



AHIS290

Landscape Archaeology

S2 Day 2019

Dept of Ancient History

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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

Convenor and lecturer

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By appointment only

Tutor

Olivier Rochecouste

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By appointment only

Danijel Dzino

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Credit points

3

Prerequisites

AHIS190

Corequisites

Co-badged status

Unit description

Landscape Archaeology unit builds on AHIS190. Students will broaden their knowledge of archaeological approaches and concepts through a shift of emphasis from the study of a single site to an entire landscape. Class discussions will revolve around the concepts of natural and cultural landscapes, environmental and cultural change, and the limits of archaeological evidence. Students will explore the evidence of past human interaction with the environment, attempt population estimates from archaeological data, and critique associated literature. Social aspects of landscape will be discussed in a series of case studies on ritual behavior, inequality, power relations, and social complexity. Students will learn the basics of research design, and articulate research questions answerable through the application of landscape archaeology methods and approaches. The methods introduced in the unit will include surface survey, remote sensing, paleo-environmental approaches, geo-archaeology, catchment analysis, and spatial analysis. Students will have a choice of hands-on assignments corresponding to their level of digital competence.

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:

1. Outline the historical development and approaches to landscape archaeology
2. Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
3. Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
4. Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
5. Work individually and in teams to create oral and written arguments suited to different audiences

General Assessment Information

Unit Requirements and Expectations

Students must achieve an overall mark of 50% or above to complete this unit satisfactorily. They have to attempt all assessment tasks and perform satisfactory.

Group work marks will consist of 50% mark for individual work and 50% mark for team work.

Assignment submission

All written work must be submitted **through the iLearn website**. Please upload your assignment to the drop-box for the relevant week. Save your assignment as a pdf or a doc file (a pdf is best; please avoid docx).

All assignments must include the following at the start: Student name; Student Number; Assessment Task Title or Question. **Assignment submitted without identification will not be marked.**

Written assignments will be returned via the 'turnitin' tool on the iLearn Unit site, and will contain feedback from the marker within them.

Extensions and Special Considerations

Extensions can only be granted in exceptional cases and may only be sought in consultation with the unit convenor and with support of documentary evidence. If you anticipate any difficulty in meeting assigned due dates then it is important that you contact the course's convenor as early as possible.

If you have an interruption of study lasting 3 or more days, you must file for special

consideration, following the instructions below.

If you have a 1-2 day illness or interruption, please provide documentation, e.g. medical certificate. No extensions for voluntary activities will be provided. You may request an extension without documentation if you apply to the course convener a minimum of 7 days in advance. We will award these extensions at our discretion. Discretionary extensions will not be granted on the final project, as that would interfere with in-class activities.

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Applying for Special Consideration Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The online Special Consideration **application** is found at: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/

Penalties

Written assessment tasks submitted after the due date without good reasons will be penalised by a deduction of 2% a day (including weekends) of the mark gained. After five days, a mark of 0% will be assigned.

Written assessment tasks submitted that are under or over the word length by more than 10% will be penalised with a 10% deduction. The marker will only read the listed word limit, i.e. if the word limit is 1000 words they will stop reading at 1000 words (plus or minus up to 100 words).

Written assessment tasks submitted without proper referencing, i.e. little or no page numbers or no bibliography will receive an automatic fail.

LATE 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.

Marking Rubric

The short writings and final project will be graded using a rubric, which can be found on the iLearn unit site.

Note

The department has moved to include the following statement concerning all of its courses 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'.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>1. Participation</u>	10%	No	On weekly basis
<u>2. Practical Assessment Tasks</u>	20%	No	Week 4 and 8
<u>3. Final Project</u>	40%	No	Week 12
<u>4. Final Project Presentation</u>	10%	No	Week 12
<u>5. Debate</u>	20%	No	Week 11

1. Participation

Due: **On weekly basis**

Weighting: **10%**

In a given week, all students should come to tutorial prepared to discuss the week's readings. Active participation in class will be assessed through a combination of instructor and self-assessment.

