



# AHIS393

## Capstone Unit: Archaeology

S2 Day 2019

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Kenneth Sheedy

[ken.sheedy@mq.edu.au](mailto:ken.sheedy@mq.edu.au)

Contact via Email

X5B 341

By appointment

Credit points

3

Prerequisites

(39cp at 100 level or above) including (AHIS190 and AHIS191 and (6cp from AHIS205 or AHIS230 or AHIS290 or AHIS291))

Corequisites

6cps in AHIS or AHST units at 300 level

Co-badged status

Unit description

This unit will be offered in the form of a research project on a choice of set topics relevant to archaeology. Students independently collect, assess, analyse and interpret relevant evidence in the light of current archaeological thinking. In addition to seminar participation, the unit culminates in a coherent paper, 5000 words in length, which conforms to the standards of research and writing guidelines expected in peer-reviewed scholarly publications in the fields of archaeology.

## 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:

Consolidate knowledge regarding the nature of archaeology as a discipline focused on the study of material evidence for the human past.

Develop sophisticated research skills.

Articulate archaeological approaches to evaluating material culture at an advanced level.

Formulate arguments and articulate ideas to an advanced level regarding the character

of the archaeological record and its interpretation.

Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct modern archaeological practice.

## General Assessment Information

**Students must receive a minimum of 50% overall to complete AHIS393 satisfactorily.**

**All the assessment tasks are compulsory components of this unit and must be submitted on time.**

Guidelines on the tasks, assessment criteria (rubrics) and standards for grading each of the assessment tasks are provided and available on iLearn. Students communicate regularly with each other and the unit convenor online. Students post and contribute by Wednesday 5pm for the Research forum and by Friday 5pm for the Seminar forum from weeks 2-11. A research conference at which all students present a 15 minute paper is scheduled for Wednesday 9 October. By the due dates outlined, students submit the Report from the Presentation Paper, and the Publication Project, electronically to TURNITIN within the iLearn site for AHIS393.

### Late Submissions - Guidelines

- **Tasks 10% or less.** No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Special Consideration is made and approved.
- **Tasks above 10%.** No extensions will be granted. Students who submit late work without an extension will receive a penalty. This penalty does not apply for cases in which an application for Special Consideration is made and approved.

### Late submission penalty: Written assignments

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: 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Seminar Forum</u>	30%	Yes	Friday (midnight)
<u>Presentation</u>	5%	No	9 September -Week 7
<u>Report from Presentation Paper</u>	5%	No	13 September -Week 7
<u>Research Forum</u>	30%	Yes	Wednesday (midnight)
<u>Research Project</u>	30%	Yes	8 November -Week 13

### Seminar Forum

Due: **Friday (midnight)**

Weighting: **30%**

**This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)**

After reading the texts prescribed for each week, you will prepare your thoughts and post brief responses in the Seminar Forum to the questions set for consideration. You should take the brief outline provided in the introduction to each week and the recommended readings as a *starting point only*. Ensure that your discussion posts develop further the seminar outline, considering issues which you have encountered personally in your studies at Macquarie. You should exchange ideas with your fellow students, and not feel limited to a single post. The expected length of your weekly correspondence is around 400 words (and no more than 500 words).

On successful completion you will be able to:

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- Formulate arguments and articulate ideas to an advanced level regarding the character of the archaeological record and its interpretation.
- Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct modern archaeological practice.

### Presentation

Due: **9 September -Week 7**

Weighting: **5%**

Students will present a paper on their project in a student research conference context. The papers will concisely outline the project thesis, the program of research and current progress. Each paper will be no more than 10 minutes (there will be time for questions).

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## Report from Presentation Paper

Due: **13 September -Week 7**

Weighting: **5%**

Students will electronically submit a report based on their presentation paper. It will include a short bibliography. In this report students are expected to take into account any reflections and criticism from the presentation. The report will be no more than 1000 words (excluding the short bibliography).

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## Research Forum

Due: **Wednesday (midnight)**

Weighting: **30%**

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

Here students comment each week on published research that offers important or interesting

insights into the methods and techniques of archaeology. It is expected that the selection should derive from research that the student has encountered while preparing the Research Project. So, this forum offers you an opportunity to comment on work that you have found inspiring during the course of your own research. But it may come from a more general engagement with archaeology and related disciplines. You are expected to very briefly outline the significance of the research publication (or parts of it that interest you) and then make comments that highlight the wider implications of the work. The expected length of your weekly correspondence is around 400 words (and no more than 500 words).

