



AHIS373

Egypt in the New Kingdom

S1 Day 2018

Dept of Ancient History

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General Information

Unit convenor and teaching staff

Unit Convenor

Susanne Binder

susanne.binder@mq.edu.au

Contact via email / 02 9850 6881

AHH L2 North Wing

Tues 3-4 or by appointment

Credit points

3

Prerequisites

(AHIS279 or AHST360 or AHIS378) and (AHIS280 or AHST261)

Corequisites

Co-badged status

Unit description

This unit investigates aspects of the history of the early 18th Dynasty, down to the reign of Thutmosis III, through an interpretation of a range of written sources (royal and non-royal) in the original language against the background of the archaeological record, art and architecture. The texts read are primarily from the reigns of Hatshepsut and Thutmosis III. The unit is designed to deepen students' knowledge of Middle Egyptian language through a close reading of the texts.

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:

to recognize and memorize vocabulary, appraise relevant lexical reference tools.

to identify, recall and assess grammatical structures of a variety of Egyptian texts.

to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (18th Dynasty).

to investigate and consolidate the knowledge of a range of different types of texts from a

distinct historical period.

to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.

to demonstrate advanced knowledge of central historical issues of the New Kingdom, in particular the first half of the 18th Dynasty.

General Assessment Information

Indicative examples of assessment tasks will be available on iLearn.

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	20%	No	Weeks 1-12
<u>Presentation</u>	10%	No	as per unit schedule
<u>Essay</u>	35%	No	Mon Week 10
<u>Language Test</u>	35%	No	Week 13

Participation

Due: **Weeks 1-12**

Weighting: **20%**

In every class, students demonstrate their motivation for the subject: they have prepared the Egyptian texts (transliterated, translated) prior to coming to class; in class they are called on to translate and comment on the text. They ask questions that help drive our investigation of the ancient sources. Important are the quality and regularity of interaction in class and also in a limited number of forums on the iLearn site.

On successful completion you will be able to:

- to recognize and memorize vocabulary, appraise relevant lexical reference tools.
- to identify, recall and assess grammatical structures of a variety of Egyptian texts.
- to integrate grammar and vocabulary for the meaningful translation and reading of

complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (18th Dynasty).

- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the New Kingdom, in particular the first half of the 18th Dynasty.

Presentation

Due: **as per unit schedule**

Weighting: **10%**

Brief Oral Presentation in class (15 minutes) of a monument, a site or a personality dating to the early 18th Dynasty.

On successful completion you will be able to:

- to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the New Kingdom, in particular the first half of the 18th Dynasty.

Essay

Due: **Mon Week 10**

Weighting: **35%**

2500-word research essay. Students investigate an original text in its historical and cultural context.

On successful completion you will be able to:

- to recognize and memorize vocabulary, appraise relevant lexical reference tools.
- to identify, recall and assess grammatical structures of a variety of Egyptian texts.
- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (18th Dynasty).
- to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.

- to demonstrate advanced knowledge of central historical issues of the New Kingdom, in particular the first half of the 18th Dynasty.

Language Test

Due: **Week 13**

Weighting: **35%**

2-hour class test: transliteration, translation and historical commentary of a text dating to the early 18th Dynasty. This test will be held in class in Week 13.

On successful completion you will be able to:

- to recognize and memorize vocabulary, appraise relevant lexical reference tools.
- to identify, recall and assess grammatical structures of a variety of Egyptian texts.
- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (18th Dynasty).
- to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the New Kingdom, in particular the first half of the 18th Dynasty.

Delivery and Resources

AHIS373 is taught on campus at Macquarie University. The unit is conducted as a lecture in a 3-hour block, which means that lecture and tutorial are integrated allowing for sustained student participation.

For the location of the class, check Macquarie University timetable webpage <https://timetables.mq.edu.au/2016/>

There is no set textbook for this unit. **An extensive bibliography** for AHIS373 is provided on iLearn from which readings will be set for the historical themes discussed in class.

The hieroglyphic texts are available in online resources. Required: Students will continue to use the language reference works they have used in previous units (AHIS178 and AHIS279): Ockinga, *Concise Grammar of Middle Egyptian* and Faulkner, *Concise Dictionary of Middle Egyptian*.

Technology used and required

AHIS373 has an accompanying iLearn site for resources and Discussion Forums that students will log on to regularly. Internet access is therefore required as well as basic computer skills (e.g. internet browsing) and skills in word processing. Please consult the unit convenor for any further,

more specific requirements.

Attendance

It is compulsory for all students to attend all the lectorials and to actively participate in the learning activities of this unit, both in class and on the accompanying iLearn site. Students need to log on to the iLearn site regularly for supportive materials, forums and assessment. Students absent due to illness or other valid reasons should notify the Unit Convenor or the Department Administrator (ancienthistory@mq.edu.au / phone 9850 8833). Repeated unexplained absences will result in a deduction of percentage points from the final result of the unit or exclusion from this unit. For the rules on Extensions and Penalties, see below.

Participation

Students are expected to participate actively in the lectorials as well as in the online component of the unit on iLearn.

Punctuality

Students are expected to arrive on campus on time for classes (arriving late is disruptive to the group).

