

UCL INSTITUTE OF ARCHAEOLOGY
ARCL0159 (ARCLG328)
Introduction to Ancient Egyptian Language
2018-19

MA module option
15 credits
Turnitin Class ID: 3884054
Turnitin Password IoA1819

Deadlines for coursework for this module:

in-class tests weeks 2, 4, 6, 8, 10
assignment 1 2.11.2018
assignment 2 7.12.2018
assignment 3 11.1.2019

Target dates for return of marked coursework to students:

in-class tests weeks 3, 5, 7, 9, Term 2 week 1
assignment 1 2.11.2018
assignment 2 7.12.2018
assignment 3 11.1.2019



Co-ordinator: Stephen Quirke
s.quirke@ucl.ac.uk
Room 409

Please see the last page of this document for important information about submission and marking procedures, or links to the relevant webpages.

1 OVERVIEW

Short description

The course introduces students to Middle Egyptian grammar and the hieroglyphic script used for monumental inscriptions throughout the Pharaonic and Roman periods in Egypt (ca. 3200 BC to AD 400).

Week-by-week summary

1 5.10.2018, 4.00-6.00
r n kmt – the ancient Egyptian language and its scripts

2 12.10.2018, 4.00-6.00
Elements of speech – sentence patterns
In-class test 1

3 19.10.2018, 4.00-6.00
Verbal sentences – aspect/mode/tense
Assignment 1 handed out

4 26.10.2018, 4.00-6.00
Suffix conjugation – nouns and pronouns
In-class test 2

5 2.11.2018, 4.00-6.00
Non-verbal sentences – adverbs and adjectives
Assignment 1 due

Reading week

6 16.11.2018, 4.00-6.00
Imperatives! and subject-first “pseudoverbal” constructions
In-class test 3

7 23.11.2018, 4.00-6.00
(a) the passive suffix conjugation (b) wishes and requests
Assignment 2 handed out

8 30.11.2018, 4.00-6.00
Relative clauses and participles
In-class test 4

9 07.12.2018, 4.00-6.00
Relative forms and emphatic forms
Assignment 2 due; Assignment 3 handed out

10 14.12.2018, 4.00-6.00
Sentences in context
In-class test 5

Term Two, week 1: 11.1.2019 Assignment 3 due

Basic texts

The course is based on teaching scripts distributed in class.

One anchor reference for this module is the manual designed for Continuing Education teaching, based on inscriptions in the British Museum displays:

Collier, M. and B. Manley 1998. *How to read Egyptian hieroglyphs: A step-by-step guide to teach yourself*. London: British Museum Press. EGYPTOLOGY V 5 COL

Two other important complements are:

Allen, J. 2010. *Middle Egyptian: an introduction to the language and culture of hieroglyphs*. 2nd edition. Cambridge: Cambridge University Press. INST ARCH EGYPTOLOGY V 5 ALL, ISSUE DESK IoA ALL 8

Gardiner, A. H. 1957. *Egyptian grammar: Being an introduction to the study of hieroglyphs*. 3rd revised edition. Oxford: Griffith Institute. EGYPTOLOGY V 5 GAR *Despite later advances in understanding Egyptian, particularly in relation to verbs, this Grammar is built on clear translations of examples from ancient writings, with references, and it contains the fundamental Sign List with explanations and references to early forms for most widely attested hieroglyphs.*

Methods of assessment

This module is assessed by means of:

- (a) five in-class vocabulary and sentence tests: the best four results will contribute 40% (10% each) to the final grade for the module
- (b) two pieces of coursework, each comprising a short passage to be copied in hieroglyphs, transliterated and translated, which each contribute 15% to the final grade for the module
- (c) one piece of coursework, comprising a short passage to be copied in hieroglyphs, transliterated and translated, with a short essay question to be answered in 1,000 words, which together contribute 30% to the final grade for the module.

Teaching methods

The course is taught through weekly seminars structured around small-group discussion.

Workload

There will be 20 hours of lectures. Students will be expected to undertake around 70 hours of writing practice and reading for the module, plus 60 hours preparing for and producing the assessed work. This adds up to a total workload of some 150 hours for the module.

Prerequisites *(if applicable)*

There are no prerequisites for this module. However, students with no previous language-learning experience should speak to the module co-ordinator, ideally in advance of the first week class (Friday 4 October), to discuss workload and module content.

