



AHIS702

Advanced Ancient History Studies 2

S2 Day 2018

Dept of Ancient History

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	11
<u>Changes since First Published</u>	14

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff ASSOC./PROF. JAVIER ÁLVAREZ-MON Javier Alvarez-Mon javier.alvarez-mon@mq.edu.au Contact via email TBA TBA
Credit points 4
Prerequisites Admission to MRes
Corequisites
Co-badged status
Unit description Students undertake advanced study to provide a disciplinary basis for future research activity in Ancient History, examining methodology and interpretative issues related to the discipline.

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:

This unit of study introduces the theory and practice of ancient art pertaining to the civilizations of the Middle East (Egypt, Iran, Iraq, Syria, Turkey, Lebanon, Israel, Palestine and Jordan) and the Classical World (Greece and Rome). Emphasis is placed on understanding the notion of art as applied to the archaeological and cultural contexts of ancient non-western cultures and in gathering basic skills necessary for artistic analysis (iconography and style) and interpretations. Material studied will include monumental and domestic architecture, sculpture, ceramics, metalwork, glyptic, and literary arts.

Understand the methods by which ancient art has been studied since antiquity

Evaluate methodological and ethical issues associated with the study of ancient art
Acquire skills necessary for artistic analysis (iconography and style) and interpretations.
Conduct independent research and synthesize acquired knowledge.
Communicate effectively with teaching staff and peers through class presentation.

General Assessment Information

LATE 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.

FINAL MARKS. The department has moved to include the following statement concerning all of its courses with respect to the marks you receive for work during the session: 'that the marks given are indicative only; final marks will be determined after moderation'.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Draft Essay Outline</u>	5%	No	Week 4 Friday @ 23:59
<u>Class Presentation (10-15 minu</u>	10%	No	Week 11 Sunday @ 23:59
<u>Class Portfolio</u>	25%	No	Week 13 Sunday @ 23:59
<u>Essay (3500 words long) 5</u>	50%	No	Week 13 Sunday @ 23:59
<u>Class Participation</u>	10%	No	Weekly

Draft Essay Outline

Due: **Week 4 Friday @ 23:59**

Weighting: **5%**

Please submit 250 words as your Draft Essay Outline for feedback.

On successful completion you will be able to:

- This unit of study introduces the theory and practice of ancient art pertaining to the civilizations of the Middle East (Egypt, Iran, Iraq, Syria, Turkey, Lebanon, Israel, Palestine and Jordan) and the Classical World (Greece and Rome). Emphasis is placed on understanding the notion of art as applied to the archaeological and cultural contexts of ancient non-western cultures and in gathering basic skills necessary for artistic analysis (iconography and style) and interpretations. Material studied will include

monumental and domestic architecture, sculpture, ceramics, metalwork, glyptic, and literary arts.

- Conduct independent research and synthesize acquired knowledge.

Class Presentation (10-15 min)

Due: **Week 11 Sunday @ 23:59**

Weighting: **10%**

Power point presentation must be submitted by Week 11, Sunday @ 23:59 to the class presentation.

The student will make a 10 - 15 minutes long presentation to the class introducing ONE object from their MAHCA essay paper.

The presentation should include:

- Introduce yourself
- Describe the object –discuss iconography and style
- Place in historical context
- Discuss main interpretations
- Underline the importance of the object for the art marker

On successful completion you will be able to:

- Understand the methods by which ancient art has been studied since antiquity
- Evaluate methodological and ethical issues associated with the study of ancient art
- Acquire skills necessary for artistic analysis (iconography and style) and interpretations.
- Conduct independent research and synthesize acquired knowledge.
- Communicate effectively with teaching staff and peers through class presentation.

Class Portfolio

Due: **Week 13 Sunday @ 23:59**

Weighting: **25%**

The Portfolio is a personal record of the student's work in this unit of study. It should be handed out as a pdf at the end of the term. The class portfolio should include:

1. Summary of weekly reading (250 words max)
2. The Person, Object or Idea (POI) of the week (about 200 words total). NOTE. Select only ONE (not all three)

2a. Person of the week. Select a person (dead or alive) that has been discussed in the lectures or readings; or you have come across in other circumstances (tv, internet, etc) and comment on who this person is (place on time and space) and what is this person's involvement with art or the Near East.

2b. Object of the week. Select your favorite object from the week's lectures and comment on why you like it.

2c. Idea of the week. Briefly comment on an idea (or word) discussed by the lecturer or in the readings that you found particularly insightful and why.

3. The "Auction House" valuation form (see Auction House below)

4. A copy of the Essay.

On successful completion you will be able to:

- This unit of study introduces the theory and practice of ancient art pertaining to the civilizations of the Middle East (Egypt, Iran, Iraq, Syria, Turkey, Lebanon, Israel, Palestine and Jordan) and the Classical World (Greece and Rome). Emphasis is placed on understanding the notion of art as applied to the archaeological and cultural contexts of ancient non-western cultures and in gathering basic skills necessary for artistic analysis (iconography and style) and interpretations. Material studied will include monumental and domestic architecture, sculpture, ceramics, metalwork, glyptic, and literary arts.

