



# AHIX331

## Prehistory to Pompeii: Archaeology in Ancient Italy

S2 OUA 2019

*Dept of Ancient History*

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#### Disclaimer

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## General Information

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Prerequisites

Corequisites

Co-badged status

Unit description

This unit examines Italian archaeology from the Late Bronze Age until the early Imperial period. Topics selected for particular attention include the Villanovan phase; early Rome; the Etruscan civilisation; the early Greek settlements in Italy; the interactions of Etruscans, Greeks and Phoenicians; the impact of Greek and Roman culture on the indigenous peoples of the Italian peninsula, and the archaeology of Pompeii from prehistoric times until its burial in AD79. All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

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

Find, analyse and interpret primary and secondary sources and present the information in a written format.

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

Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

## General Assessment Information

### Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

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

### Participation

Due: **Week 3**

Weighting: **10%**

Students will submit a brief report based on the questions set for discussion in the Tutorial Paper Assessment summary. This report will consist of direct written responses to each question.

The word limit for the report is 800 words (+/-10% - no more or less).

On successful completion you will be able to:

- Analyse and express your judgement about archaeological methods and techniques in written form.
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

### Essay

Due: **Week 8**

Weighting: **30%**

Students will answer one (1) of the questions listed in the Essay Assessment summary. The questions are broad and it will be acceptable for students to focus on particular aspects of interest within the topic. If students do so, they should make sure that the perspective selected does provide an answer to the question set and that it is not of superficial interest or marginal

relevance. The word limit for the essay is 1500 words (+/-10% - no more or less).

On successful completion you will be able to:

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

## Artifact Study

Due: **Week 10**

Weighting: **20%**

Students will access the 3D graphic of the Museum artefact identified in the Week 10 Artefact Study summary, read a related piece of text, and answer the questions listed there in relation to the artefact and prescribed text. The word limit for the artefact study is 500 words (+/-10% - no more or less). This Assessment Task relates to the following Learning Outcomes: • Find, analyse and interpret primary and secondary sources and present the information in a written format.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information in a written format.
- Analyse and express your judgement about archaeological methods and techniques in written form.

## Examination

Due: **Week 13**

Weighting: **40%**

There will be a take-home examination in Week 13 of the teaching session. The examination will take the form of ONE (1) compulsory source analysis question on the principal ancient literary sources used in the Unit and choosing TWO (2) essay questions from a selection of twelve (12) questions. This Assessment Task relates to the following Learning Outcomes: • Find, analyse and interpret primary and secondary sources and present the information in a written format. • Analyse and express your judgement about archaeological methods and techniques in written form.

On successful completion you will be able to:

- Analyse and express your judgement about archaeological methods and techniques in written form.
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

## Delivery and Resources

AHIS331 is delivered fully online as a Macquarie University unit of study. Online units can be accessed at: <http://ilearn.mq.edu.au/>.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please contact teaching staff for any further, more specific requirements.

**REQUIRED AND RECOMMENDED TEXTS** Due to the broad range of subject matter covered in this unit, there is no required text. There is a wide selection of reading material provided via the iLearn Page.

## Unit Schedule

Week 1 THE ANCIENT MEDITERRANEAN AND ITALIAN ARCHAEOLOGY Week 2 ITALIAN ARCHAEOLOGY AND THE LATE BRONZE AGE Week 3 THE LATE BRONZE AGE AND EARLY IRON AGE Week 4 THE EARLY IRON AGE AND EARLY ROME Week 5 EARLY ROME AND PITHECUSAE Week 6 PITHECUSAE AND THE PHOENICIANS Week 7 THE PHOENICIANS AND THE ETRUSCANS Week 8 CAERE AND TARQUINIA Week 9 GREEK COLONIZATION AND METAPONTION Week 10 POSEIDONIA Week 11 POMPEII: FOUNDATION AND COLONY Week 12 POMPEII: THE 1ST CENTURY AD Week 13 TAKE-HOME EXAMINATION

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

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.

### Extension Request

**Special Consideration Policy and Procedure**  
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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 outcome

- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

#### Assessment tasks

- Participation
- Examination

### Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Find, analyse and interpret primary and secondary sources and present the information in a written format.
- Analyse and express your judgement about archaeological methods and techniques in written form.
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

## Assessment tasks

- Participation
- Essay
- Artifact Study
- Examination

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Find, analyse and interpret primary and secondary sources and present the information in a written format.
- Analyse and express your judgement about archaeological methods and techniques in written form.
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

## Assessment tasks

- Participation
- Essay
- Artifact Study
- Examination

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing

data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Find, analyse and interpret primary and secondary sources and present the information in a written format.
- Analyse and express your judgement about archaeological methods and techniques in written form.
- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

## **Assessment tasks**

- Participation
- Essay
- Artifact Study
- Examination

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcome**

- Appreciate how historical information (in the broadest sense) may be extracted from ancient remains.

## **Assessment tasks**

- Participation
- Examination