AHIS356

Dialogue of Civilisations: The Near East and Egypt

S1 Day 2019

Dept of Ancient History

Contents

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General Information

Unit convenor and teaching staff
Associate Professor
Javier Alvarez-Mon
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Contact via email
Mondays 11-12 am

Credit points
3

Prerequisites
39cp at 100 level or above or (6cp in AHIS or AHST units at 200 level)

Corequisites

Co-badged status

Unit description
This unit offers and advanced study of cultural dialogue between ancient civilizations, by examining the material and literary records of the ancient Near East and neighbouring regions, including Egypt. Western cultural stereotypes and prejudices are investigated, as well as notions of cultural identity, assimilation, rejection, and superiority. Problems to be addressed may concern, amongst many, cultural borrowing, funerary traditions, gift-giving, tribute, plundering, arts and coinage, trade, and dress.

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:

1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near East and Egypt.

2. To understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.

3. To acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.

4. To develop the skills to conduct independent research, synthesize acquired knowledge, and effectively plan, organize and prioritize work.

5. To communicate effectively with teaching staff and peers

General Assessment Information

"Late Submissions - Guidelines Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Special Consideration is made and approved. Tasks above 10%. No extensions will be granted. Students who submit late work without an extension will receive a penalty. This penalty does not apply for cases in which an application for Special Consideration is made and approved.Late Submission Text:"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."

Assignments are submitted via Turnitin on iLearn.

Assessment Tasks

Name	Weighting	Hurdle	Due
Summaries of Weekly Readings	20%	Yes	Week 4
Short Research Essay	20%	Yes	Week 13 (9 June)
Long Essay	60%	Yes	Week 13 (9 June)

Summaries of Weekly Readings

Due: **Week 4**
Weighting: **20%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

I. Summary of Weekly Reading

Select ONE weekly reading PER WEEK and summarize its content and significance in no more than 150 words (total 12 summaries).

• **Weighting**: 20% of the total grade

• **Length**: 150 words maximum per reading. The summary must be in your own words.

• **Due Date:** WEEK 4 (18 March). Feedback will be provided for the first three summaries.

• **Due Date:** All remaining summaries are due in Week 13 June (Sunday) at 11:59pm.

On successful completion you will be able to:

- 1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near East and Egypt.
- 2. To understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.
- 3. To acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.
- 4. To develop the skills to conduct independent research, synthesize acquired knowledge, and effectively plan, organize and prioritize work.
- 5. To communicate effectively with teaching staff and peers

Short Research Essay

Due: **Week 13 (9 June)**
Weighting: **20%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

II. Short Research Essay

Select an object, structure, site, or person that has captured your interest during the lectures and write an essay placing it in the context of one or more major themes discussed in class (see above "Theoretical Backgrounds to be Discussed in Class"). Please cite a minimum of five (5) references to demonstrate your breadth of reading on the topic.

- **Weighting**: 20% of the total grade
- **Length**: 1,000 words; Five references minimum. Footnotes and references not included in word count.
- **Referencing system** (see long-essay below).
- **Due Date:** 9 June (Sunday) at 11:59pm (Week 13).

On successful completion you will be able to:

- 1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near East and Egypt.
- 2. To understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.
- 3. To acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.

- 4. To develop the skills to conduct independent research, synthesize acquired knowledge, and effectively plan, organize and prioritize work.

- 5. To communicate effectively with teaching staff and peers

Long Essay

Due: **Week 13 (9 June)**

Weighting: **60%**

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

III. Long Research Essay

Write a 3,000 word essay on any ONE of the twelve questions provided (see List of Essay Questions at the end of this unit guide). The essay must be double-spaced and size 12 font throughout. Bibliography is to be placed at the end listing all works referred to in-text (footnotes and bibliography are not included in the word count). Submit by the due time and date to avoid late penalties.

- **Weighting:** 60% of the total grade
- **Due Date**: 9 June (Sunday) at 11:59pm (Week 13).
- **Topics:** Select one essay from the list provided at the end of this unit guide.
- **Length:** 3,000 words; footnotes and references not included in total.
- **Referencing system**: References "in-text". The university does have a guide to referencing systems for assignments, which can be found at: https://www.mq.edu.au/public/download/?id=292059

On successful completion you will be able to:
- 1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near East and Egypt.

