



AHPG821

Ptolemaic Egypt

S2 External 2013

Ancient History

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	11
<u>Requirements and Expectations</u>	13

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General Information

Unit convenor and teaching staff

Unit Convenor

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W6A 504

Credit points

4

Prerequisites

Admission to MA in (Ancient History or Coptic Studies or ECJS or Egyptology or History or Late Antiquity or Ancient Art and Architecture) or PGDipArts in (Ancient History or ECJS) or PGCertArts in (Ancient History or Coptic Studies)

Corequisites

Co-badged status

Unit description

This unit covers Egypt in the last three centuries BCE, from its conquest by Alexander the Great to its incorporation into the Roman Empire. Proceeding from the foundation of the Ptolemaic dynasty by Alexander's general Ptolemy in the new city of Alexandria, it will examine both the internal history of Egypt, and its relationship with the other Hellenistic kingdoms and Rome. Areas of focus will include the developing interaction between the Greeks and Egyptians, and the place of the Egyptian religion and language in the Ptolemaic period.

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:

Acquire knowledge of the history of Egypt in the last three centuries BCE, including but not limited to the ethnic groups, languages, cultures, and religions which coexisted in Egypt during this period.

Learn strategies to discuss and analyse not only what happened, but how and why

events occurred.

Become familiar with processes of accommodation and integration inherent in a multicultural society in which different ethnic, cultural, linguistic, and religious groups operated alongside each other.

Gain familiarity with the use of bibliographical resources for the study of Ptolemaic Egypt

Be introduced to the use and analysis of documentary, in particular papyrological, material

Learn how to treat different types of documents and discourses, in order to identify their technical or genre-based aspects and aims and functions, and to extract data from them

Learn about sources of information (such as research tools, databases, and online

resources), and be acquire related problem-solving skills for using with these resources.

Assessment Tasks

Name	Weighting	Due
<u>Online Discussion</u>	20%	Ongoing, weeks 2–13
<u>Article Review</u>	10%	16.8.13
<u>Document Study</u>	30%	13.9.13
<u>Major Essay</u>	40%	1.11.13

Online Discussion

Due: **Ongoing, weeks 2–13**

Weighting: **20%**

Students are expected to participate in the online Discussion forum on the Unit page on the basis of listening to the lecture and their weekly readings. This means they are required to post to the web discussion tool in reference to the weekly theme and the questions posted by the lecturer each week after the first which will be an introductory discussion.

Students must contribute to at least 9 discussions to receive a mark for this assessment task. The mark for participation will be based on the following:

- 5% will be awarded for posting anything at all to 8 online tutorials without regard to the quality of the contribution, and can thus be very easily earned
- 15% will be based on the quality of the online postings, which will be evaluated according to the instructions below.

Discussion postings should have about 75-100 words. Try not to make them much longer. Please do not send them as an attachment to an e-mail, but e-mail directly to the discussions

tools of the website. As well as addressing the weekly theme in general questions raised by the lecturer, you are also welcome to address other issues, as long as they have arisen from the week's reading. You do not have to wait for the lecturer to pose questions each week, but may start the discussion yourselves on the basis of the lecture and your readings.

Strive to be clear and consistent in your thoughts, use standard spelling and punctuation (so as not to detract from the contents of your contribution), use paragraphs if necessary, and check one final time before hitting the "send" button.

On successful completion you will be able to:

- Acquire knowledge of the history of Egypt in the last three centuries BCE, including but not limited to the ethnic groups, languages, cultures, and religions which coexisted in Egypt during this period.
- Learn strategies to discuss and analyse not only what happened, but how and why events occurred.

Article Review

Due: **16.8.13**

Weighting: **10%**

Students are to submit a short (800 words) review of a major article in the field on Friday of Week 3 (16.8.13). This will help familiarise students with the field, and will also function as a low risk diagnostic task which will be used to provide early feedback for students and enable the convener to identify potential learning challenges.

