



Australia's  
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# ARTS2281

Ancient Egypt and Western Asia

Summer // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Dr John Shannahan	<a href="mailto:j.shannahan@unsw.edu.au">j.shannahan@unsw.edu.au</a>	TBD		

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

### Attendance Requirements

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled.

The Faculty of Arts and Social Sciences guidelines on attendance and absence can be viewed at: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students' responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance or for absence must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

A student who attends less than eighty per cent of the classes within a course may be refused final assessment. The final assessment in this course is identified under "*Course Assessment*".

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to

undertake supplementary class(es) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for [Special Consideration](#).

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**

## Essential Information

### Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. The online form can be found at: <https://www.arts.unsw.edu.au/ttclash/index.php>

Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full

at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible\\_Clash\\_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

Students who are enrolled in a non-Arts and Social Sciences program must seek advice from their home faculty on permissible clash approval.

### Special Consideration for Illness and Misadventure

Students can apply for Special Consideration if illness or misadventure interferes with their assessment performance or attendance.

#### Applications are accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause. Except in unusual circumstances, a problem involving only 3 consecutive days or a total of 5 days within the teaching period of a semester is not considered sufficient grounds for an application.
- The circumstances must be unexpected and beyond your control. Students are expected to give priority to their university study commitments, and any absence must clearly be for circumstances beyond your control. Work commitments are not normally considered a justification.
- An absence from an assessment activity held within class contact hours or from an examination must be supported by a medical certificate or other document that clearly indicates that you were unable to be present. A student absent from an examination, or who attends an examination and wants to request special consideration, is normally required to provide a medical certificate dated the same day as the examination.
- An application for Special Consideration must be provided within 3 working days of the assessment to which it refers. In exceptional circumstances an application may be accepted outside the 3-day limit.

Students cannot claim consideration for conditions or circumstances that are the consequences of their own actions or inactions.

#### Applications are normally not considered if:

- The condition or event is not related to performance or is considered to be not serious
- More than 3 days have elapsed since the assessment for which consideration is sought
- Any key information is missing
- Supporting documentation does not meet requirements
- The assessment task is worth less than 20% of the total course assessment, unless the student can provide a medical certificate that covers three consecutive days.

Applications for Special Consideration must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: <https://student.unsw.edu.au/guide>

If a student is granted an extension under Special Consideration, failure to meet the stipulated deadline will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section "Submission of Assessment Tasks", under '*Late Submission of Assignments*' for penalties of late submission.

## Formal Examination

Students will be informed by the course coordinators if a final exam is to be scheduled in the formal examination period for Summer Term (2-6 February 2018 and 9-12 February 2018). Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

For information about examination dates, location and procedures at UNSW, visit: <https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinations.html>

## Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the learning outcomes of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: <https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## Grievances and Review of Assessment Results

## *Grievances*

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or course convenor.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: <https://student.unsw.edu.au/guide>

## *Review of Assessment Results*

There is no automatic right to have an assessment reviewed, the Faculty reserves the right to make such judgements.

In the first instance a student should seek an informal clarification, this should normally be done within two working days of the return of the assessed work.

If the student is not satisfied with the informal process, they should complete the UNSW Review of Results Application form, which is available at: <https://student.unsw.edu.au/results>. An application must be lodged within 15 working days of receiving the result of the assessment task.

Further information on review of student work in the Faculty of Arts and Social Sciences can be viewed at: <https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/>

## **Course Evaluation and Development**

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience. It is encouraged students complete their surveys by accessing the personalised web link via the Moodle course site.

## **Student Support**

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at: <http://www.lc.unsw.edu.au>

## **myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links: <https://my.unsw.edu.au>

## **OHS**

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see <http://www.ohs.unsw.edu.au/>

## **Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <https://student.unsw.edu.au/disability>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

## Course Details

### Credit Points 6

### Summary of the Course

Subject area: *History*

This course explores the origins and evolution of ancient Egyptian and West Asian civilizations from the Neolithic Revolution to the Achaemenid Persian Empire that conquered Egypt in the sixth century BCE. During the course you will range between the pyramids at Giza and the tomb of Cyrus the Great; the invading sea peoples and the Epic of Gilgamesh; Howard Carter, the tomb of Tutankhamun, and the cliff-side monuments of Naqsh-i Rostam. This course is not only a survey of history, but an exploration of the rise and fall of the earliest empires, their interaction with each other and with their subjects, their ideology, their religion, and the wealth of extant evidence available for their study.