2 AIMS, OBJECTIVES AND ASSESSMENT

Aims

The module offers an introduction to Egyptian hieroglyphs and Middle Egyptian grammar. It is designed for students who wish to approach Ancient Egypt from a combined archaeological and textual perspective. After completion, students are able to transliterate and translate simple hieroglyphic texts.

Objectives

On successful completion of this module a student should:

- have a solid command of hieroglyphs

- be familiar with the fundamentals of Middle Egyptian grammar
- be able to read standard monumental formulae, royal and non-royal
- recognise a basic working vocabulary in Middle Egyptian
- be able to transliterate and translate short prepared passages in Middle Egyptian

Learning Outcomes

On successful completion of the module students should be able to demonstrate:

- knowledge of basics of Middle Egyptian grammar and hieroglyphic script
- ability to apply taught methods (grammar) to empirical data (ancient writings)
- understanding + critical awareness of the context / scope of written evidence
- written and oral skills in analysis and presentation of language-related matters
- appreciation of methods for analysing ancient writings

Coursework

Assessment tasks

The coursework for this module comprises five in-class tests and three assignments:

(i) in-class-tests take place in alternate weeks (2, 4, 6, 8 10), and are designed to test knowledge of vocabulary, hieroglyphic handwriting, and accuracy in transliteration and translation; each test is allotted 20 minutes, and your **best 4 marks** out of the 5 tests will contribute a total of 40% to your final grade for the module (10% per test)

(ii) assignments are handed out in weeks 2, 6, and 9 to be completed and returned within two weeks (assignment 3 to be returned by the end of week 1 of Term 2). Assignments 1 and 2 require you to copy a short passage in hieroglyphs, to assess your handwriting, and to transliterate and translate the passage, to assess your accuracy; each of these two assignments contributes 15% to the final grade for the module. Assignment 3 comprises two parts: (a) a passage for copying, transliterating and translating, as in Assignments 1 and 2, (b) a question on the passage, to be answered in a short essay of 1,000 words. Assignment 3 parts (a) and (b) together contribute 30% to the final grade for the module (15% for each part).

Students are required to submit hard copy of all coursework to the module coordinator in person or to his pigeon hole via the Red Essay Box at Reception by the appropriate deadline. The coursework must be stapled.

Students should put their Candidate Number on all coursework. This is a 5 digit alphanumeric code and can be found on Portico: it is different from the Student Number/ ID. Please also put the Candidate Number and course code on each page of the work. **Students must not put their name on coursework.**

Please see the Coursework Guidelines on the IoA website (or your Degree Handbook) for details of penalties.

General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources, are available in your Degree Handbook and on the following website: <http://wiki.ucl.ac.uk/display/archadmin>. It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental).

If students are unclear about the nature of an assignment, they should discuss this with the Module Co-ordinator.

Students are not permitted to re-write and re-submit coursework in order to try to improve their marks. However, students may be permitted, in advance of the deadline for, to submit for comment a brief outline of the short essay component of Assignment 3.

The nature of the assignment and possible approaches to it will be discussed in class, in advance of the submission deadline.

Please note that in order to be deemed to have completed and passed in any module, it is necessary to submit all assessments.

Word counts

In-class tests and Assignments 1-2 comprises words, phrases or a short passage to be copied in hieroglyphs, transliterated and translated.

The third assignment includes an essay of 1,000 words: the word-count range is **950-1050 words**. The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, lists of references, captions and contents of tables and figures, appendices.

Penalties will only be imposed if you exceed the upper figure in the range (**1050 words**). There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

In the 2018-19 session penalties for overlength work will be as follows:

- For work that exceeds the specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
- For work that exceeds the specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.

Coursework submission procedures

For this language module, Turnitin is not used. Instead, students are required to submit hard copy of all coursework to the module coordinator in person during class or in office hours, or to his pigeon hole via the Red Essay Box at Reception by the appropriate deadline. The coursework must be stapled if necessary.

Students should put their Candidate Number on all coursework. This is a 5 digit alphanumeric code and can be found on Portico: it is different from the Student Number/ ID. Please also put the Candidate Number and course code on each page of the work. **Students must not put their name on coursework.**

3 SCHEDULE AND SYLLABUS

Teaching schedule

Lectures will be held at 4:00-6:00 on Friday in Term I in room 209.

