



# AHIS261

## Egypt in the First Millennium CE

S1 Day 2019

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Convener

Malcolm Choat

[malcolm.choat@mq.edu.au](mailto:malcolm.choat@mq.edu.au)

Contact via 9850 7561

AHH 2.657

By appointment

### Credit points

3

### Prerequisites

12cp at 100 level or above

### Corequisites

### Co-badged status

### Unit description

This unit is an overview of Egyptian society, economy and culture in the period from the Roman conquest of Egypt to the Fatimid period. Topics include: natural resources and the built environment; government and taxation; agriculture and trade; the structure of society; ethnicity; literacy and bilingualism (Greek, Demotic and the rise of Coptic); the growth and development of Christianity; and the fate of Egyptian Christianity in the centuries after the Arab conquest.

## 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 evidence for the history and culture, and socio-economic and religious milieu in Egypt in the first millennium CE.

Assess sources within their historical context, to understand the characteristics of their particular type or genre.

Consider critically how discourses of cultural and religious interaction have shaped our view of the past.

Classify and interpret ancient documentary, literary, and artifactual material  
Apply skills in using bibliographical resources, research tools, databases, and online resources to the study of the ancient world  
Utilise communication skills appropriate to academic presentations and discussions

## 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 will be submitted via Turnitin. 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](https://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
<a href="#">Essay Plan</a>	15%	No	24.3.19
<a href="#">Essay</a>	40%	No	13.5.19
<a href="#">Exam</a>	30%	No	Examination Period
<a href="#">Participation</a>	15%	No	Weeks 1–13

### Essay Plan

Due: **24.3.19**

Weighting: **15%**

The essay topics give you the topic for the essay: you must come up with the arguments you will use and the main sources on which you will base your essay.

In no more than 500 words, set out the main ancient evidence you will address in your essay, your key argument (i.e. a succinct response to the issue) and the three main propositions you will make, each supported by examples taken from the evidence. The propositions should be a paragraph each. An accompanying bibliography should provide full references for the ancient sources you will use, as well as a separate list of full references to any modern sources you refer to.

Refer in the first instance to the general works in the unit Leganto list, reading the companion and handbook entries or general works relevant to your topic to see what sources are cited by the authors, then consult the sources themselves to form your arguments. You may also look at the sources set for tutorials, but should attempt to go beyond these sources.

Your key argument and your three propositions should answer 'how' or 'why' questions, not merely describe what happened. You should only have an argument or proposition based on what happened if there is disagreement between sources or scholarly interpretation of them, and you are assessing the sources to make an argument about what you believe took place; even then, you should address how or why this happened, not merely provide a narrative.

The essay plan will be marked on the quality of questions or propositions developed, the suitability to the topic of the sources found, and written expression, including the format of references and bibliography. A Rubric will be provided on the iLearn site.

On successful completion you will be able to:

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particular type or genre.

- Consider critically how discourses of cultural and religious interaction have shaped our view of the past.
- Classify and interpret ancient documentary, literary, and artifactual material
- Apply skills in using bibliographical resources, research tools, databases, and online resources to the study of the ancient world
- Utilise communication skills appropriate to academic presentations and discussions

## Essay

Due: **13.5.19**

Weighting: **40%**

The major essay must be 2000 words (+/- 10%), and should develop the key arguments and propositions set out in your Essay plan (subject to any feedback on that task) into a full essay.

In its approach to argument and sources, the essay should mirror the instructions for the Essay plan: it should have a key argument about the topic, and at least three main propositions (which all contribute to the key argument) which are argued within the essay. These arguments should be based on your own reading of the ancient sources, except where you are assessing the argument made in a modern discussion (which will still be done on your own reading of the evidence). Do not cite modern sources where they are simply citing an ancient one: read the ancient source and cite that yourself. Cite modern sources where you are referring to the arguments they have made, and to provide references to where issues you are addressing are discussed in the modern literature.

