AHIS281

Ancient Egyptian Art

S2 Day 2018

Dept of Ancient History

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Alex Woods
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Australian Hearing Hub. Level 2. Room 2.654
By appointment

Online tutor
Nikki Leary
nicolle.leary@mq.edu.au
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By Appointment

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Georgia Barker
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N/A
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Credit points
3

Prerequisites
AHIS170 or AHST100

Corequisites

Co-badged status

Unit description
This unit traces the major developments in 2- and 3-Dimensional visual culture in ancient Egypt from its predynastic beginnings through the Old, Middle, and New Kingdoms until the conquest of Augustus (3100-30 B.C.E.). The unit examines the function of ancient Egyptian art in the context of history, religion, politics and cultural patterns and critiques the main methods of analysing and interpreting ancient Egyptian visual 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:

Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional visual culture in ancient Egypt from the Predynastic to Ptolemaic periods;

Outline the status and purpose of ancient Egyptian art in the context of history, religion, politics and key changes in social and cultural dynamics in ancient Egyptian society;

Describe, compare and analyse an ancient Egyptian artefact and apply terminology, a method and methodological approach appropriate to art historical examination;

Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian visual culture, illustrating sound skills in research, and an ability to present the information in a written and oral format;

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; show an ability to reflect on the learning experience.

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.

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.

RELEASE OF RESULTS

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

EXAMINATIONS

There is no formal examination for this unit.

FINAL MARKS

Please note with respect to the marks you receive for work during the session: that the marks given are indicative only; final marks will be determined after moderation. See further the note on Results in the Policies and Procedures section below.

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 unit convenor and/or tutor as early as possible via the dialogue tool.

- 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:

- **Unless a Special Consideration request has been submitted and approved:**

  ◦ (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date;

  ◦ (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. A zero grade will be applied for that task.

  ◦ (c) no late submissions will be accepted for timed assessments – e.g. quizzes, online tests

- 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.

EXTENSION REQUEST PROCEDURE

The granting of extensions is subject to the University's Special Consideration Policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

Disruption to Studies

If you require an extension, you will be required to submit a 'Disruption to Studies' Notification. Please follow the procedure below:

1. Visit https://ask.mq.edu.au and use your OneID to log in.

2. Select your unit code from the drop down list and fill in your relevant details. Note: A notification needs to be submitted for each unit you believe is affected by the disruption.

3. Click "Submit form".

4. Attach supporting documents by clicking 'Add a note/attachment', click 'browse' and navigating to the files you want to attach, then click 'submit note' to send your notification and supporting documents

5. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process.

Please ensure that supporting documentation is included with your request. Notify your lecturer via your iLearn dialogue box if you are submitting a 'Disruption to Studies' Notification. Your request will be considered once all the documentation has been received. If you have issues, please contact your convenor via the dialogue tool immediately.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online quiz	15%	No	Weeks 2-5, 7-12
Visual description – 2D	15%	No	Sunday of Week 6 @ 10pm
Research essay	40%	No	Sunday of Week 8 @ 10pm
Visual description - 3D	15%	No	Sunday of Week 12 @ 10pm
ePortfolio	15%	No	Sunday of Week 13 @ 10pm

Online quiz

Due: **Weeks 2-5, 7-12**
Weighting: **15%**

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 11.59pm**

on the Thursday night before class in Weeks 2-5, 7-12. 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:
- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional visual culture in ancient Egypt from the Predynastic to Ptolemaic periods;
- Outline the status and purpose of ancient Egyptian art in the context of history, religion, politics and key changes in social and cultural dynamics in ancient Egyptian society;

Visual description – 2D

Due: **Sunday of Week 6 @ 10pm**
Weighting: **15%**

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

Word length: 1,000 words. Submit via Turnitin.

On successful completion you will be able to:
- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional visual culture in ancient Egypt from the Predynastic to Ptolemaic periods;
- Describe, compare and analyse an ancient Egyptian artefact and apply terminology, a method and methodological approach appropriate to art historical examination;
- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian visual culture, illustrating sound skills in research, and an ability to present the information in a written and oral format;

Research essay

Due: **Sunday of Week 8 @ 10pm**
Weighting: **40%**

Students will complete ONE (1) research essay. The question is listed on iLearn. Students will need to submit a self-evaluation using the marking rubric on iLearn.

