

Potential changes in light of the Coronavirus (COVID-19) pandemic

Please note that information regarding teaching, learning and assessment in this module handbook endeavours to be as accurate as possible. However, in light of the Coronavirus (COVID-19) pandemic, the changeable nature of the situation and the possibility of updates in government guidance, there may need to be changes during the course of the year. UCL will keep current students updated of any changes to teaching, learning and assessment on the [Students' webpages](#). This also includes Frequently Asked Questions (FAQs) which may help you with any queries that you may have.

ARCL0044: INTRODUCTION TO ANCIENT EGYPTIAN LANGUAGE

2020-21, Term 1

Year 2/3 module
15 credits

Co-ordinator: STEPHEN QUIRKE

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Institute of Archaeology room 409 - online office hours Tues 10-11 and 4-5



*Polychrome hieroglyphs in raised relief, from chapel of Intefiqer, Lahun
photograph © Wolfram Grajetzki*

Please refer to the online IoA Student Handbook (<https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook>) and IoA Study Skills Guide (<https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide>) for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission.

1. MODULE OVERVIEW

Module description

The module will focus on classical Middle Egyptian which remained in use from ca. 2000 BCE through to the Roman period. The course provides training in the fundamentals of Middle Egyptian grammar, the mechanics of Egyptological transliteration, and the translation of monumental inscriptions and simple texts. The archaeological context of inscriptions will be discussed as one part of the frame for interpreting and understanding ancient communication.

Module Aims

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
- 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 and scope of written evidence
- written and oral skills in analysis and presentation of language-related matters
- critical understanding of methods for analysing ancient writings

Methods of Assessment

The module is assessed through three assignments: Assignments 1 and 2 each count for 25% of the module mark, and Assignment 3 counts for 50%. **All three assignments** require transliteration and translation of an unseen passage of hieroglyphs, and copying in hieroglyphs a short group of signs from that passage; transliteration is explained in Week 1 of the module. Assignment 3 requires **in addition** a short essay of no more than 1,000 words on reasons for using the hieroglyphic script, a topic that we will address together in class in different weeks.

The module also includes short tests of vocabulary and grammar every two weeks; while these formative assessments do not receive a mark, they enable the module co-ordinator to give each student feedback on progress.

Communications

- **Moodle is the main hub** for this course.
- Important information will be posted by staff in the **Announcements section of the Moodle page** and you will automatically receive an email notification for these.
- Please post any general queries relating to module content, assessments and administration **in the Q&A forum on the Moodle page for this module**. The forum will be checked regularly through the week.
- For individual queries, please contact the co-ordinator by email.

Week-by-week summary

Week	Date	Topic
1	9 October	<i>r n kmt</i> – the ancient Egyptian language and its scripts
2	16 October	Hieroglyphic script - elements of speech – sentence patterns
3	23 October	Verbal sentences – aspect/mode/tense
4	30 October	Suffix conjugation “I hear” “I heard” – nouns and pronouns
5	6 November	Non-verbal sentences – adverbs and adjectives
6	READING WEEK	
7	20 November	Imperatives! and subject-first “pseudoverbal” constructions
8	27 November	The passive voice “I was heard” (b) wishes and requests
9	4 December	“the person who hears”: relative clauses and participles
10	11 December	Relative forms and emphatic forms
11	18 December	Sentences in context

Lecturer for all classes: Stephen Quirke

Weekly Module Plan

The module is taught through prepared language classes, using handouts on points of grammar; the classes will provide reading practice and discussions of points of grammar, and the ancient evidence and contexts of script. Students will be required to undertake set readings, complete pre-class preparation on the points covered in the handouts, available each week on the module Moodle page, and to take short tests in transliterating and translating phrases from original Middle Kingdom inscriptions, to reinforce knowledge of vocabulary and grammar.

Mon: module co-ordinator uploads powerpoints for the week on Moodle; Fri 4-6 pm language classes; (non-examined) formative short tests in weeks 3, 5, 7, 9, 11

Workload

This is a 15-credit module which equates to 150 hours of learning time including session preparation, background reading, and researching and writing your assignments. With that in mind you should expect to organise your time in roughly this way:

20 hours	<i>Staff-led teaching sessions (lectures, seminars, tutorials, discussion-board sessions)</i>
60 hours	<i>Self-guided session preparation (reading, listening, note-taking and online activities), about 6 hours a week</i>
15 hours	<i>Studying for, and writing, assignment 1</i>
15 hours	<i>Studying for, and writing, assignment 2</i>
40 hours	<i>Studying for, and writing assignment 3, including reading for the essay component</i>

2. ASSESSMENT

Each assignment and possible approaches to it will be discussed in class, in advance of the submission deadline. If students are unclear about the nature of an assignment, they should discuss this with the module co-ordinator in advance (via office hours or class Moodle forum). You will receive feedback on

your written coursework via Moodle, and have the opportunity to discuss your marks and feedback with the co-ordinator in their office hours.

