ARCL0044: INTRODUCTION TO ANCIENT EGYPTIAN LANGUAGE

2023-24, Term 1

Year 2/3 module
15 credits

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my office: Institute of Archaeology 4th floor, room 409 - office hours Monday 1-2
module classroom: Room C 3.09, UCL Institute of Education, Bedford Way
note: week 10 is a Wednesday or Thursday museum class instead of the Monday class

silver scarab for eternal protection, inlaid in hieroglyphs in a gold-silver alloy with the words "member of the inner circle Meketra" and "overseer of stores Wah" ca.2000-1975 BC
from the wrappings of the body of the stores overseer Wah, from his burial in the Assassif area of west Thebes, Upper Egypt, excavated in 1920, now Metropolitan Museum of Art New York, MMA 40.3.12

Assessment deadlines: 1. 7 November 2023; **2.** 7 December 2023;   **3.** 12 January 2024

IMPORTANT INFORMATION REGARDING ASSESSMENTS:

The **coursework coversheet** is available on the course Moodle pages and here:
https://www.ucl.ac.uk/archaeology/current-students under "Policies, Forms and Guidelines".

Please enter **your five-digit candidate code (= 4 letters + 1 number) on the coversheet and** *in the subject line*
when you upload your work in Moodle.

Please use **your five-digit candidate code as the name of the file** you submit.

Please refer to the IoA Student Handbook and IoA Study Skills Guide:
https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook
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, over-length work and academic misconduct.

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1.   MODULE OVERVIEW

Module description

The module will focus on Middle Egyptian, the form of the ancient Egyptian language 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. We will discuss the archaeological context of inscriptions, as 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 the principles of the hieroglyphic script
• be familiar with the fundamentals of Middle Egyptian grammar
• be able to read examples of two of the most widely used types of prayers for eternity
• recognise a basic working vocabulary in Middle Egyptian
• be able to transliterate and translate short passages written in Middle Egyptian

Learning Outcomes

On successful completion of the module students should be able to demonstrate:
• knowledge of basic 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 at the start and end of the module and in our two museum classes.
The module also includes four optional short tests of vocabulary and grammar; these formative assessments do not receive a mark, but you receive 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 Moodle Q&A forum, checked regularly through the week.
- For other individual queries, please contact the co-ordinator by email.

Week-by-week summary

Week	Date	Topic
1	1 October	*r n kmt* - the ancient Egyptian language and its scripts
2	8 October	Hieroglyphic script - elements of speech – sentence patterns
3	15 October	Verbal sentences – aspect/mode/tense
4	23 October	Suffix conjugation "I hear" "I heard" – nouns and pronouns
5	30 October	Non-verbal sentences – adverbs and adjectives
6		8- 12 November READING WEEK
7	13 November	Imperatives! and subject-first "pseudoverbal" construction
8	20 November	(a) the passive voice "I was heard" (b) wishes and requests
9	27 November	"the person who hears": relative clauses and participles
10	**6-7 December**	**museum class:** sentences in context
11	11 December	relative forms and emphatic forms

Lecturer for all classes: Stephen Quirke

IMPORTANT NOTE ON CLASSROOM LOCATION:
All classes except for Week 10 are at 9-11 am in **Room C 3.09, Level 3 (lower ground floor), Institute of Education, 20 Bedford Way** (*NOT in the Institute of Archaeology*). From the main entrance of 20 Bedford Way, use your UCL student card to enter through the gates, and take the stairs immediately in front of you, or the lift at the right of the stairs; turn right through the door and on to the open space at the lifts lobby, and room C 3.09 is on your right.
Directions to 20 Bedford Way: https://www.ucl.ac.uk/ioe/about-ioe/our-london-location

IMPORTANT NOTE ON MUSEUM VISIT:
In **week 10**, to enable you to work more directly with ancient inscribed objects, we visit the UCL Petrie Museum of Egyptian and Sudanese Archaeology. As museums are difficult to navigate in a large group, I arrange small-group visits at a different time and day to our regular module classes. I will circulate in class a sign-up list of time-slot options for Wednesday and Thursday 9-10 December (week 10).

Weekly Module Plan

The module is taught through prepared language classes, using a module reading-book with guidance on grammar, on the module Moodle page. Classes will provide reading practice and discussions of grammar, with a focus on ancient evidence and contexts of script. Students will be required to undertake select set readings, and to complete pre-class preparation on points covered in the module reading-book. Students are advised to take the optional short tests in transliterating and translating phrases, to reinforce knowledge of vocabulary and grammar.
Tues: module co-ordinator uploads powerpoints for the week on Moodle; Mon 9-11 language classes; formative short tests in weeks 2, 4, 7, 9 (for feedback only; no mark)

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	Staff-led teaching sessions (face-to-face lectures)
60 hours	Self-guided session preparation (reading, listening, note-taking, offline activities), about 6 hours a week
15 hours	Studying for, and writing, Assessment 1
15 hours	Studying for, and writing, Assessment 2
40 hours	Studying for, and writing, Assessment 3, including reading for essay component

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 (in 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.

For more details see the 'Assessment' section on Moodle, where you can also find the marking guide for the language questions (= Assignments 1-2 and Assignment 3 Question 1). For Assignment 3 Question 2 (1,000 word essay), see the IoA marking criteria can be found in the IoA Student Handbook (Section 12: Information on assessment). The IoA Study Skills Guide provides useful guidance on writing different types of assignment.