Preparation

Preparing for the weekly classes (i.e. transliterating and translating the set text, reading the scheduled accompanying scholarly texts), participating in the online forums and the on-time submission of assignments are a compulsory component of the unit. This aims at building the student's competence in understanding and analyzing the unit material. Regular and thorough preparation will develop the student's confidence in translating, understanding and analyzing ancient hieroglyphic texts. Consistent and diligent preparation will lead to a positive learning experience.

Workload

Students are expected to invest 3 hours of work per credit point per week over a 15-week period to satisfactorily complete the unit. This means a total of 135 hours. This time includes the attendance at the lectorial.

Submission of Assignments: Assignments will be submitted electronically through the iLearn site. See information on late penalties under the General Assessment Information above. Under Policies and Procedures you will find a link to the Special Consideration Policy.

Successful completion

The student is required to complete all the assignments and the final test by the due date (for details see section on "Assessment Tasks"). To complete the unit successfully, the student will need to submit all pieces of written work and to achieve an overall mark of 50% or above.

Unit Schedule

AHIS373 – Egypt in the New Kingdom (Focus: the early 18th Dynasty)

	HISTORICAL THEME	ORIGINAL TEXTS
Week 1	Introduction: The Early 18 th Dynasty	Text 1
Week 2	The Ahmosid and Thutmosid royal family (1)	Text 1
Week 3	The Ahmosid and Thutmosid royal family (2)	Text 2
Week 4	The Ahmosid and Thutmosid royal family (3)	Text 2
Week 5	The king's contemporaries (1)	Text 3
Week 6	The king's contemporaries (2)	Text 3
Week 7	The concept of imperialism and the Empire (1)	Text 4
Week 8	The concept of imperialism and the Empire (2)	Text 4
Week 9	The concept of imperialism and the Empire (3)	Text 5
Week 10	Focus on primary sources in the original language: close reading	Text 5
Week 11	Focus on primary sources in the original language: close reading	Text 6
Week 12	Focus on primary sources in the original language: close reading	Text 6
Week 13	Language Test - in class	

The **hieroglyphic texts** to be read in class will mainly date to the reign of Hatshepsut and Thutmosis III and will be taken from among the following (some will be read in extracts only):

- a) Inscription of Thutmosis I: Rebellion in Nubia (Urk IV, 137 f.)
- b) Inscription of Hatshepsut: Northern Obelisk in Karnak (Urk IV, 356ff.)
- c) Inscription of Hatshepsut: The Expedition to Punt (Urk IV, 341 ff.)

- d) Autobiography of Ineni, Overseer of the Granary of Amun in the reigns of Amenhotep I – Thutmosis III (Urk IV, 52-63)
- e) Autobiography of Amenemheb, Deputy of the Army in the reign of Thutmosis III (Urk IV, 890 ff.)
- f) "Poetical Stela" of Thutmosis III (Urk IV, 611-619)

Volumes of the source book, **K. Sethe, *Urkunden des Neuen Reichs*** are available online at <http://www.etana.org/abzu/>

Urk IV, vol 1: <http://etana.org/sites/default/files/coretexts/15133.pdf>

Urk IV, vol 2: <http://etana.org/sites/default/files/coretexts/15276.pdf>

Urk IV, vol 3: <http://etana.org/sites/default/files/coretexts/15286.pdf>

Urk IV, vol 4: <http://etana.org/sites/default/files/coretexts/15285.pdf>

Learning and Teaching Activities

Close reading of texts

Close reading: transliterating and translating Egyptian hieroglyphic texts

Engaging with ancient texts

Engaging with ancient texts and modern scholarship in discussions

Researching and presenting (oral)

Researching ancient sources and presenting a critical assessment to class

Researching and presenting (written)

Researching ancient sources and presenting a critical assessment in written form

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)

- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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) 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://www.mq.edu.au/about_us/

[offices_and_units/information_technology/help/](#).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

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:

Assessment tasks

- Participation
- 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

- to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the New Kingdom, in particular the first half of the 18th Dynasty.

Assessment task

- Essay

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

- to recognize and memorize vocabulary, appraise relevant lexical reference tools.
- to identify, recall and assess grammatical structures of a variety of Egyptian texts.
- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (18th Dynasty).
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the New Kingdom, in particular the first half of the 18th Dynasty.

Assessment tasks

- Participation
- Presentation
- Essay
- Language 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

- to recognize and memorize vocabulary, appraise relevant lexical reference tools.
- to identify, recall and assess grammatical structures of a variety of Egyptian texts.
- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (18th Dynasty).
- to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.

Assessment tasks

- Participation
- Presentation
- Essay
- Language 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

- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (18th Dynasty).
- to investigate and consolidate the knowledge of a range of different types of texts from a distinct historical period.
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the New Kingdom, in particular the first half of the 18th Dynasty.

Assessment tasks

- Participation
- Presentation
- Essay
- Language 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

- to integrate grammar and vocabulary for the meaningful translation and reading of complete Middle Egyptian texts that are significant for the cultural analysis of a distinct historical period (18th Dynasty).
- to analyse and critique modern historical scholarship in the light of the primary sources students are reading in the original.
- to demonstrate advanced knowledge of central historical issues of the New Kingdom, in particular the first half of the 18th Dynasty.

Assessment tasks

- Essay
- Language 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 outcome

- to demonstrate advanced knowledge of central historical issues of the New Kingdom, in particular the first half of the 18th Dynasty.

Assessment tasks

- Presentation
- Essay

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:

Assessment task

- Participation

Changes since First Published

Date	Description
14/02/2018	-