Lecturer: Stephen Quirke

Syllabus

The following is an outline for the course as a whole. The sessions are based on a teaching script distributed in class, and supported with reference to the Basic Texts cited above.

1 *r n kmt* – the ancient Egyptian language and its scripts

This class introduces geographical and historical contexts of archaeological evidence for the ancient Egyptian language and its scripts. We will learn the sounds of the ancient language, as Egyptologists presently understand them, and discuss how ancient Egyptians wrote words with a mixture of sound-signs and image-signs. A selection of the most widely-used idea-signs, along with 25 single-sound hieroglyphs, introduce the way in which Egyptologists organise sign-lists, and

how they transliterate hieroglyphs in order to identify the language-content of ancient writings. The course follows the sign-list and transliteration familiar to English-language learners from Gardiner 1957 and Collier/Manley 1998.

The course is focussed on Middle Egyptian, the language phase first found in the archaeological record from the Middle Kingdom ca. 2050-1700 BC, and then used for sacred writings until AD 400. Following the model of Collier/Manley 1998, Middle Kingdom inscriptions will be our teachers, with a focus on examples displayed in the British Museum, so freely accessible. An ancient Egyptian expression “matter of eternity” provides a live frame for our sources, in contrast to other concepts which archaeologists and historians often apply, such as commemorative and historical writing.

The ancient Egyptian word *nfr* “beautiful” is our guide to one essential principle in ancient hieroglyphic writing, the harmonious grouping of signs, as if in architectural blocks. We will practice writing 9 three-sound (“trilateral”) hieroglyphs from examples on Middle Kingdom scarabs.

2 Elements of speech – sentence patterns

In order to learn the language and hieroglyphic script, we identify key elements of speech with the help of examples in our own languages and in ancient inscriptions. From these, we also practice writing some of the most common 2-sound (“biliteral”) hieroglyphs, as well as the single-sound hieroglyphs learnt in week 1 and new examples of image hieroglyphs.

Regular English terms for parts of speech are based on Latin: verbs, nouns, pronouns, adjectives, adverbs, prepositions. Latin also provides the English names for elements of a sentence: subject, object, predicate. Middle Kingdom inscriptions introduce us to these features, and to types of sentence found in Middle Egyptian: verbal, nominal, adjectival, adverbial.

For two important examples of word order, Middle Egyptian is closer to Arabic than English: verbs come before subjects (word-order Verb-Subject-Object), and nouns come before adjectives (Noun-Adjective). Personal names inscribed on Middle Kingdom objects help to introduce us to these patterns. Whatever our language, the differences between the languages we speak and the ancient language can serve as powerful reminders of the distances involved in access to any archaeological evidence, with or without inscription.

In-class test 1

3 Verbal sentences – aspect / mode / tense

From nineteenth and twentieth-century European linguistic studies, the terms aspect, mode and tense are now used to analyse verbal sentences in languages. Our understanding of the ancient Egyptian verb has been changing over the last sixty years: where the 1957 grammar by Gardiner refers mainly to tense (past / present / future), Egyptologists now recognise more the importance of aspect (particularly the opposition complete / incomplete). This week we use Middle Kingdom inscriptions to explore differences between tense and aspect. We return to the archaeological record for the context of objects now in museums, in order to appreciate what their inscriptions may or may not be trying to express. We discuss the importance of mode (hoping, wishing, asserting, fearing) in Middle Kingdom writings for the afterlife.

Verbs can be grouped according to whether they have a strong or weak ending; there is also a group of verbs which can double the final sound, and a small group of very common words which show other changes. For this course, we will use for the four groups the names given by Collier and Manley: strong, weak, doubling and extra weak. The changes in doubling and weak verbs are useful for recognising particular forms as complete and incomplete aspect.

We practice writing hieroglyphs in this class by compiling short vocabularies from select inscriptions, to consolidate our familiarity with the sequence of transliteration in Egyptological dictionaries, and our knowledge of different uses of hieroglyphs (sound-signs, image-signs).

Hand out assignment 1

4 Suffix conjugation – nouns and pronouns

This class introduces the different types of pronouns – the words standing in for nouns (as “it” takes the place of an object which has already been mentioned”, or “he” or “she” can be used for a

person already mentioned). We read examples which indicate their relative strength or independence/dependence, giving the three types: independent, dependent, and suffix pronouns. Examples of their uses are given, with particular attention to reasons for omitting the pronoun “I” in many inscriptions, as on objects bearing an image of the “speaker”.

