



# AHIS280

## Ancient Egyptian Culture and Society

S1 External 2016

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Alex Woods

[alex.woods@mq.edu.au](mailto:alex.woods@mq.edu.au)

Contact via Post on iLearn discussion forum or email for private matters

W6A 532

Thursday 11-1pm or by appointment

Online Tutor

Natasha Marshall

[natasha.evans@mq.edu.au](mailto:natasha.evans@mq.edu.au)

Contact via Post on iLearn discussion forum or email for private matters

By appointment online

Credit points

3

Prerequisites

AHIS170 or AHST100

Corequisites

Co-badged status

Unit description

This unit studies ancient Egyptian civilisation during the Predynastic and Pharaonic periods (c. 5000 – 323 B.C.E.) and provides a thematic approach in order to understand the major social, economic and cultural developments of the Egyptian state. The unit examines topics such as social organization and identity, gender and sexuality, modes of cultural expression, methods of governance, (re-)use of mortuary and cultic landscapes and Egypt in the memory of the world.

## 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:

Analyse and express your judgment about ancient Egyptian political, social, economic

and cultural history in an oral and written form;

Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;

Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.

Actively participate in online discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

## **General Assessment Information**

### **ASSIGNMENT SUBMISSION**

All written work must be submitted **through the iLearn website**. Please upload your assignment to the drop-box for the relevant week. 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.**

The book review and research essay will be returned via the 'turnitin' tool on the iLearn unit site, and will contain feedback from the marker within them. Information about how to submit work online can be accessed through the iLearn unit.

The online quizzes will be undertaken using the iLearn quiz tool and the ePortfolio will be submitted via the 'Assignment' tool on the iLearn unit site.

### **MARKING RUBRICS**

All written assessment tasks will be graded using a rubric, which can be found on the iLearn unit site.

### **RELEASE OF RESULTS**

The convener will aim to return your assignments within 3 weeks of the due date. Results can be viewed via iLearn using the Gradebook tool.

### **EXAMINATIONS**

There is no formal examination in this unit.

## EXTENSIONS AND DISRUPTION TO STUDIES

- Extensions can only be granted in exceptional cases and may only be sought in consultation with the unit convenor 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 convenor 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 and not on the due date.** Excuses such as '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 15% will be penalised with a 10% deduction. The marker will only read to 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 150 words).
- Written assessment tasks submitted without proper referencing, i.e. few or no page numbers or no bibliography, will be marked according to the Macquarie University Plagiarism Policy and the schedule of penalties, including one of the following: reduced mark for the assessment task; required resubmission with reduced maximum mark; issuance of a caution or an automatic fail.

### Disruption to Studies Policy

[http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)

### Applying for Disruption to Studies

No work will be accepted for marking beyond Week 13 unless you have submitted a request for disruption to studies notification with adequate and appropriate supporting evidence. Please note that requests are not granted automatically, and are reserved for unforeseen and serious circumstances such as prolonged illness, hospitalisation or bereavement in your immediate family. Students granted a disruption to studies may be awarded an incomplete grade in first semester results released in mid-July.

If you believe that you qualify, please contact the convenor as soon as is practically possible.

### University Grading Policy

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

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (i.e. 100, 200, 300, 800 etc).

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Online quiz</u></a>	25%	Weeks 2,6,7,8,10,11,12,13
<a href="#"><u>Book review</u></a>	20%	Thursday Week 4 @ 10pm
<a href="#"><u>Research Essay</u></a>	35%	Friday Week 9 @ 10pm
<a href="#"><u>Student Led online discussion</u></a>	10%	1 week after online Discussion
<a href="#"><u>Seminar Forum Posts</u></a>	10%	Friday Week 13 @10pm

### Online quiz

Due: **Weeks 2,6,7,8,10,11,12,13**

Weighting: **25%**

Online quiz – 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 Friday one week prior to the class and close at 11.55pm on the Tuesday night** before class in Weeks 2,6,7,8,10,11,12,13 (weeks without major assessment tasks due). You will not have access to the quiz after this time and you cannot take a ‘make up’ quiz later to catch up. **Complete the quiz using the iLearn quiz tool.**

On successful completion you will be able to:

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.

