



AHPG855

The Art and Archaeology of Coptic Monasticism

S2 Day 2017

Dept of Ancient History

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General Information

Unit convenor and teaching staff

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By Appointment

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Credit points

4

Prerequisites

Admission to MAnchHist or GradCertAncHist or MA in (Ancient History or Coptic Studies)

Corequisites

Co-badged status

Unit description

This unit will deal with the art and archaeology of Egypt in Late Antiquity. Themes studied will include ecclesiastical and non-ecclesiastical architecture, settlement and cemetery, archaeology, paintings and decorative motifs, objects of daily life and religious iconography.

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 the evidence for styles of architecture and art, building techniques, and artistic methods in late antique Egypt.

Assess the relationship between historical and artistic developments.

Master specific terminology relating to art and architectural history.

Classify and interpret literary, artistic, archaeological, and artifactual material, as well as

significant monuments from late antique Egypt.

Understand and assess the role of modern institutions in curating historical sites and artefacts

Apply skills in using bibliographical resources, research tools, databases, and online resources to the study of late antique Egypt.

Utilise communication skills appropriate to academic discussion.

General Assessment Information

Assignment Submission

All written assignments (tutorial submission, essay) will be submitted via Turnitin.

Extensions

All deadlines are firm unless an extension has been requested before the due date. All requests for extension must be submitted via the University's [Disruption to Studies](#) system. A penalty for lateness will apply unless an extension has been granted. No written work will be accepted for assessment after the end of Week 13. 5% of credit will be deducted for the first day assignments are submitted late without an extension and thereafter 2% of credit will be deducted per day for assignments submitted late without an extension. Assignments handed in early will not be marked and returned before the due date. Always retain a copy of work you submit in case it is lost in the online system

Assessment Tasks

Name	Weighting	Hurdle	Due
Artefact study	20%	No	01/09/2017
Short Paper	30%	No	06/10/2017
Major Essay	40%	No	03/11/2017
Participation	10%	No	Weekly

Artefact study

Due: **01/09/2017**

Weighting: **20%**

Students must choose a single ancient artefact associated with monasticism and write an 800 word analysis of it. The choice of artefact is up to students, but it must be a single *moveable* artefact, i.e., it cannot be a monument or building, or a text written on an immovable object such as a wall). It may be a pot, papyrus, codex, ostrakon, icon, wooden tablet, or any object of daily life, such as a pen, inkwell, toy, or piece clothing. The artefact must have been excavated in monastery, or be certainly from one if it was purchased via the antiquities trade. Students may

select any artefact mentioned in the sources placed on iLearn, or may source an artefact from elsewhere. Choose carefully, as an inappropriate choice will effect your mark.

Your artefact study should address the following points.

- What is the artefact?
- Where did it come from and how can we tell? I.e., what is its provenience (find spot) and/or provenance (collection history)?
- Where is the artefact now? Give full publication or collection details.
- When does it date to?
- What role did it play in the daily life of its community?
- What can we tell from it about the monastic community from which it came?

You must be able to say where the artefact is now and cite a source (either reprint or online) for it. Provide a bibliography of sources consulted at the end of your study.

On successful completion you will be able to:

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Short Paper

Due: **06/10/2017**

Weighting: **30%**

Please choose one of the following archaeological project websites for evaluation (1000 words \pm 100):

(1) Excavations at Amheida: <http://www.amheida.org/>

or:

(2) Beni Hassan in Late Antiquity: <https://www.monasticarchaeology.org/beni-hassan>

or:

(3) Yale Monastic Archaeology Project South (Sohag): <http://egyptology.yale.edu/expeditions/current-expeditions/yale-monastic-archaeology-project-south-sohag>

Whichever website you choose, please discuss – briefly – most of the following points:

Background of the website

- Who is responsible? What is their relationship to the site? Do they identify themselves clearly (including funding agencies, affiliations etc.)?