Word limit: 1,500-2,000 words. Submit via Turnitin.

On successful completion you will be able to:
- Outline the status and purpose of ancient Egyptian art in the context of history, religion, politics and key changes in social and cultural dynamics in ancient Egyptian society;
- Find, analyse and critique primary and secondary sources pertaining to the study of

ancient Egyptian visual culture, illustrating sound skills in research, and an ability to present the information in a written and oral format;

Visual description - 3D

Due: **Sunday of Week 12 @ 10pm**
Weighting: **15%**

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

Word length: 1,000 words. Submit via Turnitin.

On successful completion you will be able to:

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional visual culture in ancient Egypt from the Predynastic to Ptolemaic periods;
- Describe, compare and analyse an ancient Egyptian artefact and apply terminology, a method and methodological approach appropriate to art historical examination;
- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian visual culture, illustrating sound skills in research, and an ability to present the information in a written and oral format;

ePortfolio

Due: **Sunday of Week 13 @ 10pm**
Weighting: **15%**

The ePortfolio will be comprised of 2 elements:

1. **Journal of Learning** (after each class): Each week students will submit a weekly self-reflection documenting their learning and highlighting the major challenges/positives from the weekly content in a Journal of Learning (max 200 words). Time will be allocated at the end of each class for students to complete their weekly reflections.
2. **Self-Reflection on Student-Led Discussion:** Each student will lead the discussion topic in 1 tutorial, which will be based on the readings and the lecture content. Each student will prepare and submit their planning notes, peer-evaluations and self-reflection of the discussion.

The final ePortfolio submission will include the weekly Journal of Learning compiled into one document in addition to the planning form, peer-evaluations and the self-reflection of the student-led discussion. Guidelines and word limit available in iLearn. **Submit via Turnitin.**

On successful completion you will be able to:

- 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; show an ability to reflect on the learning experience.

Delivery and Resources

UNIT REQUIREMENTS AND EXPECTATIONS

This unit is comprised of 2 key elements:

1. 3 hours of **instruction** (1-2 hour of lectures [face-to-face or recorded] and 1 hour of student led discussion in tutorials [face-to-face or online via zoom]);
2. and **individual** study and preparation.

- Students are expected to attend all classes (face-to-face or online via Zoom), unless there are extenuating circumstances such as illness etc. A log will be taken to record attendance.
- For lecture times and classrooms please consult the MQ Timetable website: http://www.timetables.mq.edu.au. This website will display up-to-date information on your classes and classroom locations.

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:

BEFORE CLASS |

- **Step 1 | Preparation -** complete the **required readings** that will be available to download;
- **Step 2 | Assessment** - complete an **online quiz** based on the required readings and prepare for the tutorial discussion (in class or via Zoom);

DURING CLASS |

- **Step 3 | Lecture content** - Attend class (internals) or listen to the lecture content via Echo360 (online);
- **Step 4 | Engage with your peers** - Lead/participate in group discussion in **your assigned teams and participate in the weekly tutorial discussion/activities.** Internal students will meet in the 3rd (face-to-face) tutorial hour on campus and online students will meet via Zoom - Macquarie's web conferencing tool which provides video and voice communication, text chat, interactive whiteboard, screen sharing and annotation. Zoom is very simple to use and offers a wide variety of opportunities for learning and teaching such as real-time online tutorials, virtual consultations with students or including an external guest speaker in a lecture etc..

AFTER CLASS |

- **Step 5 | Journal of Learning -** write a short reflection on the weekly readings, lecture content or tutorial discussion in your **learning journal on iLearn** (time will be allocated at the end of class)**.**

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

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

A list of the *Required Readings* will be provided on the unit's iLearn site each week. Some of the Required Readings will be from the textbook, while most will be available to download directly from the unit's iLearn site (additionally, some papers may also be available under Unit Readings).

Required text

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

Recommended texts - those marked with an * are strongly recommended.

