



AHIS706

Advanced Study in Egyptian History 2

S2 Day 2018

Dept of Ancient History

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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 Unit Convenor Malcolm Choat malcolm.choat@mq.edu.au Contact via malcolm.choat@mq.edu.au By Appointment
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 Egyptology, 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:

Acquire advanced understanding of the history, protagonists, sources for, and main centres of the monastic movement in Egypt

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

Apply advanced research skills to the study of Egyptian monasticism

Engage with the ideas and theories of other students

General Assessment Information

Marking criteria and standards

Guidelines on the criteria and standards required for assessment tasks, as well as rubrics where appropriate, will be placed on the iLearn site. Marks given for individual items of assessment are indicative only; final marks will be determined after moderation.

Assignment Submission

ALL written assignments must be submitted via Turnitin within iLearn.

Extensions

ALL deadlines are firm unless an extension has been requested in writing one (1) week before the due date. All requests for extensions must be submitted via ask.mq.edu.au and be supported by appropriate documentation. A penalty for lateness (see below) will apply unless a medical certificate or other written substantiation is supplied. Assignments handed in early will not be marked and returned before the due date. Always retain a copy of work you submit in case it is lost in the online system.

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.

*"100" is to be understood as 100% of the marks *for that task*, not the entire unit.

Satisfactory Completion of Unit

In order to complete this unit satisfactorily students must gain a mark of 50% or more, and attempt all assessment tasks.

Assessment Tasks

Name	Weighting	Hurdle	Due
Participation	10%	No	Ongoing
Encyclopaedia Assessment	20%	No	17.8.18
Presentation	30%	No	Date of chosen seminar
Major Essay	40%	No	26.10.18

Participation

Due: **Ongoing**

Weighting: **10%**

10% of the final mark is based on students' participation in discussion.

Participation is assessed via discussion in the weekly seminars: this is not assessed on the quality or length of the contribution, but simply on participation in our discussions. Active participation which demonstrates preparation and engagement with the themes of the tutorial is the best way of ensuring full marks for this task, which helps build crucial communication skills. It is naturally impossible to participate in the discussion if one does not attend the tutorial. Students will receive one mark for each seminar discussion contributed to.

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Encyclopaedia Assessment

Due: **17.8.18**

Weighting: **20%**

Compare the following Encyclopaedia entries on 'monasticism' (both available via Leganto under week 3):

Goehring, James E., 'Monasticism', *Encyclopedia of Early Christianity*, ed. Everett Ferguson, 2nd edition (New York 1999), pp. 769–775.

Gribomont, J. and Sheridan, M., 'Monasticism', *Encyclopedia of Ancient Christianity*, ed. T. Oden et al (Downers Grove 2014), pp. 821–823.

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:

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

Presentation

Due: **Date of chosen seminar**

Weighting: **30%**

Students must give one 15-20 minute presentations during the semester on the topic of the one of the weekly topics (which one is up to the student). The presentation should concentrate on the primary sources for each question, and reveal the student's own judgment on them, but help should of course be sought from modern discussions. Students should formulate a hypothesis about the evidence and present it, supporting this form the primary sources. Following their presentation, the student must be prepared to take questions and comments from the lecturer and other students on their paper.

The mark for the presentation will be based on:

- the level of preparation as evidenced in the presentation;
- the degree to which students have analysed the primary sources;
- the clarity and structure of the presentation;
- delivery and communication skills;

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Major Essay

Due: **26.10.18**

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 Leganto. 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 me 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 relationship between the 'desert' and the 'city' as it is presented and in monastic literary texts and the documentary sources (especially the papyri). In what terms is this relationship framed in our various sources? How does the picture derived from different sources inform our understanding of early monasticism in Egypt? 'Desert' and 'City' should both be understood broadly, encompassing both the physical environment and the relationship of the monastic and secular worlds.
- (2) How does the image of monasticism which we can derive from the documentary sources (papyri and inscriptions) compare or contrast with that which we receive from the literary sources in the manuscript tradition (e.g. hagiography, saying, rules, letters)? What are the reasons for any differences? How much do any differences have to do with what is being depicted, and how much to do with the types and transmissions of the various sources?
- (3) Discuss the development of female monasticism in Egypt and its relationship with both male monasticism, and earlier traditions of female asceticism within Christianity. What factors effect the way female monasticism manifests in Egypt, and what role do the nature of the source play in the image of female ascetics we have?

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.

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Delivery and Resources

Readings

Weekly readings will be available via the Macquarie University Library website, or on the iLearn site. There is considerable material available on the internet on the subject, notably *The Coptic Encyclopedia*, 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.

Technology Used and Required

This unit uses the iLearn, echo360, and Leganto and Multisearch systems to deliver lecture content and readings.

Unit Schedule

Week 1	Lecture: Asceticism and Monasticism in the Ancient World Discussion: Introductory.
Week 2	Lecture: Antony and his Life Discussion: The <i>Life of Antony</i>
Week 3	Lecture: The Desert Fathers Discussion: Apophthegmata Patrum
Week 4	Lecture: Communal monasticism I: Pachomius Discussion: The Lives of Pachomius
Week 5	Lecture: Communal monasticism I: Shenoute Discussion: Shenoute and Besa
Week 6	Lecture: Monasticism in the papyri Discussion: Monastic Papyri
Week 7	No Lecture or Discussion
	Mid Semester Break – 17/9–28/9

Week 8	Lecture: Female Monasticism Discussion: Female Monasticism
Week 9	Lecture: Eremitic and Cenobitic communities I Discussion: Theban monks
Week 10	Lecture: Eremitic and Cenobitic communities II Discussion: The Dayr al-Bala'yzah and Monastery of Jeremiah
Week 11	Lecture: Monasticism in Syria and Palestine Discussion: The Life of Hilarion
Week 12	Lecture: The Legacy of Egyptian Monasticism: The West Discussion: Palladius and Cassian
Week 13	Lecture: Retrospect Discussion: Overview Discussion

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.

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) 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 - 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 in Egypt
- 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
- Apply advanced research skills to the study of Egyptian monasticism

Assessment tasks

- Participation
- Encyclopaedia Assessment
- Presentation
- 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
- Apply advanced research skills to the study of Egyptian monasticism

Assessment tasks

- Presentation
- 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
- Presentation
- 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 outcomes

- Formulate original research and responses to the problems inherent in assessing the record for Egyptian monasticism
- Apply advanced research skills to the study of Egyptian monasticism

Assessment tasks

- Participation

- Encyclopaedia Assessment
- Presentation
- 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 compete 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.

KNOWLEDGE APPROACH & ARGUMENT	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
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 no 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
SOURCES & THEIR USE	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
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]
STYLE, PRESENTATION AND LANGUAGE	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
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
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