AHIS1250

The Archaeology of Egypt and Near East: Applying Lessons from the Past

Session 1, In person-scheduled-weekday, North Ryde 2025

School of Humanities

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General Information

Unit convenor and teaching staff
Unit Convenor
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Online Convenor
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25WW, B170
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Linda Evans
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Credit points
10

Prerequisites

Corequisites

Co-badged status

Unit description
For thousands of years human societies have endured and responded to a variety of challenges, including those related to power, inequality, identity, conflict, climate change, sustainability and health. Archaeology presents an opportunity to learn lessons from the past to address such issues facing societies today and in the future. The unit is an introduction to the people, languages, texts, art and material culture of Egypt in its Near Eastern context from its origins to the end of Late Antiquity (c. 10,000 B.C.E. to 1000 C.E.) and aims to better understand how the societies and cultures of this region succeeded or failed when faced with specific challenges in different social, cultural, religious, political, and environmental contexts.

The unit will pay special attention to the analysis, evaluation and interpretation of sources and consider how the archaeological past is valued, owned and contested by both academic and public communities. Drawing on humanistic and scientific methods and theories, the unit will engage with contemporary debates and diverse cultural perspectives to contextualise historical and archaeological knowledge, consider topics of social relevance today and address the importance of conducting responsible archaeology in the 21st Century.

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 and skills relating to the analysis, evaluation and interpretation of the ancient Egyptian material world in its Near Eastern context across time and geographical regions.

ULO2: Synthesise primary and secondary sources to develop clear, specific, evidence-based arguments.

ULO3: Compare diverse regional cases to link lessons from the past to solutions for the most urgent issues facing societies today.

ULO4: Engage with contemporary debates, cultural perspectives and practices to contextualise historical and archaeological knowledge.

ULO5: Create content to communicate acquired knowledge & skills to diverse audiences.

General Assessment Information

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.

PENALTIES

1. 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 seventh day (including weekends). After the seventh 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 (including 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.**

2. Word Limit Penalty

- Written assessment tasks submitted that are under or over the word length by more than 10% will be penalised with **a 10% penalty (of the total possible mark)**.

3. Citation and Referencing techniques Penalty

- Turnitin is a 'text-matching' software which is designed to educate students regarding appropriate citation and referencing techniques. Turnitin is also used to provide MQ with confidence in the academic integrity of students work.
- All assessment tasks will be marked according to the MQ Academic Integrity 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 Service Connect.
- **See Accessibility Statement below.**

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Museum Critical Review	20%	No	13/04/2025		No	
Blog 1	35%	No	11/05/2025		No	
Blog 2	45%	No	08/06/2025		No	

Museum Critical Review

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 19 hours
Due: **13/04/2025**
Weighting: **20%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

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 and skills relating to the analysis, evaluation and interpretation of the ancient Egyptian material world in its Near Eastern context across time and geographical regions.
- Synthesise primary and secondary sources to develop clear, specific, evidence-based arguments.
- Engage with contemporary debates, cultural perspectives and practices to contextualise historical and archaeological knowledge.
- Create content to communicate acquired knowledge & skills to diverse audiences.

Blog 1

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 33 hours

Due: **11/05/2025**
Weighting: **35%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

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:

- Synthesise primary and secondary sources to develop clear, specific, evidence-based arguments.
- Compare diverse regional cases to link lessons from the past to solutions for the most urgent issues facing societies today.
- Engage with contemporary debates, cultural perspectives and practices to contextualise historical and archaeological knowledge.
- Create content to communicate acquired knowledge & skills to diverse audiences.

Blog 2

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 42 hours
Due: **08/06/2025**
Weighting: **45%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

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 and skills relating to the analysis, evaluation and interpretation of the ancient Egyptian material world in its Near Eastern context across time and geographical regions.
- Synthesise primary and secondary sources to develop clear, specific, evidence-based arguments.

- Engage with contemporary debates, cultural perspectives and practices to contextualise historical and archaeological knowledge.
- Create content to communicate acquired knowledge & skills to diverse audiences.

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[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
- Academic Success 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.