On successful completion you will be able to:

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## Research Project

Due: **8 November -Week 13**

Weighting: **30%**

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

Your Research Project concerns the human past through the study of the material remains pertaining to ancient societies. Here we encourage research that crosses the traditional arts/science divide by integrating core archaeology and ancient history subjects with the sciences. In this assessment you are asked to prepare a work of research on either a topic which you have nominated (and which has been approved by the unit convenor) or from a given list. The manuscript will be no more than 4,000 words in length (excluding bibliography). It must follow the Department of Ancient History Assignment Presentation Style Guide (<https://www.mq.edu.au/public/download/?id=292059>).

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## Delivery and Resources

This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/> **Students are required to have regular access to a computer and the internet.** Mobile devices alone are not sufficient.

- For technical support go to: [http://mq.edu.au/about\\_us/offices\\_and\\_units/informatics/help](http://mq.edu.au/about_us/offices_and_units/informatics/help)
- For student quick guides on the use of iLearn go to: [http://mq.edu.au/iLearn/student\\_info/guides.htm](http://mq.edu.au/iLearn/student_info/guides.htm)

### Delivery of AHIS393

- Online (Weeks 1-12).
  - Three (3) campus sessions - Lectures: Week 1 and Week 11; Student presentation: Week 8.
1. **Week 1 - Monday 29 July, 2019 from 12.00 pm - 2pm at 23 Wally's Walk, 105 Tutorial Room.**
  2. **Week 7 - Monday 9 September, 2019 from 10am in Museum of Ancient Cultures Seminar Room (X5B).**
  3. **Week 11- Monday 21 October, 2019 from 12.00 pm - 2pm at 23 Wally's Walk, 105 Tutorial Room.**

**Students enrolled in "internal" (Day) mode:** the three campus sessions are compulsory.

For external students outside the Sydney metropolitan area, special arrangements will be made.

### Required and recommended sources

- Prescribed texts: eReserve and iLearn site for AHIS 393 (Topics for Discussion in each week).

In general: times and locations for Lectures and Tutorials: for current updates, lecture times and classrooms please consult the the MQ Timetables website [www.timetables.mq.edu.au](http://www.timetables.mq.edu.au) and/or the Department of Ancient History homepage.

## Unit Schedule

Please see the iLearn site for details.

## Learning and Teaching Activities

### 1. On-campus seminars

Seminar 1: Introduction to the content, tasks and the fellow-learners in this unit. Seminar 2: Reflection on AHIS393.

### 2. Online Seminar Forums

Engaging with aims, methods and key themes of the degree in Archaeology.

### 3. Preparation of the research project

Discussion of research project process; choosing a topic, conducting a literary review, formulating a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting research project.

### 4. Presenting Research in Conference Setting

Present your research project in a forum of your peers.

## 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](#)



[s://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)).

## 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](https://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](https://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](https://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

- Consolidate knowledge regarding the nature of archaeology as a discipline focused on the study of material evidence for the human past.
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- Formulate arguments and articulate ideas to an advanced level regarding the character of the archaeological record and its interpretation.
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### Assessment tasks

- Seminar Forum
- Presentation
- Report from Presentation Paper
- Research Forum
- Research Project

### Learning and teaching activities

- Seminar 1: Introduction to the content, tasks and the fellow-learners in this unit. Seminar 2: Reflection on AHIS393.
- Engaging with aims, methods and key themes of the degree in Archaeology.
- Discussion of research project process; choosing a topic, conducting a literary review, formulating a thesis; finding information; creating, presenting and submitting an outline; organising notes, writing and revising a draft paper; incorporating guidelines for contributors; submitting research project.
- Present your research project in a forum of your peers.

### 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**

- Articulate archaeological approaches to evaluating material culture at an advanced level.
- Formulate arguments and articulate ideas to an advanced level regarding the character of the archaeological record and its interpretation.
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## **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:

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## 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.

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## 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.

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## **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:

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## **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**

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- Present your research project in a forum of your peers.

## **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**

- Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct modern archaeological practice.

## **Assessment tasks**

- Seminar Forum
- Research Forum



- Research Project

## **Learning and teaching activities**

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- Present your research project in a forum of your peers.

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcome**

- Appreciate the salient interests and needs of societies that have historically shaped the study of the past, and of the defining interests and demands that now govern and direct modern archaeological practice.

## **Assessment tasks**

- Seminar Forum
- Research Forum
- Research Project

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