



# AHIS394

## Field Methods of Archaeology

S1 Day 2019

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor, Lecturer and Tutor

A/Prof. Yann Tristant

[yann.tristant@mq.edu.au](mailto:yann.tristant@mq.edu.au)

Contact via Email

Australian Hearing Hub, South Wing, Level 2

By appointment only

Credit points

3

Prerequisites

AHIS190 and 6cp at 200 level

Corequisites

Co-badged status

Unit description

This unit is an examination of the methods and techniques used by archaeologists in a field situation to identify, recover, analyse and interpret their data. The course consists of lectures coupled with direct experience in field techniques of archaeology (survey techniques including aerial survey, geophysics and field walking; excavation strategies and recording; sieving and sampling strategies, etc.) using a range of modern scientific techniques. The majority of the teaching will take place in the on-campus teaching infrastructure (simulated archaeological excavation site) where students will practice the new skills acquired during the course.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Acquire knowledge of the principles of archaeological excavation

Apply knowledge of archaeology while participating in archaeological fieldwork on campus

Communicate with other team members about strategies for excavation of an archaeological site

Analyse archaeological features and materials (pottery, architecture, metal, bone, and ivory objects) at an advanced level

Demonstrate critical thinking in the interpretation of the archaeological data

Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

## General Assessment Information

### Unit Requirements and Expectations

Students must achieve an overall mark of 50% or above to complete this unit satisfactorily.

### 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 do not use docx).

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

All 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

If you anticipate any difficulty in attending class for a scheduled test it is important that you contact us as early as possible. Please avoid asking for extensions as missing deadlines complicates the work of markers and puts you behind. If you have to ask for an extension or the opportunity to reschedule the date of a test please request it before the deadline, and only request the extension if you face serious crises that can be documented in some way (e.g. with a medical certificate). 'Getting behind with your work' or 'I ran out of time' are not excuses. If you miss a class test due to illness or a serious crisis that can be documented, you can re-schedule and sit the test at a later time. Please see us as soon as possible to organise a time and place to sit a supplementary test.

*Special Consideration Policy* [http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](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/](http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/)

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.

Please avoid asking for extensions as missing deadlines complicates the work of markers and puts you behind. If you have to ask for an extension, request it before the deadline, 'Getting behind with your work' or 'I had other deadlines' do not count.

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. After seven 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 2,000 words they will stop reading at 2,000 words (plus or minus up to 200 words).

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

### Marking Rubric

The museum catalogue entry, research essay and research project design will be graded using a rubric, which can be found on the iLearn unit site.

### Final Marks

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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:

<https://students.mq.edu.au/study/exams-and-results/exam-results>

## Assessment Tasks

| Name                              | Weighting | Hurdle | Due        |
|-----------------------------------|-----------|--------|------------|
| <u>Excavation practice</u>        | 20%       | No     | Every week |
| <u>Research Grant Application</u> | 30%       | No     | Week 7     |
| <u>Online Quiz</u>                | 30%       | No     | Week 10    |

| Name                     | Weighting | Hurdle | Due     |
|--------------------------|-----------|--------|---------|
| <u>Excavation report</u> | 20%       | No     | Week 13 |

## Excavation practice

Due: **Every week**

Weighting: **20%**

Students are required to participate in the simulated excavation. They are required to undertake all of the duties which have been allocated to them by the lecturer or supervising staff during the excavation, as well as assist in all aspects of field work

On successful completion you will be able to:

- Acquire knowledge of the principles of archaeological excavation
- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Communicate with other team members about strategies for excavation of an archaeological site

## Research Grant Application

Due: **Week 7**

Weighting: **30%**

Using the information provided in class, write a grant proposal (including a budget) convincing a grant review panel that you should receive the requested funds to perform an archaeological project overseas. The purpose of this assignment is to provide students experience with designing a research project, writing a research proposal and putting together a grant proposal. The benefits are both academic and professional.

On successful completion you will be able to:

- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

## Online Quiz

Due: **Week 10**

Weighting: **30%**

Quiz will consist of 50 multiple choice or true/false questions that focus on the content of the lectures, textbook, and practicals from week 1 to 10.

On successful completion you will be able to:

- Acquire knowledge of the principles of archaeological excavation
- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Communicate with other team members about strategies for excavation of an archaeological site
- Analyse archaeological features and materials (pottery, architecture, metal, bone, and ivory objects) at an advanced level
- Demonstrate critical thinking in the interpretation of the archaeological data

## Excavation report

Due: **Week 13**

Weighting: **20%**

Based on the notes you took during the work in the simulated excavation site, write an excavation report summarising:

- The location of the site/area and its nature
- The methods you have employed
- The main results of your excavation work
- The problems you have encountered during the excavation and how they were resolved
- The ways to improve your work

On successful completion you will be able to:

- Acquire knowledge of the principles of archaeological excavation
- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Communicate with other team members about strategies for excavation of an archaeological site
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- Demonstrate critical thinking in the interpretation of the archaeological data
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

## Delivery and Resources

### Delivery

Seminar Monday 9am-12pm

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

The unit will be based on the following text books, which can be purchased at the Co-Op bookstore (<http://www.coop-bookshop.com.au>):

### Required Texts:

- Balme, J., Paterson, A., *Archaeology in Practice*, Malden, Oxford, 2014
- Burke, H., Morrison, M., Smith, C., *The Archaeologist Field Handbook*, Crows Nest, 2nd ed.