The work to be reviewed (available on e-reserve) is:

E.G. Turner, 'Ptolemaic Egypt', in Frank A. Walbank et al.(edd.), *The Cambridge Ancient History, Second Edition, Volume VII. Part 1* (Cambridge 1984) 118–174.

The review should start with the full bibliographical details of the work under review. Students should address the following:

- What is the main historical and chronological focus of the article?
- What are major types of sources used in the article? What issues related to them does the author raise?
- What are major historical issues raised? What does author consider to be the major issues in the study of Ptolemaic Egypt?
- What is the author's overall view of Ptolemaic Egypt?
- How successful you think the article is as an overview of the period? What could have been done differently, and why?
- How well does it serve as an introduction? What else would you have wanted to know?

Despite the range of issues to be covered and the short word-length, students must stick to the word limit: this is an exercise in summarizing and writing to word length as well as assessing a

work, and over-length essays will attract penalties as noted above.

On successful completion you will be able to:

- Acquire knowledge of the history of Egypt in the last three centuries BCE, including but not limited to the ethnic groups, languages, cultures, and religions which coexisted in Egypt during this period.
- Become familiar with processes of accommodation and integration inherent in a multicultural society in which different ethnic, cultural, linguistic, and religious groups operated alongside each other.
- Gain familiarity with the use of bibliographical resources for the study of Ptolemaic Egypt

Document Study

Due: **13.9.13**

Weighting: **30%**

The Document Study will be due on by 5 pm on the Friday of week 7, 13.9.13. It must be 1000 words in length, and include a bibliography of primary sources and modern works, and footnotes (or an acceptable alternative form of referencing). All the documents will be available on E-Reserve or in Austin, The Hellenistic World (available electronically through the MU Library catalogue)

You must pick one of the following documents listed below and write a 1000-word study which explains the historical significance of the document(s) and relates it to other sources which bear on the questions or issues raised by the document.

You must, among other things:

- set the document(s) in its historical context.
- explain who the principal historical figures are who composed and featured in it.
- explain why it is important and significant.
- explain what it tells us that we would not otherwise have known.

You should also assemble a modern bibliography on the text, and assess in brief modern opinion on it. In short, you should provide an historical commentary on the text: this should take the form of a close analysis, not a summary of its contents.

Chose one of the following documents:

1. Theocritus, Idyll 17, in Praise of Ptolemy II

A. Verity, Theocritus, Idylls. (New York: Oxford University Press, 2002), pp. 54-58 (also Austin, The Hellenistic World, no. 255)

2. The 'Satrap Stele' Translation by Ritner in Simpson, Literature of Ancient Egypt. Earlier translation online at <http://reshafim.org.il/ad/egypt/texts/lagides.htm>

On successful completion you will be able to:

- Acquire knowledge of the history of Egypt in the last three centuries BCE, including but not limited to the ethnic groups, languages, cultures, and religions which coexisted in Egypt during this period.
- Learn strategies to discuss and analyse not only what happened, but how and why events occurred.
- Become familiar with processes of accommodation and integration inherent in a multicultural society in which different ethnic, cultural, linguistic, and religious groups operated alongside each other.
- Gain familiarity with the use of bibliographical resources for the study of Ptolemaic Egypt
- Be introduced to the use and analysis of documentary, in particular papyrological, material
- Learn how to treat different types of documents and discourses, in order to identify their technical or genre-based aspects and aims and functions, and to extract data from them
- Learn about sources of information (such as research tools, databases, and online resources), and be acquire related problem-solving skills for using with these resources.

Major Essay

Due: **1.11.13**

Weighting: **40%**

The Major Essay will be due on by 5 pm on the Friday of week 12, 1.11.13. It must be 2500 words in length. Students should pick one of the following essay topics. Alternatively, you may devise a question related to the theme of the unit in which they are interested. It may be a focused analysis of a particular aspect of the course, or a broad thematic essay. It must, however, address a question (not just: 'write everything about X in 2500 words'). This question should be formulated and shown to the lecturer before you begin writing.

