



AHIX1250

Ancient Egyptian and Near Eastern Archaeology

Session 1, Online-flexible 2022

Department of History and Archaeology

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	8
<u>Changes from Previous Offering</u>	10
<u>Accessibility Statement</u>	11
<u>Acknowledgment of Country</u>	11

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.

General Information

Unit convenor and teaching staff

Convenor & Tutor

Dr Alexandra Woods

alex.woods@mq.edu.au

Contact via Via Dialogue tool in iLearn

Arts Precinct, Level 1, Office B114

Thursdays 3:30-4:30pm via Zoom

Credit points

10

Prerequisites

Corequisites

Co-badged status

Unit description

This unit explores the development of ancient Egyptian and Near Eastern cultures from the Predynastic period and early Bronze age to the end of Late Antiquity (ca. 5000 BCE to 1000 CE) as reflected in the archaeological record. The themes studied will deal with both funerary and settlement archaeology and isolate key developments in burials, dwellings, religious buildings and objects of daily use. The unit will draw on the experience of extensive fieldwork by Macquarie University staff in Egypt and the Near East and incorporates object based learning drawing on the antiquities collection in the Macquarie University History Museum. Students will gain a solid understanding of the geography, chronology and archaeology of the ancient Egyptian and Near Eastern cultures, as well as an understanding of the key problems and controversial areas of interpretation as a basis for further specialised study in the discipline.

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 knowledge of the geography, chronology and significant developments from the Predynastic period and early bronze age to Late Antiquity.

ULO2: Contextualise and acquire knowledge of archaeological data of Egyptian and Near Eastern settlements, tombs, temples and associated material culture from published sources.

ULO3: Present a clear, coherent, evidence-based description, comparison and analysis of an ancient Egyptian or Near Eastern artefact.

ULO4: Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.

ULO5: Present written work to a high standard, with appropriate use of sources and accurate referencing.

General Assessment Information

To pass this unit, you must complete all the assessments and have received an overall mark of at least 50.

MARKING RUBRICS

All assessment tasks will be graded using a rubric, which outlines the criteria and standards for each grade descriptor. Rubrics for each task can be found on the unit's iLearn site.

RELEASE OF RESULTS

The convenor 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

Grading decisions for each assessment task will be moderated against the set criteria and standards before task results are released.

PENALTIES

- Unless a **Special Consideration** request has been submitted and approved, (a) a penalty for lateness will apply – 10 marks out of 100 credits will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests, etc.
- Written assessment tasks submitted that are under or over the word length by more than 15% will be penalised with a 10% deduction.

- All assessment tasks will be marked according to the Macquarie University Plagiarism Policy and the schedule of penalties.

EXTENSION REQUESTS

- Important: The granting of extensions is subject to the [University's Special Consideration Policy](#) and can only be granted by applying for Special Consideration through [AskMQ](#).
- **See Accessibility Statement below.**

Assessment Tasks

Name	Weighting	Hurdle	Due
Museum Critical Review	20%	No	Sunday of Week 7 at 10pm or 10/04/2022 at 22:00
Blog 1	35%	No	Sunday of Week 9 at 10pm or 08/05/2022 at 22:00
Blog 2	45%	No	Sunday of Week 13 at 10pm or 05/06/2022 at 22:00

Museum Critical Review

Assessment Type [1](#): Case study/analysis

Indicative Time on Task [2](#): 19 hours

Due: **Sunday of Week 7 at 10pm or 10/04/2022 at 22:00**

Weighting: **20%**

Students will virtually or physically visit a museum with an antiquities collection museum and complete a short critical review of an exhibition and/or collection display. Guidelines and word limit available in iLearn.

On successful completion you will be able to:

- Acquire knowledge of the geography, chronology and significant developments from the Predynastic period and early bronze age to Late Antiquity.
- Contextualise and acquire knowledge of archaeological data of Egyptian and Near Eastern settlements, tombs, temples and associated material culture from published sources.
- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.
- Present written work to a high standard, with appropriate use of sources and accurate

referencing.

