AHIS280

Ancient Egyptian Culture and Society

S2 Online 2019

Dept of Ancient History

Contents

General Information

Unit convenor and teaching staff
Unit Convenor & Tutor
Nikki Leary
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Contact via Contact via Dialogue tool on iLearn

Credit points
3

Prerequisites
12cp at 100 level or above

Corequisites

Co-badged status

Unit description
This unit builds on AHIS170 and studies the long-term developments of ancient Egyptian society and culture from the Predynastic to Late Antique periods (ca. 5000 BCE to 1000 CE). Informed by theory and research paradigms developed in the social and cultural sciences, the unit will identify the processes by which the ancient Egyptian culture was transformed and yet maintained its cultural identity throughout its long history. Topics to be examined in include, social organisation, identity and personhood, modes of governance, the social dimensions of ancient Egyptian mortuary practices, the complexity and variability of visual culture and representation, in addition to the use and adaptive re-use of mortuary and cultic landscapes and the reception of ancient Egypt in the memory of the world.

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 consolidate knowledge in relation to the historical processes and fundamental long term social and cultural developments in the study of ancient Egypt.

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

To identify the processes by which the ancient Egyptian culture transformed and yet maintained its cultural identity throughout its long history.

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.

General Assessment Information

ASSIGNMENT SUBMISSION

All written work must be submitted **through the iLearn website**. Please upload your assignment to the drop-box for the relevant week. 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.

The book review and research essay will be returned via the 'turnitin' tool on the iLearn unit site, and will contain feedback from the marker within them. Information about how to submit work online can be accessed through the iLearn unit.

The online quizzes will be undertaken using the iLearn quiz tool and the ePortfolio will be submitted via the 'Assignment' tool on the iLearn unit site.

MARKING RUBRICS

All written assessment tasks will be graded using a rubric, which can be found on the iLearn unit site.

RELEASE OF RESULTS

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

EXAMINATIONS

There is no formal examination in 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, 6,7,9,10,11,12,13
Article review	30%	No	Friday Week 5 @ 10pm
Short Research Essay	40%	No	Friday Week 8 @ 10pm
ePortfolio	15%	No	Sunday Week 13 @10pm

Online quiz

Due: **Weeks 2, 6,7,9,10,11,12,13**
Weighting: **15%**

Online quiz – 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 11.55pm on the Tuesday night** before class in Weeks 2, 6,7,9,10,11,12,13 (weeks without major assessment tasks due). 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:
- To consolidate knowledge in relation to the historical processes and fundamental long

term social and cultural developments in the study of ancient Egypt.

• To identify the processes by which the ancient Egyptian culture transformed and yet maintained its cultural identity throughout its long history.

Article review

Due: **Friday Week 5 @ 10pm**
Weighting: **30%**

Critique and evaluate ONE (1) article/book chapter from a list of provided readings, according to a set of guided questions available on iLearn.

Word length: 800 words. Submit via Turnitin.

On successful completion you will be able to:

• To consolidate knowledge in relation to the historical processes and fundamental long term social and cultural developments in the study of ancient Egypt.

• To find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian culture and society, illustrating sound skills in research, and an ability to present the information in a written and oral format.

Short Research Essay

Due: **Friday Week 8 @ 10pm**
Weighting: **40%**

Complete ONE (1) short research essay. The question is available on iLearn. Students will submit a self-evaluation using the marking rubric provided on iLearn.

Word length: 1,500 words. Submit via Turnitin.

On successful completion you will be able to:

• To consolidate knowledge in relation to the historical processes and fundamental long term social and cultural developments in the study of ancient Egypt.

• To find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian culture and society, illustrating sound skills in research, and an ability to present the information in a written and oral format.

• To identify the processes by which the ancient Egyptian culture transformed and yet maintained its cultural identity throughout its long history.

ePortfolio

Due: **Sunday 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:

•   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.ti metables.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

Required texts:

- Wendrich, W., (ed.) *Egyptian Archaeology* (Chichester, Malden, 2010).

