



# AHPG857

## Monasticism in Egypt

S2 External 2015

*Dept of Ancient History*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Malcolm Choat

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W6A 504

Credit points

4

Prerequisites

Admission to MAnchHist or GradCertAnchHist or 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

A detailed study of monasticism in Egypt based on documentary papyri and inscriptions in Greek and Coptic (studied in English translation). A number of key cases studies will be examined, including Melitian monasticism, and the monasteries of Bawit, Bala'izah, and western Thebes.

## 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 advanced understanding of the history, protagonists, sources for, and main centres of the monastic movement

Analyse sources with respect to their date, language, provenance; critique them within their historical context; understand the characteristics of their particular type or genre; and evaluate the historical information gathered from them

Evaluate bibliographical resources for the study of late antique Egypt and monasticism

Formulate original research and responses to the problems inherent in assessing the

record for Egyptian monasticism

Engage with the ideas and theories of other students

## Assessment Tasks

Name	Weighting	Due
<a href="#">Participation</a>	20%	Ongoing
<a href="#">Encyclopaedia Assessment</a>	10%	14.8.15
<a href="#">Short Paper</a>	30%	11.9.15
<a href="#">Major Essay</a>	40%	30.10.15

### Participation

Due: **Ongoing**

Weighting: **20%**

All students are expected to participate in the online discussions. This means they are required to post to the web discussion tool on the iLearn site in reference to the study questions for each week. Students must participate at least in 8 of the 10 online discussions in order for their participation to be marked. The participation mark will be a composite of participation in the discussion and quality of the contributions, as follows:

- Posting anything at all in 8 discussions: 5%
- Online tutorial postings: 15%.

Instructions for the discussion posting: Discussion postings should be c. 100-200 words. Post them directly to the discussions tools of the website. It is not necessary for you to address every point in the study questions. You are also welcome to address other issues not asked by these questions, as long as they have arisen from the reading assignment. Strive to be clear and consistent in your thoughts, use standard spelling and punctuation (this is important and will be taken into account for the mark: bad spelling and grammar is user-unfriendly and detracts from the contents of a contribution), use paragraphs if necessary, and check one final time before hitting the “send” button. Note that the online Discussion participation will count for 20% of the total mark. Non participation may result in a difference of an entire letter grade.

On successful completion you will be able to:

- Acquire advanced understanding of the history, protagonists, sources for, and main centres of the monastic movement
- Formulate original research and responses to the problems inherent in assessing the record for Egyptian monasticism

- Engage with the ideas and theories of other students

## Encyclopaedia Assessment

Due: **14.8.15**

Weighting: **10%**

Compare the following Encyclopaedia entries on 'monasticism' (both on e-reserve):

Goehring, James E., 'Monasticism', *Encyclopedia of Early Christianity*, ed. Everett Ferguson, New York and London 1990, pp. 612-619.

Gribomont, J., 'Monasticism', *Encyclopedia of the Early Church*, ed. A. Di Berardino (New York, 1992), vol. 1, pp. 566-567

*Briefly*, in no more than one A4 page (*circa* 400 words) address the following points: this should be an impressionistic discussion, and does not have to be referenced or footnoted.

- What is the main historical and chronological focus of the article?
- What are major types of sources referred to in the article?
- What are major issues raised?
- How successful do you think the article is as an overview of monasticism? How well does it serve as an introduction? What else would you want to know?

On successful completion you will be able to:

- Acquire advanced understanding of the history, protagonists, sources for, and main centres of the monastic movement
- Evaluate bibliographical resources for the study of late antique Egypt and monasticism

## Short Paper

Due: **11.9.15**

Weighting: **30%**

Students must write a short (1000 word) paper on the topic of their choice from the topics listed below. The purpose of this assignment will be to lead the students to an in-depth reading of some of the most important ancient sources on Egyptian monasticism.

### Topics

(1) Life of Antony (<http://www.fordham.edu/halsall/basis/vita-antony.html>, or <http://www.ccel.org/ccel/schaff/npnf204.xvi.ii.ii.html>)

Read the Life of Antony and discuss the presentation of the saint as saint by its author,

(according to tradition, Athanasius of Alexandria):

- As what type of saint does the author present Antony?
- Which qualities does he highlight and why?
- In which aspects does Antony emulate the life of Christ and of biblical figures?
- In which important theological debates is Antony involved, and how do these sections reflect Athanasius' own position?

Basic literature:

- Coptic Encyclopedia, entries: Antony, Dayr Anba Antunius; Monasticism, Egyptian
- Gabra, *Coptic Monasteries*, pp. 72-86
- Goehring, James E., Monasticism, in: *Encyclopedia of Early Christianity*, ed. Everett Ferguson, New York and London 1990, pp. 612-619..
- Rubenson, Samuel, Christian Asceticism and the Emergence of the Monastic Tradition, in: *Asceticism*, ed. Vincent L. Wimbush and Richard Valantasis, New York and Oxford 1995, pp. 49-57.

