



# AHIS230

## Archaeology and Society: Archaeological Evidence

S2 Day 2018

*Dept of Ancient History*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	5
<a href="#"><u>Delivery and Resources</u></a>	8
<a href="#"><u>Unit Schedule</u></a>	9
<a href="#"><u>Policies and Procedures</u></a>	9
<a href="#"><u>Graduate Capabilities</u></a>	10

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Convenor

Susan Lupack

[susan.lupack@mq.edu.au](mailto:susan.lupack@mq.edu.au)

AHH, Level 2 South

By appointment.

### Credit points

3

### Prerequisites

12cp at 100 level or above

### Corequisites

### Co-badged status

### Unit description

This unit is an introduction to archaeological study of ancient Mediterranean societies, with particular reference to Greek and Roman culture. It investigates the results of archaeological fieldwork and examines the material remains of these societies. Included in the unit are studies of architecture, artefacts and ancient technology. This unit also incorporates practical analytical exercises of artefacts in the University's Museum of Ancient Cultures.

## 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:

Identify, analyse, and interpret archaeological artifacts and site plans.

Understand and be able to communicate about archaeological theories and methods.

Actively participate in discussions about archaeological materials, sites, and their interpretations.

Employ appropriate handling techniques when dealing with ancient artefacts.

Be able to identify the place of manufacture, time period, and original use of artifacts from the time periods covered in this unit.

Understand how information derived from archaeological objects and sites is essential to

historians' interpretations of ancient society.

Be able yourself to extract historical information from ancient remains in order to understand the society that produced them.

## General Assessment Information

### Unit Requirements and Expectations

- Students will be expected to attempt each of the assessment tasks and will need to achieve an overall mark of 50% or above to complete the unit satisfactorily.
- Please talk with me if you miss more than two of the quizzes and/or two of the tutorials. A very large emphasis will be placed on your participation in the tutorials and the weekly quizzes. Note that it is your active participation in the tutorials that will be evaluated, not simply whether you attend or not.
- Please make sure your written assessment tasks do not go under or over the word length by more than 10%. Writing more than the set length will not help your mark!
- Written assessment tasks should be submitted with proper referencing, i.e., with footnotes and a scholarly bibliography. We will talk about how to go about this in tutorials.

The essay assessments will be graded using a rubric, which I will post on our iLearn site.

I also want to say that even if you are not a student of the ancient world, or if you have limited experience of history or humanities-based study, I am certainly happy to have you in this course! I want to share this knowledge with everyone. You can let me know, if you like, if this type of study is new to you.

### 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.

### Assignment Submission and Access

- All written work must be submitted **through the turnitin tool on our iLearn website**. Make sure to save your assignment on your own computer just in case! The Artifact Study and the Research Essay will have turnitin links under the Assessments section. I will also give you feedback on your essays through turnitin.
- All written assignments must include the following at the top of your paper: Student name; Student Number; Assessment Task Title or Question; and Word Count. **Any assignment submitted without these will not be marked**. Do not forget the Word Count! Word counts include footnotes but not bibliography.

- The Artifact Study and the Research Essay are expected to be formal written presentations with references (footnotes and bibliography) listed according to the Ancient History Style Guide, which will be posted on our iLearn site. You may include images if you think it is helpful to make a point clear, but again make sure you provide a bibliographic reference for all the images you use.
- The quizzes will also be set up on our iLearn site. You will find their links within the relevant week's section.

### Extensions and Special Considerations

If you anticipate any difficulty in handing in either the Artifact Study or the Research Essay it is important that you contact me as early as possible to let me know, and, very importantly, file a Special Consideration with the University. The Faculty policy is the following:

**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.**

At this link you can read about and apply for a Special Consideration:

*Special Consideration Policy:* <https://students.mq.edu.au/study/my-study-program/special-consideration>

I am pasting in some of the information provided by the University at that link. The introductory material reads as follows:

The University recognizes 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.

### Five Essential Factors of 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 fulfillment 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>On-Line Quizzes</u></a>	30%	No	Weeks 2-6 8-11 & 13
<a href="#"><u>Artifact Study</u></a>	15%	No	Friday, Week 7 at 11:59 pm
<a href="#"><u>Research Essay</u></a>	25%	No	Friday, Week 12 at 11:59 pm
<a href="#"><u>Preparation and Participation</u></a>	30%	No	Every Week

### On-Line Quizzes

Due: **Weeks 2-6 8-11 & 13**

Weighting: **30%**

There will be 10 multiple choice quizzes, consisting of 5 questions each. Each quiz will be worth 3% of your final mark. The quizzes will occur in Weeks 2-6, 8-11, & 13. They will be found in the iLearn section for each week in which there is a quiz. The idea behind these quizzes is to make sure you are keeping up with the class lectures and readings, and that you are prepared to participate in the tutorial on Thursday. So the quiz will open in the evening after the Tuesday lecture and close at 11:59 on Wednesday night. The quizzes following a week in which no quiz was given will cover the material from the previous two weeks. Once commenced, the quizzes must be completed in one 10-minute session. Marks will become available when the quiz is no longer open.

