



# AHIS372

## Egypt in the Middle Kingdom

S1 Day 2017

*Dept of Ancient History*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Susanne Binder

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W6A 537

by appointment

Credit points

3

Prerequisites

(AHIS279 or AHST360 or AHIS378) and (AHIS280 or AHST261)

Corequisites

Co-badged status

Unit description

In this unit students focus on the Middle Kingdom of ancient Egypt (c. 2055-1650 BCE), on central aspects of its history and society through reading and analysing a variety of documents in hieroglyphic Middle Egyptian. These include extracts from royal, biographical and literary texts. Students also gain an understanding of the key sites with their monuments and associated material culture.

## 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:

to recognize and memorize vocabulary, appraise relevant lexical reference tools.

to identify, recall and assess grammatical structures of a variety of Egyptian texts.

to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (11th/12th Dynasty).

to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.

to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.

to demonstrate advanced knowledge of central historical issues of the Middle Kingdom (11th/12th Dynasty).

## Assessment Tasks

Name	Weighting	Hurdle	Due
Participation	20%	No	Weeks 1-12
Presentation	10%	No	as per unit schedule
Essay	35%	No	Mon Week 10
Exam	35%	No	Week 13

### Participation

Due: **Weeks 1-12**

Weighting: **20%**

In every class, students demonstrate their motivation for the subject: they have prepared (transliterated, translated) the Egyptian texts prior to coming to class; they are called on to translate, comment on the grammatical structure in class; they ask questions that help drive our investigation of the ancient sources and the historical issues. Important are the quality and regularity of interaction in class and in a limited number of forums on the iLearn site.

On successful completion you will be able to:

- to recognize and memorize vocabulary, appraise relevant lexical reference tools.
- to identify, recall and assess grammatical structures of a variety of Egyptian texts.
- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (11th/12th Dynasty).
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the Middle Kingdom (11th/12th Dynasty).

### Presentation

Due: **as per unit schedule**

Weighting: **10%**

Brief Oral Presentation in class (15 minutes) of a monument, a site or a personality dating to the Middle Kingdom.

On successful completion you will be able to:

- to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the Middle Kingdom (11th/12th Dynasty).

## Essay

Due: **Mon Week 10**

Weighting: **35%**

2500-word research essay. Students investigate a historical question in its cultural context.

On successful completion you will be able to:

- to recognize and memorize vocabulary, appraise relevant lexical reference tools.
- to identify, recall and assess grammatical structures of a variety of Egyptian texts.
- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (11th/12th Dynasty).
- to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the Middle Kingdom (11th/12th Dynasty).

## Exam

Due: **Week 13**

Weighting: **35%**

2-hour class test: transliteration, translation and grammatical commentary of a text dating to the Middle Kingdom. This test will be held in class in Week 13.

On successful completion you will be able to:

- to recognize and memorize vocabulary, appraise relevant lexical reference tools.

- to identify, recall and assess grammatical structures of a variety of Egyptian texts.
- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (11th/12th Dynasty).
- to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the Middle Kingdom (11th/12th Dynasty).

## Delivery and Resources

AHIS372 is taught on campus at Macquarie University. The unit is conducted as a lectorial in a 3-hour block, which means that lecture and tutorial are integrated allowing for sustained student participation.

For the location of the class, check Macquarie University timetable webpage [http://students.mq.edu.au/student\\_admin/timetables](http://students.mq.edu.au/student_admin/timetables)

### Textbook for this unit

- W. Grajetzki, *The Middle Kingdom of Ancient Egypt. History, Archaeology and Society* (London, 2006).

**Unit bibliography** An extensive bibliography for AHIS372 is provided on iLearn from which further readings will be set for the historical themes discussed in class.

**Hieroglyphic texts and reference works** The hieroglyphic texts we are planning to read are available as online resources - details on iLearn. Students will continue to use the language reference works they have used in previous units (AHIS279 and AHIS377):

- Ockinga, *Concise Grammar of Middle Egyptian*
- Faulkner, *Concise Dictionary of Middle Egyptian*.

