



ECJS884

Archaeological Fieldwork

S2 Day 2015

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Dr. Kyle Keimer

kyle.keimer@mq.edu.au

Contact via kyle.keimer@mq.edu.au

W6A 538

By appointment

Credit points

4

Prerequisites

Permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description

Students participate in a Mediterranean or Near-Eastern archaeological project of their choice relevant to the field of ECJS. Participation is for a minimum of three weeks. Students are required to satisfactorily complete the credit course at the site and submit an essay of 3000 words. Students are individually responsible for meeting the tuition and residential charges and otherwise for planning and paying for travel and accommodation. Advice on obtaining concessions and grants in aid may be obtained through the Department. Before enrolment, students must consult with the unit coordinator, Dr Kyle Keimer, and complete a form outlining the proposed project.

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:

Know the history of Judah/Judea from the Middle Bronze Age (1800 BC) to the Hellenistic Period (332-63 BC), including key rulers (Canaanite, Israelite, Judahite, and Ptolemaic), dates, archaeological sites, and socio-cultural developments.

Know archaeological methods and theories, including the the ability to identify

developments in those two fields over the past century, and how they are applied in the study and reconstruction of Ancient Near Eastern history.

Analyze archaeological materials--ceramics, inscriptions, architecture, metal, bone, and ivory objects--at an advanced level in order to evaluate textual sources, modern archaeological interpretation, and various ancient geopolitical and socioeconomic contexts.

Synthesize acquired knowledge and understanding to produce critical analytical essays.

General Assessment Information

Submission of Assignments: The literature review, square report, and synthetic essay will be emailed to the convenor at: kyle.keimer@mq.edu.au by their respective due dates. As not everyone is participating in the excavation for the same duration, the terms "prior to excavation" and "1 week after excavation" will be assessed on an individual basis. The Daily Journal Assignment will be handed in to the convenor for grading. If you are an external student not located in the Sydney area it is highly recommended that you submit your journal to the convenor before leaving Tel Azekah, otherwise it will need to be mailed by the due date to: Kyle Keimer, Dept. of Ancient History, W6A 538, Macquarie University, NSW 2109.

Assignments will be assessed on their level of completion, coherence, grammar, and comprehension. A fuller set of guidelines for the synthetic essay will be provided at a later time.

Assessment tasks / assignments are compulsory and must be submitted on time. Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied. If required, applications for extensions should be made to me before the assignment's due date. No assignments will be accepted after assignments have been corrected and feedback has been provided.

Assignment tasks handed in early will not be marked and returned before the due date.

For Special Consideration Policy see under Policies and Procedures.

Note on Assessment *Students must attend the excavation of their choice for the full period of their participation. This period of time will be determined in consultation with your MQ excavation supervisor at the time of enrollment. Failure to complete the full period of participation may result in disqualification from the unit unless there are satisfactory medical or compassionate grounds. Additionally, to complete the unit satisfactorily you will need to undertake all assessment tasks and achieve an overall mark worth 50% or above.*

Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	40%	End of Excavation

Name	Weighting	Due
<u>Literature Review</u>	5%	Prior to Excavation
<u>Daily Journal</u>	10%	22/8/14
<u>Square Report</u>	10%	1 Week after leaving dig
<u>Presentation</u>	5%	TBA; post-excavation
<u>Synthetic Essay</u>	30%	19/9/14

Participation

Due: **End of Excavation**

Weighting: **40%**

Much of what you will learn will come through hands-on experience in the field on a day-to-day basis. As your classroom is eight hours of excavation, five days a week, your participation in those excavations, including your attitude and self-application to the work, is the largest component of your grade for this unit. Coming to the field every day is expected, as is working throughout the day, including pottery washing. Participation in the daily activities of the excavation with willingness is factored into your participation grade. This does not include optional lectures and tours, however, these are highly recommended. Additionally, there are many types of participation on an archaeological dig that will fit all levels of physical fitness and personal capabilities.