Recommended texts:

- Baines, J. 2007*. Visual and written culture in ancient Egypt*. Oxford: Oxford University Press.

- Baines J. and Malek, J., *Cultural Atlas of Ancient Egypt* (New York, 2000, rev. edition).

- Carruthers, W., (ed.) *Histories of Egyptology: Interdisciplinary Measures* (New York, 2015).

- Frood, E., and McDonald, A (eds.) *Decorum and Experience: Essays in ancient culture for John Baines* (Oxford, 2013).

- Kemp, B.J., *Ancient Egypt. Anatomy of a Civilisation* (London, New York, 2nd ed. 2006).

- Lloyd, A. B. (ed.) *A Companion to Ancient Egypt*. 2 volumes (Chichester, 2010). Full text available from Blackwell Reference Online - 2010 Collection (access through MQ library catalogue)
- Shaw, I. (ed.), *The Oxford History of Ancient Egypt* (Oxford, 2003).
- Trigger, B. G. and Lloyd, A., Kemp, B., O'Connor, D., *Ancient Egypt: A social history* (Cambridge, 1983).
- Wengrow, D. *The Archaeology of Early Egypt: Social Transformation in North-East Africa, 10,000 to 2650 BC* (Cambridge, 2006).
- Wilkinson, R.H. (ed.), *Egyptology Today* (Cambridge, New York, 2008).

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

Week	Lecture	Tutorial	Assessment
1	Introduction to Ancient Egyptian Culture and Society	• INTERNAL STUDENTS: **NO TUTORIAL** • ONLINE STUDENTS: **Online tutorial. First Zoom meeting Tuesday 6-7pm of Week 2.**	• Unit guide Online Quiz (non-assessable)
2	Ancient Egyptian Society | Hierarchy, literacy and education	Research methods 1: *Critical thinking* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 2
3	Ancient Egyptian Administration | Politics and Governance	Research methods 2: *Porter and Moss* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• No Quiz
4	Institution of Ancient Egyptian Kingship	Research methods 3: *Lexikon der Ägyptologie* • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• No Quiz
5	Foreign Interactions: Egypt and the Near East	**NO TUTORIAL** **ONLINE MODULE:** *eXplore your potential*	• **Article Review due (Friday @ 10pm)** • No Quiz

6	Sex and Gender in Ancient Egypt	Student Led Tutorial discussion • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 6
7	"Art" and the Aesthetic	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	*NO CLASS*	*NO CLASS*	• No Quiz • **Research Essay due (Friday @ 10pm)**
9	The Archaeology of Death: Ancient Egyptian Attitudes to Death and the Afterlife	Student Led Tutorial discussion • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 9
10	Spaces, landscapes and natures: Ancient and Modern perceptions of the Egyptian Environment and Landscape	Student Led Tutorial discussion • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 10
11	Cultic and Mortuary Landscapes: Use and Re-use	Student Led Tutorial discussion • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 10

12	Tradition, Innovation and Archaism	Student Led Tutorial discussion • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 12
13	Ancient Egypt in the Memory of the World	Student Led Tutorial discussion • INTERNAL STUDENTS: Face to Face tutorial. • ONLINE STUDENTS: Online tutorial - **Zoom meeting Tuesday 6-7pm.**	• Online quiz – Week 13 • **ePortfolio 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 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

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

- To consolidate knowledge in relation to the historical processes and fundamental long

term social and cultural developments in the study of ancient Egypt.

- 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.

Assessment tasks

- Online quiz
- Article review
- Short Research Essay
- ePortfolio

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 find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian culture and society, illustrating sound skills in research, and an ability to present the information in a written and oral format.
- To identify the processes by which the ancient Egyptian culture transformed and yet maintained its cultural identity throughout its long history.
- 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.

Assessment tasks

- Online quiz
- Article review
- Short 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 outcome

- 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.

Assessment tasks

- Online quiz
- Article review
- Short Research Essay
- 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 outcome

- To consolidate knowledge in relation to the historical processes and fundamental long term social and cultural developments in the study of ancient Egypt.

