.

Differentiate between a power point oral presentation paper (a “Conference Paper”) and the related Research Essay.

Acquire the skills necessary to conduct independent research and synthesize acquired knowledge.

Evaluate methodological and ethical issues associated with the role of Museums in the collection and exhibition of artefacts

Understand ancient materials and the cultural contexts in which they were used.

Examine the origin of materials and how things were made.

Examine the origin of materials and how things were made.

General Assessment Information

EXTENSIONS AND PENALTIES FOR LATE SUBMISSION OF ASSESSMENT TASKS

Extensions for assignments can only be granted for serious and unavoidable disruptions that arise after a study period has commenced and may only be sought with the support of documentary evidence. If you anticipate any difficulty in meeting due dates for assignments then it is important that you contact the unit convenor as early as possible and before the deadline. 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: 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.

GRADING Criteria and standards required for the assessment tasks will be found on the iLearn site. The grade a student receives will signify their overall performance in meeting the learning outcomes of the unit. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of the unit. Markers in the unit will use the following grades:

HD = High Distinction 85–100 D = Distinction 75–84 Cr = Credit 65–74 P = Pass 50–64 F = Fail 0–49.

Satisfactory Completion of Unit

Students will be expected to attempt each of the assessment tasks, attend lectures, participate in tutorial discussion and achieve an overall mark of 50% or above to complete the unit satisfactorily.

The criteria and standards required for the assessment tasks can be found on the iLearn site

Assessment Tasks

Name	Weighting	Hurdle	Due
Research Essay Proposal (500 w	10%	Yes	Week 4 Friday @ 23:59
Class “Conference Paper”	10%	No	Week 13 Sunday @ 23:59
Research Essay	50%	No	Friday of Week 13 by 11:59pm
Museum Sleuth Paper	20%	No	Week 13
Class Participation	10%	No	“Weeks 1–13”

Research Essay Proposal (500 w

Due: **Week 4 Friday @ 23:59**

Weighting: **10%**

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

Guidelines:

- 500 Words Long
- Write down the main topic of your long essay paper.
- Write two or three short sentences under the main topic that explain why you chose that topic.
- Write a thesis sentence that states the angle and purpose of your research paper (Methodology).
- Provide a list of preliminary sources with a critical summary to give whomever may read the outline an idea of the authority of your references.

On successful completion you will be able to:

- Communicate effectively with teaching staff and peers through class presentation.
- Acquire the skills necessary to conduct independent research and synthesize acquired knowledge.
- Evaluate methodological and ethical issues associated with the role of Museums in the collection and exhibition of artefacts

Class “Conference Paper”

Due: **Week 13 Sunday @ 23:59**

Weighting: **10%**

Power point presentation must be submitted by Week 8, Sunday @ 23:59 to the class presentation.

The student will prepare an oral Power Point presentation, 13-15 minutes long, introducing the **Research Essay** or the **Museum Sleuth Paper** and deliver it to the class as a “Conference Paper”

1. Introduce yourself
2. describe the object/corpus/topic of research.
 - Underline its material composition/s
 - underline the importance of the object/s for the art MARKET (can you find similar/related objects to have been sold in the art market?). Is it in a museum? how did it get there?
3. Place in its historical context
4. Discuss the main interpretations
5. Discuss your own approach (if known) to this object
6. SUMMARIZE

On successful completion you will be able to:

- Communicate effectively with teaching staff and peers through class presentation.
- Differentiate between a power point oral presentation paper (a “Conference Paper”) and the related Research Essay.
- Acquire the skills necessary to conduct independent research and synthesize acquired knowledge.
- Understand ancient materials and the cultural contexts in which they were used.
- Examine the origin of materials and how things were made.
- Examine the origin of materials and how things were made.

Research Essay

Due: **Friday of Week 13 by 11:59pm**

Weighting: **50%**

- ***Select one theme, object or group of objects belonging to related material categories such as bronze vessels, jewelry, glyptic, monumental architecture (palaces, temples, etc), sculptural reliefs, frescoes, pottery, etc.***

1. Introduction

- Present the topic

2. Discuss Archaeological context, if known (time and space coordinates)

3. Analysis of the object/s:

- material (how was it made)
- stylistic analysis (how was it represented)
- iconographic (what does it represent)

4. Provide and discuss main Interpretations

5. Introduce your own critical view on the matter and place into historical context

6. Summarize by reaffirming the importance of the object; Final statements.

8. Conclusion. Summarize main points and your contribution to this topic.

GUIDELINES FOR RESEARCH PAPERS

Select your topic

- Foreign Languages. A large proportion of research in ancient civilizations is written in foreign languages (for the Near East French, German, and sometimes Italian, are required; for South America Spanish is required). Think about a topic whose main research has been conducted in languages you understand. Consult with the instructor.
- The Nature of Sources Available. Ask yourself the following questions: What is the nature of my sources? I am dealing with original (never unpublished) material? Has this material already been published and discussed? Who has been talking about this material before? What do they have to say? Some topics have been thoroughly examined; some haven't. Consult an introductory encyclopaedia for topics such as CANE (Civilizations of the Ancient Near East, edited by J. Sasson), or OENEA (Oxford Encyclopaedia of Near Eastern Archaeology) to get general information about topics and sources.
- Is my topic engaging? Select a topic that stimulates and engages you. Remember, most of the time research is tedious.