## Book review

Due: **Thursday Week 4 @ 10pm**

Weighting: **20%**

Prepare a short critique of the unit's textbook, Shaw, I. (ed.), *The Oxford History of Ancient Egypt* (Oxford, 2003), according to a set of guided questions available on iLearn. **Word limit: 1000 words. Submit via Turnitin.**

On successful completion you will be able to:

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.

## Research Essay

Due: **Friday Week 9 @ 10pm**

Weighting: **35%**

Students will complete ONE (1) research essay. The question is listed on iLearn. Students will submit a self-evaluation using the marking rubric provided on iLearn. **Word limit: 2,000 words. Submit via Turnitin.**

On successful completion you will be able to:

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Find, analyse and critique primary and secondary sources for ancient Egyptian history

and present the information in a written format;

- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.

## Student Led online discussion

Due: **1 week after online Discussion**

Weighting: **10%**

**Self-reflection on Student Led online Discussion:** Each student will be assigned a week to lead the online discussion from week 6 onwards, which will be based on analysis of the lecture readings and content. Each student will prepare and submit their planning notes, peer-evaluations and self-reflection of the discussion.

**Guidelines and word limit available in iLearn. Submit via Assignment tool.**

On successful completion you will be able to:

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.
- Actively participate in online discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

## Seminar Forum Posts

Due: **Friday Week 13 @10pm**

Weighting: **10%**

Students are required to complete a seminar forum post in weeks 2-13 (12 weeks total) on a topic relevant to the weekly readings, video lectures or activities. Students are expected to read the posts of peers and exchange ideas by posting at least 2 comments and a question to the group. **Word Limit:** 100-300 words. **Submission:** Complete the forum post via the link in each Week section by each **Sunday at 10pm**.

**FINAL SUBMISSION: Submit a final compilation of ALL 12 Seminar Forum posts (copy and paste posts with date/time stamp) in ONE Word or PDF file by Friday of Week 13 by 10pm via the Assignment Tool.**

On successful completion you will be able to:

- Actively participate in online discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

## Delivery and Resources

### UNIT REQUIREMENTS AND EXPECTATIONS

#### Weekly schedule

iLearn will play a pivotal role throughout the session and it will be your central hub for information and instructions. Each week will be structured as follows:

**Step 1 | Preparation** - complete the required readings that will be available to download;

**Step 2 | Assessment** - answer a series of questions on the required readings in an Online quiz;

**Step 3 | Lecture content** - listen to the lecture content via Echo360;

**Step 4 | Engage with your peers** - Lead/participate in online group discussion via the seminar forum.

**Step 5 | Journal of Learning** - write a short reflection on the weekly readings, lecture content or tutorial discussion in your **learning journal**. This is optional.

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

### REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

#### Required texts:

- Wendrich, W., (ed.) *Egyptian Archaeology* (Chichester, Malden, 2010).
- Kemp, B.J., *Ancient Egypt. Anatomy of a Civilisation* (London, New York, 2<sup>nd</sup> ed. 2006).
- Shaw, I. (ed.), *The Oxford History of Ancient Egypt* (Oxford, 2003).

#### 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).
- W. Carruthers (ed.) *Histories of Egyptology: Interdisciplinary Measures* (New York, 2015).
- Frood, E., and McDonald, A (eds.) *Decorum and Experience: Essays in ancient culture for John Baines* (Oxford, 2013).
- 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)

- Trigger, B. G. and Lloyd, A., Kemp, B., O'Connor, D., *Ancient Egypt: A social history* (Cambridge, 1983).
- 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).

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>.

## UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

This unit will use iLearn: <https://ilearn.mq.edu.au/login/MQ/>

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

## Unit Schedule

Week	Lecture	Tutorial	Assessment
1	Introduction to Ancient Egyptian Culture and Society	Introduction	<ul style="list-style-type: none"> <li>• Unit guide Online Quiz (not assessable)</li> </ul>
2	Ancient Egyptian Society: Hierarchy, literacy and education	Research methods 1: Online Tutorial discussion	<ul style="list-style-type: none"> <li>• Online quiz – Week 2</li> </ul>
3	Politics and Governance: Ancient Egyptian Administration	Research methods 2: Online Tutorial discussion	<ul style="list-style-type: none"> <li>• No Quiz</li> </ul>
4	Model Communities: Rural or Urban society?	Research methods 3: Online Tutorial discussion	<ul style="list-style-type: none"> <li>• No Quiz</li> <li>• <b>Book Review due (Thursday @ 10pm)</b></li> </ul>
5	Institution of Ancient Egyptian Kingship	eXplore your potential	<ul style="list-style-type: none"> <li>• Online quiz – Week 5</li> </ul>
6	Sex and Gender in Ancient Egypt	Online Tutorial discussion	<ul style="list-style-type: none"> <li>• Online quiz – Week 6</li> </ul>

<b>MID-SESSION BREAK</b>			
7	"Art" and the Aesthetic: Historiography and Museum Practice	Online Tutorial discussion	<ul style="list-style-type: none"> <li>• Online quiz – Week 7</li> </ul>
8	The Archaeology of Death: Ancient Egyptian Attitudes to Death and the Afterlife	Online Tutorial discussion	<ul style="list-style-type: none"> <li>• Online quiz – Week 8</li> </ul>
9	<b>NO CLASS</b>	<b>NO CLASS</b>	<ul style="list-style-type: none"> <li>• No Quiz</li> <li>• <b>Research essay due (Friday @ 10pm)</b></li> </ul>
10	Spaces, landscapes and natures: Ancient and Modern perceptions of the Egyptian Environment and Landscape	Online Tutorial discussion	<ul style="list-style-type: none"> <li>• Online quiz – Week 9</li> </ul>
11	Cultic and Mortuary Landscapes: Use and Re-use	Online Tutorial discussion	<ul style="list-style-type: none"> <li>• Online quiz – Week 10</li> </ul>
12	Tradition, Innovation and Archaism	Online Tutorial discussion	<ul style="list-style-type: none"> <li>• Online quiz – Week 12</li> </ul>
13	Ancient Egypt in the memory of the world	Online Tutorial discussion	<ul style="list-style-type: none"> <li>• Online quiz – Week 13</li> <li>• <b>Seminar Forum Post Compilation (Friday @10pm)</b></li> </ul>

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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).

## 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**

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Actively participate in online discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

### **Assessment tasks**

- Online quiz
- Book review
- Research Essay
- Student Led online discussion
- Seminar Forum Posts

## **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**

- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.
- Actively participate in online discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

### **Assessment tasks**

- Online quiz
- Book review
- Research Essay

- Student Led online discussion

## 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

- Actively participate in online discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

### Assessment tasks

- Online quiz
- Book review
- Research Essay
- Student Led online discussion

## 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 outcome

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;

### Assessment tasks

- Online quiz
- Book review
- Research Essay
- Student Led online discussion

- Seminar Forum Posts

## 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

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.
- Actively participate in online discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

### Assessment tasks

- Online quiz
- Book review
- Research Essay
- Student Led online discussion
- Seminar Forum Posts

## 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

- Analyse and express your judgment about ancient Egyptian political, social, economic

and cultural history in an oral and written form;

- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.