On successful completion you will be able to:

- Know archaeological methods and theories, including the the ability to identify developments in those two fields over the past century, and how they are applied in the study and reconstruction of Ancient Near Eastern history.
- Analyze archaeological materials--ceramics, inscriptions, architecture, metal, bone, and ivory objects--at an advanced level in order to evaluate textual sources, modern archaeological interpretation, and various ancient geopolitical and socioeconomic contexts.

Literature Review

Due: **Prior to Excavation**

Weighting: **5%**

Read, evaluate, summarize, and critique the following four articles:

- Na'aman, N., 1979: Sennacherib's Campaign to Judah and the Date of the LMLK Stamps, *Vetus Testamentum* 29: 61–86

- Na'aman, N., 1986: Hezekiah's Fortified Cities and the LMLK Stamps. *Bulletin of the American Schools of Oriental Research* 261: 5–21
- Lipschits, O., Sergi, O., and Koch, I., 2010: Royal Judahite Jar Handles: Reconsidering the Chronology of the lmlk Stamp Impressions, *Tel Aviv* 37: 3–32
- Lipschits, O., Sergi, O., and Koch, I., 2011: Judahite Stamped and Incised Jar Handles: A Tool for Studying the History of Late Monarchic Judah, *Tel Aviv* 38: 5–41

Your literature review should be 1000 words in length.

On successful completion you will be able to:

- Know the history of Judah/Judea from the Middle Bronze Age (1800 BC) to the Hellenistic Period (332-63 BC), including key rulers (Canaanite, Israelite, Judahite, and Ptolemaic), dates, archaeological sites, and socio-cultural developments.
- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Daily Journal

Due: **22/8/14**

Weighting: **10%**

Part of archaeology is recording everything that is excavated. You will keep a daily journal that catalogs the events of the day (in the field), the specific finds, your questions and interpretations of the materials you are excavating, and the process you undergo in excavating any specific feature. The idea behind this assessment is to get you to be aware of what you are excavating, learning how to plan future excavations, ensuring that you are preserving an appropriate amount of detail during excavation (since, after all, archaeology is destructive. You can't re-excavate something that's already been excavated), and in general, to get you thinking analytically and in three-dimensions (your notes should include the specific three-dimensional context of any given item uncovered during excavation).

On successful completion you will be able to:

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- Know archaeological methods and theories, including the the ability to identify developments in those two fields over the past century, and how they are applied in the study and reconstruction of Ancient Near Eastern history.
- Analyze archaeological materials--ceramics, inscriptions, architecture, metal, bone, and ivory objects--at an advanced level in order to evaluate textual sources, modern archaeological interpretation, and various ancient geopolitical and socioeconomic

contexts.

Square Report

Due: **1 Week after leaving dig**

Weighting: **10%**

You will write an archaeological report on the excavation square in which you work. Your square supervisor will train you in record keeping throughout the course of your time on the excavation and then you will write-up the finds from your square. Your square supervisor and the unit convenor will assist in teaching you how to write technical archaeological reports.

On successful completion you will be able to:

- Know the history of Judah/Judea from the Middle Bronze Age (1800 BC) to the Hellenistic Period (332-63 BC), including key rulers (Canaanite, Israelite, Judahite, and Ptolemaic), dates, archaeological sites, and socio-cultural developments.
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- Analyze archaeological materials--ceramics, inscriptions, architecture, metal, bone, and ivory objects--at an advanced level in order to evaluate textual sources, modern archaeological interpretation, and various ancient geopolitical and socioeconomic contexts.

Presentation

Due: **TBA; post-excavation**

Weighting: **5%**

You will present either as a group or as an individual a brief presentation on your experience at Tel Azekah. This presentation will be done at an arranged time once all students have returned to Australia.

On successful completion you will be able to:

- Know the history of Judah/Judea from the Middle Bronze Age (1800 BC) to the Hellenistic Period (332-63 BC), including key rulers (Canaanite, Israelite, Judahite, and Ptolemaic), dates, archaeological sites, and socio-cultural developments.
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- Analyze archaeological materials--ceramics, inscriptions, architecture, metal, bone, and

ivory objects--at an advanced level in order to evaluate textual sources, modern archaeological interpretation, and various ancient geopolitical and socioeconomic contexts.

- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Synthetic Essay

Due: **19/9/14**

Weighting: **30%**

You will write one 2000 word essay on an arranged topic stemming from your participation in the excavations at Tel Azekah. Confer with the unit convenor to determine topics.

On successful completion you will be able to:

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Delivery and Resources

This unit is offered internally and externally and is conducted in Israel. Travel to Israel is mandatory, as is participation as detailed under "assessments". The unit convenor will be present on the archaeological excavations for guidance. Information packets on what to bring to Israel and how to manage in-country will be disseminated by the unit convenor at the provision of those materials by the Tel Aviv University excavation staff. Specific items necessary for completion of ECJS884 include: notebook for daily journaling.

Optional items: laptop (word processing program) for composing essays and reports; camera for photographic preservation and referencing in reports.

Required Reading:

1. See "Literature Review" under Assessments
2. Lipschits, Oded; Yuval Gadot; Manfred Oeming, "Tel Azekah 113 Years After: Preliminary Evaluation of the Renewed Excavations at the Site." *Near Eastern Archaeology* 75:4 (2012). Pp.

196–206. (Available via jstor.org)

Suggested Reading:

Bliss, Frederick Jones and Macalister, R.A. Stewart. *Excavations in Palestine: During the Years 1898-1900, 2 Vols.* London: Palestine Exploration Fund, 1902.

Stern, Ephraim. "Azekah" in *The New Encyclopedia of Archaeological Excavations in the Holy Land* (5 vols.), ed. Ephraim Stern. Pp.123-124. Jerusalem: Israel Exploration Society, 1993-2008.

If you choose to participate in the weekend tours to surrounding sites, it will serve you well to read the appropriate articles in NEAEHL for those sites as well.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student_conduct/

Results

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.

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

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Know archaeological methods and theories, including the the ability to identify developments in those two fields over the past century, and how they are applied in the study and reconstruction of Ancient Near Eastern history.
- Analyze archaeological materials--ceramics, inscriptions, architecture, metal, bone, and ivory objects--at an advanced level in order to evaluate textual sources, modern archaeological interpretation, and various ancient geopolitical and socioeconomic contexts.
- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Assessment tasks

- Participation
- Daily Journal
- Square Report
- Synthetic Essay

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Know the history of Judah/Judea from the Middle Bronze Age (1800 BC) to the Hellenistic Period (332-63 BC), including key rulers (Canaanite, Israelite, Judahite, and Ptolemaic), dates, archaeological sites, and socio-cultural developments.
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Assessment tasks

- Literature Review
- Presentation
- Synthetic Essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Know the history of Judah/Judea from the Middle Bronze Age (1800 BC) to the Hellenistic Period (332-63 BC), including key rulers (Canaanite, Israelite, Judahite, and Ptolemaic), dates, archaeological sites, and socio-cultural developments.
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Assessment tasks

- Literature Review
- Daily Journal
- Square Report
- Synthetic Essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Know archaeological methods and theories, including the the ability to identify developments in those two fields over the past century, and how they are applied in the study and reconstruction of Ancient Near Eastern history.
- Analyze archaeological materials--ceramics, inscriptions, architecture, metal, bone, and ivory objects--at an advanced level in order to evaluate textual sources, modern archaeological interpretation, and various ancient geopolitical and socioeconomic contexts.
- Synthesize acquired knowledge and understanding to produce critical analytical essays.

Assessment tasks

- Literature Review
- Daily Journal
- Square Report
- Synthetic Essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Know the history of Judah/Judea from the Middle Bronze Age (1800 BC) to the Hellenistic Period (332-63 BC), including key rulers (Canaanite, Israelite, Judahite, and Ptolemaic), dates, archaeological sites, and socio-cultural developments.
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Assessment tasks

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- Daily Journal
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- Presentation
- Synthetic Essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able

to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Know archaeological methods and theories, including the the ability to identify developments in those two fields over the past century, and how they are applied in the study and reconstruction of Ancient Near Eastern history.
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