Do *your own* research/critical thinking in action

Put your investigative skills to work (Agatha Christie/Sherlock Holmes style). Now you are on your own. Do not be afraid to ask new questions, follow leads, and explore new significance. Be mindful of managing your time and not spending too much time on marginal things. Remember you are in the searching mode but at some point you should be able to stop and determine the nature of your finds.

- Research is about finding out: (1) who has written before on the topic under examination; and (2) what did they have to say.
- Compile the most significant and interpretations on the topic. Get to understand the

interpretative tools the authors are using (what interpretative methods are they using).

WRITE

Write the Paper (be clear, organized, and to the point; only if necessary support with maps and figures/plates).

1. Clearly state your topic. Why is this relevant? Why anyone (that is, me or your classmates) should care to read it? Make it interesting.
2. Place the material/topic you are researching in (double) historical context by establishing past and present time/space boundaries. This sounds confusing right? Ok. Describing the archaeological context where the object/s were found and where they are found at present (if known).
3. Present the characteristics of your data; describe the object or corpus of objects selected. Description is about form not content or significance (talk to me if you do not understand “form”)
4. Determine the types of analysis and interpretations of the data already conducted by various scholars. Keep in mind; up to here you do not exist; that is, you have no opinion in any matter and your voice should remain as “silent” as possible.
5. Time to introduce your own informed voice/views/opinions: (1) Discuss problems/ advantages of previous analysis and interpretations. (2) talk about your own criticisms of the data and present your own interpretations.
6. Summary and Conclusion. Here is the moment to be bold and stress your contribution to the research topic. What have you really learned? Have you found something different from previous scholarship?
7. Bibliographical Sources (only those included in the text)
8. Maps and figures (do not forget to include list of figures/plates).
9. Use footnotes only if necessary.

On successful completion you will be able to:

- Differentiate between a power point oral presentation paper (a “Conference Paper”) and the related Research Essay.
- Acquire the skills necessary to conduct independent research and synthesize acquired knowledge.
- Evaluate methodological and ethical issues associated with the role of Museums in the collection and exhibition of artefacts
- Understand ancient materials and the cultural contexts in which they were used.
- Examine the origin of materials and how things were made.

- Examine the origin of materials and how things were made.

Museum Sleuth Paper

Due: **Week 13**

Weighting: **20%**

Guidelines:

- 1000 Words Long
- Select one object from your historical area of interest held in a public or private collection and without provenance or of doubtful provenance and discuss:

1. Introduction

- Present the object
- Discuss past contexts (where was it found?)

2. Discuss how the object got to its presents destination

3. Discuss literature review and whether there is scepticism about the origin or/and authenticity of the object.

4. Briefly analyse the object/s:

- material properties (how was it made)
- stylistic analysis (how was it represented)
- iconographic (what does it represent)

5. Introduce your own critical view on the matter and whether you think the object is authentic or not; provide reasoning.

6. Conclusion. Summarize main points and your contribution to this topic.

On successful completion you will be able to:

- Communicate effectively with teaching staff and peers though class presentation.
- Acquire the skills necessary to conduct independent research and synthesize acquired knowledge.
- Evaluate methodological and ethical issues associated with the role of Museums in the collection and exhibition of artefacts
- Understand ancient materials and the cultural contexts in which they were used.
- Examine the origin of materials and how things were made.
- Examine the origin of materials and how things were made.

Class Participation

Due: **“Weeks 1–13”**

Weighting: **10%**

Discussion of weekly reading/s.

On successful completion you will be able to:

- Communicate effectively with teaching staff and peers through class presentation.
- Understand ancient materials and the cultural contexts in which they were used.
- Examine the origin of materials and how things were made.
- Examine the origin of materials and how things were made.

Delivery and Resources

For lecture times and classrooms please consult the MQ Timetable website:

<http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

Students are expected to attend two lectures and one seminar each week. It is also expected that each student will have undertaken the reading for each week's seminar and will contribute to the best of her or his ability to the discussion. A unit like this, drawing on such a broad range of material and different perspectives, works best when everyone brings their thoughts to the table. Participation in seminars is considered a vital and hopefully rewarding part of the unit, but you should attend only if you have completed the reading prescribed for the week.

Required unit materials and required readings

A PDF class reader "Material Culture and Museum Studies" and PDF's of required readings will be made available to the student in pdf form in the first week of class.

