

MODULE CODE: CLAH7014
TITLE: Life in the Eastern Desert of Egypt
DATED: 04/07/2014

LEVEL: 7
CREDITS: 20
JACS CODE: Q800

AIM(S)

- To allow students to possess a detailed understanding of the complexities and modern scholarly debates relating to the conditions of those, living, working and travelling through the Eastern Desert of Egypt.
- To allow students to be able to evaluate and analyse the wide range of evidence that informs our knowledge of the Eastern Desert of Egypt.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- adopt an interdisciplinary approach to the subject, and to show a competent understanding of how economic, sociological and anthropological scholarship has attempted to understand the nature travel and settlement within the Eastern Desert of Egypt;
- draw upon and assess a wide range of disparate ancient evidence (archaeological, textual and visual), and to engage critically with modern scholarship;
- demonstrate a sophisticated understanding of the indigenous inhabitants, travellers, civilians and the military interacted in this complex desert environment.

INDICATIVE CONTENT

- The module will primarily look at Ptolemaic and Roman attempts to exploit the natural resources, but also examine some instances of this from earlier historical periods.
- The facilities constructed by the Ptolemaic and later Roman state to help monitor this region and created a corridor of access to the Red Sea.
- The nature of the relations between the Indigenous communities and those intruding onto this landscape.
- The difficulties of sustaining settlements within this region's harsh climatic conditions.
- The use of the Eastern Desert as a place of refuge and solace for Christian monastic communities and hermits.

LEARNING AND TEACHING STRATEGY

Tutorials and seminars are used to support the discussion and critical evaluation of what has been learned.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for seminars, follow-up work, background reading, revision, completion of assessment tasks).

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		

TOTAL	200	100%
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ASSESSMENT

Assessment Component 1 – 100%

One 5,000 word essay.

Title of essays to be agreed by student and lecturer in consultation.

For example – A debate on the extent to which the fortlets (*praesidia*) established in the Eastern Desert during the Roman period were intended to protect merchants as opposed to monitoring them for the purposes of taxation?

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
<p>This module is designed in line with 2 of the 5 pedagogic approaches to sustainable development identified by UNESCO:</p> <ul style="list-style-type: none"> • Critical and Creative thinking • Systemic thinking <p>The module seeks to help the student develop the fundamental skills of research and visual inquiry. This forms part of the sustainable assessment/sustainable teaching agenda which sees the assessment process as developing skills that can be used beyond the end of the programme of study and also the skills the individuals need to know in terms of working, learning and thriving in a future which is as yet unknown.</p> <p>The module reflects upon broadly defined issues of sustainability, with historical study exploring social, ethical, cultural and economic issues.</p>	