



# AHIS3001

## Material Culture and Museum Studies

Session 2, Fully online/virtual 2020

*Department of Ancient History*

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#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

#### 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

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Credit points

10

Prerequisites

130cp at 1000 level or above or (10cp in AHIS or AHST units at 2000 level)

Corequisites

Co-badged status

Unit description

An advanced level study of some of the most common categories of material in the ancient world, including metals, stones, clay, animal and plant based fibers, timber and ivory, and various genres of materials production such as architecture, ceramics, sculpture, weaponry and equestrian equipment, with particular emphasis on technology, manufacture, function, style, iconography, chronology and spatial distribution. Material will normally be drawn from a diverse range of cultures, with specific physical examples from the collections of the Museum of Ancient Cultures, and may vary from year to year. Relying on this background, and in parallel, students will also be introduced to the history of museums and museum collections, the illicit trade of antiquities, the manufacture of forgeries, the participation of public museums and private collectors and related repercussions for the reconstruction of the historical record.

## 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:** Understand ancient materials and the cultural contexts in which they were used.

To examine the origin of materials and how things were made.

**ULO2:** Evaluate methodological and ethical issues associated with the role of Museums

in the collection and exhibition of artifacts

**ULO3:** Acquire skills necessary for research analysis and interpretations. Conducting independent research and synthesize acquired knowledge.

**ULO4:** Deliver a power point oral presentation paper ( a “Conference Paper”) and communicate effectively with teaching staff and peers through class presentation.

## General Assessment Information

### I. Research Essay Proposal (500 words long) [Due Week 3] 5% of total Grade

Guidelines:

- 500 Words Long
- Select the main topic of your long essay paper. For suggested Essay topics see list of "Research Essay Topics" in folder below
- Write two or three short sentences that explain why you are choosing this topic.
- Write a thesis sentence that states the angle and purpose of your research paper (Methodology).
- Provide a list of preliminary sources with a critical summary and outline the authority of your references.

### **Suggested Topics (Not Organized by Period or Culture)**

**Note. Main bibliography for each topic is included in the pdf (see ILearn page)**

1. Çatalhöyük Figurine (Neolithic)
2. Portrait Head of Queen Tiye (Egypt)
3. The Ishtar Gate: Ceramic processes and iconographic symbolism (Neo-Babylonian)
4. Two Steles from the Upper Euphrates (Neo-Hittite and Assyrian)
5. The Marble Seated Harp Player (Cyclades)
6. Chronological debates based on epigraphic interpretations of the Qeiyafa Ostrakon and ceramic analysis (Iron Age Israel)
7. Niuserra receiving life from Anubis and Wadjet (Old Kingdom)
8. The Sarcophagus and Death Mask of Tutankhamun (Egypt)
9. The Minoan Snake Goddesses: Sir Arthur Evans' Quest for the Cradle of Europe (Minoan)
10. The Evolution of Ancient Egyptian Shabtis and their Significance in the Afterlife (Egypt)
11. The Terracotta Ladies: A re-examination of three bicoloured female figurines from el-Ma'amerieh
12. Blue-painted pottery from Egypt (Egypt)
13. Akhetaten: talatat and the transition into monotheism (Egypt)

