



# AHIS347

## Archaeological Field Work

S2 External 2015

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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By appointment

Credit points

3

#### Prerequisites

Permission of Executive Dean of Faculty

#### Corequisites

#### Co-badged status

#### Unit description

Students may apply to undertake archaeological fieldwork at an approved excavation. A list of available excavations is published each year on the department of ancient history's website. The website also provides details on how to obtain a position on these excavations and how to obtain the Dean's waiver in order to enrol in this unit. Students wishing to excavate in MQ-led projects in the following regions should contact the appropriate MQ staff member: Egypt: Professor N. Kanawati, Associate Professor B. Ockinga or Dr. Y. Tristant; Italy (the site of Carsulae): Dr J. McKenzie Clark; Croatia (the site of Bribirska glavica): Dr V. Ghica; and Israel (the sites of Tell Azekah and Jerusalem): Dr K. Keimer and Dr G. Davis. Students may also enrol in the following excavations run by other organizations: Spain (Sanisera Field School in Menorca), Turkey (site of Antiochia ad Cragum), and Greece (site of Argilos). Details of these excavations (and contact addresses) can be found on the website. Before enrolment students must first consult with the excavation directors or their representatives and then with the unit coordinator (Assoc. Prof. K. A. Sheedy). Places on excavations are often very limited. Those interested in this unit are asked to plan well ahead.

## 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 the skills to apply the various archaeological practices and methods in use at their site.

Gain an understanding of previous research on the site and appreciate its larger historical and cultural context.

Develop analytical and interpretative skills in research at an advanced level.

## General Assessment Information

**A Guide to the Assessment Tasks for**

**AHIS 347 Archaeological Fieldwork**

The modern role of archaeology is complex. Here are some thoughts from UNESCO:

<http://en.unesco.org/themes/protecting-our-heritage-and-fostering-creativity>

They begin the discussion of 'Protecting Our Heritage and Fostering Creativity' with the thought that "In today's interconnected world, culture's power to transform societies is clear. Its diverse manifestations – from our cherished historic monuments and museums to traditional practices and contemporary art forms – enrich our everyday lives in countless ways."

We hope that you will find a way into this 'conversation' through archaeology.

### **A. Participation.**

1. To gain entrance into this unit you will have signed up for an excavation. The excavation director and his staff will assign you tasks in various different parts of the project. They may be in an excavation trench or it could be in the treatment and sorting of material recovered by digging. It is all archaeology.
2. The excavation director and or his staff will assess your participation. They will give a mark out of 30% on the basis of your undertaking of the assigned tasks. So, it is important that you be clear about what it is they are wanting you to do (always ask questions).
3. Trying to explain the various skills you will practice on excavation is difficult without being on site or in the excavation rooms. There are many books that discuss, for example, useful surveying techniques. Online you might visit this commercial enterprise which offers some good information: <http://www.archaeologyskills.co.uk/>

### **B. Journal.**

1. The journal is your personal record of your participation in the archaeological project. As such it is closely linked to how you are getting on with your assigned tasks.
2. You should briefly document the various tasks you have been assigned on a day to day basis. It is also a record of your own thoughts and ideas about the excavation, its organization and the part you are playing. You should then record your responses to the work you have been assigned.
3. On one level this exercise is descriptive. You are recording what is happening around you. On another it is a demonstration of your understanding of the archaeological enterprise and how you fit in.
4. Please observe the 800 word maximum limit per day. Try and avoid repetition of the same descriptive material. There is no need to repeat, for example, the description of your trench – simply record what is changing. How did you contribute to those changes? What do you think the material you are uncovering is telling you about the site and the people who lived there?

### **C. Presentation.**

1. The topic of the presentation is your archaeological fieldwork experience. This is a chance to show what you have learnt about archaeology. It is also a chance for you to hear what other students have been doing.
2. You have only 10 minutes. You should avoid long descriptions of the site and its history.

Instead you should focus on the excavation and what you yourself accomplished.

3. If you are part of a large group of MQ students on the same excavation you will be assigned different topics for your presentation. Please check with your MQ excavation director or representative.

#### D. Research Essay

1. The topic of your research essay will be given to you by your MQ fieldwork director.
2. If you are not participating in an excavation from MQ or with MQ staff participating (eg. excavations at Sanisera, Spain) then the essay will be provided by the unit convenor, A/Prof K. A. Sheedy.
3. The essay should be submitted via ilearn.

Students must achieve an overall mark of 50% or above to complete the unit satisfactorily. Students must pass the assessment tasks of participation and the major essay to complete the unit.

## Assessment Tasks

| Name                               | Weighting | Due            |
|------------------------------------|-----------|----------------|
| <u>Participation in excavation</u> | 30%       | By arrangement |
| <u>Journal</u>                     | 30%       | 22 August      |
| <u>Presentation</u>                | 10%       | TBA            |
| <u>Research Essay</u>              | 30%       | 19 September   |

### Participation in excavation

Due: **By arrangement**

Weighting: **30%**

Students are required to participate in the excavation for the full period they have nominated on enrolling (a period which must be approved by the director of the excavation). They are required to undertake all of the duties which have been allocated to them by the director or supervising staff during the excavation.