(2) Discuss the monastic landscape in the *Historia monachorum in Aegypto*

Russell, Norman, *The Lives of the Desert Fathers. The Historia Monachorum in Aegypto*, Kalamazoo 1981. The Latin translation of Rufinus is available online at:

<http://www.touregypt.net/documents/aquileiaindex.htm>

The *Historia monachorum* was written by an anonymous author in ~400. Seven Palestinian monks travel to Egypt in 394 to visit famous Egyptian fathers. The *Historia Monachorum* was translated into Latin by Rufinus of Aquileia (~345-410), a founder of a monastery in Jerusalem (together with Melania the Elder) and one-time friend of Jerome. Rufinus continued to be a supporter of Origen of Alexandria's teachings even after Jerome started attacking him.

Pay particular attention to the following questions:

- Which different monastic lifestyles does the text present?
- What is the role of numbers in the text?
- Name some of the biblical models used in the text for persons and places.

*Basic literature:*

- *Coptic Encyclopedia*, entries: *Historia monachorum in Aegypto*; Monasticism, Egyptian; Rufinus
- Goehring, James E., Monasticism, in: *Encyclopedia of Early Christianity*, ed. Everett Ferguson, New York and London 1990, pp. 612-619..

(3) Discuss the Life of Abba Aaron (on e-reserve from Vivian, *Journeying into God*) under the following aspects:

- How is Abba Aaron presented as a Holy Man?
- What are the qualities and actions that qualify him for the job?

Consult Peter Brown, The Rise and Function of the Holy Man in Late Antiquity, *The Journal of Roman Studies* 61 (1971), pp. 80-101 (link on e-reserve, available from JSTOR) for a larger perspective on the Holy Man in Late Antique Christian societies of the Mediterranean.

*Basic literature:*

- *Coptic Encyclopedia*, entries: Monasticism, Egyptian
- Goehring, James E., Monasticism, in: *Encyclopedia of Early Christianity*, ed. Everett Ferguson, New York and London 1990, pp. 612-619..

(4) Read the Testament of Horsiese (on e-reserve from Veilleux, *Pachomian Koinonia*, vol. 3), give a short summary and discuss the following points, trying to integrate the information on the Pachomians you have gathered from other readings and sources:

- What information about the Pachomian system do we obtain from this document?
- What is Horsiese's rhetoric chiefly based on?
- In which points/arguments Horsiese uses does the text reflect the situation of the Pachomian order after the death of the charismatic founder?

*Basic literature:*

- *Coptic Encyclopedia*, entries: Horsiesius; Monasticism, Egyptian; Monasticism, Pachomian; Pachomius, Saint
- Goehring, James E., Monasticism, in: *Encyclopedia of Early Christianity*, ed. Everett Ferguson, New York and London 1990, pp. 612-619.
- Goehring, James E., *Ascetics, Society, and the Desert. Studies in Early Egyptian Monasticism*. Studies in Antiquity and Christianity, Harrisburg 1999 (collection of essays; pp. 13-35 on e-reserve).
- Goehring, James E., New Frontiers in Pachomian Studies, in: Birger A. Pearson and James E. Goehring (eds.), *The Roots of Egyptian Christianity*, Philadelphia 1986, 237-257.

On successful completion you will be able to:

- Acquire advanced understanding of the history, protagonists, sources for, and main centres of the monastic movement
- Analyse sources with respect to their date, language, provenance; critique them within their historical context; understand the characteristics of their particular type or genre; and evaluate the historical information gathered from them
- Evaluate bibliographical resources for the study of late antique Egypt and monasticism
- Formulate original research and responses to the problems inherent in assessing the record for Egyptian monasticism

## Major Essay

Due: **30.10.15**

Weighting: **40%**

The Major Essay must be 2500 words in length. As much bibliographical material as possible (and permitted by copyright law) has been placed in e-reserve. The bibliography on monasticism available on the iLearn site will put this material in order according to subject. If you require directions in using this bibliography, please consult the tutor as soon as you have chosen an essay topic. Please make use of the considerable electronic holdings of Macquarie University Library, e.g. JSTOR, and the Coptic Encyclopedia, available in its entirety online (see Delivery and Resources).

Students must write on one of the following essay topics:

- (1) Discuss the role of the physical environment in the *Life of Antony*, the *Apophthegmata*, the *Historia monachorum* and the *Lausiaca History*, especially the role of nature (desert, river, animals).
- (2) Discuss the relations of the ascetics and cenobitic monks with laypersons and secular authorities. (Restrict the topic if necessary by concentrating on particular texts or groups of texts).
- (3) Give an outline of the various forms of female monasticism in Egypt. Discuss how the female ascetic experience – if at all to be grasped from our sources – would be different from the male one.

The Major Essay must be referenced according to the standards described in Requirements and Expectations, and be accompanied by a bibliography of works consulted, separated into Primary and Secondary (i.e. Ancient and Modern) sources.

On successful completion you will be able to:

- Acquire advanced understanding of the history, protagonists, sources for, and main centres of the monastic movement
- Analyse sources with respect to their date, language, provenance; critique them within their historical context; understand the characteristics of their particular type or genre; and evaluate the historical information gathered from them
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- Formulate original research and responses to the problems inherent in assessing the record for Egyptian monasticism

## 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. 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.

There is no comprehensive English-language textbook which covers the entire history of Egyptian monasticism. The book we shall be using is Gawdat Gabra, *Coptic Monasteries. Egypt's Monastic Art and Architecture* (Cairo and New York 2002).

