



AHIX3241

Dialogue of Cultures in the Ancient World

Session 1, Online-flexible 2024

Department of History and Archaeology

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General Information

Unit convenor and teaching staff

Javier Alvarez-Mon

javier.alvarez-mon@mq.edu.au

Credit points

10

Prerequisites

AHIX1250 and AHIX2251

Corequisites

Co-badged status

Unit description

This unit offers an advanced study of cultural dialogue between ancient societies, by examining the material and literary records of the ancient Near Eastern and Mediterranean worlds, including Egypt. Western cultural stereotypes and prejudices are investigated, as well as notions of cultural identity, assimilation, rejection, and superiority. Problems to be addressed may concern, among many, cultural borrowing, funerary traditions, gift-giving, tribute, plundering, arts and coinage, trade, and dress.

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: Apply notions of cultural identity, acculturation, assimilation, rejection, and superiority amongst peoples and cultures in the ancient world

ULO2: Understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.

ULO3: Acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.

ULO4: Conduct independent research, synthesize acquired knowledge, and effectively plan, organize and prioritize work.

ULO5: Communicate effectively with teaching staff and peers.

General Assessment Information

PASSING MARK To pass AHIS2251, you must complete all of the assessments and achieve an overall mark of at least 50%. **MARKING RUBRICS** Written assessment tasks will be graded using a rubric that outlines the criteria and standards for each grade descriptor. Rubrics can be found on the unit's iLearn site under 'Assessments'.

PENALTIES

Late Assessment Submission Penalty

- Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic,

Word Limit Penalty

- Written assessment tasks submitted that are under or over the word length by more than 15% will be penalised with a loss of 10% of the total possible mark. NOTE: Footnotes and bibliographies are not included in word counts.

Citation and Referencing techniques Penalty

- Turnitin is 'text-matching' software that is designed to educate students about appropriate citation and referencing techniques. Turnitin is also used to provide the university with confidence in the academic integrity of students' work.
- Written assessment tasks submitted without proper referencing (e.g., no bibliography, omission of page numbers, etc), will be marked according to the Macquarie Academic Integrity Policy and the schedule of penalties.

EXTENSION REQUESTS

- Written assignments: Extensions for written tasks are subject to the University's Special Consideration Policy and can only be granted by applying for Special Consideration through AskMQ. Please do not ask the convenors for an extension, but you may inform

them if you intend to apply for Special Consideration

- Online quizzes: Extensions are not possible for online quizzes. In the event that you are unable to complete a quiz during the scheduled time, and have been approved for Special Consideration, you will be set an alternative written task to complete.

RELEASE OF RESULTS

Feedback for written work and the final test will be supplied within 2-3 weeks of the due date. Results can be viewed via iLearn using the Gradebook tool.

FINAL MARKS Grading decisions for each assessment task will be moderated against the set criteria and standards before task results are released. Please note that 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 'Results' in the Policies and Procedures section below.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|-----------|--------|--------------------------------------|
| Short Essay (Literature Review) | 20% | No | Friday, 3 May, 11:59pm (end week 9) |
| On-Line Quiz | 30% | No | Weeks 2-7 and 9-12 |
| Long Research Essay | 50% | No | Sunday, 2 June 11:59pm (end week 13) |

Short Essay (Literature Review)

Assessment Type ¹: Essay

Indicative Time on Task ²: 15 hours

Due: **Friday, 3 May, 11:59pm (end week 9)**

Weighting: **20%**

Essay requiring independent research; Length: 1,000 words;

On successful completion you will be able to:

- Apply notions of cultural identity, acculturation, assimilation, rejection, and superiority amongst peoples and cultures in the ancient world
- Understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.

- Acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.
- Conduct independent research, synthesize acquired knowledge, and effectively plan, organize and prioritize work.

On-Line Quiz

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 11 hours

Due: **Weeks 2-7 and 9-12**

Weighting: **30%**

Answer a series of questions on *the lectures* and required weekly readings. Complete the quiz using the iLearn quiz tool.

