



**UNSW**  
SYDNEY

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# ARTS2281

Ancient Egypt and Western Asia

Summer // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Alice McClymont	<a href="mailto:a.e.mcclymont@unsw.edu.au">a.e.mcclymont@unsw.edu.au</a>	TBC	TBC	TBC

### School Contact Information

School of Humanities and Languages

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

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## 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.

### Course Learning Outcomes

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

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
In-class test	50%	24/01/2019 09:00 AM	1,3,5
Reflective exercise	50%	31/01/2019 12:00 PM	2,4,6

### 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:**

**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 and students do not see Turnitin similarity reports.

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 5: 7 January - 13 January	Lecture	A full schedule listing the required readings for each lesson will be made available on Moodle.  <i>7 January</i>  <b>Lecture 1</b> Introduction to the course / Setting the scene
	Tutorial	<i>7 January</i>  <b>Tutorial 1</b> How do we study ancient history?: Sources, terminology, and methods
	Lecture	<i>8 January</i>  <b>Lecture 2</b> Rise of the early states: Early Dynastic Periods in Egypt and Sumer
	Tutorial	<i>8 January</i>  <b>Tutorial 2</b> What makes a good king?: Rulership and legitimacy
	Lecture	<i>9 January</i>  <b>Lecture 3</b> A time of many 'firsts': Old Kingdom Egypt and the Akkadian Empire
	Tutorial	<i>9 January</i>  <b>Tutorial 3</b> What does the universe look like?: Cosmology and worldview
	Lecture	<i>10 January</i>  <b>Lecture 4</b> Natural ends and new beginnings: First Intermediate Period Egypt and the Early Bronze Age/Middle Bronze Age transition
	Tutorial	<i>10 January</i>  <b>Tutorial 4</b> How is society ordered?: Social stratification
Week 6: 14 January - 20 January	Lecture	<i>14 January</i>

		<b>Lecture 5</b> The codification of culture: Middle Kingdom Egypt and the Old Elamite, Old Assyrian, and Old Babylonian Empires
	Tutorial	14 January <b>Tutorial 5</b> What is the purpose of art?: Iconography and artistic products
	Lecture	15 January <b>Lecture 6</b> Hyksos, Hittites, and Hurrians, Oh My: Second Intermediate Period Egypt and the Middle Bronze Age/Late Bronze Age transition
	Tutorial	15 January <b>Tutorial 6</b> What happens after death?: Funerary beliefs and practices
	Lecture	16 January <b>Lecture 7</b> Age of empires: Early New Kingdom Egypt and the Kassite, Hittite, Middle Assyrian and Middle Elamite Empires
	Tutorial	16 January <b>Tutorial 7</b> Where are the women? Gender roles
	Lecture	17 January <b>Lecture 8</b> From dizzying heights to crushing lows: Late New Kingdom Egypt and the Late Bronze Age collapse
	Tutorial	17 January <b>Tutorial 8</b> How do we worship?: Religious beliefs and practices
Week 7: 21 January - 27 January	Lecture	21 January <b>Lecture 9</b> Up for grabs: Third Intermediate Period Egypt and Iron Age states
	Tutorial	21 January <b>Tutorial 9</b> Where do we live?: Cities and settlements
	Lecture	22 January <b>Lecture 10</b> The Persians are coming: Late Period Egypt and the Achaemenid Empire
	Tutorial	22 January <b>Tutorial 10</b> How do we understand differences?: Encountering the foreign

	Lecture	23 January <b>Lecture 11</b> And the rest is history: Macedonian conquests and beyond
	Tutorial	23 January <b>Tutorial 11</b> How do we fight?: The role of the military
	Assessment	24 January <b>In-class test</b>
	Tutorial	24 January <b>Tutorial 12</b> How do we assess ancient history? Historiography of ancient Egypt and Western Asia
Week 8: 28 January - 3 February	Assessment	31 January <b>Reflective exercise due</b>

## **Resources**

### **Prescribed Resources**

Van de Mieroop, M. (2011), *A history of ancient Egypt*, Malden, MA: Wiley-Blackwell (available online through the UNSW Library and at the UNSW Bookshop)

Van de Mieroop, M. (2016), *A history of ancient Near East ca. 3000–323 BC*, 3<sup>rd</sup> ed., Malden, MA: Wiley-Blackwell (available online through the UNSW Library and at the UNSW Bookshop)

### **Recommended Resources**

A list of recommended resources will be made available on Moodle.

### **Course Evaluation and Development**

The course is operating with a new convenor and schedule. Feedback on these and other aspects of the course will be obtained via the myExperience survey at the end of the teaching period.

## Submission of Assessment Tasks

### Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@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 their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle:

<https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on 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-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 an essential component of the course.

This information is also available at: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

### **Supplementary assessments**

The form of the supplementary assessment need not be identical to the original assessment but it must assess the same learning outcomes.

A supplementary assessment will be offered to a student who fails an assessment task in either of the following circumstances:

- Supplementary assessment will be offered to any student who fails an assessment task if their request for Special Consideration for that task is approved. The mark awarded for the assessment task will be based solely on the supplementary assessment.
- Where a student fails an assessment task in a course in the final term of their program, but does not have an approved Special Consideration for that task, supplementary assessment will still be offered in cases where passing the task would have resulted in the student passing the course and completing the program.

Schools may choose to offer supplementary assessments under other circumstances than those listed above. Decisions by Schools to offer supplementary assessments under other circumstances than those listed above should be guided by local processes to promote principled and consistent decision-making.

The mark awarded for a supplementary assessment, in the absence of Special Consideration, will be capped:

- Where a supplementary assessment is provided for a student who fails an assessment task in any course, the final mark awarded for the assessment task will be capped at 50%.
- Where a supplementary assessment is provided to a student with a Fail based on the overall course result, the final mark for the course will be capped at 50%.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

### **Special Consideration Applications**

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-term examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Image Credit

Bound Asiatic captives with topographical name rings, Temple of Amun at Karnak

Photo by Alice McClymont

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