Remember: your essay should answer 'how' or 'why' questions, not merely describe what happened. You should only have an argument or proposition based on what happened if there is disagreement between sources or scholarly interpretation of them, and you are assessing the sources to make an argument about what you believe took place; even then, you should address how or why this happened, not merely provide a narrative.

Essays must be accompanied by a bibliography of the ancient and modern sources used. They must be referenced according to one of the accepted conventions, that is, footnotes, endnotes, or 'in-text' referencing. In general, footnotes are the preferred and usual method for such work. The presentation of the essay should follow accepted scholarly practice. A [guide to 'Essay Presentation & Conventions: Style Guide' is available](#), and this should be followed.

Essays will be assessed on the quality of the arguments, the use of ancient and modern sources, and written expression, including referencing and bibliography. A Rubric will be made available the unit iLearn page.

On successful completion you will be able to:

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- Assess sources within their historical context, to understand the characteristics of their particular type or genre.
- Consider critically how discourses of cultural and religious interaction have shaped our view of the past.
- Classify and interpret ancient documentary, literary, and artifactual material
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- Utilise communication skills appropriate to academic presentations and discussions

## Exam

Due: **Examination Period**

Weighting: **30%**

There will be a two (2) hour examination during the exam period at the end of semester. Further guidance on the exam will be provided during the session.

On successful completion you will be able to:

- Identify evidence for the history and culture, and socio-economic and religious milieu in Egypt in the first millennium CE.
- Assess sources within their historical context, to understand the characteristics of their particular type or genre.
- Consider critically how discourses of cultural and religious interaction have shaped our view of the past.
- Classify and interpret ancient documentary, literary, and artifactual material
- Utilise communication skills appropriate to academic presentations and discussions

## Participation

Due: **Weeks 1–13**

Weighting: **15%**

Fifteen percent (15%) of your mark will be based on your participation in Tutorials and Seminars. "Participation" is not assessed on the quality or length of the contribution, but simply on your participation in our discussions. Active participation which demonstrates your preparation and engagement with the themes of the tutorials and seminars is the best way of ensuring full marks for this task, which helps build crucial communication skills.

For internal students, it is naturally impossible to participate in the discussion if one does not attend the tutorials or seminars. Attendance of Tutorials and Seminars is thus required. External students will be assessed based on their posts to the discussion fora for each tutorial and seminar. Note that internal students cannot fulfil their participation requirements by posting on the iLearn discussion fora.

On successful completion you will be able to:

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## **Delivery and Resources**

### **Lectures, Seminars, and Tutorials**

The lectures in this unit will cover the history of first millennium Egypt, concentrating on political and religious developments in this period. In the seminars, students will discuss as a cohort issues pertaining to our interpretation and study of ancient Egypt; there will be small amount of reading each week for seminars, but the discussion will mainly be based on students' personal reflections on the issues under discussion that week. Tutorials will focus on interpretation of the ancient sources, with a number of ancient sources, sometimes accompanied by related modern discussions of them, to be read each week.

- Lectures for this unit will take place every Thursday from 9–10am in 11 Wallys Walk - 160 Tutorial Room.
  - The lectures will be recorded for external students and placed on the Echo360 System along with the Lecture slides.
- Seminars for this unit will take place every Thursday from 10–11am in 11 Wallys Walk - 160 Tutorial Room.
  - Seminars will not be recorded: a weekly video webinar with associated discussion forum on the unit iLearn site will take the place of the seminars for external students.
- Tutorials for this unit will take place every Thursday from 1–2pm in 11 Wallys Walk - 160 Tutorial Room.
  - Tutorials will not be recorded: a weekly discussion forum on the unit iLearn site will take the place of the tutorials for external students.

### **Attendance (internal students)**

As the lectures are recorded, attendance at them is not mandatory. However, students may find it difficult to engage in the seminars and especially the tutorials if they have not listened to the lecture before they attend the seminar and tutorial. Participation in seminars and tutorials forms part of the unit assessment, so students who do not attend will lose marks: attendance at seminars and tutorials is therefore strongly encouraged. Note that internal students cannot

fulfil their participation requirements by posting on the iLearn discussion fora.