Goals and methods

- Who do you think is the intended audience (e.g. colleagues, funding agencies, children, potential visitors, potential private sponsors)?
- Is a particular value system recognisable in the excavation (e.g. religious, aesthetic, political, humanitarian)? Does the website say why the excavation exists? How does it present the group of artefacts/the site as particularly interesting/worthwhile? Does it make any reference to the modern situation in the area?
- Are questions of method addressed in the website? Does the excavation subscribe to particular archaeological science methods?
- Does the site say anything about the preservation of the artefacts or the site?
- Contents organisation
- Is there too little/sufficient/too much information?
- Is the information clearly structured?
- Goals and methods: do they become clear from the description of the project?
- Pictures: is there a working relationship between text and pictures?
- Does one get access to further information?

Technical side

- Requirements: does the website load fast even with a low-speed internet connection? Does it load equally well in any browser?
- Do you approve of the choice of layout (e.g. clear, easy to distinguish between important and less important elements or else: too overloaded with information, too busy with gruesome colours and distracting gimmicks)?
- Graphics: do the pictures load quickly? Is the quality good?
- Links: Is the navigation easy to use? Do all of the links work? Is the hierarchy of links clearly structured (e.g. pesky little things like: can you navigate back and forth easily or do you need to use the “back” and “forward” buttons of your browser)?

Evaluation

- Does the website reach its goals?

- Have a brief glance at the other websites listed above. Overall, which one seems the best?
- If you have any suggestions for improvement, please include them in your paper.

Do not simply summarise the contents of the information on the website, briefly mentioning what the topic and the sub-topics are. Specific details should be discussed in order to make a comment or criticism.

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Major Essay

Due: **03/11/2017**

Weighting: **40%**

Students will write an essay of 2000 words (\pm 200) on a particular aspect of a Coptic monastery, choosing from the questions below. The goal of this essay is to produce an analysis of a single topic directly connected to the art and archaeology of Coptic monasticism.

How to proceed:

- First, chose a question from the list below.
 - What can we tell from a monastery's iconographic program about the liturgical life of the monastery and the historical circumstances in which it was created? Choose one the following monasteries: Red Monastery, St Antony, St Paul, Monastery of the Syrians, or Bawit.
 - What do the sculptural motifs and techniques at a monastery tell us about the influences on those who created it, and the reuse of earlier material? Choose either the White monastery, or the Monastery of St Jeremiah at Saqqara
 - What can we tell from the library of the White monastery about the way books were copied and used in the monastery?

- Choose two churches at different Egyptian monasteries and compare them: what accounts for the differences and similarities you observe?
- In what ways do monks reuse earlier space, and what are the implications of the spaces they choose? Choose either the monastery of St Jeremiah at Saqqara, or the Monastery of Epiphanius at Thebes.
- What can the ceramics found in a monastic contexts tell us about daily life and trade? Choose either the monastery of St Jeremiah at Saqqara, or the Monastery of Epiphanius at Thebes.

Then, select the appropriate bibliographical references from the bibliography provided on the iLearn page. Start your essay by a short historical overview concerning the subject chosen. Describe the sites, monuments or objects that you selected, trying to stick to the main thread. Finish the essay by a short conclusion. Give in a few words the general features of the sites, monuments or objects that you have chosen to study. If relevant, include images of the sites, monuments or objects that you described in the essay. Provide short captions for the pictures.

Please do not exceed the word limit. It is a virtue to be concise – and a much requested skill these days. Please note that there will be no reward for exceeding the limit. Note that footnotes and bibliography do not count in the word limit.

On successful completion you will be able to:

- Identify the evidence for styles of architecture and art, building techniques, and artistic methods in late antique Egypt.
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Participation

Due: **Weekly**

Weighting: **10%**

Internal students must also participate in the online discussion fora each week. Ten percent (10%) of your mark will be based on the your participation in the online discussion forum on the iLearn site. The standard, length, of content of your weekly posts to the site are not assessed: all

that is required is your participation, to develop your communication skills and ability to discuss historical problems and issues about the sources with your peers.