This Assessment Task relates to the following Learning Outcomes:

- Outline the historical development and approaches to landscape archaeology
- Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
- Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
- Work individually and in teams to create oral and written arguments suited to different audiences

On successful completion you will be able to:

- 1. Outline the historical development and approaches to landscape archaeology
- 3. Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
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- 5. Work individually and in teams to create oral and written arguments suited to different audiences

2. Practical Assessment Tasks

Due: **Week 4 and 8**

Weighting: **20%**

Two practical assessment tasks will be performed during the tutorials and will build on the knowledge students have gained during the lectures. These skill-based learning activities are aimed at building students capacity to perform hands-on analyses and formulate coherent interpretations of archaeological materials and datasets that Landscape Archaeologist would deal with in the field or the lab.

This Assessment Task relates to the following Learning Outcomes:

- Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
- Work individually and in teams to create oral and written arguments suited to different audiences

On successful completion you will be able to:

- 2. Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
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3. Final Project

Due: **Week 12**

Weighting: **40%**

The Final Project gives students the opportunity to combine their knowledge and skills acquired during the course of Landscape Archaeology and use them in a 'real-life' situation. This vocational task is built on a framework of UNESCO World Heritage Nomination and will take students on a journey of preparing one such nomination for a chosen cultural landscape of global significance. This will be a scaffolded task with activities occurring in class usually on fortnightly basis.

This Assessment Task relates to the following Learning Outcomes:

- Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists

- Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
- Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
- Work individually and in teams to create oral and written arguments suited to different audiences

On successful completion you will be able to:

- 2. Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- 3. Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
- 4. Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
- 5. Work individually and in teams to create oral and written arguments suited to different audiences

4. Final Project Presentation

Due: **Week 12**

Weighting: **10%**

The short presentation (5-10 min) will be an opportunity for each student to showcase how they developed their site nomination file (Final Project) that they have been working on throughout the semester. This exercise is aimed at building communication skills and confidence in public presentations.

This Assessment Task relates to the following Learning Outcomes:

- Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
- Work individually and in teams to create oral and written arguments suited to different audiences

On successful completion you will be able to:

- 2. Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- 4. Appreciate and explain the ethical and legal frameworks surrounding field

archaeological research and cultural heritage management

- 5. Work individually and in teams to create oral and written arguments suited to different audiences

5. Debate

Due: **Week 11**

Weighting: **20%**

Assessment 5 features a debate to be conducted during the practical class in Week 12. A list of potential topics for debate will be provided in week 9. Students will form groups, and then develop and argue for either side of a given topic.

This Assessment Task relates to the following Learning Outcomes:

- Outline the historical development and approaches to landscape archaeology
- Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
- Work individually and in teams to create oral and written arguments suited to different audiences

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Delivery and Resources

Delivery

Seminar (Lecture and Practical) Friday 10:00 am - 12:00 pm - participation in the entire class is compulsory

Location 23 Wallys Walk - 205 Tutorial Rm

Online units can be accessed at: <https://ilearn.mq.edu.au>

PC and Internet access are required for those who wish to access iLearn. 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.

Resources

Selected readings will be posted on iLearn.

Recommended Texts (in order of relevance):

David, B., & Thomas, J. (2008). *Handbook of landscape archaeology*. Walnut Creek, CA: Left Coast Press.

Kluiwing, S.J., & Guttman-Bond, E.B. (2012). *Landscape Archaeology between Art and Science: From a Multi- to an Interdisciplinary Approach*. Amsterdam: Amsterdam University Press.

Renfrew, C., & Bahn, P. (2013). Thinking about Landscape. In: C. Renfrew and P. Bahn. *Archaeology: The Key Concepts* (Routledge Key Guides). Taylor and Francis, pp. 156-159.

Fleisher, J. (2013). Landscape Archaeology. In: P. Mitchell and P.J. Lane (eds.) *The Oxford Handbook of African Archaeology*. New York: Oxford University Press.

Goldberg, P., & Macphail, R. (2006). *Practical and theoretical geoarchaeology*. Malden, MA: Blackwell Science.

French, C. (2015). *A handbook of geoarchaeological approaches for investigating landscapes and settlement sites* (Studying scientific archaeology vol. 1). Oxford: Oxbow Books

Ashmore, W., & Knapp, A.B. (2000). *Archaeologies of Landscape: Contemporary Perspectives*. Oxford: Blackwell Publishers.