## Readings

There is no textbook for this unit. Required readings will be available via Leganto on the Macquarie University Library Website, and on the iLearn page.

## Technology Used

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

## Unit Schedule

Week	Lecture	Seminar	Tutorial
1	Overview	Assessment, Sources	Introductions
2	Greeks and Egyptians in the first millennium BCE	Egypt and us	Mercenaries and commanders under Psamtik II
3	Ptolemaic Egypt	Museums, objects, and Ethics	The Priestly Decrees
4	Roman Egypt I: Augustus to Severus	Colonialism	Roman Views of Egypt
5	Religion I: Egyptian Religion in Graeco-Roman Egypt	Religion	Divination in Roman Egypt
6	Roman Egypt II: Severus to Diocletian	Family	The Census
7	Religion II: Judaism and Christianity in Roman Egypt	Multilingualism	The early history of Christianity in Egypt
8	Roman Egypt III: Constantine to Leo	Gender	The life and death of Hypatia
9	Religion IV: Athanasius and monasticism	Ethnicity	Egyptian Religion in Late Antiquity: hagiography and the rhetoric of survival.
10	Roman Egypt IV: Leo to 'Amr Ibn al-'As	Egypt then and now	Coptic views on the Council of Chalcedon
11	History IV: Egypt in the Islamic world	Bodies	Child donation texts



12	Religion V: Christianity and Islam	The mysterious Orient	Contemporary sources on the Arab conquest of Egypt
13	Overview	Summing up	Final discussion

## 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) (<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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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](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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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

- Assess sources within their historical context, to understand the characteristics of their particular type or genre.
- Consider critically how discourses of cultural and religious interaction have shaped our view of the past.

- Classify and interpret ancient documentary, literary, and artifactual material
- Utilise communication skills appropriate to academic presentations and discussions

### **Assessment tasks**

- Essay Plan
- Essay
- Exam
- Participation

## **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**

- Apply skills in using bibliographical resources, research tools, databases, and online resources to the study of the ancient world
- Utilise communication skills appropriate to academic presentations and discussions

### **Assessment tasks**

- Essay Plan
- Essay
- Exam
- Participation

## **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**

- Identify evidence for the history and culture, and socio-economic and religious milieu in

Egypt in the first millennium CE.

- Assess sources within their historical context, to understand the characteristics of their particular type or genre.
- Consider critically how discourses of cultural and religious interaction have shaped our view of the past.
- Classify and interpret ancient documentary, literary, and artifactual material
- Apply skills in using bibliographical resources, research tools, databases, and online resources to the study of the ancient world

## **Assessment tasks**

- Essay Plan
- Essay
- Exam
- Participation

## **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**

- Assess sources within their historical context, to understand the characteristics of their particular type or genre.
- Consider critically how discourses of cultural and religious interaction have shaped our view of the past.
- Classify and interpret ancient documentary, literary, and artifactual material

## **Assessment tasks**

- Essay Plan
- Essay
- Exam
- Participation

## **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**

- Assess sources within their historical context, to understand the characteristics of their particular type or genre.
- Consider critically how discourses of cultural and religious interaction have shaped our view of the past.
- Classify and interpret ancient documentary, literary, and artifactual material

## **Assessment tasks**

- Essay Plan
- Essay
- Exam
- Participation

## **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**

- Classify and interpret ancient documentary, literary, and artifactual material
- Utilise communication skills appropriate to academic presentations and discussions

## **Assessment tasks**

- Essay Plan
- Essay
- Exam
- Participation

## **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**

- Assess sources within their historical context, to understand the characteristics of their particular type or genre.
- Consider critically how discourses of cultural and religious interaction have shaped our view of the past.
- Utilise communication skills appropriate to academic presentations and discussions

### **Assessment tasks**

- Essay Plan
- Essay
- Exam
- Participation

## **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**

- Assess sources within their historical context, to understand the characteristics of their particular type or genre.
- Consider critically how discourses of cultural and religious interaction have shaped our view of the past.

### **Assessment tasks**

- Essay Plan
- Essay
- Exam
- Participation