### Recommended Texts:

- Renfrew, C. and Bahn, P. (2016), *Archaeology: Theories, Methods and Practice*, London, 7<sup>th</sup> ed.
- Gamble, C. (2015), *Archaeology. The basics*, London, New York, 3<sup>rd</sup> ed.

### Dig kit:

You need to purchase a **gridded lab notebook** for use as a journal while in the field and a pair of **white cotton gloves** for handling ancient artefacts in the lab and the museum.

Tools will be provided to you; however, if you are planning on doing archaeology again, it would be a good investment for you to put together a dig kit of your own. At a minimum it should include a **pointing trowel** ([WHS](#) or [Marshalltown](#) is best). Optional items include a compass, a tape measure (centimetres), a line level, a hand lens, a folding rule, a paintbrush, knee pads and work gloves (all available at Bunnings); a camera.

## Unit Schedule

| Week | Lectures       |   | Practical work          | Assessment          |
|------|----------------|---|-------------------------|---------------------|
| 1    | 25/02/<br>2019 | Introduction to field Archaeology               | Lab and site visit      | Excavation practice |
| 2    | 04/03/<br>2019 | Methods and techniques of archaeological survey | Field research strategy | Excavation practice |

|                          |            |  |                                 |  |
|--------------------------|------------|--|---------------------------------|--|
| 3                        | 11/03/2019 | Basics of site recording, stratigraphy, and excavation | Survey and mapping              | Excavation practice                                    |
| 4                        | 18/03/2019 | Research design and grant application                  | Excavation                      | Excavation practice                                    |
| 5                        | 25/03/2019 | Aerial photography (kite and drone demo)               | Excavation                      | Excavation practice                                    |
| 6                        | 01/04/2019 | Objects and material record                            | Excavation                      | Excavation practice                                    |
| 7                        | 08/04/2019 | Methods for archaeological finds processing            | Excavation and finds processing | Grant Proposal Application (12 April 2019)             |
| <b>MID-SESSION BREAK</b> |            |  |                                 |  |
| 8                        | 29/04/2019 | Principles of chronology and archaeological dating     | Excavation and finds processing | Excavation practice                                    |
| 9                        | 06/05/2019 | Interpretation of archaeological finds                 | Excavation and finds processing | Excavation practice                                    |
| 10                       | 13/05/2019 | Report and publication strategy                        | Excavation and finds processing | Online quiz (17 May 2019)                              |
| 11                       | 20/05/2019 | Archaeology Open Day (National Archaeology Week)       | Excavation and finds processing | Excavation practice                                    |
| 12                       | 27/05/2019 | Cultural Resource Management                           | Excavation and finds processing | Excavation practice                                    |
| 13                       | 03/06/2019 | Review and summary                                     | Excavation and finds processing | Excavation practice<br>Excavation report (7 June 2019) |

## 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

- Acquire knowledge of the principles of archaeological excavation
- Analyse archaeological features and materials (pottery, architecture, metal, bone, and ivory objects) at an advanced level
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

#### Assessment tasks

- Research Grant Application
- Excavation report

### 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

- Apply knowledge of archaeology while participating in archaeological fieldwork on

campus

- Communicate with other team members about strategies for excavation of an archaeological site
- Analyse archaeological features and materials (pottery, architecture, metal, bone, and ivory objects) at an advanced level
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

## **Assessment tasks**

- Excavation practice
- Online Quiz
- Excavation report

## **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 outcome**

- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

## **Assessment tasks**

- Excavation practice
- Research Grant Application
- Online Quiz
- Excavation report

## **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 knowledge of the principles of archaeological excavation
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

## Assessment tasks

- Excavation practice
- Online Quiz
- Excavation report

## 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 knowledge of the principles of archaeological excavation
- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Communicate with other team members about strategies for excavation of an archaeological site
- Analyse archaeological features and materials (pottery, architecture, metal, bone, and ivory objects) at an advanced level
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

## Assessment tasks

- Excavation practice
- Research Grant Application
- Excavation report

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative

in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Acquire knowledge of the principles of archaeological excavation
- Communicate with other team members about strategies for excavation of an archaeological site

## **Assessment tasks**

- Excavation practice
- Research Grant Application
- Online Quiz
- Excavation report

## **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**

- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Demonstrate critical thinking in the interpretation of the archaeological data

## **Assessment tasks**

- Excavation practice
- Research Grant Application
- Excavation report

## **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**

- Apply knowledge of archaeology while participating in archaeological fieldwork on campus

## **Assessment tasks**

- Excavation practice
- Research Grant Application

## **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**

- Apply knowledge of archaeology while participating in archaeological fieldwork on campus
- Synthesize and communicate acquired knowledge and understanding to produce critical analytical report

## **Assessment tasks**

- Excavation practice
- Excavation report