- Baines, J.,*Visual and written culture in ancient Egypt (*Oxford, 2007).
- Baines J. and Malek, J., *Cultural Atlas of Ancient Egypt* (New York, 2000, rev. edition).
- Davies, W.V. (ed.) *Colour and painting in ancient Egypt* London, 2001).
- Frood, E., and McDonald, A., (eds.) *Decorum and Experience: Essays in ancient culture for John Baines* (Oxford, 2013).
- * Hartwig, M.K. (ed)., *A companion to ancient Egyptian art* Cambridge, 2015).Full text available from Blackwell Reference Online (access through MQ library catalogue)
- Kemp, B.J., *Ancient Egypt. Anatomy of a Civilisation* (London, New York, 3rd ed. 2018).
- Lloyd, A. B. (ed.) *A Companion to Ancient Egypt*. 2 volumes (Chichester, 2010). Full text available from Blackwell Reference Online (access through MQ library catalogue)
- * Riggs, C., *Ancient Egyptian Art and Architecture: A Very Short Introduction* (Oxford, 2014).
- 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* (revised edition, New Haven, 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).

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/

IMPORTANT: All students are required to bring a device to class (mobile phones are not sufficient). If you do not have access to a device, please contact the convenor.

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.

ONLINE STUDENT LED DISCUSSIONS - ZOOM MEETINGS

Online students enrolled in the unit will be required to meet each week with your online tutor to discuss the set readings for the week. The tutorial discussions will be conducted through Zoom, which is Macquarie's web conferencing tool which provides video and voice communication, text chat, interactive whiteboard, screen sharing and annotation. Zoom is very simple to use and offers a wide variety of opportunities for learning and teaching such as real-time online tutorials, virtual consultations with students or including an external guest speaker in a lecture etc. Click here for a summary of the basics of Zoom from the MQ L&T Blog.

It is your responsibility to make sure you pre-configure your computer to use this software prior to the first meeting in Week 2 - Tuesday 6-7pm. Unless otherwise agreed, Tuesday 6-7pm will be the regular time to meet for the unit.

Pre-Configuration:

- To access Zoom and set up and meeting, go to https://macquarie.zoom.us/ and enter your OneID and password.
- 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 https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started

Please note that this link is only for Set up. Once you have completed the setup, close

down the link and use the link provided on iLearn to access the room for the first meeting, which will be an informal get to know everyone session and we will also assign the tutorial discussion topics to each of you for the session.

Unit Schedule

AHIS281 - Ancient Egyptian Art Weekly schedule

For a unit overview watch the unit welcome by the convenor, Dr Alex Woods. https://www.youtube.com/embed/s0tNIyoZErs

Week	Lecture	Tutorial	Assessment
1	Introduction to Ancient Egyptian Art	• INTERNAL STUDENTS: **NO TUTORIAL** • ONLINE STUDENTS: **Online tutorial. First Zoom meeting Tuesday 6-7pm of Week 2.**	• Unit guide Online Quiz (non-assessable)
2	Decoding Egyptian Art: Principles and Decorum	Research Methods 1: *Methods of analysis and the state of Ancient Egyptian Art* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 2
3	Pre and Early Dynastic Period	Research Methods 2: *The Oxford Art online and UCLA Encyclopedia of Egyptology* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 3
4	Old Kingdom 1	Research Methods 3: *The Oxford Expedition to Egypt and Meketre Project database* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 4
5	Old Kingdom 2	*Student-Led Tutorial discussion* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 5
6	**NO CLASS**	• **NO CLASS**	• **Visual description – 2D due (Sunday @ 10pm)**

7	First Intermediate Period – Middle Kingdom 1	*Student-Led Tutorial discussion* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 7
MID-SESSION BREAK			
8	First Intermediate Period – Middle Kingdom 2	*Student-Led Tutorial discussion* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 8 • **Research Essay due (Sunday @ 10pm)**
9	Second Intermediate Period – New Kingdom 1	*Student-Led Tutorial discussion* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 9
10	Second Intermediate Period – New Kingdom 2	*Student-Led Tutorial discussion* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 10
11	Third Intermediate Period – Late Period	*Student-Led Tutorial discussion* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 11
12	Ptolemaic Period	*Student-Led Tutorial discussion* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 12 • **Visual description – 3D due (Sunday @ 10pm)**
13	**CURATOR'S CHOICE EXHIBITION**	• INTERNAL STUDENTS: **NO TUTORIAL** • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Preparation of an exhibition (non-assessable) • **ePorfolio due (Sunday @ 10pm)**

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

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

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

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

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional visual culture in ancient Egypt from the Predynastic to Ptolemaic periods;

- Outline the status and purpose of ancient Egyptian art in the context of history, religion, politics and key changes in social and cultural dynamics in ancient Egyptian society;

- Describe, compare and analyse an ancient Egyptian artefact and apply terminology, a method and methodological approach appropriate to art historical examination;

- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian visual culture, illustrating sound skills in research, and an ability to present the information in a written and oral format;

- 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; show an ability to reflect on the learning experience.