On successful completion you will be able to:

- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Gain an understanding of previous research on the site and appreciate its larger historical and cultural context.

## Journal

Due: **22 August**

Weighting: **30%**

Students are required to maintain a journal which documents their participation in the activities of the excavation. This journal should record their day to day work, together with (where appropriate) a brief evaluation of their tasks. It might also include any other information or thoughts that the student believes relevant to their excavation experience. The journal should contain no more than 800 words per day. It may be submitted as a book or in electronic form.

On successful completion you will be able to:

- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Gain an understanding of previous research on the site and appreciate its larger historical and cultural context.

## Presentation

Due: **TBA**

Weighting: **10%**

A seminar day will be arranged for all participants to give a 10 minute paper, followed by a 5 minute question time (or the speaker may speak for 15 minutes without questions). Each student is ask to present a brief account of their site and then to outline the work which they undertook. Where numerous students have worked at the same site the MQ staff member who has supervised their participation will help coordinate these presentations.

On successful completion you will be able to:

- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Gain an understanding of previous research on the site and appreciate its larger historical and cultural context.
- Develop analytical and interpretative skills in research at an advanced level.

## Research Essay

Due: **19 September**

Weighting: **30%**

Students on completion of the fieldwork are required to write a 2500 word (not including footnotes) report on an aspect of their excavation that is deemed of archaeological interest or significance. The topic is to be discussed and agreed with the MQ supervising staff member of the excavation.

On successful completion you will be able to:

- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Gain an understanding of previous research on the site and appreciate its larger historical and cultural context.
- Develop analytical and interpretative skills in research at an advanced level.

## Delivery and Resources

### Recommended Reading

Depending on the area of excavation, the student may be required to obtain a copy of a standard archaeological textbook. As an introduction the student might consult J. Balme and A. Paterson (eds), *Archaeological Practice: A Student Guide to Archaeological Analyses* (ISBN: 978-0-470-65716-4) 2013, Wiley-Blackwell. Please contact the MQ supervisor of your chosen excavation.

### Assignment Submission

Assessment 2 (Journal) may be submitted electronically or in hard copy. Electronic copies must be submitted via iLearn. Hard copies must be delivered to the relevant MQ excavation supervisor (please make an appointment).

Assessment 3 (Presentation). The date and place of the presentation will be provided by your MQ excavation supervisor. Students would normally offer a Powerpoint presentation.

Assessment 4 (Research Essay) must be submitted electronically via iLearn.

### Assignment Extensions

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 before the assignment's due date.

**NB** You should always keep a copy of completed tasks in case of loss.

### SATISFACTORY COMPLETION OF UNIT

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.

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

## Unit Schedule

The unit schedule will vary between archaeological sites attended but will in all relevant respects follow the assessment tasks:

1. Prior to attendance at excavation - participation at meetings convened by the MQ excavation director or supervisor.
2. Participation in the excavation
3. On return from excavation the following assessments must be completed by the dates given in the unit guide
  - a. submission of journal
  - b. group presentation
  - c. research essay

## Learning and Teaching Activities

### Finding archaeological project

Students are required to find an excavation to participate in. They are also required to contact people within Ancient History to confirm and assess the suitability of their project.

### Researching the literature on the project

Students are required to use their bibliographical skills to find excavation reports or background data.

### Participating in the field project

Students are required to be actively engaged in the team effort of the project.

### Presenting research findings

Students are required on return from the project to present their research finding in both oral and written form.

## 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](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](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](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/](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](http://ask.mq.edu.au).

## SPECIAL REQUIREMENTS FOR THIS UNIT

### Prerequisites.

Enrolment in AHIS 347 is only possible with the Dean's waiver. This is given by the unit Convenor A/P Kenneth Sheedy. You must first apply to the relevant MQ excavation supervisor for a position on your chosen excavation. Once your supervisor has approved your application, you should apply to Kenneth Sheedy for the Dean's waiver via [ask.mq.edu.au](http://ask.mq.edu.au).

### Risk Assessment

Attention to the university policies on Health and Safety is vital. No approvals for enrolment in this unit will be possible unless the relevant forms are properly and fully completed. You must consult with your MQ excavation supervisor on this matter.