## **Assessment tasks**

- Online quiz
- Book review
- Research Essay
- Student Led online discussion
- Seminar Forum Posts

## **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**

- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Actively participate in online discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

## **Assessment tasks**

- Online quiz
- Book review
- Research Essay
- Student Led online discussion
- Seminar Forum Posts

## **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**

- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;

### **Assessment tasks**

- Online quiz
- Book review
- Research Essay
- Student Led online discussion

## **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**

- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Actively participate in online discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

### **Assessment tasks**

- Online quiz
- Book review
- Research Essay
- Student Led online discussion

## **Bibliography and Resources**

The following is an **abbreviated guide** to approved web resources as well as primary and secondary works. A complete list can be found in the Egyptology Toolbox on iLearn: <http://ilearn.n.mq.edu.au>

Some material, such as excerpts from books and journal articles, will be put on the library's



E-Reserve and can be found via searching AHIS170 in multisearch – unit readings: [http://www.mq.edu.au/on\\_campus/library/](http://www.mq.edu.au/on_campus/library/)

## **Bibliographical aids, for information and references**

In order to find the right books or articles, you can try this: International Association of Egyptologists, *Annual Egyptological Bibliography* (Leiden, 1948 ff.). The library holds the license to the on-line database of this resource (Online Egyptological Bibliography, OEB) with titles to from 1822 to 2002 (roughly 70,000 items), as well as increasing coverage of 2003-2012 (in total over 90,000 items). Access through the library catalogue and databases: [http://www.mq.edu.au/on\\_campus/library/](http://www.mq.edu.au/on_campus/library/)

### **Approved web-sites with links to other good sites**

*Please note: as the Internet is open to everyone, there is no control over the content and quality of websites; hence each site depends on the knowledge and academic integrity of the author/s. Many websites cater for children and young adults in secondary schools or for a wider public therefore are not suitable for academic research.*

## **General resources**

Ancient Egypt Web Site <http://www.ancient-egypt.co.uk>

Australian Centre for Egyptology <http://www.egyptology.mq.edu.au/>

Egyptology resources <http://www.fitzmuseum.cam.ac.uk/er/>

Egyptologists' Electronic Forum <http://www.egyptologyforum.org/>

The British Museum (web resources): [http://www.britishmuseum.org/about\\_us/departments/ancient\\_egypt\\_and\\_sudan/subject-related\\_web\\_resources.aspx](http://www.britishmuseum.org/about_us/departments/ancient_egypt_and_sudan/subject-related_web_resources.aspx)

## **Databases and e-resources**

Aigyptos <http://www.aigyptos.uni-muenchen.de>

AERA (Ancient Egypt Research Associates) <http://www.aeraweb.org>

British Museum Studies in Ancient Egypt and Sudan [http://www.britishmuseum.org/research/publications/online\\_journals/bmsaes.aspx](http://www.britishmuseum.org/research/publications/online_journals/bmsaes.aspx)

Catalogue général des antiquités égyptiennes du Musée du Caire Online <http://www.egyptologyforum.org/EEFCG.html>

Deir el-Medina Database <http://www.leidenuniv.nl/nino/dmd/dmd.html>

Digital Egypt for Universities <http://www.digitalegypt.ucl.ac.uk>

Egypt Exploration Society Delta Survey <http://www.deltasurvey.ees.ac.uk/ds-home.html>

Egyptological Book Series Online <http://www.egyptologyforum.org/EEFSeries.html>

ETANA (Electronic Tools and Ancient Near East Archives): old excavation reports and literature <http://www.etana.org>

Giza Digital Library <http://www.gizapyramids.org/code/emuseum.asp?newpage=library>

IFAO (Institut français d'archéologie orientale, Cairo) <http://www.ifao.egnet.net/>

JSTOR. Searchable database of journal articles (access via MQ library databases:) [library.mq.edu.au](http://library.mq.edu.au) then search for "JSTOR".