Assessment tasks

- Visual description – 2D

- Research essay

- Visual description - 3D

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

- Outline the status and purpose of ancient Egyptian art in the context of history, religion, politics and key changes in social and cultural dynamics in ancient Egyptian society;
- 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; show an ability to reflect on the learning experience.

Assessment tasks

- Research essay
- ePortfolio

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

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional visual culture in ancient Egypt from the Predynastic to Ptolemaic periods;
- Outline the status and purpose of ancient Egyptian art in the context of history, religion, politics and key changes in social and cultural dynamics in ancient Egyptian society;
- Describe, compare and analyse an ancient Egyptian artefact and apply terminology, a method and methodological approach appropriate to art historical examination;
- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian visual culture, illustrating sound skills in research, and an ability to present the information in a written and oral format;

Assessment tasks

- Visual description – 2D
- Research essay
- Visual description - 3D
- ePortfolio

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

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional visual culture in ancient Egypt from the Predynastic to Ptolemaic periods;
- Outline the status and purpose of ancient Egyptian art in the context of history, religion, politics and key changes in social and cultural dynamics in ancient Egyptian society;
- Describe, compare and analyse an ancient Egyptian artefact and apply terminology, a method and methodological approach appropriate to art historical examination;
- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian visual culture, illustrating sound skills in research, and an ability to present the information in a written and oral format;

Assessment tasks

- Online quiz
- Visual description – 2D
- Research essay
- Visual description - 3D

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

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional visual culture in ancient Egypt from the Predynastic to Ptolemaic periods;

- Outline the status and purpose of ancient Egyptian art in the context of history, religion, politics and key changes in social and cultural dynamics in ancient Egyptian society;

- Describe, compare and analyse an ancient Egyptian artefact and apply terminology, a method and methodological approach appropriate to art historical examination;

- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian visual culture, illustrating sound skills in research, and an ability to present the information in a written and oral format;

Assessment tasks

- Online quiz
- Visual description – 2D
- Research essay
- Visual description - 3D

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

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional visual culture in ancient Egypt from the Predynastic to Ptolemaic periods;

- Outline the status and purpose of ancient Egyptian art in the context of history, religion, politics and key changes in social and cultural dynamics in ancient Egyptian society;

- Describe, compare and analyse an ancient Egyptian artefact and apply terminology, a method and methodological approach appropriate to art historical examination;

- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian visual culture, illustrating sound skills in research, and an ability to present the information in a written and oral format;

- 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; show an ability to reflect on the learning experience.

Assessment tasks

- Online quiz
- Visual description – 2D
- Research essay
- Visual description - 3D

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

- Outline and recognise the major technical, stylistic and formal developments in 2 and 3-dimensional visual culture in ancient Egypt from the Predynastic to Ptolemaic periods;

- Outline the status and purpose of ancient Egyptian art in the context of history, religion, politics and key changes in social and cultural dynamics in ancient Egyptian society;

- Describe, compare and analyse an ancient Egyptian artefact and apply terminology, a method and methodological approach appropriate to art historical examination;

- Find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian visual culture, illustrating sound skills in research, and an ability to present the information in a written and oral format;

- 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; show an ability to reflect on the learning experience.

Assessment tasks

- Visual description – 2D
- Research essay
- Visual description - 3D
- ePortfolio

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Outline the status and purpose of ancient Egyptian art in the context of history, religion, politics and key changes in social and cultural dynamics in ancient Egyptian society;
- 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; show an ability to reflect on the learning experience.

Assessment tasks

- Research essay
- ePortfolio

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

- Outline the status and purpose of ancient Egyptian art in the context of history, religion, politics and key changes in social and cultural dynamics in ancient Egyptian society;
- 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; show an ability to reflect on the learning experience.

Assessment task

- ePortfolio

Changes since First Published

Date	Description
16/07/2018	Isolated a few typos in prose.