



AHIS8261

Monasticism in Egypt

Session 2, Fully online/virtual 2020

Department of Ancient History

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Disclaimer

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Convener

Elizabeth Agaiby

elizabeth.agaiby@mq.edu.au

Elizabeth Agaiby

elizabeth.agaiby@mq.edu.au

Malcolm Choat

malcolm.choat@mq.edu.au

Credit points

10

Prerequisites

Admission to MAnchHist or GradCertAnchHist

Corequisites

Co-badged status

Unit description

A detailed study of monasticism in Egypt based on documentary papyri and inscriptions in Greek and Coptic (studied in English translation). A number of key cases studies will be examined, including Melitian monasticism, and the monasteries of Bawit, Bala'izah, and western Thebes.

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:

ULO1: Acquire advanced understanding of the history, protagonists, sources for, and main centres of the monastic movement in Egypt

ULO3: Evaluate bibliographical resources for the study of late antique Egypt and monasticism

ULO2: Analyse sources with respect to their date, language, provenance; critique them

within their historical context; understand the characteristics of their particular type or genre; and evaluate the historical information gathered from them

ULO4: Formulate original research and responses to the problems inherent in assessing the record for Egyptian monasticism

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.

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
Encyclopaedia Assessment	20%	No	Friday Week 3
Short Paper	30%	No	Friday Week 7

Name	Weighting	Hurdle	Due
Short notes on major figures	10%	No	Throughout Session
Major Essay	40%	No	Friday Week 11

Encyclopaedia Assessment

Assessment Type ¹: Essay

Indicative Time on Task ²: 15 hours

Due: **Friday Week 3**

Weighting: **20%**

Students compare and assess two Encyclopaedia entries on monasticism.

On successful completion you will be able to:

- Acquire advanced understanding of the history, protagonists, sources for, and main centres of the monastic movement in Egypt
- Evaluate bibliographical resources for the study of late antique Egypt and monasticism

Short Paper

Assessment Type ¹: Essay

Indicative Time on Task ²: 22 hours

Due: **Friday Week 7**

Weighting: **30%**

Students write a 1000 word paper on one of a choice of topics.

On successful completion you will be able to:

- Acquire advanced understanding of the history, protagonists, sources for, and main centres of the monastic movement in Egypt
- Evaluate bibliographical resources for the study of late antique Egypt and monasticism
- Analyse sources with respect to their date, language, provenance; critique them within their historical context; understand the characteristics of their particular type or genre; and evaluate the historical information gathered from them
- Formulate original research and responses to the problems inherent in assessing the record for Egyptian monasticism

Short notes on major figures

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 5 hours

Due: **Throughout Session**

Weighting: **10%**

Students write five 100-word summaries of the sources for major monastic figures addressed during in the unit. Two will be chosen at random and marked out of 5% each.

On successful completion you will be able to:

- Acquire advanced understanding of the history, protagonists, sources for, and main centres of the monastic movement in Egypt
- Analyse sources with respect to their date, language, provenance; critique them within their historical context; understand the characteristics of their particular type or genre; and evaluate the historical information gathered from them

Major Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 30 hours

Due: **Friday Week 11**

Weighting: **40%**

Students write a 2500 word essay on one of a choice of topics

On successful completion you will be able to:

- Acquire advanced understanding of the history, protagonists, sources for, and main centres of the monastic movement in Egypt
- Evaluate bibliographical resources for the study of late antique Egypt and monasticism
- Analyse sources with respect to their date, language, provenance; critique them within their historical context; understand the characteristics of their particular type or genre; and evaluate the historical information gathered from them
- Formulate original research and responses to the problems inherent in assessing the record for Egyptian monasticism

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Readings

Weekly readings will be available via the Macquarie University Library website, or on the iLearn site. There is considerable material available on the internet on the subject, notably *The Coptic Encyclopedia*, now online in its entirety at <http://ccdlibraries.claremont.edu/cdm/landingpage/collection/cce>

All readings set from the Coptic Encyclopedia can be accessed there by searching for them by title.

Technology Used and Required

This unit uses the iLearn, echo360, and Leganto and Multisearch systems to deliver lecture content and readings.