(a) Egyptian society was manifestly to some extent 'Hellenised' under the Ptolemies. To what extent was Greek society in Ptolemaic Egypt 'Egyptianised'?

Discuss with reference either one or two of the following; that is, a detailed discussion of one area, or two shorter discussions. If the latter option is chosen, the results should be compared and general conclusions drawn.

A: Language

B: Religion

C: Administration & Law

D: Ideology of Rule

E: Foreign Policy

(b) How did relations with Rome affect the last decades of Ptolemaic Egypt? What agenda did the last Ptolemaic rulers have in their contacts with Rome?

- (c) To what extent were the revolts against the Ptolemies expressions of Egyptian nationalism? What other agendas, if any, were present?
- (d) To what extent was Egypt under the Ptolemies a bilingual society? What roles did the Greek and Egyptian languages play in public and private life?
- (e) To what extent did Ptolemy I Soter look back towards Alexander? How did he craft a new empire with its own identity?
- (f) How important was the library of Alexandria and Alexandrian scholarship for the preservation and transmission of the Classical heritage of Greece? How has the activity of the Alexandrians affected our knowledge of the Archaic and Classical Greek world and its literature?
- (h) To what extent is the account of the production of the Septuagint in the Letter of Aristeas believable? What were the likely reasons for the translation, and why does the writer of the letter of Aristeas present events the way he does?
- (i) Was Ptolemaic Egypt a 'colonial' society? To what extent do modern perceptions and theoretical understandings of 'colonialism' help us understand Ptolemaic society?

It is important to base your essay on primary sources, and to compile your own list of up to date secondary reading. Do not hesitate to approach the convener for guidance on your essay at any stage.

Essays must be accompanied by a bibliography of the primary sources and modern works used. They must be referenced according to one of the accepted conventions, that is, footnotes, endnotes, or 'in-text' referencing. In general, footnotes are the preferred and usual method for such work.

Material downloaded or cited from the Web (other than the Website of this unit) should always be cited with reference to its full Web address. NB: Be very careful when using material from the web. Only use material from reputable websites set up by universities, museums/galleries, reputable scholars/associations etc. The use of material from unscholarly and uncritical websites will result in the deduction of marks.

NB: Contributions must be posted by the end of the Sunday following the week in question to count towards this assessment task. Please also note well that the online discussion forum participation will count for 20% of your total mark. Non-participation may result in a difference of an entire letter grade. If you have technical problems with participating in online discussion group, please let the convener know as early as possible.

On successful completion you will be able to:

- Acquire knowledge of the history of Egypt in the last three centuries BCE, including but not limited to the ethnic groups, languages, cultures, and religions which coexisted in

Egypt during this period.

- Learn strategies to discuss and analyse not only what happened, but how and why events occurred.
- Become familiar with processes of accommodation and integration inherent in a multicultural society in which different ethnic, cultural, linguistic, and religious groups operated alongside each other.
- Gain familiarity with the use of bibliographical resources for the study of Ptolemaic Egypt
- Be introduced to the use and analysis of documentary, in particular papyrological, material
- Learn how to treat different types of documents and discourses, in order to identify their technical or genre-based aspects and aims and functions, and to extract data from them
- Learn about sources of information (such as research tools, databases, and online resources), and be acquire related problem-solving skills for using with these resources.

Delivery and Resources

Textbook and Readings

Weekly readings will be placed in the Macquarie University Library E-Reserve, or are available online through the MQ library catalogue (such items are noted where they occur, and are generally journal articles: search for the journal in the MQ Library catalogue, and follow the steps from there to the electronic version of the journal or book). Some items will also be placed on the unit iLearn site.

Only a certain amount of material can be placed in e-reserve due to copyright regulations. In the event that students have access to the Macquarie Library (or another library), a list of additional readings is provided, which are in the MQ library but are not on e-reserve, although some may be placed in Special Reserve. While all students must read the required 'Readings' each week, it is not compulsory to read items on the 'Additional Bibliography', which are for interest or those doing an essay on that topic.