### At the conclusion of this course the student will be able to

1. Explain the nature of ancient Egyptian and West Asian history, culture, and society from the earliest times through to the Macedonian conquest
2. Use a broad body of knowledge about the Egyptian and West Asian world and its cultures to understand the processes of historical change
3. Articulate the dynamics of Egyptian and West Asian societies and cultures
4. Undertake rigorous and engaged scholarly enquiry and analysis using different forms of historical evidence
5. Critically navigate different disciplinary bodies of knowledge especially textual analysis, and archaeological and anthropological perspectives
6. Engage with complex problems of historiography, philology, and archaeology relating to the ancient Egyptian and West Asian world

### Teaching Strategies

History is an active endeavour, involving the critical analysis of primary sources, and their subsequent use to recover and interpret the past. As such, the course is designed to equip you with the skills necessary to engage with the areas that most excite you. Lectures, web-materials, and readings provide background information and analyse broad trends; writing assignments challenge you to engage with ongoing debates in ancient history and explore the primary evidence yourself. In-class discussions are dedicated to different examples of primary evidence—you will be exposed to the different types of evidence available (literary; artistic; material) and have the opportunity to interpret and analyse the sources with your teacher and peers. This is where you will hone your historical and oral skills. Pre-circulated discussion questions will guide you through the readings and help you prepare. I encourage all students to participate—we learn best by ‘doing,’ and our various in-class activities will help cement your knowledge of the past. Tests assess on your knowledge of the information covered, development as historians, and attainment of learning outcomes.

## Assessment

Details are provided on Moodle, which will be available from December 20.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
In-class test	50%	11/01/2018 02:00 PM	
Reflective exercise	50%	19/01/2018 04:00 PM	

### Assessment Details

#### Assessment 1: In-class test

**Start date:**

**Details:** At the end of the teaching period, students will complete an in-class test. The test will include short answer, multiple choice, and paragraph style responses. The test focuses on material covered in lectures and tutorials. Marks will be returned electronically, alongside cohort-wide feedback.

**Turnitin setting:** This is not a Turnitin assignment

#### Assessment 2: Reflective exercise

**Start date:**

**Length:** 1,500 words

**Details:** Students will prepare a 1,500 word scholarly reflection on their learning during the course for submission at the end of the teaching period. Feedback will be offered via comments on each paper and a qualitative rubric. This is the final assessment for attendance purposes. Students will be invited to submit a draft of their reflection for preliminary feedback.

**Turnitin setting:** This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

## Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (<http://moodle.telt.unsw.edu.au/>). You must use your zID login to submit your assignments in Moodle.

Refer to the section “*Course Assessment*” for details of assessment tasks that are to be submitted via Moodle.

**\*\* Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the [Student Code of Conduct](#). I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the [Student Code of Conduct](#) and the [Student Misconduct Procedures](#). I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put **your name (as it appears in University records)** and **UNSW Student ID** on **every page** of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on [externalsupport@unsw.edu.au](mailto:externalsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless Special Consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each

24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

#### **Task with a non-integer percentage mark**

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$ .

#### **Task with a percentage mark**

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

## Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <https://student.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

# Course Schedule

[View class timetable](#)

## Timetable

Date	Type	Content
Week 4: 2 January - 7 January	Lecture	<p><b>See Moodle or email <a href="mailto:j.shannahan@unsw.edu.au">j.shannahan@unsw.edu.au</a> for a better-formatted version of schedule</b></p> <p><i>Tuesday, 2nd January (1000-1200):</i></p> <p><b>Lecture title:</b></p> <p>From Prehistory to History</p> <p><b>Period/regional focus:</b></p> <ul style="list-style-type: none"> <li>• Course introduction</li> <li>• 10,000-4,000 BCE</li> <li>• Geography and sources for Egypt and the Near East</li> </ul>
	Tutorial	<p><i>Tuesday, 2nd January (1200-1300):</i></p> <p><b>Tutorial topic:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Environment and society</li> </ul> <p><b>Tutorial text:</b></p> <ul style="list-style-type: none"> <li>• The Hymn to the Nile in:</li> <li>• M. Lichtheim, <i>Ancient Egyptian Literature: A Book of Readings</i>, vol. 1 (London, 1973), pp. 204–10.</li> </ul>
	Lecture	<p><i>Tuesday, 2nd January (1400-1600):</i></p> <p><b>Lecture title:</b></p> <ul style="list-style-type: none"> <li>• The Rise of Early States: Which is more impressive: a pyramid or a bowl of stew?</li> </ul> <p><b>Period/regional focus:</b></p> <ul style="list-style-type: none"> <li>• Egypt's Old Kingdom (4,000–2,100)</li> </ul>
	Tutorial	<p><i>Tuesday, 2nd January (1600-1700):</i></p> <p><b>Tutorial topic:</b></p>