Renfrew, C., & Bahn, P. (2016). *Archaeology: Theories, Methods and Practice* (7th ed). London: Thames & Hudson.

Unit Schedule

Week	Date	New Topic	Skills/discussion topics	Assessments (Active Participation—Ass.1—is assessed on weekly basis)
1	02/ 08/ 2019	Introduction to Landscape Archaeology, Humans vs the Earth	General Introduction, Teacher and student expectations discussion	N/A
2	09/ 08/ 2019	Human and Bio-geography. Depth and scales of human impact.	Brief introduction to Anthropocene and Geochronology. Concepts of Human- and Bio-geography, concept of the Depth of Time.	Debate introduction (Ass. 4)

3	16/ 08/ 2019	Welcome to the field: how all archaeological survey should start.	Research design skills	Debate groups (Ass. 4)
4	23/ 08/ 2019	Sediments and Stratigraphy: Understanding the formation and preservation of archaeological site	Sedimentology practical – describing sediments using Munsell etc.	Pracbook – sediment (Ass. 2.1.)
5	30/ 08/ 2019	Modern non-invasive survey techniques: using Google Earth, GIS and LiDAR	Introduction of a main assessment task	Choosing the site and making a map (Ass. 3.1)
6	06/ 09/ 2019	Remote sensing. Geophysics in Archaeology	How to conduct a geoaarchaeological research	Asking a research question and forming a hypothesis
7	13/ 09/ 2019	Endangered Landscapes	Cultural Heritage practical – preparing a UNESCO nomination for a chosen cultural landscape	Significance statement (Ass. 3.2)
BREAK				
8	04/ 10/ 2019	Seascapes and coastscapes. Introduction to Maritime Archaeology	Practical class on bathymetric survey	Pracbook – underwater landscapes and shipwrecks (Ass. 2.2.)
9	11/ 10/ 2019	Maritime cultural landscapes of Australia	Guest lecture	Guest lecture
10	18/ 10/ 2019	Palaeoenvironment and palaeoclimate as key to cultural landscapes reconstruction.	Preparation for a debate	Preparation for a debate (Ass. 5)
11	25/ 10/ 2019	Who owns the past? Issues of ownership and politics in archaeology	Debate	Debate (Ass. 5)
12	01/ 11/ 2019	Presentations	Presentations	Presentations (Ass. 4)
13	08/ 11/ 2019	Geoarchaeological cases-studies	Guest lecture	Guest lecture

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

- 2. Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- 3. Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
- 4. Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
- 5. Work individually and in teams to create oral and written arguments suited to different audiences

Assessment tasks

- 2. Practical Assessment Tasks
- 3. Final Project
- 4. Final Project Presentation
- 5. Debate

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

- 2. Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- 3. Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment

Assessment tasks

- 1. Participation
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- 5. Debate

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

- 1. Outline the historical development and approaches to landscape archaeology
- 3. Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment

Assessment tasks

- 1. Participation
- 5. Debate

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

- 1. Outline the historical development and approaches to landscape archaeology
- 2. Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- 3. Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment

Assessment tasks

- 1. Participation
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- 3. Final Project
- 4. Final Project Presentation
- 5. Debate

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

- 2. Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- 3. Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
- 4. Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management

Assessment tasks

- 1. Participation
- 2. Practical Assessment Tasks
- 3. Final Project
- 4. Final Project Presentation
- 5. Debate

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

- 2. Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- 3. Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
- 4. Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
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Assessment tasks

- 2. Practical Assessment Tasks
- 3. Final Project
- 4. Final Project Presentation
- 5. Debate

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

- 4. Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management
- 5. Work individually and in teams to create oral and written arguments suited to different audiences

Assessment tasks

- 1. Participation
- 2. Practical Assessment Tasks
- 3. Final Project
- 4. Final Project Presentation
- 5. Debate

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

- 1. Outline the historical development and approaches to landscape archaeology
- 2. Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- 3. Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment
- 4. Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management

Assessment tasks

- 2. Practical Assessment Tasks
- 3. Final Project

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

- 2. Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists
- 3. Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment

Assessment task

- 3. Final Project

Changes since First Published

Date	Description
01/08/2019	Revised schedule