Blog 1

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 33 hours

Due: **Sunday of Week 9 at 10pm or 08/05/2022 at 22:00**

Weighting: **35%**

Students will write a short blog on a provided topic and/or case study. Guidelines and word limit available in iLearn.

On successful completion you will be able to:

- Contextualise and acquire knowledge of archaeological data of Egyptian and Near Eastern settlements, tombs, temples and associated material culture from published sources.
- Present a clear, coherent, evidence-based description, comparison and analysis an ancient Egyptian or Near Eastern artefact.
- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.
- Present written work to a high standard, with appropriate use of sources and accurate referencing.

Blog 2

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 42 hours

Due: **Sunday of Week 13 at 10pm or 05/06/2022 at 22:00**

Weighting: **45%**

Students will write a short blog on a provided topic and/or case study. Guidelines and word limit available in iLearn.

On successful completion you will be able to:

- Acquire knowledge of the geography, chronology and significant developments from the Predynastic period and early bronze age to Late Antiquity.
- Contextualise and acquire knowledge of archaeological data of Egyptian and Near Eastern settlements, tombs, temples and associated material culture from published sources.
- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.
- Present written work to a high standard, with appropriate use of sources and accurate

referencing.

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

UNIT REQUIREMENTS AND EXPECTATIONS

This unit will be structured following a [Flipped classroom model](#), which describes a reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates. The unit will be taught via a blended delivery of content and instruction using a multi-media approach such as video lectures, 3D digital artefacts and visualisations. The learning materials will be a combination of pre-recorded lectures produced by Macquarie University academic staff as well as links to a variety of new media, such as audio recordings/podcasts, blogs, think pieces, and/or social media posts created by local and international scholars. Through such approaches you will develop transferrable skills and analytical capacities that can be applied across various professional and academic settings.

WEEKLY SCHEDULE

iLearn will play a pivotal role throughout the session and will be your central hub for information and instructions. Each week will be structured as follows:

◆ BEFORE DISCUSSION | Building Knowledge, Values & Skills

Step 1 | Preparation

- Watch the pre-recorded **lecture materials** available via iLearn.
- Complete the **weekly assigned activities, object analyses and/or readings** in preparation for the weekly tutorial discussion (face-to-face or via the online discussion forum).

◆ DURING DISCUSSION | Applying Knowledge, Values & Skills

Step 2 | Engage with your peers

- Lead/participate in group discussion and **participate in the weekly activities in the class tutorial and/or via the online tutorial discussion forum.**

♦ AFTER DISCUSSION | Consolidating and Reflecting on Learning

Step 3 | Consolidate your knowledge

- At the end of the week, complete any outstanding tasks for the week and work on upcoming assessment tasks.
- Engage with a series of optional exercises and extension tasks on iLearn such as writing a short reflection on the weekly learning (e.g. readings, lecture content and/or tutorial discussion) in your learning journal or adding an item to the unit Glossary.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

There are no required textbooks for this unit. All reading materials are provided through [Lega](#)
[nto](#), MQ's reading list management system, and the [MQ library](#).

CONSULTATION HOUR

Each week your convenor and tutor will run an optional 1 hour consultation hour via Zoom to allow you to ask questions about the weekly content, the assessments or advice on resources etc... Everyone is welcome to attend! [Click here for a summary of the basics of Zoom from the MQ L&T Blog](#).

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.

Unit Schedule

Module	Week	Topic	Assessment
MODULE 1 Archaeology in the 21st century	1	"Archaeology today is personal, political and all about the present."	• Unit guide Online Quiz (non-assessable)
	2	What can the archaeological past teach us?	

