



AHIS2300

Landscape Archaeology

Session 2, Special circumstance 2020

Department of Ancient History

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Danijel Dzino

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Credit points

10

Prerequisites

AHIS190 or AHIS1300

Corequisites

Co-badged status

Unit description

Landscape Archaeology unit builds on previous archaeology units. 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 behaviour, 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:

ULO1: Outline the historical development and approaches to landscape archaeology

ULO2: Recognize and analyze the evidence, material, scientific and documentary, used by landscape archaeologists

ULO3: Interpret human behaviour across space at a variety of scales, developing an awareness of how societies interact with their environment

ULO4: Appreciate and explain the ethical and legal frameworks surrounding field archaeological research and cultural heritage management

ULO5: Work individually and in teams to create oral and written arguments suited to different audiences

General Assessment Information

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>Comments on tutorial readings</u>	30%	No	Weekly on weeks 2-11
<u>Online Debate</u>	20%	No	Weeks 10 & 11
<u>Final Project Zoom Presentation</u>	10%	No	Week 12
<u>UNESCO World Heritage Nomination project</u>	40%	No	Week 13

Comments on tutorial readings

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 20 hours

Due: **Weekly on weeks 2-11**

Weighting: **30%**

Written comments on tutorial readings submitted through iLearn.

On successful completion you will be able to:

- Outline the historical development and approaches to landscape archaeology
- 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

Online Debate

Assessment Type ¹: Debate

Indicative Time on Task ²: 20 hours

Due: **Weeks 10 & 11**

Weighting: **20%**

This assessment features a debate to be conducted via a Zoom web conference and the online forum on iLearn.

On successful completion you will be able to:

- 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

Final Project Zoom Presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 10 hours

Due: **Week 12**

Weighting: **10%**

The short online presentation via Zoom (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

On successful completion you will be able to:

- 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

UNESCO World Heritage Nomination project

Assessment Type ¹: Project

Indicative Time on Task ²: 50 hours

Due: **Week 13**

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.

On successful completion you will be able to:

- 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

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment

- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Recommended Texts (in order of relevance):

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

Kluiving, 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

	<i>Introduction to Landscape Archaeology, Humans vs the Earth</i>	General Introduction, Teacher and student expectations discussion	N/A
	<i>Human and Bio-geography. Depth and scales of human impact.</i>	Brief introduction to Anthropocene and Geochronology. Concepts of Human- and Bio-geography, concept of the Depth of Time.	Debate introduction (Ass. 4)
	<i>Welcome to the field: how all archaeological survey should start.</i>	Research design skills	Debate groups (Ass. 4)
	<i>Sediments and Stratigraphy: Understanding the formation and preservation of archaeological site</i>	Sedimentology practical – describing sediments using Munsell etc.	Pracbook – sediment (Ass. 2.1.)

	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)
	Remote sensing. Geophysics in Archaeology	How to conduct a geoaarchaeological research	Asking a research question and forming a hypothesis
	Endangered Landscapes	Cultural Heritage practical – preparing a UNESCO nomination for a chosen cultural landscape	Significance statement (Ass. 3.2)
BREAK			
	Seascapes and coastscapes. Introduction to Maritime Archaeology	Practical class on bathymetric survey	Pracbook – underwater landscapes and shipwrecks (Ass. 2.2.)
	Maritime cultural landscapes of Australia	Guest lecture	Guest lecture
	Palaeoenvironment and palaeoclimate as key to cultural landscapes reconstruction.	Preparation for a debate	Preparation for a debate (Ass. 5)
	Who owns the past? Issues of ownership and politics in archaeology	Debate	Debate (Ass. 5)
	Presentations	Presentations	Presentations (Ass. 4)
	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.)

Students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://students.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.