On successful completion you will be able to:

- Identify, analyse, and interpret archaeological artifacts and site plans.
- Understand and be able to communicate about archaeological theories and methods.
- Be able to identify the place of manufacture, time period, and original use of artifacts from the time periods covered in this unit.
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society.
- Be able yourself to extract historical information from ancient remains in order to understand the society that produced them.

### Artifact Study

Due: **Friday, Week 7 at 11:59 pm**

Weighting: **15%**

For this assessment you will take on the role of the archaeologist and produce an analysis of an object found in your dig! Of course, it won't be quite like a dig because I will actually be selecting

three objects from the collections of the Museum of Ancient Cultures for you to choose from. But your analysis will follow some of the standard practices that archaeologists follow when they have to publish a find. The three artifacts will be available for viewing in a case in the Museum of Ancient Cultures from Week 4. An outline of the subjects that you will need to consider in your study will be posted on the iLearn site. We will also discuss the assignment and how best to go about it in class.

Word length: 1000 words (references are not included in the word count)

The word count must be stated on the first page of the essay, along with your name and the title of your essay.

On successful completion you will be able to:

- Identify, analyse, and interpret archaeological artifacts and site plans.
- Understand and be able to communicate about archaeological theories and methods.
- Actively participate in discussions about archaeological materials, sites, and their interpretations.
- Employ appropriate handling techniques when dealing with ancient artefacts.
- Be able to identify the place of manufacture, time period, and original use of artifacts from the time periods covered in this unit.
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society.
- Be able yourself to extract historical information from ancient remains in order to understand the society that produced them.

## Research Essay

Due: **Friday, Week 12 at 11:59 pm**

Weighting: **25%**

For this essay you will focus on the interpretation of an archaeological site working from both the artifacts found on the site and the scholarly reports written about it. The choice of sites will be posted on iLearn at the start of week 7 (up until that time you will be working on your Artifact Studies). I will devote one of our tutorials to the topic "How to Write a Research Essay" so that we can talk about how best to approach the essay. Hopefully this will help you in other units as well.

Word length: 2000 words (references are not included in the word count)

The word count must be stated on the first page of the essay, along with your name and the title of your essay.

On successful completion you will be able to:

- Identify, analyse, and interpret archaeological artifacts and site plans.
- Understand and be able to communicate about archaeological theories and methods.
- Actively participate in discussions about archaeological materials, sites, and their interpretations.
- Be able to identify the place of manufacture, time period, and original use of artifacts from the time periods covered in this unit.
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society.
- Be able yourself to extract historical information from ancient remains in order to understand the society that produced them.

## Preparation and Participation

Due: **Every Week**

Weighting: **30%**

Active tutorial participation is crucial for this class! Tutorials will build on the lectures and the readings, so if you aren't able to attend a lecture, please make sure to listen to the recording **before** the tutorial. My thinking is that the time devoted to tutorials is most beneficial when students have the opportunity, and ability, to actively participate. The processes that your brain goes through when you are learning actively, that is, when you are analyzing ideas, discussing them, or presenting them to others, fixes those ideas in your brain in a more constructive way. This type of activity also enables you to become a more critical thinker, better able to make sound evaluations and judgements for yourself -- in all aspects of your life. And besides, it's more fun for everyone. But I also think that this only works when you have a foundation of knowledge upon which to base your thinking and a reasonable structure that supports your active learning. That's where I come in. I will be using a variety frameworks in the tutorials to give you a chance to contribute in different ways. Very often I will give you a list of questions for you to consider before the tutorial. You can also write down a couple of questions you have, or comments that come to mind as you read the material, and bring them to class. I definitely want to know if something is not clear to you, and I will always be interested to hear what you are thinking!

On successful completion you will be able to:

- Identify, analyse, and interpret archaeological artifacts and site plans.
- Understand and be able to communicate about archaeological theories and methods.
- Actively participate in discussions about archaeological materials, sites, and their

interpretations.

- Employ appropriate handling techniques when dealing with ancient artefacts.
- Be able to identify the place of manufacture, time period, and original use of artifacts from the time periods covered in this unit.
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## Delivery and Resources

### Delivery:

- **Lecture:** Tuesdays, 2–4 pm. Location: 17 Wally's Walk, Collaborative Forum

I want to say that I really welcome your thoughtful questions and ideas during the "lecture" time. The more interaction during the lecture time the better.

