



AHIX8252

Egypt in the Age of Akhenaten and Tutankhamun

Session 1, Fully online/virtual 2021

Department of History and Archaeology

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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 activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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

Lecturer and Convenor

Camilla Di Biase-Dyson

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Contact via Email

Arts Precinct, Level 1, Office B 121

By appointment

Co-Convenor

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Credit points

10

Prerequisites

Admission to MAnchHist (OUA) or GradCertAnchHist (OUA)

Corequisites

Co-badged status

AHIS8252

Unit description

The Amarna Age in Egypt was a time of great change and upheaval; it is best known for the religious reforms of Amenhotep IV/ Akhenaten, who attempted to replace a long-established polytheistic theology with a monotheistic one. It was also a time when Egypt's position in the Near East was under challenge from a resurgent Hittite kingdom. The interpretation of the history of the period is controversial with diverse points of view. This unit examines central historical issues of the Amarna Age (from the reign of Amenhotep III to Tutankhamun).

Students will evaluate the modern scholarship of the period through analysing and interpreting the relevant written sources (royal and non-royal) in translation against the background of the archaeological record, art and architecture.

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: Demonstrate advanced knowledge of the corpus of royal and private monumental inscriptions of the late 18th Dynasty / Amarna Age.

ULO2: Evaluate at an advanced level the historical significance of documentary sources through the analysis and interpretation of texts in conjunction with iconographic and archaeological sources.

ULO3: Demonstrate an advanced knowledge of central historical issues of the New Kingdom, in particular the late 18th Dynasty / Amarna Period.

ULO4: Evaluate modern historical interpretations of the history of the late 18th Dynasty against their use of the relevant primary sources.

General Assessment Information

Your work will be assessed against: Appropriate use of secondary literature (Documentary Project, Essay), clarity of argument, structure and expression (Documentary Project, Essay, Exam). The marking rubric for the essay is provided on iLearn.

EXTENSIONS and DISRUPTION to STUDIES (Special Consideration) 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. For **Special Consideration policy** see below under **Policies and Procedures**

GRADES The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc).

Graded units will use the following grades: HD High Distinction 85-100 D Distinction 75-84 Cr Credit 65-74 P Pass 50-64 F Fail 0-49

IMPORTANT NOTE ON FINAL MARKS: Please note with respect to the marks you receive for work during the session: 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Documentary Project	30%	No	To be determined when topics are assigned.
Contribution to Tutorial discussion board	10%	No	After the first documentary project has been presented.
Essay	30%	No	09.05.2021 (Week 9)
Exam	30%	No	Week 13 (date TBC)

Documentary Project

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 40 hours

Due: **To be determined when topics are assigned.**

Weighting: **30%**

Students will write a documentary project on a specified topic based on the analysis of textual, iconographic and archaeological evidence. They will prepare a PPT presentation, that includes audio narration, on the results of their research.

On successful completion you will be able to:

- Evaluate at an advanced level the historical significance of documentary sources through the analysis and interpretation of texts in conjunction with iconographic and archaeological sources.
- Demonstrate an advanced knowledge of central historical issues of the New Kingdom, in particular the late 18th Dynasty / Amarna Period.

Contribution to Tutorial discussion board

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 10 hours

Due: **After the first documentary project has been presented.**

Weighting: **10%**

Students will participate in an online tutorial in which the material presented in the Documentary Projects will be discussed. They will make a written contribution to a discussion board.

On successful completion you will be able to:

- Evaluate at an advanced level the historical significance of documentary sources through

the analysis and interpretation of texts in conjunction with iconographic and archaeological sources.

- Demonstrate an advanced knowledge of central historical issues of the New Kingdom, in particular the late 18th Dynasty / Amarna Period.

Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 45 hours

Due: **09.05.2021 (Week 9)**

Weighting: **30%**

Students will write an essay on a topic on the history of the late 18th Dynasty. The essay will require an evaluation of secondary sources based on the analysis of primary sources (textual, iconographical and archaeological).

On successful completion you will be able to:

- Demonstrate advanced knowledge of the corpus of royal and private monumental inscriptions of the late 18th Dynasty / Amarna Age.
- Evaluate at an advanced level the historical significance of documentary sources through the analysis and interpretation of texts in conjunction with iconographic and archaeological sources.
- Demonstrate an advanced knowledge of central historical issues of the New Kingdom, in particular the late 18th Dynasty / Amarna Period.
- Evaluate modern historical interpretations of the history of the late 18th Dynasty against their use of the relevant primary sources.

Exam

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 2 hours

Due: **Week 13 (date TBC)**

Weighting: **30%**

Students will do an exam that involves the analysis and discussion of the historical significance of specific texts and iconographic and archaeological sources; answering questions on specific historical issues of the late 18th Dynasty

On successful completion you will be able to:

- Demonstrate advanced knowledge of the corpus of royal and private monumental inscriptions of the late 18th Dynasty / Amarna Age.
- Evaluate at an advanced level the historical significance of documentary sources through

the analysis and interpretation of texts in conjunction with iconographic and archaeological sources.

- Demonstrate an advanced knowledge of central historical issues of the New Kingdom, in particular the late 18th Dynasty / Amarna Period.
- Evaluate modern historical interpretations of the history of the late 18th Dynasty against their use of the relevant primary sources.

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

The unit is delivered via iLearn and Echo360 which links the audio recording and the video capture of the visual material used to illustrate the lecture. External students will be required to listen to and work through the recordings of the classes. A computer and internet access are required. Basic computer skills (e.g., internet, iLearn, word processing, Powerpoint) are also a requirement. Please consult teaching staff for any further, more specific requirements.

Recommended Textbooks Aidan Dodson, *Amarna Sunset* (Cairo, 2009)

Aidan Dodson, *Amarna Sunrise* (Cairo, 2014)

Barry Kemp, *The City of Akhenaten and Nefertiti. Amarna and its People* (London, 2012)

David O'Connor & Eric H. Cline, *Amenhotep III. Perspectives on his Reign* (Ann Arbor, 1998)

Ronald T. Ridley, *Akhenaten. A historian's view* (Cairo, 2019)

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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 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.