	<ul style="list-style-type: none"> <li>• Ma'at</li> </ul> <p><b>Tutorial text:</b></p> <ul style="list-style-type: none"> <li>• The instruction of Hardedef,</li> <li>• The maxims of Ptahhotep,</li> <li>• The teaching for King Merikare,</li> <li>• The teaching for the Vizier Kagemni in:</li> <li>• W. K. Simpson, ed. <i>The Literature of Ancient Egypt</i>. 3rd ed. pp. 127–51.</li> </ul>
Lecture	<p><i>Wednesday, January 3rd (1000-1200):</i></p> <p><b>Lecture title:</b></p> <ul style="list-style-type: none"> <li>• “Classical” Egypt: Mummies and Eloquent Peasants</li> </ul> <p><b>Period/regional focus:</b></p> <ul style="list-style-type: none"> <li>• Egypt's Middle Kingdom (2,100-1,600)</li> </ul>
Tutorial	<p><i>Wednesday, January 3rd (1200-1300):</i></p> <p><b>Tutorial topic:</b></p> <ul style="list-style-type: none"> <li>• Ideals of Kingship</li> </ul> <p><b>Tutorial text:</b></p> <ul style="list-style-type: none"> <li>• The Epic of Gilgamesh in:</li> <li>• Selections provided on Moodle</li> </ul>
Lecture	<p><i>Wednesday, 3rd January (1400-1600):</i></p> <p><b>Lecture title:</b></p> <ul style="list-style-type: none"> <li>• The Glory Days of Egypt: Female Kings and the Treasures of Tutankhamun</li> </ul> <p><b>Period/regional focus:</b></p> <ul style="list-style-type: none"> <li>• Egypt's New Kingdom (1,600-1,300)</li> </ul>
Tutorial	<p><i>Wednesday, 3rd January (1600-1700):</i></p> <p><b>Tutorial topic:</b></p> <ul style="list-style-type: none"> <li>• Gender roles</li> </ul> <p><b>Tutorial text:</b></p> <ul style="list-style-type: none"> <li>• Egyptian art,</li> </ul>

		<ul style="list-style-type: none"> <li>• The Code of Hammurabi in:</li> <li>• Selections provided on Moodle</li> </ul>
	Lecture	<p><i>Thursday, 4th January (1000-1200):</i></p> <p><b>Lecture title:</b></p> <ul style="list-style-type: none"> <li>• Restoration and Revolution: Fish Eaters, Princes with Nice Legs, and Sea Peoples</li> </ul> <p><b>Period/regional focus:</b></p> <ul style="list-style-type: none"> <li>• Egypt's New Kingdom and Third Intermediate Period (1,300-715)</li> </ul>
	Tutorial	<p><i>Thursday, 4th January (1200-1300):</i></p> <p><b>Tutorial topic:</b></p> <ul style="list-style-type: none"> <li>• Trade and diplomacy</li> </ul> <p><b>Tutorial text:</b></p> <ul style="list-style-type: none"> <li>• The Amarna Letters in,</li> <li>• Selections provided on Moodle</li> </ul>
	Lecture	<p><i>Thursday, 4th January (1400-1600):</i></p> <p><b>Lecture title:</b></p> <ul style="list-style-type: none"> <li>• Territorial States in the Cradle of Civilization</li> </ul> <p><b>Period/Regional focus:</b></p> <ul style="list-style-type: none"> <li>• Assyrians, Babylonians, and Hittites (1,500-1,200)</li> </ul>
	Tutorial	<p><i>Thursday, 4th January (1600-1700):</i></p> <p><b>Tutorial topic:</b></p> <ul style="list-style-type: none"> <li>• The end of the Bronze Age</li> </ul> <p><b>Tutorial text:</b></p> <ul style="list-style-type: none"> <li>• Drews, Robert. <i>The End of the Bronze Age: Changes in Warfare and the Catastrophe ca. 1200 BC</i>, pp. 8-32 (Chapter 2, "The Catastrophe Surveyed")</li> </ul>
Week 5: 8 January - 14 January	Lecture	<i>Tuesday, 9th January (1000-1200):</i>

	<p><b>Lecture title:</b></p> <ul style="list-style-type: none"> <li>• Empires, Palaces, and Hanging Gardens</li> </ul> <p><b>Period/Regional focus:</b></p> <ul style="list-style-type: none"> <li>• Assyrians, Babylonians, and Hittites (1,200–539)</li> </ul>
Tutorial	<p><i>Tuesday, 9th January (1200-1300):</i></p> <p><b>Tutorial topic:</b></p> <ul style="list-style-type: none"> <li>• Empire</li> </ul> <p><b>Tutorial text:</b></p> <ul style="list-style-type: none"> <li>• Reliefs from Nineveh in:</li> <li>• Selections provided on Moodle</li> </ul>
Lecture	<p><i>Tuesday, 9th January (1400-1600):</i></p> <p><b>Lecture title:</b></p> <ul style="list-style-type: none"> <li>• The Achaemenids: Birth of a World Empire</li> </ul> <p><b>Period/Regional focus:</b></p> <ul style="list-style-type: none"> <li>• Persia (539-525)</li> </ul>
Tutorial	<p><i>Tuesday, 9th January (1600-1700):</i></p> <p><b>Tutorial topic:</b></p> <ul style="list-style-type: none"> <li>• Sources for the study of Persia</li> </ul> <p><b>Tutorial text:</b></p> <ul style="list-style-type: none"> <li>• Coins; art; Greek texts; inscriptions; seals</li> <li>• Readings will be provided in class</li> </ul>
Lecture	<p><i>Wednesday, 10th January (1000-1200):</i></p> <p><b>Lecture title:</b></p> <ul style="list-style-type: none"> <li>• The Persian Wars (or, on the Malice of Herodotus)</li> </ul> <p><b>Period/Regional focus:</b></p> <ul style="list-style-type: none"> <li>• Persia (525-479)</li> </ul>
Tutorial	<p><i>Wednesday, 10th January (1200-1300):</i></p>

