



# AHIS371

## Egypt in the Old Kingdom

S1 Day 2015

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Lecturer

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Tutor

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Credit points

3

Prerequisites

6cp at 200 level including (AHIS178 or AHIS278 or AHST260)

Corequisites

Co-badged status

Unit description

The unit will examine the archaeological remains of the Egyptian Old Kingdom period from different sites. Art, architecture and material culture from funerary contexts will also be examined. Special emphasis will be given to understanding the administrative system and the daily life of the Egyptians in the period. A study of the important texts of the period in the original language will be undertaken and these include the Westcar Papyrus and the biography of Weni.

## 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:

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- B. Work with and respond to the views of staff and other students in the unit in an oral

form.

C. Actively participate in group discussion.

D. Plan and revise work according to the unit schedule.

E. Transliterate and translate passages from seen and unseen Old Kingdom texts.

F. Analyse and express your judgement about historical issues in an oral and written form.

G. Interpret written and archaeological evidence with appreciation and understanding.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Tutorial participation</u></a>	5%	Weekly
<a href="#"><u>Group presentation, discussion</u></a>	20%	Weeks 3, 5, 7, 9, 11
<a href="#"><u>Two short translation tests</u></a>	25%	Weeks 6 and 9
<a href="#"><u>In Class Essay</u></a>	25%	Week 10
<a href="#"><u>Final Translation Test</u></a>	25%	Week 11

### Tutorial participation

Due: **Weekly**

Weighting: **5%**

Your tutor will look for evidence that you are sufficiently well-informed to contribute to discussions on topics presented and that you are able to express the concepts from this data in verbal form.

On successful completion you will be able to:

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- B. Work with and respond to the views of staff and other students in the unit in an oral form.
- C. Actively participate in group discussion.
- D. Plan and revise work according to the unit schedule.
- E. Transliterate and translate passages from seen and unseen Old Kingdom texts.
- G. Interpret written and archaeological evidence with appreciation and understanding.

## Group presentation, discussion

Due: **Weeks 3, 5, 7, 9, 11**

Weighting: **20%**

In the first lecture you will be assigned one of the group presentation topics to present to the class in a specific session. Each student will then submit an essay on a specific aspect of the topic. We aim to have one group presentation per session that will last for **40 minutes** and allow for 15 minutes of discussion and question time. *Each group is asked to submit copies of a one page written summary with a list of references used to your tutor and to each student one week before your presentation.*

You must submit your essay in the week *following* the presentation.

Length of essay: 1000 words

The **tutorial presentations will start in week 3** and the list of tutorial topics are:

1. Argue for or against: (Week 3)
2. Argue for or against: The Old Kingdom tomb was less a burial place than “a medium to display the status achieved by the deceased tomb owner” (N. Staring, ‘Fixed rules or personal choice: On the composition and arrangement of daily life scenes in Old Kingdom elite tombs in Old Kingdom’, in *New Perspectives*, eds N. and S. Strudwick, 2011, p. 258). (Week 5)
3. Argue for or against: The king was the most important element of society in the Old Kingdom. (Week 7)
4. Argue for or against: (Week 9)
5. Argue for or against: (Week 11)

Your essay will essentially follow a similar structure and methods as your presentation, simply in a written format with introduction, body and conclusion and references to support your statements.

Final checks to be made before submitting your essay:

- that the pages are numbered and in the correct order;
- that you have written the actual word-length in your essay on the coversheet;
- that you have a copy of your assessment tasks;
- that you have attached a signed copy of the Faculty of Arts essay coversheet after having read the information on the reverse side. Copies of the cover sheet may be found on the ground floor of W6A or online at <http://www.anchist.mq.edu.au/teaching.html>.

- Your signature is essential to verify that it is entirely your own work. The University defines plagiarism in its rules: 'Plagiarism involves using the work of another person and presenting it as one's own' and it carries significant penalties. Information about plagiarism can be found in the *Handbook of Undergraduate Studies* and at: <http://www.student.mq.edu.au/plagiarism>.

On successful completion you will be able to:

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- B. Work with and respond to the views of staff and other students in the unit in an oral form.
- C. Actively participate in group discussion.
- D. Plan and revise work according to the unit schedule.
- F. Analyse and express your judgement about historical issues in an oral and written form.
- G. Interpret written and archaeological evidence with appreciation and understanding.

