



AHIS281

Egyptian Art

S2 External 2014

Ancient History

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	11
<u>Changes since First Published</u>	16

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Alex Woods

alex.woods@mq.edu.au

Contact via alex.woods@mq.edu.au

W6A 532

Wednesday 2-3pm or by appointment

Credit points

3

Prerequisites

AHIS170 or AHST100

Corequisites

Co-badged status

Unit description

This unit examines the two- and three-dimensional art in wall scenes and statuary found in Egyptian temples and tombs dated to the Old, Middle and New Kingdoms. The stylistic differences between these periods are considered, as well as the various themes represented and their significance.

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:

1. Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
2. Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
3. Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;
4. Interpret ancient Egyptian visual culture with appreciation and understand how the

civilisation maintained its cultural identity, via artistic expression, throughout its long history;

5. Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form.

General Assessment Information

Assignment submission

- All written assessment tasks must be submitted through the iLearn website. Please upload your assignment to the drop-box. Save your assignment as a pdf or a doc file (a pdf is best; please do not use docx). All assignments must include the following at the start: Student name; Student Number; Assessment Task Title or Question. Any assignment submitted without these will not be marked.
- Assignments will be returned via the 'Assignments' or 'Turnitin' tool on iLearn Unit site, and will contain feedback from the marker within them. The convener will aim to return your assignments within 3 weeks.

Examination

- There is no formal examination for this unit.

Marking Rubrics

- To interpret and grade students' work against set criteria and standards, marking rubrics will be used in the unit via Turnitin. These will be supplied on the iLearn site in week 1.

Extensions and penalties

- Extensions can only be granted in exceptional cases and may only be sought in consultation with the unit convener and with support of documentary evidence. If you anticipate any difficulty in meeting assigned due dates then it is important that you contact the course's convener as early as possible.
- Please avoid asking for extensions as missing deadlines complicates the work of markers and puts you behind. If you have to ask for an extension, request it before the deadline, 'Getting behind with your work' or 'I had other deadlines' do not count.
- **IMPORTANT PENALTIES TO BE APPLIED:**
 - Written assessment tasks submitted after the due date without good reasons will be penalised by a deduction of 2% a day (including weekends) of the mark gained. After five days, a mark of 0% will be assigned.
 - Written assessment tasks submitted that are under or over the word length by more than 10% will be penalised with a 10% deduction. The marker will only

read the listed word limit, i.e. if the word limit is 1000 words they will stop reading at 1000 words (plus or minus up to 100 words).

- Written assessment tasks submitted without proper referencing, i.e. little or no page numbers or no bibliography will receive an automatic fail.

Assessment Tasks

Name	Weighting	Due
<u>Visual description – 2D</u>	10%	Week 6
<u>Visual description - 3D</u>	10%	Week 12
<u>Major research essay</u>	30%	Week 8
<u>Student led discus. reflection</u>	10%	Week 5 onwards
<u>Weekly online quiz</u>	30%	Each week
<u>Attendance and Participation</u>	10%	Each week

Visual description – 2D

Due: **Week 6**

Weighting: **10%**

Based on the supplied readings and primary sources, undertake a visual description of style and form according to the relevant art historical conventions.

Word length: 800 words

On successful completion you will be able to:

- 1. Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- 2. Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;

Visual description - 3D

Due: **Week 12**

Weighting: **10%**

Based on the supplied readings and primary sources, undertake a visual description of style and form according to the relevant art historical conventions.

Word length: 800 words

On successful completion you will be able to:

- 1. Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- 2. Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;

Major research essay

Due: **Week 8**

Weighting: **30%**

The essay question will be supplied in week 1. Students will need to submit a self-evaluation using the marking rubric on iLearn.

Word limit: 2,000 words.

On successful completion you will be able to:

- 2. Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- 3. Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;
- 4. Interpret ancient Egyptian visual culture with appreciation and understand how the civilisation maintained its cultural identity, via artistic expression, throughout its long history;

Student led discus. reflection

Due: **Week 5 onwards**

Weighting: **10%**

Each student will lead the discussion time in 1 tutorial via BlackBoard collaborate, which will be based on analysis of the lecture readings and content. Using peer evaluation responses, each student will prepare and submit on iLearn their planning notes and self-evaluation reflection of the discussion within 1 week.