The textbook for the subject is G. Hölbl, *A History of the Ptolemaic Empire*. Translated by T. Saavedra (London - New York, Routledge, 2001), available through the Macquarie University Co-Op Bookstore.

The following books are not stocked by the bookshop, and are not required to be purchased, but will prove very useful if students acquire them.

- R.S. Bagnall and Peter Derow, *The Hellenistic Period : historical sources in translation* (Oxford : Blackwell, 2003): an invaluable guide to life in the Hellenistic world; weekly readings from this book will be put on e-reserve.
- M.M. Austin, *The Hellenistic world from Alexander to the Roman conquest: a selection of ancient sources in translation* (2nd ed. Cambridge; New York: Cambridge University

Press, 2006); some readings will also be taken from this; it can be accessed in electronic form through the MU Library catalogue.

- N. Lewis, *Greeks in Ptolemaic Egypt: Case Studies in the Social History of the Hellenistic World* (Oxford: Oxford University Press, 1986; repr. Oakville, Connecticut: American Society of Papyrologists, 2001).

Submitting Assessment

All assessment must be submitted electronically via the "turnitin" system in iLearn.

Technology Used and Required

This unit uses the iLearn, echo360, and e-reserve systems to deliver lecture content and readings.

Changes since Last time the unit ran

None.

Unit Schedule

Week	Lecture	Theme
1	Introduction	Methodologies; Sources and approaches; Hellenistic and Egyptian cultures
2	Background	The Greeks in Egypt down to the foundation of Alexandria
3	Ptolemy I and the Foundation of the Dynasty	Character & writings of Ptolemy I; goals & aspirations of Ptolemy I and II; Ptolemy as Pharaoh
4	Egypt and the Mediterranean world I	The foundation of Alexandria; Egypt among the Successor States; First Contact with Rome
5	Ptolemaic Administration	Continuities and changes; communication between centre and periphery; new hierarchies; taxation and monopolies
6	Language and Literature 1: Greek	The spread of Greek language and culture; the library at Alexandria
7	No Lecture	

Mid-Semester Break 16/9–27/9

8	Language and Literature 2: Egyptian	The uses of Egyptian; bilingualism in administrative, priestly, and everyday life.
9	Egyptian Resistance to Greek rule	Egyptian self-identity in the Ptolemaic period. Rebellions and propaganda; Greek and Demotic anti-Imperial texts.

10	Religion I: Egyptian Religion	The Egyptian Priesthood and Temples.
11	Religion II: Hellenism and Judaism	Sarapis; syncretism; the Jews in Egypt & Alexandria; the LXX
12	Graeco-Egyptian Society	Living alongside one another; Inter-marriage; onomastics.
13	Overview & Wrap-up	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://www.mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Extensions

Extensions will be granted only in documented cases of misadventure or illness. Assessment submitted after the due date without a medical certificate or reasonable explanation will attract a penalty of 2% of their mark for every day they are late. Requests for extensions must be made before the due date in writing. (Note the last point: requests for extensions will not be granted over the phone or in person).

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Acquire knowledge of the history of Egypt in the last three centuries BCE, including but not limited to the ethnic groups, languages, cultures, and religions which coexisted in Egypt during this period.
- Become familiar with processes of accommodation and integration inherent in a multicultural society in which different ethnic, cultural, linguistic, and religious groups operated alongside each other.
- Learn how to treat different types of documents and discourses, in order to identify their technical or genre-based aspects and aims and functions, and to extract data from them

Assessment tasks

- Online Discussion
- Article Review
- Document Study
- Major Essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience,

of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Learn strategies to discuss and analyse not only what happened, but how and why events occurred.
- Learn about sources of information (such as research tools, databases, and online resources), and be acquire related problem-solving skills for using with these resources.