14. The House Altar Stela of Akhenaten, Nefertiti, and three of their daughters (Egypt)
15. Theseus And The Minotaur: Spread Of Mythology Through Material Culture (Minoan)
16. The Headdress of Puabi (Sumerian)
17. A revisit to Sanctuary 49 Lachish (Israel)
18. Interpretation of the Tel Dan Stele (Israel)
19. The Lachish Reliefs: Where do they fit within the discussions around the archaeology of Lachish? (Israel)
20. 'Representation of the Divine Form within the Weighing of the Heart Scene from Ani's Book of the Dead' (Egypt)
21. The Introduction of Glass Vessels in the Reign of Thutmosis III (Egypt)
22. Khirbet Kerak Ware: An Agent of Migration (Israel)
23. Ancient Egyptian Predynastic Stone Vessels. An analysis of their manufacture and use in the past, and their appeal to the collector in the present. (Egypt)
24. Faience in Ancient Egypt, during the 18th dynasty of the New Kingdom (Egypt)
25. Hurrian Foundation Pegs (Hurrian kingdom)
26. Ketef Hinnom Amulet (Egypt)
27. Investigate the representation and significance of the "shaman" figure exhibited in pre-historic pottery and seals of south-western Iran (Needs consultation with Javier).
28. One of the main Elamite gods is represented sitting on a coiled serpent throne. Describe the evidence and discuss his identity (French reading and understanding required; consult with Javier).
29. Level XIV of Ville-Royale at Susa combined modest houses with large villas belonging to the elite. The villa of Temti-Wartaš, the Great Chamberlain of the Elamite palace can be described as a palace-like monumental elite residency. Describe its characteristics stressing the significance of orientation and the courtyard in light of an understanding of vernacular architecture (requires French reading and understanding; consult with Javier).
30. Elam is known to have produced some of the most complex and skilled masterpieces in bronze metalwork art of antiquity. Discuss sources of metal and artistic evidence (consult with Javier for references)
31. The culture of Iron Age Lorestān is perhaps best known through a distinctive class of bronze artifacts, especially horse paraphernalia, which today are classified under the generic title of "Lorestān bronzes." Notwithstanding the more than 350 publications on the subject of the Lorestān bronzes, the Iron Age cultures of Lorestān remain, for the most part, an enigma. Where did the raw materials come from? Did the bronze originate from war spoils? How was the technology developed? What function do bronzes perform

in a funerary setting? Discuss one or more of these questions (for references consult with Javier)

32. Who built Batrakataš (Greek Pasargadae)? Discuss influences and design. Comment on why Pasargadae is considered to be a “Paradisos”, the quintessential model for Islamic garden palaces and villas? (for references consult with Javier)
33. Sassanian cavalry is considered to be the forerunner of late Medieval European knights. Discuss the evidence and evaluate possible paths of transmission (for references consult with Javier)
34. Are you good with computers? Create a digital reconstruction of an archaeological site. Upon approval of teacher.
35. ANY OTHER TOPIC OF YOUR INTEREST (requires consultation with Javier)

**II. Participatory Activity II (discussion) [Due Weeks 7 and 13] 10% of total mark**

- **Q&A (QUESTIONS and ANSWERS).** Each week I'll post a series of questions regarding the reading(s) of the week. You will submit a 100 word response to the question(s). These questions will be discussed in class.
- **DUE.** Weeks 7 and 13 (7 September and 2-8 November)

**III. “Auction House” PP Presentation/Video [Due Week 13] 15% of total Grad**

**[To be Scheduled]** (8-15 minutes)

**Final Due: Week 13 (Friday by 11: 59 pm)**

**Important Dates**

- Final Project Due Week 13 (Weighting: 20% of total Grade)
- Class Presentations To be Scheduled during Tutorials] (8-15 minutes)

**Assignment**

This assignment requires that you survey the internet for auction houses and art galleries or museums (see below) and select one object (or related group of objects) in your area of studies or area of interest such as Mesopotamia, Egypt, ancient Iran, Rome, Greece, Aboriginal Australia, etc. recently sold or bought in the course of a public auction.

**Format**

Next, you should prepare a presentation using ONE of these three formats: (i) PowerPoint, (ii) Video (NOTE. If you prefer using a different format such as a blog consult with the instructor.

**Word and Time Limits**

- The Power-Point and Blog presentations should be between 10 and 15 minutes long.
- The Video presentation between 8-10 minutes.

- The Text should be no more than 1000 words long

## **Content**

- Select one object from your historical area of interest held in a public or private collection, or about to be sold in an auction house or art gallery and without provenance or of doubtful provenance and discuss:

### 1. Introduction

- Present the object
- Discuss past contexts (where was it found?)