On successful completion you will be able to:

- 5. Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form.

Weekly online quiz

Due: **Each week**

Weighting: **30%**

Answer a series of questions (e.g. multiple choice, true/false) on the required weekly readings. The quiz will go live at 6pm on the Wednesday one week prior to the class and close at 11.59pm on the Sunday night before class. You will not have access to the quiz after this time and you cannot take a 'make up' quiz later to catch up.

On successful completion you will be able to:

- 1. Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- 2. Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;

Attendance and Participation

Due: **Each week**

Weighting: **10%**

Students are required to listen to all lectures via Echo360 on iLearn (staff can access your download records on iLearn to check!), prepare the set of readings and participate in the online tutorial discussions.

On successful completion you will be able to:

- 5. Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form.

Delivery and Resources

Unit requirements and expectations

This unit is comprised of 2 key elements:

1. lectures, which will take place over 3 hours each week (2 hours of lectures via Echo360 and student discussion using BlackBoard collaborate and online forums);
 2. and individual study and participation.
- The topics outlined in this unit are best explored through active participation and experiential learning, so that participating in this unit will be an interesting, challenging and fun experience. Each week will involve several steps such as completion of set

readings, listening to lectures using Echo360, submitting your quiz based on the readings and optional participation in forum discussion.

- **A student must achieve an overall mark of 50% or above to complete the unit satisfactorily.**

Delivery

- This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/> **Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.**
 - For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help
 - For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

Resources

The following textbook is required:

- Robins, G., *The Art of Ancient Egypt* (London: the British museum press, 2nd edition, 2008).

These texts are available for purchase at the Co-Op bookstore. To arrange for texts to be sent to you please contact the Co-Op online at the following address <http://www.coop-bookshop.com.au>.

Recommended texts:

- Baines, J. 2007. *Visual and written culture in ancient Egypt*. Oxford: Oxford University Press.
- Baines J. and Malek, J., *Cultural Atlas of Ancient Egypt* (New York, 2000, rev. edition).
- Davies, W. V. (ed.) 2001. *Colour and painting in ancient Egypt*. London: British Museum.
- Frood, E., and McDonald, A (eds.) *Decorum and Experience: Essays in ancient culture for John Baines* (Oxford, 2013).
- Kemp, B.J., *Ancient Egypt. Anatomy of a Civilisation* (London, New York, 2nd ed. 2006).
- Lloyd, A. B. (ed.) *A Companion to Ancient Egypt*. 2 volumes (Chichester, 2010). [Full text available from Blackwell Reference Online - 2010 Collection](#) (access through MQ library catalogue)
- Schäfer, H., 1974. *Principles of Egyptian Art*. Oxford University Press.
- Shaw, I. (ed.), *The Oxford History of Ancient Egypt* (Oxford, 2003).
- Smith, W.S., *The Art and Architecture of Ancient Egypt* (Yale, 1998).
- Trigger, B. G. and Lloyd, A., Kemp, B., O'Connor, D., *Ancient Egypt: A social history* (Cambridge, 1983).

- Wendrich, W., (ed.) *Egyptian Archaeology* (Chichester, Malden, 2010).
- Wengrow, D. *The Archaeology of Early Egypt: Social Transformation in North-East Africa, 10,000 to 2650 BC* (Cambridge, 2006).
- Wilkinson, R.H. (ed.), *Egyptology Today* (Cambridge, New York, 2008).

Student led Discussions

As external students you will be required to meet each week to discuss the set readings for the week. The tutorial discussions will be conducted through [BlackBoard Collaborate](#) - an online collaboration platform providing web conferencing, mobile collaboration, instant messaging.

It is your responsibility to make sure you pre-configure your computer to use this software prior to the first meeting in Week 1 - Monday 4 August 2014 at 6.30pm

Pre-Configuration: Please make sure your Mac or PC is equipped with a microphone and speakers, so that you can use the audio functionality built into the web conferencing software. Please note that it is extremely important that you get your system set up prior to the start of the event. Information on installing the necessary software and configuring your PC or Mac is available at <http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1473in> (In Step 2 choose the European Configuration option). Please note that this link is only for Set up. once you have completed it, close down the link. Use the link provided on iLearn to access the room for the Friday meeting.