For the main Middle Egyptian verb forms, the suffix pronoun is used for the subject of the verb, and so these forms are known in Egyptology as the suffix conjugation. The suffix pronouns are written mainly with single-consonant signs, and so provide a useful test of our familiarity with the set of hieroglyphs we started with in week 1.

The dependent pronoun is used for the object of the verb. With pronouns and nouns, the rule for word order in the suffix conjugation is Suffix before Dependent before Noun. The word order rules Verb-Subject-Object and Suffix Pronoun-Dependent Pronoun-Noun are crucial for translating: together we will read short phrases in ancient writings, and see how correct translation depends on careful attention to (1) the word order (2) the parts of speech.

With different verbs we practice writing the full conjugation for two verb forms, expressing the incomplete and complete aspects of an activity. With these forms, and your hieroglyphic dictionary, you now have access to a wide range of the inscriptions which are cited as historical evidence by Egyptologists and other archaeologists.

In-class test 2

5 Non-verbal sentences – nominal, adverbial, adjectival

In non-verbal sentences, the predicate (main word(s) spoken about a subject) is not a verb, but a noun, adverbial phrase, or adjective. In this class we read examples of each type in order to establish the main patterns of expression in the inscriptions to be read.

Sentences with nominal predicate may assert identity. In emphatic sentences where the subject is a pronoun and a noun is predicate, the independent pronoun is used. In English, which has no emphatic pronoun form, this type of sentence may need emphatic translation, and we discuss the best ways to convey the ancient message. Another way of linking two nouns is by adding an old demonstrative *pw* “this” as link-word; again we will discuss how this sentence type is most effectively translated into English.

Sentences with adverbial predicate may use an adverb or a phrase starting with a preposition, to express location of the subject in space, or sometimes in terms of a role. We will read examples to illustrate a range of uses, and note differences in meaning with other sentence types.

Sentences with adjectival predicate use an adjective to describe a quality of the subject, and place the adjective before the subject. We practice writing short examples of this sentence type, and consider the differences with other sentence types.

Assignment 1 due

Reading week

6 Imperatives! and “subject-first” (“pseudoverbal”) constructions

This session begins with an introduction to the imperative form of the verb, used for direct commands, including the form to convey the negative “do not!”.

Egyptologists since Gardiner have used the term “pseudo-verbal” for two types of sentence which contain verbs but follow the pattern of a non-verbal sentence, with the subject before the verbal element: to distinguish these from the suffix conjugations (verbal sentence), these may better be called “subject-first” conjugations.

In one type of “subject-first” sentence, a preposition is followed by the infinitive form of the verb; it is used to emphasise either that the activity is occurring at this very moment, or that it is continuing on through the present moment. With the preposition *r* “towards” this sentence type expresses a future, where the description of the future event is objective rather than a wish (wishes will be covered in week 7).

In the other “subject-first” sentence type, the subject is a noun, and is followed by the stative form of the verb. Like the suffix conjugation, the stative has special endings for I, you, she/he, and the plural forms: some of their writings are easily recognised, but some might be confused with other

verb forms. We read a range of examples from inscriptions to discuss ways of identifying the stative, and consider the meanings conveyed by this “subject-first” sentence type: (1) results of action and (2) entering into a state.

In-class test 3

Return assignment 1

7 (a) the passive suffix conjugation (b) wishes and requests

Beside using the stative, Middle Egyptian can use different forms of suffix conjugation to express the passive voice (“he is heard” as opposed to active voice “he hears”). Examples of these forms in hieroglyphic inscriptions introduce us to the full and abbreviated writings, and to their meanings. Wishes for the future can also be expressed with a suffix conjugation; as in other instances, the doubling and weak verbs have distinct writings that have allowed Egyptologists to recognise it as a separate suffix conjugation. One important use for the future suffix conjugation is in greetings, where a speaker wishes for blessings on the person addressed. Some personal names seem to take the form of wishes spoken at the birth of the child. For negative wishes, the same verb is used as for the negative command “do not!”