The following Assessment 1-3 details are also provided on the 'Assessment' section on Moodle. The [IoA marking criteria](#) can be found in the IoA Student Handbook (Section 12- information on assessment) and the [IoA Study Skills Guide](#) provides useful guidance on writing different types of assignment. **Penalties for late submission:** see [UCL guidance on penalties \(Academic Manual 3.12\)](#).

Assessment 1: Language Test

This assignment requires students to transliterate and translate a short unseen passage of about 40-45 words (excluding repetitions of one word), and to copy neatly and legibly a given phrase from the passage. The Assignment paper will include translations for any vocabulary not available on the module handouts or powerpoint presentation. **Assignment 1 deadline: Friday 6 November 2020**

Assessment 2: Language Test

This assignment is on the same model as Assignment 1 above including the 40-45 word length. **Assignment 2 deadline: Friday 27 November 2020**

Assessment 3: Language Test and 1,000-word essay

This assignment comprises two parts, each worth 50% of the assignment mark. Part 1 requires students to transliterate and translate a short unseen passage of about 40-45 words (excluding repetitions of one word), and to copy neatly and legibly a given phrase from the passage, in the same way as required for Assessment items 1 and 2. As for those, the Assignment paper will include translations for any vocabulary not available on the module handouts or powerpoint presentation. Part 2 is a 1,000 word essay in response to the following question:

What advantages and disadvantages does the hieroglyphic script bring to the passage in Part 1?

Your essay should address the aims of the hieroglyphic script (question and further reading at the ARCL0044 Moodle page Assessment tab), and geographical and historical context of the inscription.

Assignment 3 deadline: Friday 15 January 2021

3. Resources and Preparation for Class

Preparation for class

You are expected in advance of each class to study the handouts, available each week on Moodle, and to email any questions to the module co-ordinator by 4pm on the day before the class, to ensure that the class as a whole can address all points. Advance study of the handouts is essential for your effective participation in the activities and discussions in class, and it will greatly enhance your understanding of the material covered. **Further readings are provided on Moodle or through the online-reading list** for you to get a sense of the range of current work on a given topic and for you to draw upon for your assessments.

Online reading list: *the teaching scripts and links to essential readings will be issued through Moodle*

Recommended basic texts and online resources

The course is based on teaching scripts distributed through the module Moodle page. The following three publications are particularly recommended as supporting resources.

Remember that, as in any research environment, some interpretations or terminology in the recommended publications may not be the same as those presented in class: if you are uncertain on any point, please ask the module co-ordinator.

For points of grammar and information on historical background, the following edition is available online: Allen, J. 2014. *Middle Egyptian: an introduction to the language and culture of hieroglyphs*. 3rd edition. Cambridge: Cambridge University Press. INST ARCH EGYPTOLOGY V 5 ALL, ISSUE DESK IoA ALL 8, ONLINE through UCL Library

Another especially useful reference for this module is based on Middle Kingdom inscriptions in the British Museum collections (photographs of many are available on the museum website, see section 5 below): 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

The following volume contains the fundamental **Sign List** with explanations and references to early forms for most widely attested hieroglyphs:

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 supporting references to publications of the evidence; it is still essential for advanced study.*

For other resources, including dictionaries and online collections databases, see section 5 below

4. Syllabus

The following pages give the outline for the course as a whole. The sessions are based on weekly teaching scripts distributed through the Moodle page for the module, 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 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 freely accessible through online museum catalogues. 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 (“triliteral”) 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 and their word order: 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 (word order: **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.

Assignment 1 available on Moodle

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).

Non-assessed test 1

4 Suffix conjugation “I hear” “I heard” – and 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.

Assignment 1 due Friday 6.11.2020

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, an adverbial phrase, or an 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.

Non-assessed test 2

Assignment 2 available on Moodle

Week 6 = READING WEEK - NO CLASS

Week 7 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.

Non-assessed test 3

Return assignment 1**Assignment 2 due Friday 27.11.2020****Week 8 The passive voice “I am heard” “I was heard”. 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!”

Assignment 3 available on Moodle**Week 9 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.

Non-assessed test 4**Return assignment 2****Week 10 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 from these we 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 a following adverb or adverbial phrase. These emphatic forms may be difficult to translate fluently into English; we discuss the different approaches adopted in some of the main reference works.

Week 11 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.

