



# AHIS345

## Ancient Near Eastern Documents

S1 Day 2014

*Ancient History*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Stephen Llewelyn

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Unit Convenor

Boyo Ockinga

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Credit points

3

Prerequisites

Permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description

Students can choose between an option in West Semitic languages or Egyptian religious texts (Session 1) or in Late Egyptian (Session 2) West Semitic languages: In the past decade literacy has become a key issue in the debate over state formation and the historical reliability of the biblical record. Documentary texts in West Semitic languages have been important pieces of evidence in the debate. This unit is an extension unit to AHIS259 for those interested in reading documentary texts in Hebrew, Moabite and Aramaic. This unit is of particular interest to students who wish to study in greater detail the history of Ancient Israel and Judah. Texts are translated from their original languages with a focus on palaeography, grammar and historical context. The convenor and contact person is Dr Stephen Llewelyn. Egyptian Religious Documents: Original sources in the hieroglyphic script dealing with Egyptian religion will be studied. Selections from the Pyramid Texts, the Coffin Texts and the Book of the Dead will be read as well as a number of hymns and prayers from the Middle and New Kingdoms. As well as considering their religious content, the grammar, genre and literary structure of the texts will also be analysed. The convenor and contact person is Associate Professor Boyo Ockinga.

## 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:

Identify and recall grammatical structures of relevant language at advanced level

Recognize and memorize advanced vocabulary of relevant language

Evaluate and use textual and archaeological evidence

## Assessment Tasks

Name	Weighting	Due
<a href="#">Examination</a>	40%	July 8, 2014
<a href="#">Major essay</a>	40%	May 16, 2014
<a href="#">Participation and presentation</a>	20%	Continuous

### Examination

Due: **July 8, 2014**

Weighting: **40%**

#### Egyptology

The exam will be held in the first week of the recess. There will be two texts (one seen and one unseen) to transliterate and translate, with comments on grammar and historical / religious content. Students will be allowed to use an Egyptian grammar and dictionary.

#### Ancient Near East

The exam will be held in the first week of the recess. There will be two texts (one seen and one unseen) to translate, with questions on their grammar and historical content. The examination will be open-book.

On successful completion you will be able to:

- Identify and recall grammatical structures of relevant language at advanced level
- Recognize and memorize advanced vocabulary of relevant language
- Evaluate and use textual and archaeological evidence

### Major essay

Due: **May 16, 2014**

Weighting: **40%**

### **Egyptology**

Students will write an essay of ca. 3000 words on a given ancient Egyptian religious text. The essay will require the transliteration and translation of the hieroglyphic text, a commentary on given points of grammar and a commentary on the text's theological content, literary structure and literary tradition.

### **Ancient Near East**

Students will write an essay of ca. 3000 words on any topic drawn from the weekly schedule of readings. The essay will require a translation of the selected text, a commentary on given points of grammar and a commentary on (a) the text's literary structure and tradition/genre, and (b) its significance for modern historical investigation.

On successful completion you will be able to:

- Identify and recall grammatical structures of relevant language at advanced level
- Recognize and memorize advanced vocabulary of relevant language
- Evaluate and use textual and archaeological evidence

## **Participation and presentation**

Due: **Continuous**

Weighting: **20%**

### **Egyptology**

Students will be required to prepare translations of the texts to be studied in class, to attend all classes, participate in the translation, analysis and interpretation of the texts and to read all required secondary literature,.

### **Ancient Near East**

Students will be required to prepare translations of the texts to be studied in class, to attend all classes and to read all required, secondary literature. Students will also be assessed on a 30 minute presentation given on one of the topics in the unit schedule.

On successful completion you will be able to:

- Identify and recall grammatical structures of relevant language at advanced level
- Recognize and memorize advanced vocabulary of relevant language
- Evaluate and use textual and archaeological evidence

## **Delivery and Resources**

### **Egyptology and Ancient Near East**

Classes will be held on campus, North Ryde, at the arranged time. The unit has an iLearn site and relevant texts and readings will be placed on it for students.

## Unit Schedule

### **Egyptology**

Each class will involve the transliteration, translation and discussion of an ancient Egyptian religious text. The following texts will be read:

*Pyramid Texts* Spell 264

*Pyramid Texts* Spell 270

*Coffin Texts* Spell 1130

*Book of the Dead* Chapter 30

Louvre C 286 Stele of Amenmose with hymn to Osiris

Hymn to Aton from tomb of Ay

Berlin 20377 Stele of Nebre

Background readings from the secondary literature will also be set for the various texts

### **Ancient Near East**

Week 1 - Introduction to archaic script

Week 2: Numbers 22 + abecedaries and writing

Week 3: Numbers 23 + Moabite stone

Week 4: Numbers 24 + Kuntillet Ajrud

Week 5: Numbers 25 + Tel Dan inscription

Week 6: Balaam tradition elsewhere in Bible + Siloam inscription

Week 7: Deir 'Alla - the archaeology

Week 8: No class

Week 9: Deir 'Alla - Combination I

Week 10 Deir 'Alla - Combination II

Weeks 11-13 - To be determined by class interests.

## 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://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

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

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

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

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

### EXTENSIONS

Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied. If required, applications for extensions should be made before the assignment's due date.

### SUBMISSION OF ASSIGNMENTS

Assignments can be submitted in hard copy through the Arts Student Centre on Level 1, W6A, or electronically through the iLearn site.

### COMPLETION OF UNIT

A student is required to achieve an overall mark of 50% or above to complete the unit satisfactorily and to submit all pieces of written work

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## 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

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <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.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Identify and recall grammatical structures of relevant language at advanced level
- Evaluate and use textual and archaeological evidence

### Assessment tasks

- Examination
- Major essay
- Participation and presentation

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Identify and recall grammatical structures of relevant language at advanced level
- Recognize and memorize advanced vocabulary of relevant language
- Evaluate and use textual and archaeological evidence

### Assessment tasks

- Examination
- Major essay
- Participation and presentation

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Identify and recall grammatical structures of relevant language at advanced level
- Recognize and memorize advanced vocabulary of relevant language
- Evaluate and use textual and archaeological evidence

### Assessment tasks

- Examination
- Major essay
- Participation and presentation

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate



and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### **Learning outcomes**

- Identify and recall grammatical structures of relevant language at advanced level
- Evaluate and use textual and archaeological evidence

### **Assessment tasks**

- Examination
- Major essay
- Participation and presentation

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### **Learning outcomes**

- Identify and recall grammatical structures of relevant language at advanced level
- Evaluate and use textual and archaeological evidence

### **Assessment tasks**

- Examination
- Major essay
- Participation and presentation

## **Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### **Learning outcome**

- Evaluate and use textual and archaeological evidence

## Assessment tasks

- Examination
- Major essay
- Participation and presentation

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcome

- Evaluate and use textual and archaeological evidence

## Assessment tasks

- Examination
- Major essay
- Participation and presentation

## Changes since First Published

Date	Description
29/01/2014	The Description and Prerequisites were updated.
28/01/2014	The Description was updated.