**Technology used and required** AHIS372 has an accompanying iLearn site for resources and Discussion Forums that students will log on to regularly. PC and internet access are therefore required as well as basic computer skills (e.g. internet browsing) and skills in word processing. Please consult the unit convenor for any further, more specific requirements.

**Attendance and participation** Students are expected to attend all the lectorials and to actively participate in the learning activities of this unit, both in class and on the accompanying iLearn site. Students need to log on to the iLearn site regularly for supportive materials, forums and assessment tasks. Students absent due to illness or other valid reasons should notify the Unit Convenor or the Department Administrator ([ancienthistory@mq.edu.au](mailto:ancienthistory@mq.edu.au) / phone 9850 8833). For the rules on Extensions and Penalties, see below.

**Punctuality** Students are expected to arrive on campus on time for classes (arriving late is disruptive to the group).

**Preparation** Preparing for the weekly classes (i.e. transliterating and translating the set text, reading the scheduled accompanying scholarly texts), participating in the online forums and the on-time submission of assignments are a compulsory component of the unit. This aims at building the student's competence in understanding and analysing the unit material. Regular and thorough preparation will develop the student's confidence in translating, understanding and analysing ancient hieroglyphic texts. Consistent and diligent preparation will lead to a positive learning experience.

**Workload** Students are expected to invest 3 hours of work per credit point per week over a 15-week period to satisfactorily complete the unit. This means a total of 135 hours during the session. This time includes the attendance at the lectorial.

**Extensions** Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied. If required, applications for extensions should be made **before** the assignment's due date.

**Submission of Assignments** All assignments will be submitted electronically through iLearn or as directed in class.

**Successful completion** To complete the unit successfully, the student will need to achieve an overall mark of 50% or above.

## Unit Schedule

Every week, the 3-hour class has several components

- 1) Lecture in several segments : Aspects of the history, related historical issues, society, life/death and thought in the Middle Kingdom
- 2) Practical language work: reading a Middle Kingdom text in the original (transliterating, translating hieroglyphs) and discussion of the content.
- 3) Student presentation: a monument or personality from the Middle Kingdom

Online activities on iLearn are designed to revise and consolidate previous knowledge (esp. with regard to the ancient language), to assist and further develop student progress with the unit content and also to facilitate synthesizing the unit content with other units and with the much wider ranging issues of Egyptology

## Learning and Teaching Activities

### Close reading of texts

Close reading: transliterating and translating Egyptian hieroglyphic texts

### Engaging with ancient texts

Engaging with ancient texts and modern scholarship in discussions

## Researching and presenting (oral)

Researching ancient sources and presenting a critical assessment to class

## Researching and presenting (written)

Researching ancient sources and presenting a critical assessment in written form

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](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](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/](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:

#### Assessment tasks

- Participation
- Essay

### 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

- to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.

- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the Middle Kingdom (11th/12th Dynasty).

## **Assessment task**

- Essay

## **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**

- to recognize and memorize vocabulary, appraise relevant lexical reference tools.
- to identify, recall and assess grammatical structures of a variety of Egyptian texts.
- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (11th/12th Dynasty).
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the Middle Kingdom (11th/12th Dynasty).

## **Assessment tasks**

- Participation
- Presentation
- Essay
- Exam

## **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**

- to recognize and memorize vocabulary, appraise relevant lexical reference tools.
- to identify, recall and assess grammatical structures of a variety of Egyptian texts.
- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (11th/12th Dynasty).
- to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.

## **Assessment tasks**

- Participation
- Presentation
- Essay
- Exam

## **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**

- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (11th/12th Dynasty).
- to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the Middle Kingdom (11th/12th Dynasty).

## Assessment tasks

- Participation
- Presentation
- Essay
- Exam

## 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

- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (11th/12th Dynasty).
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the Middle Kingdom (11th/12th Dynasty).

## Assessment tasks

- Essay
- Exam

## 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 outcome

- to demonstrate advanced knowledge of central historical issues of the Middle Kingdom (11th/12th Dynasty).

## **Assessment tasks**

- Presentation
- Essay

## **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:

## **Assessment task**

- Participation