Osirisnet <http://www.osirisnet.net/>

Sefkhet Online Resources for Egyptology [www.sefkhet.net/Oxford-Net-Res.html](http://www.sefkhet.net/Oxford-Net-Res.html)

Theban Mapping Project <http://www.thebanmappingproject.com/>

Tutankhamun: Anatomy of an Excavation, Griffith Institute; [www.griffith.ox.ac.uk/tutankhamundiscovery.html](http://www.griffith.ox.ac.uk/tutankhamundiscovery.html))

## **Encyclopaedias of Egyptology**

UCLA Encyclopedia of Egyptology [http://escholarship.org/uc/nelc\\_uee](http://escholarship.org/uc/nelc_uee)

Lloyd, A. B. (ed.) *A Companion to Ancient Egypt* (Oxford, 2010) [Full text available from Blackwell Reference Online - 2010 Collection](#) (access through MQ library multi search)

Redford, D. B., *The Oxford Encyclopedia of Ancient Egypt* (Oxford, New York 2001). [Oxford encyclopedia of ancient Egypt](#) (access through MQ library multi search)

## **Museum web catalogues**

Berlin, Egyptian Museum <http://www.egyptian-museum-berlin.com/>

Boston, Museum of Fine Arts <http://www.mfa.org>

Cambridge, Fitzwilliam Museum <http://www.fitzmuseum.cam.ac.uk/dept/ant/egypt/>

Chicago, Oriental Institute Museum <http://oi.uchicago.edu/museum>

Leiden, Rijksmuseum van Oudheden <http://www.rmo.nl/english/collection/permanent/egyptians>

London, British Museum <http://www.britishmuseum.org/default.aspx>

London, Petrie Museum of Egyptian Archaeology <http://www.petrie.ucl.ac.uk/search/index.html>

Manchester Museum <http://www.museum.manchester.ac.uk/collection/ancientegypt/>

New York, Metropolitan Museum of Art <http://www.metmuseum.org/collections/search-the-collections>

New York, Brooklyn Museum <http://www.brooklynmuseum.org/opencollection/exhibitions/egyptia>

n

Oxford, Ashmolean Museum <http://www.ashmolean.org/>

Paris, Musée du Louvre <http://www.louvre.fr>

Turin, Museo Egizio <http://www.museoegizio.it/>

The Global Egyptian Museum <http://www.globalegyptianmuseum.org>

## Periodicals

The following is a short list of periodicals wholly or partly devoted to Egyptology. Articles are usually published in English, French or German. They are all recommended.

<i>Archéo-Nil</i> du Nil	<i>Revue de la société pour l'étude des cultures prépharaoniques de la vallée</i>
ASAE	<i>Annales du Services des Antiquités de l'Égypte</i>
AVDAIK Abteilung Kairo	Archäologische Veröffentlichungen, Deutschen Archäologisches Institut
BACE	<i>Bulletin of the Australian Centre for Egyptology</i>
BASOR	<i>Bulletin of the American Schools of Oriental Research</i>
BES	<i>Bulletin of the Egyptological Seminar</i>
BIFAO	<i>Bulletin de l'Institut Français d'Archéologie Orientale</i>
Ch.d'Eg.	<i>Chronique d'Égypte</i>
DE	<i>Discussions in Egyptology</i>
GM	<i>Göttinger Miszellen</i>
JARCE	<i>Journal of the American Research Center in Egypt</i>
JAOS	<i>Journal of the American Oriental Society</i>
JEA	<i>Journal of Egyptian Archaeology</i>
JNES	<i>Journal of Near Eastern Studies</i>
MDAIK	<i>Mitteilungen des Deutschen Archäologischen Instituts Abteilung Kairo</i>
Or.	<i>Orientalia</i>
RdE	<i>Revue d'Égyptologie</i>
SAGA	<i>Studien zur Archäologie und Geschichte Altägyptens</i>
SAK	<i>Studien zur altägyptischen Kultur</i>
ZAS	<i>Zeitschrift für ägyptische Sprache und Altertumskunde</i>

## General Resources

\* = Recommended reading

\*Arnold, D., *The Monuments of Egypt: an A-Z Companion to Ancient Egyptian Architecture* (London, 2009).