### 2. Briefly analyse the object/s:

- material properties (how was it made)
- stylistic analysis (how was it represented)
- iconographic (what does it represent)

### 3. Discuss how the object got to its presents destination and who is the present owner

### 4. Discuss literature review and whether there is scepticism about the origin or/and authenticity of the object.

### 5. Introduce your own critical view on the matter and whether you think the object is authentic or not; provide reasoning.

### 6. Conclusion. Summarize main points and your contribution to this topic.

## **Additional Information**

- The Power-Point/Blog/Video will be presented to the class in Tutorial time
- Each presentation should be between 7-15 minutes.
- The **Presentation** will be marked by the students according to the following criteria:
  - Amazing (High HD)
  - Excellent (HD)
  - Very Good (Distinction)
  - Good (Credit)
  - Fine (Pass)
  - Not Good (Fail)

## **Auction Houses and Museums (examples)**

- Royal Athena Galleries NY, London; <http://www.royalathena.com/>
- Phoenix Ancient Art, Geneva & New York; <https://phoenixancientart.com/>
- Artemis Gallery; <https://www.artemisgallery.com/>

- Sothebys; <https://www.sothebys.com/en/departments/ancient-sculpture-and-works-of-art>
- Metropolitan Museum of Art; <https://www.metmuseum.org/toah/keywords/elamite-art/>
- Christies; <https://www.christies.com/features/Ancient-Egyptian-bronzes-collecting-guide-7915-1.aspx>

### Video Example

- The Looting of Cambodian Antiquities [7:35 minutes]
- <https://www.khanacademy.org/humanities/special-topics-art-history/arches-at-risk-cultural-heritage-education-series/endangered-heritage-southeast-asia/v/the-looting-of-cambodian-antiquities?modal=1>

### Blog Examples

- <http://savingantiquities.org/blog/>
- <http://savingantiquities.org/art-crime-cultural-heritage/>
- <http://savingantiquities.org/in-pursuit-of-progress/>

### IV. Participatory Activity I (analysis) [Due Weeks 7 and 13] 20% of total mark

- **Person, Object, or Idea of the Week (POI).** Each week you will submit 200 words on a Person, Object, or Idea related to the weekly readings. I will randomly choose two of your submissions for marking (each is worth 10%)
- **DUE.** Weeks 7 and 13 (7 September and 2-8 November)

### V. Research Essay (3000 words long) [Due Week 13] 50% of total Grade

- *Select one topic from the proposed list of 35. Consult with Javier if you have a different topic in mind you that would like to examine.*

#### Structure

##### 1. Introduction

Present the topic; general characteristics, where is it housed, who owns it, etc?

##### 2. Discuss Archaeological context, if known (time and space coordinates)

##### 3. Analysis of the object/s: **MFT**

- **Material** (how was it made); emphasize *the material properties of the object and how it was made.*
- **Form** (stylistic analysis)
- **Theme** (iconography)

##### 4. Provide and discuss main Interpretations 5. Introduce your own critical view on the matter and

place into historical context 6. Conclusion. Summarize main points and your contribution to this topic.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Research Essay Proposal</u>	5%	No	Week 3 (10-16 August)
<u>Discussions of weekly readings</u>	10%	No	Weeks 7 and 13 (7 September and 2-8 November)
<u>Class Presentation</u>	15%	No	Final project due on Week 13 (2-8 November)
<u>Weekly Reading</u>	20%	No	Weeks 7 and 13 (7 September and 2-8 November)
<u>Research Essay</u>	50%	No	Week 13 (2-8 November)

### Research Essay Proposal

Assessment Type <sup>1</sup>: Project

Indicative Time on Task <sup>2</sup>: 5 hours

Due: **Week 3 (10-16 August)**

Weighting: **5%**

Proposal submission for long research essay due for approval week 3

On successful completion you will be able to:

- Understand ancient materials and the cultural contexts in which they were used. To examine the origin of materials and how things were made.