Non-assessed test 5**Assignment 3 due 15.1.2021**

5. FURTHER READING

Dictionaries (for grammars , see “Basic texts” above)

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

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

Anthologies of ancient writings

Breasted, J. 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

Lichtheim, M. and A. Loprieno 2006. *Ancient Egyptian literature: a book of readings*. Berkeley, California: University of California Press. EGYPTOLOGY V 20 LIC and ONLINE through UCL Library

Parkinson, R. 1998. *The Tale of Sinuhe: And Other Ancient Egyptian Poems, 1940-1640 BC*. Oxford: Oxford University Press. EGYPTOLOGY V 50 PAR

Parkinson, R. 1991. *Voices from ancient Egypt: an anthology of Middle Kingdom writings*. London: British Museum Press EGYPTOLOGY V 50 PAR

Quirke, S. 2004. *Egyptian literature 1800 BC: Questions and readings*. London: Golden House Publications. EGYPTOLOGY QUARTOS V 50 QUI

Ritner, R. 2009. *The Libyan anarchy: Inscriptions from Egypt's Third Intermediate Period*. Atlanta: Society of Biblical Literature. EGYPTOLOGY T 6 RIT and ONLINE through UCL Library

Simpson, W. and R. 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 and ONLINE through UCL Library

Wente, E. 1990. *Letters from ancient Egypt*. Atlanta, Georgia: Scholars Press. EGYPTOLOGY V 50 WEN and ONLINE through UCL Library

Interpretations of the written record

Baines, J. 2007. *Visual and Written Culture in Ancient Egypt*. Oxford: Oxford University Press. EGYPTOLOGY B 20 BAI and ONLINE through UCL Library

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

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

Karenga, M. 2004. *Maat, the moral ideal in ancient Egypt: a study in classical African ethics*. EGYPTOLOGY R 5 KAR and ONLINE through UCL Library

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*. Lingua Aegyptia Studia monographica 2. Göttingen: Seminar für Ägyptologie und Koptologie EGYPTOLOGY V 10 MOE

Parkinson, R. 1999. *Cracking Codes: The Rosetta Stone and Decipherment*. London. EGYPTOLOGY T 30 ROS

Parkinson, R. 2009. *Reading Ancient Egyptian Poetry: Among Other Histories*. Chichester: Wiley-Blackwell. EGYPTOLOGY V 50 PAR

Parkinson, R. 2010. *Poetry and culture in Middle Kingdom Egypt: A Dark Side To Perfection*. 2nd edition. Oakville: Equinox Pub. Ltd. EGYPTOLOGY V 50 PAR

Egyptian Archaeology: 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 and ONLINE through UCL Library
- Lloyd, A. B. (ed.) 2010. *A Companion to Ancient Egypt*. Chichester: Wiley-Blackwell. EGYPTOLOGY A 5 LLO and ONLINE through UCL Library
- 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 and ONLINE through UCL Library
- Van de Mieroop, M. 2011. *A History of Ancient Egypt*. Malden: Blackwell. EGYPTOLOGY B 5 MIE
- Otto, E. and W. Helck (eds.) 1975-1986. *Lexikon der Ägyptologie*. Wiesbaden: Harrassowitz. EGYPTOLOGY A 2 LEX
- Redford, D. (ed.) 2001. *The Oxford Encyclopedia of Ancient Egypt*. Oxford: Oxford University Press. EGYPTOLOGY A 2 OXF
- Shaw, I. (ed.) 2000. *The Oxford History of Ancient Egypt*. Oxford: Oxford University Press. EGYPTOLOGY B 5 SHA, ISSUE DESK SHA and ONLINE through UCL Library
- 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 and ONLINE through UCL Library

Translations and context of afterlife literature

- Allen, J. 2005. *The ancient Egyptian pyramid texts*. Atlanta, Georgia: Society of Biblical Literature. EGYPTOLOGY V 30 ALL and ONLINE through UCL Library
- Assmann, J. 2005. *Death and salvation in ancient Egypt*. Translated by D. Warburton. Ithaca: Cornell University Press ONLINE through UCL Library
- Faulkner, R. 1973. *The ancient Egyptian coffin texts: spells 1-1185 and indexes*. Warminster: Aris and Phillips. EGYPTOLOGY V 30 FAU
- 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
- Taylor, J. 2010. *Journey through the afterlife: ancient Egyptian Book of the Dead*. London: British Museum Press. EGYPTOLOGY QUARTOS V 50 BOO

ONLINE EGYPTOLOGY RESOURCES

- <http://isesh.qenherkhopeshef.org/> Free downloadable programme for editing hieroglyphs
- <http://aaweb.bbaw.de/tla/> Vocabulary research resource for Egyptian philologists: an advanced tool, for students interested in moving to intermediate and advanced levels in language study
- <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 UCL Petrie Museum of Egyptian and Sudanese Archaeology
- <http://www.britishmuseum.org/> The British Museum: the *Collection* 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.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