Technology Used and Required

The unit has an iLearn page which can be accessed at: <https://ilearn.mq.edu.au/login/MQ/>. PC and internet access are therefore required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

Unit Schedule

Week	Date	Lecture [content]	Readings (Moorey 1999 and Reader)
1	30 Jul.	General Introduction	Weekly Reading 1: Moorey 302-332 Eakin: Treasure Hunt (Reader)

2	6 August	Lecture I: Clay I Tutorial: Discussion of Reading Assignment 1: Eakin	Weekly Reading 2: Moorey 141-166 Muscarella: The Fifth Column
3	13 August	Lecture II: Clay II Tutorial: Discussion of Reading Assignment 2: Muscarella ESSAY TOPICS DUE FOR APPROVAL	Weekly Reading 3 Moorey 21-110 Artdaily (the Guennol lioness) Muscarella: The Antiquities Trade
4	20 August	Lecture III: Stone I Tutorial: Discussion of Reading Assignment 3; Muscarella	Weekly Reading 4: Moorey 21-110, 335-346. Brodie and Renfrew (inadequate response) AND/OR Page (Ancient NE Art)
5	27 August	Lecture IV: Stone II Tutorial: Discussion of Reading Assignment 4: Brodie and Renfrew	Weekly Readings 5 Moorey on Metal I (pp. 216-301) Peeter (Napir Asu) AND/OR Alvarez-Mon (Arjan Ring)
6	3 Sept	Lecture V: Metal I Tutorial: Discussion of Reading Assignment 5: Peeter and/or Alvarez-Mon	Weekly Reading 6: Moorey on Metal II (pp. 216-301) Muscarella (The Veracity) AND/OR TBA
7	10 Sept	Lecture VI: Metal II Tutorial: Discussion of Reading Assignment 6	Weekly Reading 7: Moorey 111-140 TBA
	17-28 Sept	SESSION BREAK - RECESS	
8	1 Oct	Labour Day Monday 1 October	

9	8 Oct	Lecture VII: Bone, Ivory, Shell, Bitumen Tutorial: Discussion of Reading Assignment 7 Class Presentations 1	Weekly Reading 8: Moorey 166-189 TBA
10	15 Oct	Lecture VII: Plants and Artificial Materials (faience, glass) Tutorial: Discussion of Reading Assignment 8 Class Presentations 2 DRAFT OF ESSAY TOPIC DUE	Weekly Readings 9: Wood, Plants and Gardens TBA
11	22 Oct	Lecture VIII. TBA ^[1] Tutorial: Discussion of Reading Assignment 9 Class Presentations 3	Weekly Reading 10: Moorey TBA
12	29 Oct	Lecture VIII. TBA Tutorial: Discussion of Reading Assignment 9 Class Presentations 4	Weekly Reading 11: Moorey TBA
13	5 Nov	Lecture VIII. TBA Tutorial: Discussion of Reading Assignment 9 Class Presentations 5 ESSAY PAPER DUE	

^[1] Depending on the numbers of students in class lectures may be shortened to allocate time for their Essay paper presentations.

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 or if you are a Global MBA student contact 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) 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

If you are a Global MBA student contact 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/.

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 skills necessary to conduct independent research and synthesize acquired knowledge.
- Examine the origin of materials and how things were made.

Assessment tasks

- Research Essay Proposal (500 w
- Class "Conference Paper"
- Research Essay
- Museum Sleuth Paper
- Class Participation

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

- Understand ancient materials and the cultural contexts in which they were used.

Assessment task

- Research Essay

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:

Assessment tasks

- Research Essay Proposal (500 w
- Research Essay
- Museum Sleuth Paper

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 skills necessary to conduct independent research and synthesize acquired knowledge.
- Evaluate methodological and ethical issues associated with the role of Museums in the collection and exhibition of artefacts
- Understand ancient materials and the cultural contexts in which they were used.
- Examine the origin of materials and how things were made.
- Examine the origin of materials and how things were made.

Assessment tasks

- Research Essay Proposal (500 w)
- Class “Conference Paper”
- Research Essay
- Museum Sleuth Paper

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 skills necessary to conduct independent research and synthesize acquired knowledge.
- Evaluate methodological and ethical issues associated with the role of Museums in the collection and exhibition of artefacts
- Understand ancient materials and the cultural contexts in which they were used.
- Examine the origin of materials and how things were made.
- Examine the origin of materials and how things were made.

Assessment tasks

- Research Essay Proposal (500 w)
- Class “Conference Paper”
- Research Essay
- Museum Sleuth Paper

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

- Differentiate between a power point oral presentation paper (a “Conference Paper”) and

the related Research Essay.

- Acquire the skills necessary to conduct independent research and synthesize acquired knowledge.
- Examine the origin of materials and how things were made.
- Examine the origin of materials and how things were made.

Assessment tasks

- Research Essay Proposal (500 w
- Class “Conference Paper”
- Research Essay
- Museum Sleuth 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

- Communicate effectively with teaching staff and peers through class presentation.
- Differentiate between a power point oral presentation paper (a “Conference Paper”) and the related Research Essay.
- Examine the origin of materials and how things were made.
- Examine the origin of materials and how things were made.

Assessment tasks

- Research Essay Proposal (500 w
- Class “Conference Paper”
- Research Essay
- Museum Sleuth Paper
- Class Participation

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 outcome

- Evaluate methodological and ethical issues associated with the role of Museums in the collection and exhibition of artefacts

Assessment tasks

- Research Essay Proposal (500 w
- Class “Conference Paper”
- Research Essay
- Museum Sleuth Paper
- Class Participation

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:

Assessment tasks

- Research Essay Proposal (500 w
- Museum Sleuth Paper