Essay (3500 words long) 5

Due: **Week 13 Sunday @ 23:59**

Weighting: **50%**

Essay: Comparative Artistic Analysis

*This research essay is about practicing the methodology of artistic analysis. You are asked to select two artefacts belonging to related categories such as bronze vessels, jewelry, glyptic, monumental architecture (palaces, temples, etc), sculptural reliefs, frescoes, pottery, etc. and make a comparative analysis following the **Methodology of Art Historical Comparative Analysis** (MAHCA see below). The purpose of this exercise is to apply the methods of analysis studied in class, explore the meanings, correspondences and interpretations between these artifacts and place their characteristics in an art historical context.*

NOTE on style and referencing:

- For citation style and referencing follow the instructions provided by AJA (American Journal of Archaeology); <http://www.ajaonline.org/submissions>.

MAHCA (Methodology of Art Historical Comparative Analysis)

I. INTRODUCTION

DESCRIPTIVE AND CONTEXTUAL ANALYSIS

OBJECT A

1. Artistic Analysis

- 1a. Stylistic Description
- 1b. Iconographic Description
- 2. Place in Historical Context

OBJECT B

- 1. Artistic Analysis
 - 1a. Stylistic Description
 - 1b. Iconographic Description
- 2. Place in Historical Context

III. COMPARATIVE ANALYSIS

Compare and contrast object A and B

IV. CONCLUSIONS

On successful completion you will be able to:

- Understand the methods by which ancient art has been studied since antiquity
- Evaluate methodological and ethical issues associated with the study of ancient art
 - Acquire skills necessary for artistic analysis (iconography and style) and interpretations.
- Conduct independent research and synthesize acquired knowledge.

Class Participation

Due: **Weekly**

Weighting: **10%**

Discussion of Readings

On successful completion you will be able to:

- Understand the methods by which ancient art has been studied since antiquity
- Evaluate methodological and ethical issues associated with the study of ancient art
 - Acquire skills necessary for artistic analysis (iconography and style) and interpretations.
- Communicate effectively with teaching staff and peers through class presentation.

Delivery and Resources

2 hours lecture per week

1 hour Discussion of Readings and Student Presentations per week

NOTE. A class reader “Advanced Ancient History Studies 2: Theory and Practice of Ancient Art” will be made available to the student in pdf form in the first week of class.

Unit Schedule

Week	Date	Lecture <i>[content]</i>	Tutorial Weekly Reading
1	30 Jul.	General Introduction	Weekly Reading: 3.The Notion of Art Through the Ages (pp. 1-4)
2	6 August	Lecture II. Art History Definitions and Methodology	Weekly Readings: (select 2 out of 3) 3.Art Through the Ages I. Pp. 40-44 6. L.S.A. Formalism and Style: 16-35 7. Dissanayake: what is art: 34-60 9. Belting: 6-16 Complementary Reading: 6. L.S.A. The Artistic Impulse: 5-13 1. Influential Art Historians: Panofsky, Schapiro, Arnheim and Gombrich 12. Arnheim: Visual Thinking Discussion Readings
3	13 August	Lecture II. The Invention of Art I ESSAY TOPICS DUE FOR APPROVAL	Weekly Readings: (Select two out of three) 3. Art Through the Ages I. Pp. 40-44 6. L.S.A. Iconography: 36-57 8. Anderson: Art in Small Scale Societies 9. Belting: 126-147 Complementary Readings: 4.Influential Art Historians: Warburg, Henry and Henriette Frankfort 26. Panofsky: Iconology 27. Schapiro: on Style Discussion Reading

4	20 August	<p>Lecture I. The Art of the First Farmers</p> <p>Lecture II. The Invention of Art II</p>	<p>Weekly Readings:</p> <p>(Select 2 including 13)</p> <p>3. Art Through the Ages I. Pp. 45-52</p> <p>13. Nelson: Descartes Cow</p> <p>14. Freud and Leonardo</p> <p>Complementary Readings:</p> <p>4. Influential Art Historians: Vasari, Winkelman and Wölffling</p> <p>15. Tueker: On Women of Algiers</p> <p>Discussion Reading</p>
5	27 August	<p>Lecture I. Mesopotamian Art</p> <p>Lecture II. Case Study I</p>	<p>Weekly Readings:</p> <p>3. Art Through the Ages I. Pp. 53-55</p> <p>16. Scott: Art and the Archaeologist</p> <p>Complementary Reading:</p> <p>4. Influential Art Historians: Morelli</p> <p>Discussion Readings</p> <p>"Auction House" Presentation 1</p>
6	3 Sept	<p>Lecture I. Elamite Art</p> <p>Lecture II. Case Study II</p>	<p>Discussion of Reading</p> <p>Weekly Readings:</p> <p>17. Winter: Aesthetics</p> <p>Complementary Reading:</p> <p>4. Influential Art Historians: Buckard</p> <p>Discussion Readings</p> <p>"Auction House" Presentation 2</p>
7	10 Sept	<p>Lecture I. Egyptian Art</p> <p>Lecture II. Case Study III</p>	<p>Discussion of Reading</p> <p>Weekly Readings:</p> <p>18. Winter: Opening the Eyes</p> <p>Complementary Reading:</p> <p>4. Influential Art Historians: Porada and Berger</p> <p>Discussion Reading 1</p> <p>"Auction House" Presentation 3</p>
	17-24 Sept	SESSION BREAK - RECESS	
8	1 Oct	Labour Day Monday 1 October	