On successful completion you will be able to:

- Apply notions of cultural identity, acculturation, assimilation, rejection, and superiority amongst peoples and cultures in the ancient world
- Understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.
- Acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.
- Conduct independent research, synthesize acquired knowledge, and effectively plan, organize and prioritize work.
- Communicate effectively with teaching staff and peers.

Long Research Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 65 hours

Due: **Sunday, 2 June 11:59pm (end week 13)**

Weighting: **50%**

Essay requiring independent research; Length: 3,500 words

On successful completion you will be able to:

- Apply notions of cultural identity, acculturation, assimilation, rejection, and superiority

amongst peoples and cultures in the ancient world

- Understand and critically evaluate methodological approaches to the study of cultural dialogue in antiquity.
- Acquire skills necessary for the analysis and interpretation of social and political identity in the ancient world.
- Conduct independent research, synthesize acquired knowledge, and effectively plan, organize and prioritize work.

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

This unit will be taught following a flipped classroom model, in which students first gain exposure to new material outside of class via reading and watching recorded lectures, and then the tutorial time is used to do the harder work of assimilating that knowledge. The unit is comprised of two key elements: 1. Three hours of instruction: 1-2 hours of pre-recorded lectures and 1 hour tutorial delivered either on campus or asynchronously online (for Flexible-Online and OUA students); and 2. Individual study and preparation.

Note: • Students are expected to attend all tutorials (or complete all tutorial activities online each week), unless there are extenuating circumstances. • Pre-recorded lectures will be available on the iLearn site before the week they are due. Students are expected to have watched the videos and completed the required lecture and tutorial readings before attending their scheduled tutorial.

Unit Schedule

UNIT SCHEDULE

Lecture - & Tutorials

Note. Required readings and Lecture Topics might change

| Week | Lecture Topics (posted on Mondays) | Tutorial | Required Weekly Readings |
|--------|--|-------------|--------------------------|
| Week 1 | INTRODUCTION TO THE UNIT AND ASSIGNMENTS | No Tutorial | |

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|-------------|---|--|---|
| Week 2 | <p>Welcome to "Civilization"!</p> <p>Discussion: To Farm or not to Farm, the Gobekli Tepe Enigma.</p> | <p>Quiz Opens on Monday and closes on Sunday</p> | <p>Forero (2006) <i>Leaving the Wild, and Rather Liking the Change</i> Diamond (1997) <i>To Farm or not To Farm (or the worst mistake in History?)</i>.</p> <p>Watch: "First Contact" (in iLearn)</p> |
| Week 3 | <p>Us and Them in the Sumerian World [I am from Uruk]</p> <p>Lecture case study: Uruk, the First World Empire: 3300 BC</p> | <p>Quiz Opens on Monday and closes on Sunday</p> | <p>On Ethnicity and Writing</p> <p>Bahrani (2006) <i>Ethnicity in Antiquity</i></p> <p>Emberling and Yoffee (1999) <i>Thinking Ethnicity Writing and Reading</i></p> <p>Watch: <i>Cracking Ancient Codes: Cuneiform Writing - with Irving Finkel</i></p> <p>https://www.youtube.com/watch?v=PfYyraMqiBA</p> |
| Week 4 | <p>The Gilgamesh Epic [I am king, hero and demi-god.... and I have feelings too]</p> <p>Lecture case study: Most Famous Soap-opera of all times? The Gilgamesh Epic</p> | <p>Quiz Opens on Monday and closes on Sunday</p> | <p>Telling a Story</p> <p>Kline (2016) <i>The Oldest Story</i></p> <p>Moran (1995) <i>The Gilgamesh Epic: A Masterpiece</i>.</p> <p>Watch: The Epic of Gilgamesh, Lecture by Andrew George https://www.youtube.com/watch?v=Rd7MrGy_tEq</p> |
| Week 5 | <p>Not for Everyone: To Be or Not to be Divine</p> <p>Lecture case study: from Egypt to Akkad: When Humans were Gods and Vice Versa.</p> | <p>Quiz Opens on Monday and closes on Sunday</p> | <p>Brisch (2008) <i>Divine kingship</i> Watch: <i>Legend of Sargon</i></p> <p>https://www.youtube.com/watch?v=u-ynfk9WDc</p> |
| Week 6 | <p>On Gender: Her, Him, and Neither of the Above</p> <p>Lecture case study: Gender in Art and Literature</p> | <p>Quiz Opens on Monday and closes on Sunday</p> | <p>Bahrani (2001) <i>Women, sex and gender in Mesopotamia</i>, pp. 1-27</p> <p>Peled (2010) On <i>Eunuchs</i> Suter (2007) <i>High Priestess</i> Watch: <i>Powerful Women of Ur</i></p> <p>https://www.youtube.com/watch?v=4jwxUcoHL5Y</p> |
| Week 7 | <p>On Trade and Family: I am a Merchant from Assur</p> <p>Lecture case study: The Assyrian Merchants 1900 BC</p> | <p>Quiz Opens on Monday and closes on Sunday</p> | <p>Veenhof (2007) <i>Assur the city</i></p> <p>Watch: <i>Curator's Corner Video: On Trade and Contraband</i></p> <p>https://blog.britishmuseum.org/trade-and-contraband-in-ancient-assyria/</p> |
| Week 8 | <p>On Group Identity: Grain and/or sheep? (I Live in a City/I Am Pastoralist)</p> <p>Lecture case study: Mari ca. 1775 BC</p> | <p>Quiz Opens on Monday and closes on Sunday</p> | <p>Szuchman (2009): <i>Nomads, Tribes and the State</i></p> <p>Cohen (2007): <i>Barley as Key Symbol</i></p> <p>Watch: <i>Grass: a Nation's Battle for Life (1925)</i> [Posted in iLearn]</p> |
| 15-28 April | Mid-Semester Recess | | |