Assmann, J., *Ägypten: Eine Sinngeschichte* (Munich, 1996).

Baines, J., Malek, J., *An Atlas of Ancient Egypt* (Oxford, 1980).

\*Baines, J., Malek, J., *Cultural Atlas of Ancient Egypt* (New York, c. 2000 rev. edition).

\*Bard, K.A., *An Introduction to the archaeology of ancient Egypt* (Malden, MA, Oxford, Victoria, 2008).

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\*Brewer, D.J., Teeter, E., *Egypt and the Egyptians* (Cambridge, 1999).

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Davies, W.V., Friedman, R.F., *Egypt* (London 1998).

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\*Grimal, N., *A History of Ancient Egypt*, trans. by I. Shaw (London, 1992).

Hallo, W.W., Simpson, W.K., *The Ancient Near East* (New York, 1971).

\*Hayes, W.C., *The Scepter of Egypt*, 2 vols. (New York, 1971).

\*Helck, H.W., Meyer, Ch.(ed.), *Lexikon der Ägyptologie*, 7 vols. (Wiesbaden, 1975-1992).

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\*Ikram, S. and Dodson, A., *The Tomb in Ancient Egypt: Royal and Private Sepulchres from the Early Dynastic Period to the Romans* (Cairo, 2008).

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\*Janssen, R., Janssen, J., *Growing up and getting old in Ancient Egypt* (London, 2007).

\* Kanawati, N., *The Tomb and Beyond: Burial Customs of Egyptian Officials* (Warminster, 2001).

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\*Kemp, B.J., *Ancient Egypt. Anatomy of a Civilisation* (London, 2006 rev. edition).

Knapp, A.B., *The History and Culture of Ancient Western Asia and Egypt* (Chicago, 1988).

Lloyd, A.B., (ed.), *A Companion to Ancient Egypt*, 2 vols., (Wiley-Blackwell, 2010). [Available to download via the MQ library catalogue.](#)

O'Connor, D., Silverman, D. (eds), *Ancient Egyptian Kingship* (Leiden, 1995).

Porter, B., and Moss, R., *Topographical Bibliography of Ancient Egyptian Hieroglyphic Texts, Reliefs and Paintings*, Vols I-VII (Oxford, 1927 ff.). (2nd edition Oxford, 1960 ff.).

\*Redford, D. B., *The Oxford Encyclopedia of Ancient Egypt*, 3 vols. (Oxford, New York 2001).

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\*Schenkel, W., 'The Decipherment of Hieroglyphs and Richard Lepsius', *BACE* 23 (2012), p. 105-144.

\*Schulz, R. and Seidel, M. (eds), *Egypt. The World of the Pharaohs* (Cologne, 2004)

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\*Shaw, I. and Nicholson, P., *The British Museum Dictionary of Ancient Egypt* (London, 1995, reprinted 2008).

\*Slater-Savage, J., 'The Ancient History Teaching Collection at Macquarie University', *Ancient History: Resources for Teachers* (1990: 3), p. 161-167.

\*Stevenson, A., "Material Culture of the Predynastic Period", in Teeter, E. (ed.), *Egypt before the Pyramids* (Chicago, 2011), 65-74.

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Tyldesley, J., *Chronicle of the Queens of Egypt. From Early Dynastic Times to the Death of Cleopatra*, (London, 2006).

\*Van De Mierop, M., *A History of Ancient Egypt* (Malden, Oxford, 2010).

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## Changes since First Published

Date	Description
29/02/2016	Moved entry in unit schedule from weeks 7 to 8. Deleted ZOOM meeting.
23/02/2016	Updated step process in Teaching delivery resources.
23/02/2016	Fixed error in Online Quiz Assessment details.
22/02/2016	Added Seminar Forum posts and mapped accordingly.