Unit Schedule

Week 1	Lecture: Asceticism and Monasticism in the Ancient World Discussion: Introductory.
Week 2	Lecture: Antony and his Life Discussion: The <i>Life of Antony</i>
Week 3	Lecture: The Desert Fathers Discussion: Apophthegmata Patrum
Week 4	Lecture: Communal monasticism I: Pachomius Discussion: The Lives of Pachomius
Week 5	Lecture: Communal monasticism I: Shenoute Discussion: Shenoute and Besa
Week 6	Lecture: Monasticism in the papyri Discussion: Monastic Papyri
Week 7	No Lecture or Discussion
	Mid Semester Break (two weeks)

Week 8	Lecture: Female Monasticism Discussion: Female Monasticism
Week 9	Lecture: Eremitic and Cenobitic communities I Discussion: Theban monks
Week 10	Lecture: Eremitic and Cenobitic communities II Discussion: The Dayr al-Bala'yzah and Monastery of Jeremiah
Week 11	Lecture: Monasticism in Syria and Palestine Discussion: The Life of Hilarion
Week 12	Lecture: The Legacy of Egyptian Monasticism: The West Discussion: Palladius and Cassian
Week 13	Lecture: Retrospect Discussion: Overview 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.*)

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

Extensions

Extensions will be granted only in documented cases of misadventure or illness. Assessment submitted after the due date without a medical certificate or reasonable explanation will attract a penalty of 2% of their mark for every day they are late. Requests for extensions must be made before the due date in writing. (Note the last point: requests for extensions will not be granted over the phone or in person).

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.

Changes from Previous Offering

Since the last time this unit was offered, some of the lecture content and the order of lectures has been revised.

Requirements and Expectations

SATISFACTORY COMPLETION OF UNIT

To compete the unit satisfactorily, students must listen to the lectures and reflect on them, do the set weekly reading(s), and participate in the online discussion in a manner which demonstrates they have done these things. They must **submit all items of assessment**, and hand in work which is formatted in accordance with Department of Ancient History guidelines (available [here](#)), spell-checked, written in good English, and which demonstrates an understanding of the material in the lectures and readings, and independent reflection on the subject of the assessment. Assessments must demonstrate the generic skills below, which will be assessed according to the listed criteria and levels of achievements.

KNOWLEDGE APPROACH & ARGUMENT	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
Knowledge of relevant subject matter	Extensive knowledge of relevant subject matter	Thorough knowledge of relevant subject matter	Substantial knowledge of relevant subject matter	Sound knowledge of relevant subject matter	Little or no knowledge of relevant subject matter
Mastery of appropriate techniques and methodologies	Mastery of appropriate techniques and methodologies	Thorough application of techniques and methodologies	Substantial evidence of knowledge of appropriate techniques and methodologies	Some evidence of knowledge of appropriate techniques and methodologies	Little or nor evidence of knowledge of appropriate techniques and methodologies
Your argument	Consistent evidence of deep and critical thinking; substantial originality	Clear evidence of deep and critical thinking	Some evidence of deep and critical thinking	Sufficient evidence of some critical thinking	Little or no evidence of critical thinking

Competing arguments	Competing arguments mastered; some success in attempting to go beyond scholarship	Competing arguments mastered; attempt to go beyond scholarship	Substantial evidence of knowledge of competing arguments; arguments reported rather than analysed	Some evidence of knowledge of competing arguments, but this not integrated into your argument	No evidence of knowledge of competing arguments
SOURCES & THEIR USE	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
Use of ancient sources	Extensive and critical use of ancient sources	Thorough and critical use of ancient sources	Substantial use of ancient sources; some uncritical use	Sufficient use of ancient sources; substantial uncritical use	Very little or no use of ancient sources
Use of modern scholarship	Extensive and critical use of modern scholarship	Thorough and critical use of modern scholarship	Substantial use of modern scholarship; some uncritical use	Sufficient use of modern scholarship; substantial uncritical use	Little or no use of modern scholarship; uncritical use
Citation of sources	Approved system used consistently	Approved system used consistently	Approved system used consistently	Approved system used, but not used consistently	No attempt to use approved system or no citation [plagiarism]
STYLE, PRESENTATION AND LANGUAGE	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
English language: Grammar	Excellent use of English language throughout	Excellent use of English language throughout	Proficient use of English; some minor errors eg in use of apostrophe	Generally sound use of English; consistent minor errors	Substantial inappropriate or ungrammatical use of English
English language: Spelling	Spelling correct throughout	Spelling correct throughout	Spelling mostly correct throughout; some inconsistency eg in treatment of foreign language words in English	Minor spelling mistakes but otherwise sound	Spelling poor
Structure of argument	Argument structure excellent	Argument well structured	Argument has proficient structure	Argument has clear structure	Little or no structure to argument
Length of paper	Within limits set for this assignment	Within limits set for this assignment	Within limits set for this assignment	Within limits set for this assignment	Not within limits set for this assignment
Presentation	Well presented	Well presented	Well presented	Well presented	Poor presentation: eg untidy and difficult to read