Hand out assignment 2

8 Participles and relative clauses

Participles are forms of the verb which, like adjectives, add information about a noun and so may be called modifiers. Middle Egyptian has participles for the active and passive voice of incomplete and complete aspects, and together we will go over a table of examples for each of these four. There is also a special form for the future participle for the third person singular and plural “(he/she/they) who shall hear”. This form is common on

Relative clauses are useful for adding more complex information, linked to the noun by a relative adjective. Egyptian differs from English in the use of participles and relative clauses, and in this class we read inscriptions with multiple examples, to become familiar with the forms and with the options for translation.

In another difference between Egyptian and English, Middle Egyptian relative clauses may add a pronoun to refer back to the word being modified (English has its separate relative adjectives such as “whose” and “whom”). We will discuss ways to translate this pattern of wording.

In-class test 4

9 Relative and emphatic forms

In some relative clauses, the word modified is not the subject of the relative clause: instead of using the relative adjective (covered in week 8), Middle Egyptian uses a masculine or feminine “relative form” based on the participles for the complete and incomplete aspects. We focus on offering-chapel inscriptions which deliver the words of the chapel beneficiary in the first person, and discuss strategies for translation.

In Middle Egyptian nouns can be placed at the start of a sentence for emphasis, sometimes with an introductory particle. A form of suffix-conjugation can also be used for emphatic effect, shifting the emphasis to the adverb. These emphatic forms may be difficult to translate fluently into English, and we discuss the

Assignment 2 due

10 Wider horizon: re-contextualising written words

The individual excerpts presented in the previous weeks are intended to provide enough experience for a basis in reading and writing hieroglyphic inscriptions. We can now test our knowledge by tackling combinations of sentences, and start to check for ourselves the publications of inscriptions cited in archaeology and ancient history.

In-class test 5

Return assignment 2

Handout assignment 3

Term Two

Week 1: 11.1.2019 *Assignment 3 due*

Week 2 Module Co-ordinator Office Hours *return assignment 3*

4 ONLINE RESOURCES

The full UCL Institute of Archaeology coursework guidelines are given here:

<http://www.ucl.ac.uk/archaeology/handbook/common/markings.htm>

The full text of this handbook is available here (includes clickable links to Moodle and online reading lists if applicable) <http://www.ucl.ac.uk/silva/archaeology/course-info/>.

Moodle

Please enrol for the Moodle Course supporting ARCL2046. The password is ARCL2046.

Online resources for Egyptology and the Ancient World, general

<http://www.digitalegypt.ucl.ac.uk/> Digital Egypt for Universities created at UCL in 2000-2003

<http://petriecat.museums.ucl.ac.uk/> Online catalogue of the Petrie Museum

<http://www.britishmuseum.org/> The British Museum: the Research tab provides access to the online catalogue and pages on current research projects

<http://www.fitzmuseum.cam.ac.uk/er/index.html> Comprehensive list of Egyptological online resources, site hosted by the Fitzwilliam Museum, Cambridge

<http://www.sefkhet.net/Oxford-Net-Res.html> Comprehensive list of Online Egyptological resources, hosted by the Griffith Institute, Oxford

<http://www.uee.ucla.edu/> UCLA Encyclopedia of Egyptology: up-to-date summaries on select topics, with references for further reading

<http://oeb.griffith.ox.ac.uk/default.aspx> The Online Egyptological Bibliography (OEB), with convenient search functions by topic keyword and author

<http://www.ancientworldonline.blogspot.com/> Portal for open access electronic resources

Open access online learning resources for Egyptian language and hieroglyphs

Please note that the following resources are offered by private individuals. No guarantee is given as to correctness, completeness and reliability. However, students may find some of the material offered useful in addition to what is discussed in class.

<http://jsesh.qenherkhopeshef.org/> Free downloadable programme for editing hieroglyphs

<http://archive.org/details/DictionaryOfMiddleEgyptian> Free dictionary of Middle Egyptian words arranged by Paul Dickson according to sign rather than sound (as is usual in Egyptian dictionaries)

<http://projetrosette.info/page.php?ld=1> Short online dictionary, list of transliterated and translated texts and other useful resources

http://www.bibalex.org/learnhieroglyphs/Dictionary/List_En.aspx Short online dictionary with English and Arabic translations of ancient Egyptian words

<http://aaew.bbaw.de/index.html> Research resource for Egyptian philologists

5 ADDITIONAL INFORMATION

Libraries and other resources

You will find all relevant books in the library of the Institute of Archaeology. Please contact the course-coordinator if you have difficulties in locating a book.