	<p><b>Tutorial topic:</b></p> <ul style="list-style-type: none"> <li>• The splendour of court</li> </ul> <p><b>Tutorial text:</b></p> <ul style="list-style-type: none"> <li>• Various texts in:</li> <li>• Kuhrt, Amélie. <i>The Persian Empire: A Corpus of Sources from the Achaemenid Period</i>. London: Routledge, 2007. pp. 576–619.</li> </ul>
Lecture	<p><i>Wednesday, 10th January (1400-1600):</i></p> <p><b>Lecture title:</b></p> <ul style="list-style-type: none"> <li>• Egypt's last hurrah</li> </ul> <p><b>Period/Regional focus:</b></p> <ul style="list-style-type: none"> <li>• Persia (479-343)</li> </ul>
Tutorial	<p><i>Wednesday, 10th January (1600-1700):</i></p> <p><b>Tutorial topic:</b></p> <ul style="list-style-type: none"> <li>• Achaemenid religion</li> </ul> <p><b>Tutorial text:</b></p> <ul style="list-style-type: none"> <li>• Various texts in:</li> <li>• Kuhrt, <i>The Persian Empire</i>, pp. 548–67</li> </ul>
Lecture	<p><i>Thursday, 11th January (1000-1200):</i></p> <p><b>Lecture title:</b></p> <ul style="list-style-type: none"> <li>• Alexander the Great, the Last Achaemenid</li> </ul> <p><b>Period/Regional Focus:</b></p> <ul style="list-style-type: none"> <li>• Persia (343-331)</li> <li>• Persia's successors</li> </ul>
Homework	<p><i>Thursday, 11th January (1200-1300):</i></p> <p><b>Final test revision</b></p>
Assessment	<p><i>Thursday, 11th January (1400-1600):</i></p> <p><b>Final test</b></p>
Tutorial	<p><i>Thursday, 11th January (1600-1700):</i></p>

		<p><b>Tutorial topic:</b></p> <ul style="list-style-type: none"> <li>• Did the Persians fail?</li> </ul> <p><b>Tutorial text:</b></p> <ul style="list-style-type: none"> <li>• Kuhrt, <i>The Persian Empire</i>, pp. 476–83, 502–08, 531–44.</li> <li>• Cawkwell, G. L. <i>The Greek Wars: The Failure of Persia</i>. Oxford; New York: Oxford University Press, 2005. pp. 198–213</li> </ul>
Week 6: 15 January - 21 January	Assessment	<p><i>Friday, 19th January (1600):</i></p> <p><b>Scholarly reflection due</b></p>

## Resources

### Prescribed Resources

1. Van de Mieroop, M. *A History of Ancient Egypt*. Malden, MA: Wiley-Blackwell, 2011.
2. Van de Mieroop, M. *A History of the Ancient Near East ca. 3000-323 BC*. 3rd ed. Malden, MA: Wiley-Blackwell, 2016.

Online editions of these texts are available via the library.

### Recommended Resources

Consider one of the following collections of ancient sources if you're interested in a particular civilization.

1. Chavalas, M.W., ed. *The Ancient Near East: Historical Sources in Translation*. Malden, MA: Blackwell, 2006.
2. Kuhrt, Amélie, ed. *The Persian Empire: A Corpus of Sources from the Achaemenid Period*. London: Routledge, 2007.
3. Simpson, W.K., ed. *The Literature of Ancient Egypt: An Anthology of Stories, Instructions, Stelae, Autobiographies, and Poetry*. 3rd ed. New Haven; London: Yale University Press, 2003.

## Course Evaluation and Development

The course is operating with a new convenor, schedule, and learning outcomes in 2017/18. Assessment has also been revised and reduced. Feedback on these aspects of the course will be obtained via the myExperience survey at the end of the teaching period.

### Image Credit

Achaemenid Persian silver rhyton (drinking container) with horned winged griffon base.

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