### Discussions of weekly readings

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Weeks 7 and 13 (7 September and 2-8 November)**

Weighting: **10%**

Each weekly reading comes with questions that will be discussed in class during tutorials

On successful completion you will be able to:

- Understand ancient materials and the cultural contexts in which they were used. To



examine the origin of materials and how things were made.

- Evaluate methodological and ethical issues associated with the role of Museums in the collection and exhibition of artifacts
- Acquire skills necessary for research analysis and interpretations. Conducting independent research and synthesize acquired knowledge.
- Deliver a power point oral presentation paper ( a “Conference Paper”) and communicate effectively with teaching staff and peers through class presentation.

## Class Presentation

Assessment Type <sup>1</sup>: Media presentation

Indicative Time on Task <sup>2</sup>: 16 hours

Due: **Final project due on Week 13 (2-8 November)**

Weighting: **15%**

Blog creation and class presentation based on a The student will prepare an oral Power Point presentation, 13-15 minutes long, introducing the Research Essay and deliver it to the class as a blog.

On successful completion you will be able to:

- Acquire skills necessary for research analysis and interpretations. Conducting independent research and synthesize acquired knowledge.
- Deliver a power point oral presentation paper ( a “Conference Paper”) and communicate effectively with teaching staff and peers through class presentation.

## Weekly Reading

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Weeks 7 and 13 (7 September and 2-8 November)**

Weighting: **20%**

Analysis of weekly reading/s targeting specific questions

On successful completion you will be able to:

- Understand ancient materials and the cultural contexts in which they were used. To examine the origin of materials and how things were made.
- Evaluate methodological and ethical issues associated with the role of Museums in the collection and exhibition of artifacts
- Acquire skills necessary for research analysis and interpretations. Conducting independent research and synthesize acquired knowledge.

## Research Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 60 hours

Due: **Week 13 (2-8 November)**

Weighting: **50%**

Long essay (3000 words long)

On successful completion you will be able to:

- Understand ancient materials and the cultural contexts in which they were used. To examine the origin of materials and how things were made.
- Evaluate methodological and ethical issues associated with the role of Museums in the collection and exhibition of artifacts
- Acquire skills necessary for research analysis and interpretations. Conducting independent research and synthesize acquired knowledge.

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<sup>1</sup> 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.

<sup>2</sup> 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

This unit of study provides an introduction to the study of some of the most common categories of material in the ancient world, including metals, stone, clay, ivory, and various genres of materials such as seals, ceramics, weaponry, carved decoration and equestrian equipment, with particular emphasis on technology, manufacture, function, style, iconography, chronology and spatial distribution. Relying on this background, the students will be also introduced to the history of museums and museum collecting, the illicit trade of antiquities, the manufacture of forgeries, the participation of public museums and private collectors and related repercussions for the reconstruction of the historical record.

The unit will be broken up into two closely related series of modules, which are as follows:

- **Module 1:** The study of Material Culture (Weeks 1 to 6)
- **Module 2:** The study of Museums and the Market of Antiquates (Weeks 7-13)

### WEEKLY SCHEDULE

**This unit is comprised of 2 key elements:**

- 3 hours of **instruction** (1-2 hours of pre-recorded lectures; normally Face-to-Face) and 1 hour of student led discussion in tutorials
- **Individual** study and preparation for tutorials. Students are expected to attend all tutorials, unless there are extenuating circumstances such as illness etc. A log will be taken to record attendance.

For lecture times please consult the MQ Timetable website: <http://www.timetables.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, resources and instructions.

**Students must achieve an overall mark of 50% or above to complete this unit satisfactorily.**

**SPECIAL CONSIDERATION**

**Please note:** 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

This link will explain how to file for special consideration:

<https://students.mq.edu.au/study/my-study-program/special-consideration>

**IMPORTANT NOTE ON 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.

## 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.*)

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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](http://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 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](https://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.

## Changes since First Published

Date	Description
13/07/2020	Added special consideration rubric
13/07/2020	Was alerted to a typo on "Ishtar Bate" and made changed to "Isthar Gate" Thank you!