- **Tutorials:** Thursdays, in one of four one-hour blocks, whose starting times run from 1 pm to 5 pm. Location: 29 Wally's Walk, room 321 - the seminar room of the Museum of Ancient Cultures

The format of the tutorials will vary from week to week. Sometimes we'll have a set of questions that we'll go through together, in other classes we'll break into groups so you can discuss things amongst yourselves, and then we'll come back together as a class so that you can share your ideas with everyone. I will have one tutorial devoted to a written exercise, and a couple where we will work with artifacts from the Museum. There will also be a Treasure Hunt in the Museum. If you have any suggestions on fun and productive ways of running tutorials, just let me know!

### Resources:

- Because we will be reading articles and chapters from many different sources, the reading assignments will be posted on the course's iLearn site within each relevant week.
- Very often there will be separate readings for the lectures and the tutorials. The quizzes will cover both!
- I will also upload the Powerpoint for each lecture to that week's section.
- Additional resources, including the recorded lecture and additional directions will also appear there.
- We will use the Museum itself and the artifacts that it holds for several of our tutorials. We are so lucky to be right next to the Museum!



## Unit Schedule

Please see our iLearn site for the schedule of Lectures and Tutorials.

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

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

## Extensions and Special Considerations

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**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.**

## 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://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

- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society.

- Be able yourself to extract historical information from ancient remains in order to understand the society that produced them.

## **Assessment tasks**

- Artifact Study
- Research Essay
- Preparation and Participation

## **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**

- Identify, analyse, and interpret archaeological artifacts and site plans.
- Understand and be able to communicate about archaeological theories and methods.
- Actively participate in discussions about archaeological materials, sites, and their interpretations.
- Employ appropriate handling techniques when dealing with ancient artefacts.
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society.
- Be able yourself to extract historical information from ancient remains in order to understand the society that produced them.

## **Assessment tasks**

- On-Line Quizzes
- Artifact Study
- Research Essay
- Preparation and Participation

## **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 outcomes**

- Identify, analyse, and interpret archaeological artifacts and site plans.
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society.
- Be able yourself to extract historical information from ancient remains in order to understand the society that produced them.

## **Assessment tasks**

- On-Line Quizzes
- Artifact Study
- Research Essay
- Preparation and Participation

## **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**

- Identify, analyse, and interpret archaeological artifacts and site plans.
- Understand and be able to communicate about archaeological theories and methods.
- Actively participate in discussions about archaeological materials, sites, and their interpretations.
- Employ appropriate handling techniques when dealing with ancient artefacts.
- Be able to identify the place of manufacture, time period, and original use of artifacts from the time periods covered in this unit.
- Be able yourself to extract historical information from ancient remains in order to understand the society that produced them.

## **Assessment tasks**

- On-Line Quizzes
- Artifact Study

- Research Essay
- Preparation and Participation

## 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

- Identify, analyse, and interpret archaeological artifacts and site plans.
- Understand and be able to communicate about archaeological theories and methods.
- Actively participate in discussions about archaeological materials, sites, and their interpretations.
- Be able to identify the place of manufacture, time period, and original use of artifacts from the time periods covered in this unit.
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society.
- Be able yourself to extract historical information from ancient remains in order to understand the society that produced them.

### Assessment tasks

- On-Line Quizzes
- Artifact Study
- Research Essay
- Preparation and Participation

## 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

- Identify, analyse, and interpret archaeological artifacts and site plans.

- Understand and be able to communicate about archaeological theories and methods.
- Actively participate in discussions about archaeological materials, sites, and their interpretations.
- Be able to identify the place of manufacture, time period, and original use of artifacts from the time periods covered in this unit.
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society.
- Be able yourself to extract historical information from ancient remains in order to understand the society that produced them.

## **Assessment tasks**

- On-Line Quizzes
- Artifact Study
- Research Essay

## **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**

- Understand and be able to communicate about archaeological theories and methods.
- Actively participate in discussions about archaeological materials, sites, and their interpretations.

## **Assessment tasks**

- Artifact Study
- Research Essay
- Preparation and Participation

## **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**

- Understand and be able to communicate about archaeological theories and methods.
- Actively participate in discussions about archaeological materials, sites, and their interpretations.
- Employ appropriate handling techniques when dealing with ancient artefacts.
- Understand how information derived from archaeological objects and sites is essential to historians' interpretations of ancient society.
- Be able yourself to extract historical information from ancient remains in order to understand the society that produced them.

## **Assessment tasks**

- Artifact Study
- Research Essay
- Preparation and Participation

## **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**

- Understand and be able to communicate about archaeological theories and methods.
- Employ appropriate handling techniques when dealing with ancient artefacts.
- Be able yourself to extract historical information from ancient remains in order to understand the society that produced them.

## **Assessment tasks**

- Artifact Study
- Research Essay
- Preparation and Participation