Assessment tasks

- Online quiz
- Article review
- Short Research Essay
- ePortfolio

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 consolidate knowledge in relation to the historical processes and fundamental long term social and cultural developments in the study of ancient Egypt.
- To find, analyse and critique primary and secondary sources pertaining to the study of ancient Egyptian culture and society, illustrating sound skills in research, and an ability to present the information in a written and oral format.
- To identify the processes by which the ancient Egyptian culture transformed and yet maintained its cultural identity throughout its long history.
- 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.

Assessment tasks

- Online quiz
- Article review
- Short Research Essay
- ePortfolio

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 consolidate knowledge in relation to the historical processes and fundamental long term social and cultural developments in the study of ancient Egypt.
- To identify the processes by which the ancient Egyptian culture transformed and yet maintained its cultural identity throughout its long history.

Assessment tasks

- Online quiz
- Article review
- Short Research Essay

- ePortfolio

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

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

Assessment tasks

- Online quiz
- Article review
- Short Research Essay
- 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 outcome

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

Assessment tasks

- Online quiz

- Article review

- Short 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

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

- 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.

Assessment tasks

- Online quiz

- Article review

- Short Research Essay

- ePortfolio

Short Bibliography and Resources

The following is an **abbreviated guide** to approved web resources as well as primary and secondary works. A complete list can be found in the Egyptology Toolbox on iLearn: http://ilearn.mq.edu.au

Some material, such as excerpts from books and journal articles, will be put on the library's E-Reserve and can be found via searching AHIS170 and AHIS280 in multisearch – unit readings: http://www.mq.edu.au/on_campus/library/

Bibliographical aids, for information and references

In order to find the right books or articles, you can try this: International Association of Egyptologists, *Annual Egyptological Bibliography* (Leiden, 1948 ff.). The library holds the license to the on-line database of this resource (Online Egyptological Bibliography, OEB) with titles to from 1822 to 2002 (roughly 70,000 items), as well as increasing coverage of 2003-2012 (in total

over 90,000 items). Access through the library catalogue and databases: http://www.mq.edu.au/on_campus/library/

Approved web-sites with links to other good sites

Please note: as the Internet is open to everyone, there is no control over the content and quality of websites; hence each site depends on the knowledge and academic integrity of the author/s. Many websites cater for children and young adults in secondary schools or for a wider public therefore are not suitable for academic research.

General resources

Ancient Egypt Web Site http://www.ancient-egypt.co.uk

Australian Centre for Egyptology http://www.egyptology.mq.edu.au/

Egyptology resources http://www.fitzmuseum.cam.ac.uk/er/

Egyptologists' Electronic Forum http://www.egyptologyforum.org/

The British Museum (web resources): http://www.britishmuseum.org/about_us/departments/ancient_egypt_and_sudan/subject-related_web_resources.aspx

Databases and e-resources

Aigyptos http://www.aigyptos.uni-muenchen.de

AERA (Ancient Egypt Research Associates) http://www.aeraweb.org

British Museum Studies in Ancient Egypt and Sudan http://www.britishmuseum.org/research/publications/online_journals/bmsaes.aspx

Catalogue général des antiquités égyptiennes du Musée du Caire Online http://www.egyptologyforum.org/EEFCG.html

Deir el-Medina Database http://www.leidenuniv.nl/nino/dmd/dmd.html

Digital Egypt for Universities http://www.digitalegypt.ucl.ac.uk

Egypt Exploration Society Delta Survey http://www.deltasurvey.ees.ac.uk/ds-home.html

Egyptological Book Series Online http://www.egyptologyforum.org/EEFSeries.html

ETANA (Electronic Tools and Ancient Near East Archives): old excavation reports and literature http://www.etana.org

Giza Digital Library http://www.gizapyramids.org/code/emuseum.asp?newpage=library

IFAO (Institut français d'archéologie orientale, Cairo) http://www.ifao.egnet.net/

JSTOR. Searchable database of journal articles (access via MQ library databases:) library.mq.edu.au then search for "JSTOR".