9	8 Oct	Lecture I. The International Age Lecture II. Case Study IV	Discussion of Reading Weekly Readings: 20. Muscarella: The Antiquities Trade Complementary Reading: 31. Neolithic to Nebuchadnezzar 32. Sotheby's New York Discussion Reading 1 "Auction House" Presentation 4
10	15 Oct	Lecture I. Imperial art I Lecture II. Case Study V DRAFT OF ESSAY TOPIC DUE	Discussion of Reading Weekly Readings: 33. Eakin: Treasure Hunt 3. Art Through the Ages I. Pp. 56-60 Complementary Reading: 4. Influential Art Historians: Discussion Reading 1 "Auction House" Presentation 5
11	22 Oct	Lecture I. Imperial Art II Lecture II. Case Study V	Discussion of Reading Weekly Readings: (select one) 19. Le Palais Imaginaire 21. Bohrer: Inventing Assyria Discussion Reading 1 "Auction House" Presentation 6
12	29 Oct	Lecture I. Imperial Art and the Periphery Lecture II. Case Study VI	Discussion of Reading Weekly Readings: (select 2) 3. Art Through the Ages I. Pp. 62-63 22. Garrison: The Seal of... 23. Alvarez-Mon: The Golden Griffin Discussion Reading "Auction House" Presentation 7

13	5 Nov	Lecture I. TBA Lecture II. Case Study VII	Weekly Readings: (select one) 9. Belting:192-200 20. M.C.Root: From the Heart Complementary Reading: 3.Art Through the Ages I. Pp. 64-69 4.Sculpture-Architecture Art Pp. 117-9 Discussion of Reading "Auction House" Presentation 8
Week 14	5-26 Nov	CLASS PORTFOLIO AND ESSAY AND PAPER DUE	

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](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>).

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

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:

Learning outcome

- Communicate effectively with teaching staff and peers through class presentation.

Assessment tasks

- Class Portfolio
- Class Participation

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

- This unit of study introduces the theory and practice of ancient art pertaining to the civilizations of the Middle East (Egypt, Iran, Iraq, Syria, Turkey, Lebanon, Israel, Palestine and Jordan) and the Classical World (Greece and Rome). Emphasis is placed on understanding the notion of art as applied to the archaeological and cultural contexts of ancient non-western cultures and in gathering basic skills necessary for artistic analysis (iconography and style) and interpretations. Material studied will include monumental and domestic architecture, sculpture, ceramics, metalwork, glyptic, and literary arts.
- Understand the methods by which ancient art has been studied since antiquity
- Evaluate methodological and ethical issues associated with the study of ancient art
Acquire skills necessary for artistic analysis (iconography and style) and interpretations.
- Conduct independent research and synthesize acquired knowledge.

Assessment tasks

- Class Portfolio
- Essay (3500 words long) 5

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

- Understand the methods by which ancient art has been studied since antiquity
- Evaluate methodological and ethical issues associated with the study of ancient art
Acquire skills necessary for artistic analysis (iconography and style) and interpretations.
- Conduct independent research and synthesize acquired knowledge.

Assessment tasks

- Class Presentation (10-15 minu
- Class Portfolio
- Essay (3500 words long) 5

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

- Understand the methods by which ancient art has been studied since antiquity
- Evaluate methodological and ethical issues associated with the study of ancient art
Acquire skills necessary for artistic analysis (iconography and style) and interpretations.
- Conduct independent research and synthesize acquired knowledge.

Assessment tasks

- Draft Essay Outline
- Class Portfolio
- Essay (3500 words long) 5

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 outcomes

- Understand the methods by which ancient art has been studied since antiquity
- Conduct independent research and synthesize acquired knowledge.

Assessment tasks

- Draft Essay Outline
- Class Presentation (10-15 minu
- Class Portfolio
- Essay (3500 words long) 5
- Class Participation

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

- Communicate effectively with teaching staff and peers though class presentation.

Assessment tasks

- Class Presentation (10-15 minu
- Class Portfolio
- Essay (3500 words long) 5

Changes since First Published

Date	Description
06/08/2018	Update to the Assessments.