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|---------------|---|---|--|
| Week 9 | Assignment Literature Review Due 11:59pm, Friday 3 May | | |
| Week 10 | I Social Class: The Non-Elites [I Am a Craftsman and a Tomb Robber; I am Egyptian] Lecture case study: Egyptian tomb robbers and the tale of Sinuhe the Egyptian | Quiz Opens on Monday and closes on Sunday | Da Silva (2016) <i>Women and diplomacy</i> Head (2011) <i>Food and Protocol</i> Singer (2017) <i>The Messengers</i> Watch "The Egyptian" (1954); available > https://www.youtube.com/watch?v=2FQesPn9hvl |
| Week 11 | Imperial Identities, Luxury and Consumption: When Enough is not Enough Lecture case study: The Assyrian Empire. | Quiz Opens on Monday and closes on Sunday | Álvarez-Mon (2009) <i>Assurbanipal's Feast</i> Parpola (2004) <i>National and Ethnic Identity</i> Watch: The Ulai River Battle Assyria vs Elam: The battle of Til Tuba (video) Khan Academy |
| Week 12 | Greece 1-Persia 0: Inventing the Clash of Civilizations? Lecture case study: The Ethnogenesis of Persia and Greece. | Quiz Opens on Monday and closes on Sunday | Basu et al. (2007) <i>The 300</i> Briant (2002) <i>Greeks and Persian Decadence</i> Frediksen (2005) <i>Beautiful People</i> Watch: <i>Misunderstood Moments in History - Why the Persians Failed to Conquer Greece</i> https://www.youtube.com/watch?v=ZlWKh2Qk14 Memory and Identity Edward W. Said (2000) <i>Invention, Memory and Place</i> and answer the following questions: No required readings. |
| Week 13 | What Have We Learned? | No Quiz No Tutorial | Assignment Due Research Paper 11:59 pm, Sunday 2 June |
| Extra Content | Whose Civilization? Big History | Quiz Opens on Monday and closes on Sunday | David Christian 2008 <i>This Fleeting World</i> 2017 <i>What is Big History The History Manifesto</i> 2014 Guldi & Armitage Watch You're Dead To Me - The Ancient Babylonians - BBC Sounds |

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/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

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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.

Unit information based on version 2024.02 of the [Handbook](#)