For information on how to participate in the session please view the video below - the first time will be an informal get to know everyone session and we will also assign the tutorial discussion topics to each of you.

<http://www.youtube.com/watch?v=luFgfLgMJfg>

Unit Schedule

AHIS281 - Ancient Egyptian Art Weekly schedule

Week	Lecture	Tutorial	Assessment
1	4 August 2014 Introduction to Egyptian Art <i>A. Woods</i>	NO TUTORIAL	Online quiz
2	11 August 2014 Decoding Egyptian Art: Principles and Decorum <i>A. Woods</i>	Research methods 1	Online quiz

3	18 August 2014	Pre and Early Dynastic Period Y. Tristant	Research methods 2	Online quiz
4	25 August 2014	Old Kingdom 1 A. Woods	Research methods 3	Online quiz
5	1 September 2014	Old Kingdom 2 A. Woods & L. Evans	Tutorial discussion	Online quiz
6	8 September 2014	First Intermediate Period – Middle Kingdom 1 A. Woods	Tutorial discussion	Visual description – 2D 14 September 2014
7	15 September 2014	First Intermediate Period – Middle Kingdom 2 A. Woods	Tutorial discussion	Online quiz
MID-SESSION BREAK				
8	6 September 2014	No class – Labour Day public holiday	NO TUTORIAL	Research Essay due 12 October 2014
9	13 September 2014	Second Intermediate Period – New Kingdom 1 S. Binder	Tutorial discussion	Online quiz
10	20 September 2014	Second Intermediate Period – New Kingdom 2 S. Binder	Tutorial discussion	Online quiz
11	27 September 2014	Third Intermediate Period – Late Period A. Woods	Tutorial discussion	Online quiz
12	3 November 2014	Graeco-Roman Period A. Woods	Tutorial discussion	Visual description – 3D 9 November 2014
13	10 November 2014	CURATOR'S CHOICE EXHIBITION	NO TUTORIAL	Online quiz

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/

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

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 outcome

- 5. Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form.

Assessment tasks

- Major research essay
- Student led discus. reflection
- Attendance 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

- 1. Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- 2. Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- 3. Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;
- 4. Interpret ancient Egyptian visual culture with appreciation and understand how the civilisation maintained its cultural identity, via artistic expression, throughout its long history;

Assessment tasks

- Visual description – 2D
- Visual description - 3D
- Major research essay
- Student led discus. reflection
- Attendance 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

- 1. Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- 2. Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- 3. Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;
- 4. Interpret ancient Egyptian visual culture with appreciation and understand how the civilisation maintained its cultural identity, via artistic expression, throughout its long history;

Assessment tasks

- Visual description – 2D
- Visual description - 3D
- Major research essay
- Weekly online quiz

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

- 1. Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- 2. Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- 3. Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;
- 4. Interpret ancient Egyptian visual culture with appreciation and understand how the civilisation maintained its cultural identity, via artistic expression, throughout its long history;

Assessment tasks

- Visual description – 2D
- Visual description - 3D
- Major research essay
- Weekly online quiz

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

- 1. Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- 2. Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- 3. Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;

- 4. Interpret ancient Egyptian visual culture with appreciation and understand how the civilisation maintained its cultural identity, via artistic expression, throughout its long history;
- 5. Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form.

Assessment tasks

- Visual description – 2D
- Visual description - 3D
- Major research essay
- Weekly online quiz

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

- 1. Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- 2. Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- 3. Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian art and present the information in a written and oral format;
- 5. Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form.

Assessment tasks

- Visual description – 2D
- Visual description - 3D
- Major 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

- 1. Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional art from the Predynastic to Graeco-Roman periods;
- 2. Describe, analyse, interpret and evaluate ancient Egyptian artefacts dating from the Predynastic to Graeco-Roman periods using terminology and an approach appropriate to art historical examination;
- 5. Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form.

Assessment tasks

- Visual description – 2D
- Visual description - 3D
- Major research essay
- Student led discus. reflection
- Attendance 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 outcome

- 5. Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form.

Assessment tasks

- Major research essay
- Student led discus. reflection
- Attendance 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 outcome

- 5. Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form.

Assessment tasks

- Student led discus. reflection
- Attendance and Participation

Changes since First Published

Date	Description
23/06/2014	All done!