## Two short translation tests

Due: **Weeks 6 and 9**

Weighting: **25%**

*Dates:* 30.03.2015 (Week 6) and 04.05.2015 (Week 9)

The hieroglyphic texts to be translated in each class are included at the back of this unit outline. You will be asked to **transliterate and translate** a short passage from these texts and show knowledge of the grammar of Egyptian hieroglyphs.

On successful completion you will be able to:

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- D. Plan and revise work according to the unit schedule.
- E. Transliterate and translate passages from seen and unseen Old Kingdom texts.
- G. Interpret written and archaeological evidence with appreciation and understanding.

## In Class Essay

Due: **Week 10**

Weighting: **25%**

*Date:* 11.05.2015 (Week 10)

The questions will relate to the presentations and discussions on Old Kingdom history and

culture. You will be asked to write one essay within **50 minutes**.

On successful completion you will be able to:

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- D. Plan and revise work according to the unit schedule.
- F. Analyse and express your judgement about historical issues in an oral and written form.
- G. Interpret written and archaeological evidence with appreciation and understanding.

## Final Translation Test

Due: **Week 11**

Weighting: **25%**

*Date:* 18.05.2015 (Week 11)

The final test will be an **unseen** text from the Old Kingdom and you will be asked to **transliterate and translate** a short passage using a dictionary and grammar book and show knowledge of the grammar of Egyptian hieroglyphs.

On successful completion you will be able to:

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- D. Plan and revise work according to the unit schedule.
- E. Transliterate and translate passages from seen and unseen Old Kingdom texts.
- G. Interpret written and archaeological evidence with appreciation and understanding.

## Delivery and Resources

### Unit Requirements and Expectations

To complete the unit satisfactorily, you will need to achieve an overall mark worth 50% or above.

Criteria and standards for the assessment tasks may be found on the unit's iLearn. All assessment tasks must show evidence for the examination of both primary and secondary sources.

### Extensions and Special Consideration

If you anticipate any difficulty in attending class for a scheduled test it is important that you contact us as early as possible. Please avoid asking for extensions as missing deadlines complicates the work of markers and puts you behind.

If you have to ask for an extension or the opportunity to re-schedule the date of a test please request it before the deadline, and only request the extension if you face serious crises that can

be documented in some way (e.g. with a medical certificate). 'Getting behind with your work' or 'I ran out of time' are not excuses. If you miss a class test due to illness or a serious crisis that can be documented, you can re-schedule and sit the test at a later time. Please see us as soon as possible to organise a time and place to sit a supplementary test.

Without documentation (e.g. medical certificate), a penalty of 2% per day (including weekends) will be applied.

*Special Consideration Policy* [http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

### *Applying for Special Consideration*

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The online Special Consideration application is found at: [http://www.arts.mq.edu.au/current\\_students/undergraduate/admin\\_central/special\\_consideration](http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration).

## Delivery and Resources

*Lecture* Monday 10-1pm

*Location* X5B 143

There are **no required textbooks** for this unit.

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

## Unit Schedule

Wk	Date	Lecture	Tutorial	Assessment
1	Monday 23.02.2015	General introduction (N. Kanawati)	Allocation of presentation topics	None
2	Monday 02.03.2015	- Kingship: Royal architecture, Dynasty 3-6 (J. Swinton) - Old Kingdom Texts (N. Kanawati)	No tutorial	None
3	Monday 09.03.2015	- Kingship: Archaeology and ideology, Dynasty 3 to 6 (J. Swinton) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 1	Presentation 1
4	Monday 16.03.2015	- Architecture of tombs of the elite officials and afterlife beliefs, Dynasty 4 to 6 (J. Swinton) - Old Kingdom Texts (N. Kanawati)	No tutorial	None