MODULE 2 Representations of the archaeological past	3	The formation of archaeological knowledge	
	4	Colonial mediations & anti-colonial responses	
	5	The political & politicised past	
MODULE 3 Footprints in the modern world. Lessons from the past	6	Archaeologies of Power & Privilege	
	7	Archaeologies of Inequality	• Museum Critical Review due (Sunday @ 10pm)
	MID-SESSION BREAK		
	8	Archaeologies of Mobility and Migration	
	9	Archaeologies of Ritual and Religion	• Blog 1 due (Sunday @ 10pm)
	10	Archaeologies of Climate Change and Sustainability	
	11	Archaeologies of Health, Disability and Care	
MODULE 4 Archaeology for the future	12	NO CLASS / NO TUTORIAL DISCUSSION	
	13	How is the past linked to a better human future?	• Blog 2 due (Sunday @ 10pm)

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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/su\)](https://students.mq.edu.au/su)

[upport/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>) 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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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

Sixteen years ago Maria Franklin outlined the priorities for historical archaeological research:

"writing inclusive pasts, challenging traditional, dominate views of history, & wiping out divisive myths & stereotypes." Franklin (2005: 194)

The unit has been re-developed to model anti-colonial (inclusive, responsible, accessible, ethical & equitable) teaching practice for delivery in 2022. I have been particularly inspired by the following resources developed by colleagues who have championed inclusive teaching & research practice. To understand how I have developed the forthcoming rationale, please consider browsing through the following resources:

- Blouin, K., "Putting the Greek & Roman Worlds Back in their Place: A Syllabus." Everyday Orientalism. 15 September 2021. <<https://everydayorientalism.wordpress.com/2021/09/15/putting-the-greek-and-roman-worlds-back-in-their-place-a-syllabus/>>.
- Franklin, M., "Historical Archaeology That Matters beyond Academics." In L.A. De Cunzo, & John H. Jameson Jr. (eds) *Unlocking the Past: Celebrating Historical Archaeology in North America* (University Press of Florida, Gainesville, 2005), 189–194.
- Hutchings, R., & La Salle, M., "Teaching Anti-Colonial Archaeology." *Archaeologies* 10 (2014), 27–69. DOI:10.1007/s11759-014-9250-y.
- Oland, M. H., "Teaching Archaeology with Inclusive Pedagogy." *Journal of Archaeology*

& Education 4 [1] (2020), Article 1.

- Quave, K., Fie, S., Greiff, A., & Agnew, D., "Centering the Margins: Knowledge Production in the Introductory Archaeology Course." *Advances in Archaeological Practice* 9 [2] (2021), 87-100. doi:10.1017/aap.2020.43

Accessibility Statement

This unit is intended for all students, including those with mental or physical disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect one's equal access to education. If, at any point in the session, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (but not required) to contact me. It is never too late to request accommodations -- our bodies and circumstances are diverse and continuously changing.

For students with accessibility requirements, I encourage you to contact [Accessibility Services](#) to ensure that we, as an institution, are supporting your learning. By making a plan through Accessibility Services, you can ensure accommodation without disclosing any information to your course convenors.

There are also a range of resources on campus that serve to support and improve student learning and wellbeing, including the [Learning Skills Unit](#), [Peer Support](#) programs, resources for [Aboriginal and Torres Strait Islander students](#), [English Language support](#), and [Student Wellbeing](#) support and resources. Please reach out to these programs or contact me directly for further information.

Please know I am here to support you as best I can, in this unit and beyond, and your success in this unit is very important to me. I would like to see us all working together, supporting each other and ultimately recognise and acknowledge the challenging circumstances we all find ourselves in.

Acknowledgment of Country

As convenor, I would like to acknowledge the traditional custodians of the land upon which Macquarie University is situated, the Wattamattagal people of the Dharug nation, and recognise their continuing connection to land, waters and culture. I would also like to acknowledge the traditional custodians of the land upon which I live, learn and will teach parts of this unit from, the Gadigal people of the Eora Nation (Inner West, Sydney). I further extend my respects to Elders past, present and emerging; as well as to all First Nations peoples enrolled in this unit.

I would like to acknowledge and advise that the content of AHIS1250 and AHIX1250 may contain voices, images, and references to Indigenous People who have since passed over.