Information for intercollegiate and interdepartmental students

Students enrolled in Departments outside the Institute should obtain the Institute's coursework guidelines from Judy Medrington's office (email j.medrington@ucl.ac.uk). These guidelines will also be available on Moodle under Student Administration.

Dictionaries and grammars , see also section "Basic texts" (most relevant marked *)

- Erman, A. and H. Grapow 1926-1961. *Wörterbuch der aegyptischen Sprache*. Berlin: Akademie-Verlag. EGYPTOLOGY QUARTOS V 2 ERM
- *Faulkner, R. 1962. *A concise dictionary of Middle Egyptian*. Oxford: Oxford University Press. EGYPTOLOGY V 2 FAU
- *Gardiner, A. H. 2005. *Egyptian grammar: Being an introduction to the study of hieroglyphs*. 3rd revised edition. Oxford: Griffith Institute. EGYPTOLOGY V 5 GAR
- Hoch, J. E. 1997. *Middle Egyptian grammar*. Mississauga: Benben. EGYPTOLOGY QUARTOS V 5 HOC
- Hoch, J. E. 1998. *Middle Egyptian Grammar: Sign List*. Mississauga: Benben. EGYPTOLOGY QUARTOS V 5 HOC

Translations and discussion of texts

- Allen, J. P. 2005. *The ancient Egyptian pyramid texts*. Atlanta, Georgia: Society of Biblical Literature. EGYPTOLOGY V 30 ALL
- Breasted, J. H. 2001 [1906-7]. *Ancient Records of Egypt: Historical documents from the earliest times to the Persian conquest*. Chicago: Chicago University Press/Urbana: University of Illinois EGYPTOLOGY T 6 BRE
- Faulkner, R. O. 2004 [1973]. *The ancient Egyptian coffin texts: spells 1-1185 and indexes*. Oxford: Aris and Phillips. EGYPTOLOGY V 30 FAU
- *Lichtheim, M. and A. Loprieno 2006. *Ancient Egyptian literature: a book of readings*. Berkeley, California: University of California Press. EGYPTOLOGY V 20 LIC
- *Parkinson, R. B. 1998. *The Tale of Sinuhe: And Other Ancient Egyptian Poems, 1940-1640 BC*. Oxford: Oxford University Press. EGYPTOLOGY V 50 PAR
- Pritchard, J. B. 1955. *Ancient Near Eastern texts relating to the Old Testament*, 2nd edition. Princeton, NJ: Princeton University Press. INST ARCH DBA 100 QUARTOS PRI
- *Quirke, S. 2004. *Egyptian literature 1800 BC: Questions and readings*. London: Golden House Publications. EGYPTOLOGY QUARTOS V 50 QUI
- Quirke, S. 2013. *Going out in daylight: prt m hrw. The ancient Egyptian book of the dead: translations, sources, meanings*. London: Golden House Publications. EGYPTOLOGY QUARTOS V 30 BOO
- Ritner, R. K. 2009. *The Libyan anarchy: Inscriptions from Egypt's Third Intermediate Period*. Atlanta: Society of Biblical Literature. EGYPTOLOGY T 6 RIT
- Simpson, W. K. and R. K. Ritner 2003. *The literature of ancient Egypt: An anthology of stories, instructions, and poetry*. 3rd ed . New Haven, Connecticut, London: Yale University Press. EGYPTOLOGY V 20 SIM
- Taylor, J. H. 2010. *Journey through the afterlife: ancient Egyptian Book of the Dead*. London: British Museum Press. EGYPTOLY QUARTOS V 50 BOO
- Wente, E. F. 1990. *Letters from ancient Egypt*. Atlanta, Georgia: Scholars Press. EGYPTOLOGY V 50 WEN

Text books and interpretation of the written record

- *Baines, J. 2007. *Visual and Written Culture in Ancient Egypt*. Oxford: Oxford University Press. EGYPTOLOGY B 20 BAI
- Enmarch, R. and V. M. Lepper (eds) (2013). *Ancient Egyptian Literature: Theory and Practice*. Oxford: Published for the British Academy by Oxford University Press. EGYPTOLOGY V 10 ENM
- Eyre, C. 2013. *The use of documents in Pharaonic Egypt*. Oxford studies in ancient documents. Oxford: Oxford University Press. EGYPTOLOGY B 20 EYR