On successful completion you will be able to:

- Master specific terminology relating to art and architectural history.
- Utilise communication skills appropriate to academic discussion.

Delivery and Resources

Delivery mode

There will be internal classes co-taught with the BPhil unit AHIS706. These will be held on Wednesdays from 11 am -1pm in Y3A 210. A set of recorded lectures may also be found in the Echo system on the iLearn page, which students should listen to in addition to attending the internal seminars.

Technology used

The unit has an iLearn page which can be accessed at <https://ilearn.mq.edu.au>. PC and internet access are therefore required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Content and discussions for this unit will be delivered via the unit iLearn page.

Readings

There is no textbook for this unit. Readings will be available via the library and the unit iLearn site, where other digital resources will also be placed.

Unit Schedule

Week 1

Topic

Introduction and overview

Week 2

Topic

Architecture: Construction materials and elements

Week 3

Topic

Church architecture

Week 4

Topic

Monastic architecture

Week 5

Topic

The Architecture of Pilgrimage

Week 6

Topic

Domestic and Funerary architecture

Week 7

Topic

Sculpture

Week 8

Topic

Funerary stelae

Week 9

Topic

Painting

Week 10

Topic

Book art, woodwork and ivory

Week 11

Topic

Ceramics, metalwork and glass

Week 12

Topic

Textiles

Week 13

Topic

Summary and general discussion

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_2016.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

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://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

PG - Capable of Professional and Personal Judgment and Initiative

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

This graduate capability is supported by:

Learning outcomes

- Identify the evidence for styles of architecture and art, building techniques, and artistic methods in late antique Egypt.
- Assess the relationship between historical and artistic developments.
- Classify and interpret literary, artistic, archaeological, and artifactual material, as well as significant monuments from late antique Egypt.
- Understand and assess the role of modern institutions in curating historical sites and artefacts
- Apply skills in using bibliographical resources, research tools, databases, and online resources to the study of late antique Egypt.
- Utilise communication skills appropriate to academic discussion.

Assessment tasks

- Artefact study
- Short Paper
- Major Essay
- Participation

PG - Discipline Knowledge and Skills

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

This graduate capability is supported by:

Learning outcomes

- Identify the evidence for styles of architecture and art, building techniques, and artistic methods in late antique Egypt.
- Assess the relationship between historical and artistic developments.
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- Classify and interpret literary, artistic, archaeological, and artifactual material, as well as significant monuments from late antique Egypt.
- Understand and assess the role of modern institutions in curating historical sites and artefacts
- Apply skills in using bibliographical resources, research tools, databases, and online resources to the study of late antique Egypt.

Assessment tasks

- Artefact study
- Short Paper
- Major Essay
- Participation

PG - Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- Identify the evidence for styles of architecture and art, building techniques, and artistic methods in late antique Egypt.
- Assess the relationship between historical and artistic developments.
- Master specific terminology relating to art and architectural history.
- Classify and interpret literary, artistic, archaeological, and artifactual material, as well as significant monuments from late antique Egypt.
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Assessment tasks

- Artefact study
- Short Paper
- Major Essay
- Participation

PG - Research and Problem Solving Capability

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

This graduate capability is supported by:

Learning outcomes

- Identify the evidence for styles of architecture and art, building techniques, and artistic methods in late antique Egypt.
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- Classify and interpret literary, artistic, archaeological, and artifactual material, as well as significant monuments from late antique Egypt.
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Assessment tasks

- Artefact study
- Short Paper
- Major Essay

PG - Effective Communication

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

This graduate capability is supported by:

Learning outcomes

- Master specific terminology relating to art and architectural history.

- Utilise communication skills appropriate to academic discussion.

Assessment tasks

- Artefact study
- Short Paper
- Major Essay
- Participation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Assess the relationship between historical and artistic developments.
- Classify and interpret literary, artistic, archaeological, and artifactual material, as well as significant monuments from late antique Egypt.
- Understand and assess the role of modern institutions in curating historical sites and artefacts

Assessment tasks

- Artefact study
- Short Paper
- Major Essay