This book contains an introduction to Egyptian monasticism (by Tim Vivian, one of the foremost experts in the area) and descriptions of many important monastic sites in Egypt. It will be a good basis for our discussion and firmly orient us both geographically and historically in the complex Egyptian monastic landscape. This is available through the Coop Book Shop at Macquarie University

Not compulsory but recommended for those with a particular interest in Egyptian Monasticism is: William Harmless, *Desert Christians. An Introduction to the Literature of Early Monasticism*, Oxford 2004 (some extracts will be provided on e-reserve)

*The Coptic Encyclopedia*, ed. A.S. Atiya (New York 1991) is one of the principal English Language resources for Coptic studies. It is now online in its entirety at <http://ccdlibraries.claremont.edu/cdm/landingpage/collection/cce>

All readings set from the Coptic Encyclopedia can be accessed there by searching for them by title.

## 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.

## Unit Schedule

<b>Week 1</b>	Lecture: Asceticism and Monasticism in the Ancient World Discussion: Introductory.
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<b>Week 2</b>	Lecture: Antony and his Life Discussion: The <i>Life of Antony</i>
<b>Week 3</b>	Lecture: The Desert Fathers Discussion: Apophthegmata Patrum
<b>Week 4</b>	Lecture: Communal monasticism I: Pachomius Discussion: The Lives of Pachomius
<b>Week 5</b>	Lecture: Communal monasticism I: Shenoute Discussion: Shenoute and Besa
<b>Week 6</b>	Lecture: Monasticism in the papyri Discussion: Monastic Papyri
<b>Week 7</b>	No Lecture or Discussion
<b>Mid Semester Break – 14/9–25/9</b>	
<b>Week 8</b>	Lecture: Female Monasticism Discussion: Female Monasticism
<b>Week 9</b>	Lecture: Eremitic and Cenobitic communities I Discussion: Theban monks
<b>Week 10</b>	Lecture: Eremitic and Cenobitic communities II Discussion: The Dayr al-Bala'yazah and Monastery of Jeremiah
<b>Week 11</b>	Lecture: Monasticism in Syria and Palestine Discussion: The Life of Hilarion
<b>Week 12</b>	Lecture: The Legacy of Egyptian Monasticism: The West Discussion: Palladius and Cassian
<b>Week 13</b>	Lecture: Retrospect Discussion: Overview Discussion

## 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/)

## Results

Results shown in *iLearn*, 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](http://ask.mq.edu.au).

## 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 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

### 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 advanced understanding of the history, protagonists, sources for, and main centres of the monastic movement
- Analyse sources with respect to their date, language, provenance; critique them within their historical context; understand the characteristics of their particular type or genre; and evaluate the historical information gathered from them

#### Assessment tasks

- Participation
- Encyclopaedia Assessment
- Short Paper
- 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

- Analyse sources with respect to their date, language, provenance; critique them within their historical context; understand the characteristics of their particular type or genre; and evaluate the historical information gathered from them
- Formulate original research and responses to the problems inherent in assessing the record for Egyptian monasticism

## Assessment tasks

- Short Paper
- 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

- Analyse sources with respect to their date, language, provenance; critique them within their historical context; understand the characteristics of their particular type or genre; and evaluate the historical information gathered from them
- Evaluate bibliographical resources for the study of late antique Egypt and monasticism
- Formulate original research and responses to the problems inherent in assessing the record for Egyptian monasticism

## Assessment tasks

- Participation
- Encyclopaedia Assessment
- Short Paper
- 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:

## Learning outcome

- Formulate original research and responses to the problems inherent in assessing the record for Egyptian monasticism

## Assessment tasks

- Participation
- Encyclopaedia Assessment
- Short Paper
- 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:

## Learning outcome

- Engage with the ideas and theories of other students

## Assessment task

- Participation

## Changes from Previous Offering

Since the last time this unit was offered, some of the lecture content and the order of lectures has been revised.

## Requirements and Expectations

### SATISFACTORY COMPLETION OF UNIT

To complete 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.

<b>KNOWLEDGE APPROACH &amp; ARGUMENT</b>	<b>HIGH DISTINCTION</b>	<b>DISTINCTION</b>	<b>CREDIT</b>	<b>PASS</b>	<b>FAIL</b>
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 nor 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
<b>SOURCES &amp; THEIR USE</b>	<b>HIGH DISTINCTION</b>	<b>DISTINCTION</b>	<b>CREDIT</b>	<b>PASS</b>	<b>FAIL</b>
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]
<b>STYLE, PRESENTATION AND LANGUAGE</b>	<b>HIGH DISTINCTION</b>	<b>DISTINCTION</b>	<b>CREDIT</b>	<b>PASS</b>	<b>FAIL</b>
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

## Changes since First Published

Date	Description
23/07/2015	The date for the major essay was wrong.