



AHIX855

The Art and Archaeology of Late Antique Egypt

S1 OUA 2019

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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Prerequisites

Corequisites

Co-badged status

Unit description

This unit will provide a comprehensive overview of the art and architecture of Egypt after the Pharaohs, and will study the most important archaeological sites from the Roman, Late Antique, and early Islamic periods of Egypt. Topics studied will include church architecture, the archaeology of towns, villages, monasteries and cemeteries, painting, sculpture and objects of daily life. This study of Coptic Art and Archaeology will give students a comprehensive overview of the history of Coptic art and architecture and the most important archaeological sites from this period of Egyptian History. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-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

Marking criteria and standards

Guidelines on the criteria and standards required for assessment tasks, as well as rubrics where appropriate, will be placed on the iLearn site. Marks given for individual items of assessment are indicative only; final marks will be determined after moderation.

Assignment Submission

ALL written assignments must be submitted via Turnitin within iLearn.

You are required to present yourself for examination at the time and place designated in the University Examination Timetable. The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances, please consult University Policy for the available procedure.

Extensions

ALL deadlines are firm unless an extension has been requested in writing one (1) week before the due date. All requests for extensions must be submitted via ask.mq.edu.au and be supported by appropriate documentation. A penalty for lateness (see below) will apply unless a medical certificate or other written substantiation is supplied. 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.

Late Submission Penalty

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 – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

*"100" is to be understood as 100% of the marks *for that task*, not the entire unit.

Satisfactory Completion of Unit

In order to complete this unit satisfactorily students must gain a mark of 50% or more, and

attempt all assessment tasks.

Assessment Tasks

Name	Weighting	Hurdle	Due
Artefact study	20%	No	05/04/2019
Short Paper	30%	No	10/05/2019
Major Essay	40%	No	07/06/2019
Participation	10%	No	Weekly

Artefact study

Due: **05/04/2019**

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 immoveable 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:

- Identify the evidence for styles of architecture and art, building techniques, and artistic methods in late antique Egypt.
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- Master specific terminology relating to art and architectural history.
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- Utilise communication skills appropriate to academic discussion.

Short Paper

Due: **10/05/2019**

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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resources to the study of late antique Egypt.

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Major Essay

Due: **07/06/2019**

Weighting: **40%**

Students will write an essay of 2000 words (± 200) on a particular aspect of Coptic art and archaeology, choosing from the questions below. The goal of this essay is to produce an analysis of a single topic directly connected to Coptic art and archaeology. As more archaeological sites have been excavated than other late antique sites in Egypt, questions related to monasteries are more common; but we have tried to incorporate material from other types of sites too.

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 can we tell from the library of the White monastery about the way books were copied and used in the monastery?
 - Choose any two churches at different sites in Egypt built between 300 and 1000 CE and compare them: what accounts for the differences and similarities you observe?
 - In what ways is earlier space and architectural elements of previous buildings reused in late antique Egypt, and what are the implications of the spaces that are chosen? Compare two of the following sites: the village of Jeme (Medinet Habu); the monastery of St Jeremiah at Saqqara; the Monastery of Epiphanius at Thebes.
 - What can the ceramics found at late antique sites contexts tell us about daily life and trade? Compare two of the following sites: the village of Jeme (Medinet Habu); the monastery of St Jeremiah at Saqqara; 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:

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Participation

Due: **Weekly**

Weighting: **10%**

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

Recorded lectures may be found in the Echo system on the iLearn page, which students should listen to before participating in the online discussion forum for that week.

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

Late Submission - applies unless otherwise stated elsewhere in the unit guide

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 – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that

adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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) (<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) (<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) (<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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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.
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- 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.
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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.

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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.
- Assess the relationship between historical and artistic developments.
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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