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- 5. To communicate effectively with teaching staff and peers

Delivery and Resources

Teaching Structure

2 hours lecture per week

1 hour tutorial per week

Class Readings

There is no textbook for this unit. Required readings are available in the class reader "Dialogue of Civilizations" posted in pdf format on the iLearn page.

Unit Schedule

UNIT SCHEDULE

WEEK 1 [25Feb]**.** Welcome to Dialogue of Civilizations

- **Lecture**: Class Introduction: What is Civilization?
- **Readings for next week (two readings):**
    - ◦ <u>Choose either:</u> Forero (2006) *Leaving the Wild, and Rather Liking the Change* <u>or</u> Diamond (1997) *To Farm or not To Farm (or the worst mistake in History?).*
    - ◦ Matthews (2003) *Tracking a Transition*
- No Tutorial

WEEK 2 [4 March]. Welcome to "Civilization"!: Wait a Minute!

- **Lecture**: To Farm or not to Farm, the Gobekli Tepe Enigma.
- **Tutorial.** Discussion of readings from Week 1
    - ◦ Watch "First Contact"?
- **Readings for next week (two readings):**
    - ◦ <u>Choose either:</u> Bahrani (2006) *Ethnicity in Antiquity or* Emberling and Yoffee (1999) *Thinking Ethnicity*
    - ◦ Wright (2016) *Uruk Expansion*

WEEK 3 [11 March]. Us and Them in the Sumerian World [I am from Uruk]

- **Lecture case study:** Uruk, the First World Empire: 3300 BC
- **Tutorial.** Discussion of readings from Week 2
- **Readings for next week (two readings)**:
    - ◦ Kline (2016) *The Oldest Story*
    - ◦ Moran (1995) *The Gilgamesh Epic: A Masterpiece.*

WEEK 4 [18 March]. The Gilgamesh Epic [I am king, hero and demi-god…. and I have feelings too]

- **Lecture case study:** The Gilgamesh Epic
- **Tutorial.** Discussion of readings from Week 3
- **Readings for next week (one reading)**:

        ◦ Select one article from: Brisch (2008) *Divinie kingship*

WEEK 5 [25 March]. Not for Everyone: To Be or Not to Be Divine

- **Lecture case study:** from Egypt to Akkad: When Humans were Gods and Vice Versa.
- **Tutorial.** Discussion of readings from Week 4
- **Readings for next week (choose one reading)**:
    ◦ Bahrani (2001) *Women, sex and gender in Mesopotamia*, pp. 1-27
    ◦ Peled (2010) *Eunuchs*
    ◦ Suter (2007) *High Priestess*

WEEK 6 [1 April]. On Gender: Her, Him, and Neither of the Above

- **Lecture case study:** Gender in Art and Literature
- **Tutorial.** Discussion of readings from Week 5
- **Readings for next week (one reading)**:
    ◦ Veenhof (2007) *Assur the city*

WEEK 7 [8 April]. On Trade and Family: I am a Merchant from Assur

- **Lecture case study:** The Assyrian Merchants 1900 BC
- **Tutorial.** Discussion of readings from Week 6
- **Readings for next week (choose one reading)**:
    ◦ Szutchman (2009): *Nomads, Tribes and the State*
    ◦ Cohen (2007): *Barley as Key Symbol*

15 April-21 April Mid-Semester Break

WEEK 8 [22April]. On Group Identity: Grain and/or sheep? (I Live in a City/I Am Pastoralist)

- **Lecture case study:** Mari ca. 1775 BC
- **Tutorial.** Discussion of readings from Week 7
- **Readings for next week (choose two readings)**:
    ◦ Da Silva (2016) *Women and diplomacy*
    ◦ Head (2011) *Food and Protocol*
    ◦ Singer (2017) *The Messengers*

WEEK 9 [6 May]. Social Class: Banquets, Gifts and Protocol; the Aristocracy and International Elites (Borrowing Identities)

- **Lecture case study:** The Amarna Tablets
- **Tutorial.** Discussion of readings from Week 8
- **Readings for next week (chose between movie or reading):**
    ◦ Watch "The Egyptian" (1954); available> https://www.youtube.com/watch?v=2F

QesPn9hvI

◦ Peet (1930) *Great Tomb Robberies of the 20th Dyn.*

WEEK 10 [13 May]. Social Class: The Non-Elites [I Am a Craftsman and a Tomb Robber; I am Egyptian]