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5	Monday 23.03.2015	- Decorative program of tombs of the elite officials, Dynasty 4 to 6 (J. Swinton) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 2	Presentation 2
6	Monday 30.03.2015	- Development of the administration in the Old Kingdom Egypt, Dynasty 4 to 6 (J. Swinton) - Old Kingdom Texts (N. Kanawati)	No tutorial	<b>Test I</b>
<b>Mid-semester Break (06.04.2015 – 17.04.2015)</b>				
7	Monday 20.04.2015	- Westcar Papyrus and the transition from Dynasty 4 to 5 (N. Kanawati) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 3	Presentation 3
8	Monday 27.04.2015	Public Holiday	No tutorial	None
9	Monday 04.05.2015	- Mereruka and Teti's succession to the throne (N. Kanawati) - Conspiracies in the Egyptian palace during the early 6 <sup>th</sup> Dynasty (N. Kanawati) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 4	<b>Test II</b> Presentation 4
10	Monday 11.05.2015	- The cattle count and dating in Old Kingdom Egypt (N. Kanawati) - Old Kingdom Texts (N. Kanawati)	No tutorial	<b>Essay</b>
11	Monday 18.05.2015	- The distinguished career of an Old Kingdom official: Weni (N. Kanawati) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 5	<b>Final Test</b> Presentation 5
12	Monday 25.05.2015	- The reign of Pepy II and the fall of the Old Kingdom (N. Kanawati) - Old Kingdom Texts (N. Kanawati)	None	None
13	Monday 01.06.2015	Classes will be held if necessary	None	None

## 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>.

## 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>

## 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

### 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 outcomes

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- B. Work with and respond to the views of staff and other students in the unit in an oral form.
- C. Actively participate in group discussion.
- F. Analyse and express your judgement about historical issues in an oral and written form.

#### Assessment tasks

- Group presentation, discussion
- In Class Essay

### 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

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- B. Work with and respond to the views of staff and other students in the unit in an oral form.
- C. Actively participate in group discussion.
- F. Analyse and express your judgement about historical issues in an oral and written form.

## Assessment tasks

- Tutorial participation
- Group presentation, discussion

## 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

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- B. Work with and respond to the views of staff and other students in the unit in an oral form.
- D. Plan and revise work according to the unit schedule.
- E. Transliterate and translate passages from seen and unseen Old Kingdom texts.
- F. Analyse and express your judgement about historical issues in an oral and written form.
- G. Interpret written and archaeological evidence with appreciation and understanding.

## Assessment tasks

- Tutorial participation
- Group presentation, discussion
- Two short translation tests
- In Class Essay
- Final Translation Test

## 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

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- B. Work with and respond to the views of staff and other students in the unit in an oral form.
- D. Plan and revise work according to the unit schedule.
- E. Transliterate and translate passages from seen and unseen Old Kingdom texts.
- F. Analyse and express your judgement about historical issues in an oral and written form.
- G. Interpret written and archaeological evidence with appreciation and understanding.

## Assessment tasks

- Tutorial participation
- Group presentation, discussion
- Two short translation tests
- In Class Essay
- Final Translation Test

## 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

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- B. Work with and respond to the views of staff and other students in the unit in an oral form.
- D. Plan and revise work according to the unit schedule.
- E. Transliterate and translate passages from seen and unseen Old Kingdom texts.
- F. Analyse and express your judgement about historical issues in an oral and written form.
- G. Interpret written and archaeological evidence with appreciation and understanding.

## Assessment tasks

- Tutorial participation
- Group presentation, discussion
- Two short translation tests
- In Class Essay
- Final Translation Test

## 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

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- B. Work with and respond to the views of staff and other students in the unit in an oral form.
- D. Plan and revise work according to the unit schedule.
- E. Transliterate and translate passages from seen and unseen Old Kingdom texts.
- F. Analyse and express your judgement about historical issues in an oral and written form.
- G. Interpret written and archaeological evidence with appreciation and understanding.

## Assessment tasks

- Group presentation, discussion
- Two short translation tests
- In Class Essay
- Final Translation Test

## 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 outcomes**

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- B. Work with and respond to the views of staff and other students in the unit in an oral form.
- C. Actively participate in group discussion.
- F. Analyse and express your judgement about historical issues in an oral and written form.

## **Assessment tasks**

- Tutorial participation
- Group presentation, discussion

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- B. Work with and respond to the views of staff and other students in the unit in an oral form.
- C. Actively participate in group discussion.

## **Assessment tasks**

- Tutorial participation
- Group presentation, discussion

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- A. Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- B. Work with and respond to the views of staff and other students in the unit in an oral form.
- C. Actively participate in group discussion.

## **Assessment tasks**

- Tutorial participation
- Group presentation, discussion