Assessment tasks

- Article Review
- Document Study
- Major Essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Learn strategies to discuss and analyse not only what happened, but how and why events occurred.
- Gain familiarity with the use of bibliographical resources for the study of Ptolemaic Egypt
- Be introduced to the use and analysis of documentary, in particular papyrological, material

Assessment tasks

- Online Discussion
- Document Study
- Major Essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual

formats.

This graduate capability is supported by:

Assessment tasks

- Online Discussion
- Article Review
- Document Study
- Major Essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Assessment task

- Online Discussion

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Assessment tasks

- Online Discussion
- Article Review
- Document Study
- Major Essay

Requirements and Expectations

SATISFACTORY COMPLETION OF UNIT

To compete the unit satisfactorily, students must listen to the lectures and reflect on them, do the set weekly reading(s), and participate in the online discussion in a manner which demonstrates they have done these things. They must **submit all items of assessment**, and hand in work which is formatted in accordance with Department of Ancient History guidelines (available [here](#)), spell-checked, written in good English, and which demonstrates an understanding of the material

in the lectures and readings, and independent reflection on the subject of the assessment. Assessments must demonstrate the generic skills below, which will be assessed according to the listed criteria and levels of achievements.

KNOWLEDGE APPROACH & ARGUMENT	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
Knowledge of relevant subject matter	Extensive knowledge of relevant subject matter	Thorough knowledge of relevant subject matter	Substantial knowledge of relevant subject matter	Sound knowledge of relevant subject matter	Little or no knowledge of relevant subject matter
Mastery of appropriate techniques and methodologies	Mastery of appropriate techniques and methodologies	Thorough application of techniques and methodologies	Substantial evidence of knowledge of appropriate techniques and methodologies	Some evidence of knowledge of appropriate techniques and methodologies	Little or no evidence of knowledge of appropriate techniques and methodologies
Your argument	Consistent evidence of deep and critical thinking; substantial originality	Clear evidence of deep and critical thinking	Some evidence of deep and critical thinking	Sufficient evidence of some critical thinking	Little or no evidence of critical thinking
Competing arguments	Competing arguments mastered; some success in attempting to go beyond scholarship	Competing arguments mastered; attempt to go beyond scholarship	Substantial evidence of knowledge of competing arguments; arguments reported rather than analysed	Some evidence of knowledge of competing arguments, but this not integrated into your argument	No evidence of knowledge of competing arguments
SOURCES & THEIR USE	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
Use of ancient sources	Extensive and critical use of ancient sources	Thorough and critical use of ancient sources	Substantial use of ancient sources; some uncritical use	Sufficient use of ancient sources; substantial uncritical use	Very little or no use of ancient sources
Use of modern scholarship	Extensive and critical use of modern scholarship	Thorough and critical use of modern scholarship	Substantial use of modern scholarship; some uncritical use	Sufficient use of modern scholarship; substantial uncritical use	Little or no use of modern scholarship; uncritical use
Citation of sources	Approved system used consistently	Approved system used consistently	Approved system used consistently	Approved system used, but not used consistently	No attempt to use approved system or no citation [plagiarism]
STYLE, PRESENTATION AND LANGUAGE	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
English language: Grammar	Excellent use of English language throughout	Excellent use of English language throughout	Proficient use of English; some minor errors eg in use of apostrophe	Generally sound use of English; consistent minor errors	Substantial inappropriate or ungrammatical use of English

English language: Spelling	Spelling correct throughout	Spelling correct throughout	Spelling mostly correct throughout; some inconsistency eg in treatment of foreign language words in English	Minor spelling mistakes but otherwise sound	Spelling poor
Structure of argument	Argument structure excellent	Argument well structured	Argument has proficient structure	Argument has clear structure	Little or no structure to argument
Length of paper	Within limits set for this assignment	Within limits set for this assignment	Within limits set for this assignment	Within limits set for this assignment	Not within limits set for this assignment
Presentation	Well presented	Well presented	Well presented	Well presented	Poor presentation: eg untidy and difficult to read