- **Lecture case study:** Egyptian tomb robbers and the tale of Sinuhe the Egyptian
- **Tutorial.** Discussion of readings from Week 9
- **Readings for next week (chose one reading)**:
    ◦ Álvarez-Mon (2009) *Assurbanipal's Feast*
    ◦ Parpola (2004) *National and Ethnic Identity*
    ◦ Macginnis (2013) *Population and Identity in the Assyrian Empire*

WEEK 11 [20 May]. Imperial Identities, Luxury and Consumption: When Enough is not Enough

- **Lecture case study:** The Assyrian Empire.
- **Tutorial.** Discussion of readings from Week 10
- **Readings for next week (chose two readings)**:
    ◦ Basu et al. (2007) *The 300*
    ◦ Briant (2002) *Greeks and Persian Decadence*
    ◦ Frediksen (2005) *Beautiful People*

WEEK 12 [27 May]. Greece 1-Persia 0: Inventing the Clash of Civilizations?

- **Lecture case study:** The Ethnogenesis of Persia and Greece.
- **Tutorial.** Discussion of readings from Week 11
- **Readings for next week (One article and a questionnaire)**:
    ◦ Reading: Christian (2017) *What is Big History?*
    ◦ Questionnaire: Who's Civilization? Yin and Yang: Dialogue and Clash? Selective Memories: Manufacturing identities

WEEK 13 [3 June]. Whose Civilization? Manufacturing Identity.

- **Lecture:** Class Summary: Evaluating Case Studies
- **Tutorial.** The Construction and Consumption of Identity.
    ◦ Discussion of readings from week 12. What can we learn from the past? What is Big History?

Learning and Teaching Activities

Theoretical backgrounds to be discussed in class

? Black and White: Dialogue of Civilizations and Clash of Civilizations (Whose Civilization?) ? Us and Them: What is Cultural Identity? ? To Be or Not to Be: Assimilation, Rejection and Superiority ? The Lure of Luxury and Comfort: Cultural Borrowings and Identity ? To Clash or Not to Clash: Ethnicity in Antiquity ? Neither One nor the Other: Gender in Antiquity ? Ethno-genesis: Migrations, Marriages and Multiculturalism ? Selective Memories: Manufacturing Identities ? Yin and Yang: Dialogue rather than Clash? ? Observing from the Moon: Big History and the End of Differences?

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

- 1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near

East and Egypt.

- 2. To understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.
- 3. To acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.

Assessment tasks

- Summaries of Weekly Readings
- Short Research Essay
- Long Essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near East and Egypt.
- 2. To understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.
- 3. To acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.

Assessment tasks

- Summaries of Weekly Readings
- Short Research Essay
- Long Essay

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near East and Egypt.
- 2. To understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.

Assessment tasks

- Summaries of Weekly Readings
- Short Research Essay
- Long Essay

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

- 1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near East and Egypt.
- 2. To understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.
- 3. To acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.
- 4. To develop the skills to conduct independent research, synthesize acquired knowledge, and effectively plan, organize and prioritize work.
- 5. To communicate effectively with teaching staff and peers

Assessment tasks

- Summaries of Weekly Readings
- Short Research Essay

- Long Essay

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

- 1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near East and Egypt.
- 2. To understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.
- 3. To acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.
- 4. To develop the skills to conduct independent research, synthesize acquired knowledge, and effectively plan, organize and prioritize work.
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Assessment tasks

- Summaries of Weekly Readings
- Short Research Essay
- Long Essay

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

- 1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near East and Egypt.

- 2. To understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.
- 3. To acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.
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Assessment tasks

- Summaries of Weekly Readings
- Short Research Essay
- Long Essay

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

- 1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near East and Egypt.
- 3. To acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.
- 4. To develop the skills to conduct independent research, synthesize acquired knowledge, and effectively plan, organize and prioritize work.
- 5. To communicate effectively with teaching staff and peers

Assessment tasks

- Summaries of Weekly Readings
- Short Research Essay
- Long Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded,

sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near East and Egypt.
- 2. To understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.

Assessment tasks

- Summaries of Weekly Readings
- Short Research Essay
- Long Essay

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

- 1. To understand through practical examples notions of cultural identity, acculturation, assimilation, rejection, and superiority among peoples and cultures of the ancient Near East and Egypt.
- 2. To understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.

Assessment tasks

- Summaries of Weekly Readings
- Short Research Essay
- Long Essay