Please note that **late submission, exceeding the maximum word count** and **academic mis-conduct (plagiarism)** will be penalized and can significantly reduce the mark awarded for the assignment and/or overall module result. On requirements, please do consult https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/12-information-assessment with sections 12.8: submission deadlines, 12.10: word count, 12.12–14: academic integrity.

on the use of generative AI in essay writing:
The use of software to generate content is not allowed for assessments for this course and will be penalised; the use of software for language and writing review and improvement is permitted, and the software and the way it has been used must be indicated in the relevant boxes on the coursework coversheet. UCL defines language and writing review as checking "areas of academic writing such as structure, fluency, presentation, grammar, spelling, punctuation, and language translation".

Assignment 1 Language Paper (25% of module mark)
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: Tuesday 7 November 2023 (during Reading Week)

Assessment 2 Language Paper (25% of module mark)
This assignment is on the same model as Assignment 1 including the 40-45 word length.
Assignment 2 deadline: Thursday 7 December 2023

Assessment 3: Language Paper and 1,000-word essay (50% of module mark)
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 Moodle resources.
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 Assignment 3 Part 1 passage?

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 12 January 2024 (in week 1 of Term 2)

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 Friday 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.
The online reading list is accessible through the Moodle page of the module, or directly here:
https://rl.talis.com/3/ucl/lists/5B1F46A3-DB03-1909-2512-E70A886B1135.html?lang=en

Recommended basic texts and online resources
The course is based on the reading-book available on 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***.

1. 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

2. 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. H*ow to read Egyptian hieroglyphs: A step-by-step guide to teach yourself*. London: British Museum Press. EGYPTOLOGY V 5 COL

3. 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 dictionaries, online collections databases, and other resources, 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.

Week 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 and 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 and 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 terms which archaeologists and historians often apply, such as commemorative or 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 this form of block-writing with words written with 3-sound ("triliteral") hieroglyphs, and look at the use of 3-sound hieroglyphs on Middle Kingdom scarabs.

Week 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.
Non-assessed formative test 1

Week 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 decades: where the 1957 grammar by Gardiner refers mainly to tense (past / present / future), Egyptologists later recognised 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 variable ending or not; 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. This module adapts the Collier and Manley names for the four groups, as: invariable, variable, doubling and extra variable. Changes in doubling and variable verbs are useful for recognising particular forms as complete and incomplete aspect.

After this week, practice writing hieroglyphs by compiling short vocabularies from select passages, to consolidate your familiarity with the sequence of transliteration in Egyptological dictionaries, and with the different uses of hieroglyphs (sound-signs, image-signs).
Assignment 1 paper available on Moodle at end of Week 3

Week 4 Suffix conjugation "I hear" "I heard" – and nouns and pronouns
This class introduce 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 provides the subject of the verb, and so these verb 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.

After this class, practice writing the full conjugation for verbs from two different 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 that are cited as historical evidence by Egyptologists and other archaeologists.
Non-assessed formative test 2

Week 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; we will 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; 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 illustrating a range of uses, noting 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 will read short examples of this rare sentence type, and consider the differences with other sentence types.

Week 6 = READING WEEK - NO CLASS
Assignment 1 due 7 November 2023

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 formative test 3
Assignment 2 paper available on Moodle at end of Week 7

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 variable 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!".

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 formative test 4

Week 10 UCL Petrie Museum visit: sentences in context
The class this week will comprise a museum visit to learn with original inscriptions.

The individual excerpts presented in the previous weeks are intended to provide sufficient understanding 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 inscriptions in their material presence, in the UCL Petrie Museum of Egyptian and Sudanese Archaeology. We will discuss whether this direct material encounter with ancient writing can generate new questions for research, as compared with study of inscriptions and manuscripts in research publications.

Assignment 2 due 7 December 2023

Week 11 Relative and emphatic forms; wider horizons
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.

We will end the module with discussion of the wider horizons of ancient Egyptian script before and after the Middle Kingdom, and outside the home ground of hieroglyphs - writings for eternity.
Assignment 3 paper available at end of Week 11
Assignment 3 due 12 January 2024 (= end of Week 1 in Term 2)

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 Symposion "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 ARCL0044

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 contexts 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 ANCIENT EGYPTIAN LANGUAGE AND SCRIPT RESOURCES
http://jsesh.qenherkhopeshef.org/ Free downloadable programme for editing hieroglyphs
http://aaew.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

OTHER ONLINE EGYPTOLOGY RESOURCES
http://www.digitalegypt.ucl.ac.uk/ background information site Digital Egypt for Universities created at UCL in 2000-2003
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
https://egypt.fitz.ms/ Comprehensive list of Egyptological online resources, site hosted by the Fitzwilliam Museum, Cambridge

museum collections online:
https://collections.ucl.ac.uk/search/simple online catalogue including the collections of the UCL Petrie Museum of Egyptian and Sudanese Archaeology (to find a specific object or a type of object, search with * before the object number or name)
http://www.britishmuseum.org/ British Museum: *Collection* tab gives the search options
https://collections.louvre.fr/en/ Louvre Museum, Paris
http://collezioni.museoegizio.it/en-GB/ Egyptian Museum, Turin
https://www.metmuseum.org/art/collection The Metropolitan Museum of Art, New York
https://www.brooklynmuseum.org/opencollection/collections Brooklyn Museum, New York

virtual tours of Egyptian monuments in situ
https://describingegypt.com/# virtual tours of major monuments in Egypt
Tomb and offering-chapel of Queen Meresankh III (G7530-7540), Dynasty 4 ca.2500 BC
https://my.matterport.com/show/?m=d42fuVA21To

Offering-chapel of Menna, Thebes (TT69), Dynasty 18 ca.1400 BC
https://my.matterport.com/show/?m=vLYoS66CWpk