- Hagen, F. and J. Johnston, W. Monkhouse, K. Piquette, J. Tait, M. Worthington (eds) (2011). *Narratives of Egypt and the Ancient Near East: Literary and Linguistic Approaches*. Leuven: Uitgeverij Peeters en Department Oosterse Studies. EGYPTOLOGY V 6 HAG
- *Loprieno, A. (ed.) 1996. *Ancient Egyptian literature: History and forms*. Leiden: Brill. (Probleme der Ägyptologie 10). INST ARCH EGYPTOLOGY V 10 LOP
- Moers, G. (ed.) 1999. *Definitely – Egyptian Literature: Proceedings of the Symposium “Ancient Egyptian Literature – History and Forms*. Göttingen: Seminar für Ägyptologie und Koptologie. (Lingua aegyptia. Studia monographica 2) EGYPTOLOGY V 10 MOE
- Parkinson, R. B. 1999. *Cracking Codes: The Rosetta Stone and Decipherment*. London. EGYPTOLOGY T 30 ROS
- *Parkinson, R. B. 2009. *Reading Ancient Egyptian Poetry: Among Other Histories*. Chichester: Wiley-Blackwell. EGYPTOLOGY V 50 PAR
- Parkinson, R. B. 2010. *Poetry and culture in Middle Kingdom Egypt: A Dark Side To Perfection*. 2nd edition. Oakville: Equinox Pub. Ltd. EGYPTOLOGY V 50 PAR

Introductions and encyclopaedias

- *Bard, K. 2007. *An Introduction to the Archaeology of Ancient Egypt*. Malden, Mass., Oxford: Blackwell. EGYPTOLOGY A 5 BAR, ISSUE DESK BAR 29
- Lloyd, A. B. (ed.) 2010. *A Companion to Ancient Egypt*. Chichester: Wiley-Blackwell. EGYPTOLOGY A 5 LLO
- *Kemp, B. J. 2006. *Ancient Egypt; Anatomy of a Civilization*. 2nd Edition, London and New York: Routledge. ISSUE DESK IOA KEM, and EGYPTOLOGY B5 KEM; SENATE HOUSE HISTORY (SHL) South Block 7th Floor (63) LME Kem; SOAS FRE/716757 and FRE /588667.
- Van de Mierop, M. 2011. *A History of Ancient Egypt*. Malden – Oxford: Blackwell. EGYPTOLOGY B 5 MIE
- Otto, E. and W. Helck (eds.) 1975ff. *Lexikon der Ägyptologie*. Wiesbaden: Harrassowitz. EGYPTOLOGY A 2 LEX
- *Redford, D. B. (ed.) 2001. *The Oxford Encyclopedia of Ancient Egypt*. Oxford: Oxford University Press. EGYPTOLOGY A 2 OXF
- Sasson, J. et al. 1995. *Civilizations of the Ancient Near East I-IV*. New York: Scribner. INST ARCH DBA 100 SAS
- *Shaw, I. (ed.) 2000. *The Oxford History of Ancient Egypt*. Oxford: Oxford University Press. EGYPTOLOGY B 5 SHA, ISSUE DESK SHA
- UCLA Encyclopedia of Egyptology <http://www.uee.ucla.edu/>
- *Wendrich, W. (ed.) 2010. *Egyptian Archaeology*. Chichester: Wiley-Blackwell. EGYPTOLOGY A 6 WEN
- Wilkinson, T. (ed.) 2007. *The Egyptian World*. London: Routledge. EGYPTOLOGY A 5 WIL, ISSUE DESK WIL 10

APPENDIX

INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES

General policies and procedures concerning modules and coursework, including submission procedures, assessment criteria, and general resources, are available on the IoA Student Administration section of Moodle: <https://moodle.ucl.ac.uk/module/view.php?id=40867>

. It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your module co-ordinator.

GRANTING OF EXTENSIONS: Note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. Note that Module Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on a the appropriate UCL form, together with supporting documentation, via Judy Medrington's office and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Support and Wellbeing to make special arrangements. Please see the IoA Student Administration section of Moodle for further information. Additional information is given here <http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/>