Explanation and forms: Please visit this website:

[http://staff.mq.edu.au/human\\_resources/health\\_and\\_safety/health\\_safety\\_information\\_for\\_students/](http://staff.mq.edu.au/human_resources/health_and_safety/health_safety_information_for_students/)

Fieldwork Forms (Three Forms): [http://staff.mq.edu.au/human\\_resources/health\\_and\\_safety/policies-procedures-guidelines\\_forms/](http://staff.mq.edu.au/human_resources/health_and_safety/policies-procedures-guidelines_forms/)

### Smart Traveller.

Please note, the MQ Travel Guidelines stipulate:

**“If you wish to travel to any destination nominated as a Medium to High risk or above (as defined by the Department of Foreign Affairs and Trade (DFAT)), you are only permitted to do so after having obtained the Vice-Chancellor’s permission.”**

All students undertaking fieldwork must register, before leaving, with:

<http://www.smarttraveller.gov.au/zw-cgi/view/Advice/>

### Insurance

**For details of the University's Insurance Policies:**

[http://www.mq.edu.au/policy/docs/insurable\\_risk/guideline.html](http://www.mq.edu.au/policy/docs/insurable_risk/guideline.html)

Students are covered by MQ insurance while on the excavation (including travelling to and from

the excavation). You need to take out your own travel insurance if you plan to undertake private travel within the trip. If, for example, you plan to arrive in your destination country a few days before the excavation starts, and visit museums and sites, or leave the excavation during the session (eg on the weekend) to travel privately to another location, you must have private travel insurance. Please consult with your MQ excavation supervisor on this matter.

## 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)

## 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

### 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 the skills to apply the various archaeological practices and methods in use at their site.
- Develop analytical and interpretative skills in research at an advanced level.

## Assessment tasks

- Journal
- Presentation
- Research Essay

## Learning and teaching activities

- Students are required to use their bibliographical skills to find excavation reports or background data.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

## 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

- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Develop analytical and interpretative skills in research at an advanced level.

## Assessment tasks

- Participation in excavation
- Presentation

## Learning and teaching activities

- Students are required to find an excavation to participate in. They are also required to contact people within Ancient History to confirm and assess the suitability of their project.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both

oral and written form.

## 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

- Develop analytical and interpretative skills in research at an advanced level.

### Assessment tasks

- Participation in excavation
- Journal
- Presentation
- Research Essay

### Learning and teaching activities

- Students are required to use their bibliographical skills to find excavation reports or background data.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

## 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 the skills to apply the various archaeological practices and methods in use at their site.
- Gain an understanding of previous research on the site and appreciate its larger

historical and cultural context.

- Develop analytical and interpretative skills in research at an advanced level.

## **Assessment tasks**

- Participation in excavation
- Journal
- Presentation
- Research Essay

## **Learning and teaching activities**

- Students are required to find an excavation to participate in. They are also required to contact people within Ancient History to confirm and assess the suitability of their project.
- Students are required to use their bibliographical skills to find excavation reports or background data.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

## **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 the skills to apply the various archaeological practices and methods in use at their site.
- Gain an understanding of previous research on the site and appreciate its larger historical and cultural context.
- Develop analytical and interpretative skills in research at an advanced level.

## **Assessment tasks**

- Participation in excavation
- Journal
- Presentation
- Research Essay

## Learning and teaching activities

- Students are required to use their bibliographical skills to find excavation reports or background data.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

## 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 the skills to apply the various archaeological practices and methods in use at their site.
- Gain an understanding of previous research on the site and appreciate its larger historical and cultural context.
- Develop analytical and interpretative skills in research at an advanced level.

## Assessment tasks

- Journal
- Presentation
- Research Essay

## Learning and teaching activities

- Students are required to use their bibliographical skills to find excavation reports or background data.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

## 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**

- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Gain an understanding of previous research on the site and appreciate its larger historical and cultural context.
- Develop analytical and interpretative skills in research at an advanced level.

## **Assessment tasks**

- Participation in excavation
- Journal
- Presentation
- Research Essay

## **Learning and teaching activities**

- Students are required to find an excavation to participate in. They are also required to contact people within Ancient History to confirm and assess the suitability of their project.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

## **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 outcomes**

- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Gain an understanding of previous research on the site and appreciate its larger historical and cultural context.

## Assessment tasks

- Participation in excavation
- Presentation

## Learning and teaching activities

- Students are required to find an excavation to participate in. They are also required to contact people within Ancient History to confirm and assess the suitability of their project.
- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

## 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

- Acquire the skills to apply the various archaeological practices and methods in use at their site.
- Gain an understanding of previous research on the site and appreciate its larger historical and cultural context.

## Assessment task

- Participation in excavation

## Learning and teaching activity

- Students are required to be actively engaged in the team effort of the project.
- Students are required on return from the project to present their research finding in both oral and written form.

## Technology used and Resources

### Excavation

You must consult with your MQ excavation supervisor regarding the tasks you will be doing on excavation and the technology involved in your work.

### Technology and Resources at MQ

The unit has an iLearn page which can be accessed at <http://ilearn.mq.edu.au/>. PC and Internet



access are therefore required. Basic computer skills (e.g. internet browsing) and skills in word processing are also a requirement. Please consult your MQ excavation supervisor regarding any particular technology and resources relevant to your studies.