



AHIX8252

Egypt in the Age of Akhenaten and Tutankhamun

Session 1, Online-flexible 2025

School of Humanities

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	7
<u>Accessibility Statement</u>	8

Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Tanika Koosmen

tanika.koosmen@mq.edu.au

By appointment

Credit points

10

Prerequisites

Admission to MAnchHist (OUA) or GradCertAnchHist (OUA)

Corequisites

Co-badged status

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

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 rubrics for the Documentary Project and the Essay are provided on iLearn.

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** (<https://students.mq.edu.au/study/assessment-exams/special-consideration>). The Special Consideration outcome may result in a new question or topic.

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
Contribution to discussion board	10%	No	Weekly

Name	Weighting	Hurdle	Due
<u>Documentary Project</u>	30%	No	Topic Due: End of Week 1; Presentation Due: Weeks 5-8, 10-11
<u>Essay</u>	30%	No	09/05/2025
<u>Exam</u>	30%	No	08/06/2025

Contribution to discussion board

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 0 hours

Due: **Weekly**

Weighting: **10%**

Students will participate in an online activities 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.

Documentary Project

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 40 hours

Due: **Topic Due: End of Week 1; Presentation Due: Weeks 5-8, 10-11**

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.

Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 45 hours

Due: **09/05/2025**

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: **08/06/2025**

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

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)

Unit Schedule

Please consult iLearn site for the Weekly Schedule. It will also be updated as the presentation topics are taken on by unit participants.

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 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.

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 unit convener. It is never too late to request accommodations.

For students with accessibility requirements, you 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 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 the unit convener directly for further information.

Unit information based on version 2025.01R of the [Handbook](#)