



# AHIS8252

## Egypt in the Age of Akhenaten and Tutankhamun

Session 1, Online-flexible 2022

*Department of History and Archaeology*

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## General Information

Unit convenor and teaching staff

Lecturer and Tutor

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Credit points

10

Prerequisites

Admission to MAnCHist or GradCertAnCHist

Corequisites

Co-badged status

AHIX8252

Unit description

This unit examines central historical issues of the New Kingdom with a focus on the Amarna Age (from the reign of Amenhotep III to Tutankhamon) based on an interpretation of a range of written sources (royal and non-royal) 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

Guidelines for preparing the assessment tasks as well as assessment criteria are available on iLearn. The assessment tasks are compulsory in this unit. Each assessment task has a due date and students are expected to submit their work on time.

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 Documentary Project and the Essay is provided on iLearn.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – 10 marks out of 100 credit 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. For Special Consideration policy see below under Policies and Procedures.

Please note that grading decisions for each assessment task will be moderated against the set criteria and standards before task results are released.

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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Contribution to Tutorial discussion board</u></a>	10%	No	Weeks 5–8 and 10–11. Topics assigned Week 1
<a href="#"><u>Exam</u></a>	30%	No	Weeks 5–8 and 10–11 after presentations
<a href="#"><u>Essay</u></a>	30%	No	06.05.2022 (Week 9)
<a href="#"><u>Documentary Project</u></a>	30%	No	Date TBC

### Contribution to Tutorial discussion board

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

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

Due: **Weeks 5–8 and 10–11. Topics assigned Week 1**

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.

## Exam

Assessment Type <sup>1</sup>: Quiz/Test

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

Due: **Weeks 5–8 and 10–11 after presentations**

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:

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

## Essay

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

Indicative Time on Task <sup>2</sup>: 45 hours

Due: **06.05.2022 (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:

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

## Documentary Project

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

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **Date TBC**

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.

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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

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. PC 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 \(https://policies.s.mq.edu.au\)](https://policies.s.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 \(https://students.mq.edu.au/support/study/policies\)](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](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)

## 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/](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.