Osirisnet http://www.osirisnet.net/

Sefkhet Online Resources for Egyptology www.sefkhet.net/Oxford-Net-Res.html

Theban Mapping Project http://www.thebanmappingproject.com/

Tutankhamun: Anatomy of an Excavation, Griffith Institute; www.griffith.ox.ac.uk/tutankhamundiscovery.html)

Encyclopaedias of Egyptology

UCLA Encyclopedia of Egyptology http://escholarship.org/uc/nelc_uee

Lloyd, A. B. (ed.) *A Companion to Ancient Egypt* (Oxford, 2010) Full text available from Blackwell Reference Online - 2010 Collection (access through MQ library multi search)

Redford, D. B*., The Oxford Encyclopedia of Ancient Egypt* (Oxford, New York 2001). Oxford encyclopedia of ancient Egypt (access through MQ library multi search)

Museum web catalogues

Berlin, Egyptian Museum http://www.egyptian-museum-berlin.com/

Boston, Museum of Fine Arts http://www.mfa.org

Cambridge, Fitzwilliam Museum http://www.fitzmuseum.cam.ac.uk/dept/ant/egypt/

Chicago, Oriental Institute Museum http://oi.uchicago.edu/museum

Leiden, Rijksmuseum van Oudheden http://www.rmo.nl/english/collection/permanent/egyptians

London, British Museum http://www.britishmuseum.org/default.aspx

London, Petrie Museum of Egyptian Archaeology http://www.petrie.ucl.ac.uk/search/index.html

Manchester Museum http://www.museum.manchester.ac.uk/collection/ancientegypt/

New York, Metropolitan Museum of Art http://www.metmuseum.org/collections/search-the-collections

New York, Brooklyn Museum http://www.brooklynmuseum.org/opencollection/exhibitions/egyptian

Oxford, Ashmolean Museum http://www.ashmolean.org/

Paris, Musée du Louvre http://www.louvre.fr

Turin, Museo Egizio http://www.museoegizio.it/

The Global Egyptian Museum http://www.globalegyptianmuseum.org

Periodicals

The following is a short list of periodicals wholly or partly devoted to Egyptology. Articles are usually published in English, French or German. They are all recommended.

Archéo-Nil du Nil	*Revue de la société pour l'étude des cultures prépharaoniques de la vallée*
ASAE	*Annales du Services des Antiquités de l'Égypte*
AVDAIK Abteilung Kairo	Archäologische Veröffentlichungen, Deutschen Archäologisches Institut
BACE	*Bulletin of the Australian Centre for Egyptology*
BASOR	*Bulletin of the American Schools of Oriental Research*
BES	*Bulletin of the Egyptological Seminar*
BIFAO	*Bulletin de l'Institut Français d'Archéologie Orientale*
Ch.d'Eg.	*Chronique d'Égypte*
DE	*Discussions in Egyptology*
GM	*Göttinger Miszellen*
JARCE	*Journal of the American Research Center in Egypt*
JAOS	*Journal of the American Oriental Society*
JEA	*Journal of Egyptian Archaeology*
JNES	*Journal of Near Eastern Studies*
MDAIK	*Mitteilungen des Deutschen Archäologischen Instituts Abteilung Kairo*
Or.	*Orientalia*
RdE	*Revue d'Égyptologie*
SAGA	*Studien zur Archäologie und Geschichte Altägyptens*
SAK	*Studien zur altägyptischen Kultur*
ZAS	*Zeitschrift für ägyptische Sprache und Altertumskunde*

General Resources

* = Recommended reading

*Arnold, D., *The Monuments of Egypt: an A-Z Companion to Ancient Egyptian Architecture* (London, 2009).

Assmann, J., *Ägypten: Eine Sinngeschichte* (Munich, 1996).

Baines, J., Malek, J., *An Atlas of Ancient Egypt* (Oxford, 1980).

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* Kanawati, N., *The Tomb and Beyond: Burial Customs of Egyptian Officials* (Warminster, 2001).

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Changes since First Published

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