[3] An automatic short extension is available for some assessments. Apply through the Service Connect Portal.

Delivery and Resources

UNIT DELIVERY

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 LEARNING MATERIALS

There are no required textbooks for this unit. All reading materials are provided through Leganto, MQ's reading list management system, and the MQ library.

CONSULTATION TIMES

Each week your Convenors will offer consultation times via Zoom to allow you to ask questions about the weekly content that can not be addressed in the tutorials or online discussion fora. Consultation schedules are listed on iLearn.

- Click here for a summary of the basics of Zoom from the MQ L&T Blog.

STUDENT RESPONSIBILITILES

The subject matter you will encounter in this unit is designed to challenge your preconcieved notions and understandings of how archaeological knowledge is formed and it is crucial that you are aware of your resonsibilities as a student:

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

The guidelines for how to communicate using online communication tools are called **Netiquette** (or internet etiquette). Please refer to the complete Netiquette guidelines and always apply the following protocols in your online engagement.

In short, always use equitable and inclusive language; acknowledge everyone's contributions; respect other people's point of view and perspectives; be non-judgemental and supportive; be aware and mindful of cultural differences; and be careful with humour and sarcasm in case the format does not fully convey your intended meaning.

Unit Schedule

MODULE	WEEK	TOPIC	ASSESSMENT
MODULE 1 | Archaeology in the 21st century	1	"Archaeology today is personal, political & all about the present."	
	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	**NO CLASS / TUTORIAL DISCUSSION**	**Museum Critical Review due** (Sunday 13 April 2025 @ 23:55)
	MID-SESSION BREAK		
	8	Archaeologies of Inequality	
	9	Archaeologies of Mobility & Migration	**Blog 1 due** (Sunday 11 May 2025 @ 23:55)
	10	Archaeologies of Ritual & Religion	
	11	Archaeologies of Climate Change & Sustainability	
	12	Archaeologies of Health, Disability & Care	
MODULE 4 | Archaeology for the future	13	How is the past linked to a better human future?	**Blog 2 due** (Sunday 8 June 2025 @ 23:55)

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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.

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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 connect.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/

Academic Success

Academic Success 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 the Service Connect Portal, 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

- Prof. Ronika Power is now the Unit Convenor. A/Prof. Linda Evans is now the Online Convenor. Unit tutors will be Dr Camilla Di Biase-Dyson, Prof. Javier Álvarez-Mon, A/Prof. Linda Evans, and Prof. Ronika Power.
- The dues date of the second assessment task, Blog 1, has changed to Week 9 to facilitate a marking turnaround of three weeks between all scheduled assessment tasks and thus enable students to implement feedback on subsequent tasks.
- Online forum participation has changed to enable students to post any time, and the requirement to post before seeing other students' posts has been removed.

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 the Teaching Team. It is never too late to request accommodations -- our bodies and circumstances are diverse and continuously changing.

Students with accessibility requirements are encouraged 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 Unit 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 the Teaching Team for further information.

Please know that the Teaching Team is here to support you as best we can, and your success in this unit is very important to us. We would like to see everyone working together and supporting each other during our time in AHIS1250.

Acknowledgment of Country

As convenors, we would like to acknowledge the Traditional Custodians of the Country upon which Macquarie University is situated, the Wallumattagal people of the Dharug nation; the Country upon which we will teach this unit from, the Wangal people of the Eora Nation (Inner West, Sydney), the Cammeraygal people of the Eora Nation (North Sydney) & the Country where each of you are living, learning & working from this session. We recognise Traditional Custodians continuing connection to the Land, waters, & culture, & thank them for protecting this coastline & its ecosystems since time immemorial. We acknowledge that sovereignty was never ceded. We respect all Elders past & present, & all First Nations peoples who are enrolled in this unit.

The Department of History and Archaeology would like to acknowledge and advise Aboriginal and Torres Strait Islander people that the content of AHIS1250 and AHIX1250 may contain images, voices or names of deceased persons in photographs, film, audio recordings or printed material.

Unit information based on version 2025.01R of the Handbook