1 OVERVIEW

Short description
This theoretical object-focused module seeks to contest contemporary Eurocentric perceptions of ‘Ancient Egypt’, and to engage in a fresh dialogue with an ‘ancient Egypt’ defined as the material, verbal and visual self-expression of a language-community. One set of space- and time- borders of the people who called themselves remetj-en-Kemet “people of Kemet”/ “Egyptians” is marked by the life-span of a fused sacred script and formal art, developed towards 3000BC, and in use on monumental scale until the third century AD. In the first week, we debate this definition and discuss modern obstacles to understanding ancient written and visual expression of the sacred. In the following weeks, themes of social history are explored through two case-studies: the town-site near Lahun and the Qau-Badari area. Theoretical propositions in archaeology and history are tested against artefacts selected from the 80,000 objects in the Petrie Museum. The recourse to museum objects is intended not to illustrate, but to challenge our construction of knowledge: according to this view, past material is unpredictably transformative.
Week-by-week summary
Seminars are facilitated by Course Co-ordinator Stephen Quirke, joined in week 4 by Gianluca Miniacci (Pisa University). All seminars take place Friday 9-11, starting in Institute of Archaeology room 209 and moving for the second hour to the Petrie Museum (weeks 1-4, 6-8, 10) the British Museum (weeks 5, 9)

I. Global and regional horizons: Case-study A Lahun
17.1.20 9:00 1. Problems of perception: People encounters, Object encounters
24.1.20 9:00 2. Time-space blocks: ‘centre, region, periphery’ – ‘city, town, village’
31.1.20 9:00 3. Land and power: issues of social class and structural constraints
7.2.20 9:00 4. Interregional horizons: local impact and diversity
14.2.20 9:00 5. Institutions of unity and division: writing power

READING WEEK 17-23.2.20 (NO TEACHING)

II. Social body: Case-study B Qau-Badari
28.2.20 9.00 6. Research potential and problems in an archaeological record
6.3.20 9:00 7. Age/class/gender/ethnicity in the Qau-Badari record
13.3.20 9.00 8. Individual agency with different abilities
20.3.20 9.00 9. Social exclusion in archaeological records
27.3.20 9.00 10. Evaluating the object as multi-personal identifier

Basic texts
For Egypt, there are few published combinations of archaeological fieldwork and philological research. The most accessible and readily available is:
B. Kemp, Ancient Egypt. Anatomy of a civilization, Cambridge 1st edition 1989, 2nd edition 2006 ISSUE DESK IOA KEM and EGYPTOLOGY B 5 KEM (note that the second edition is substantially revised). This is recommended particularly for students new to Egyptian archaeology.

One useful introduction proposes a move to more archaeological approaches:
W. Wendrich (ed.), Egyptian Archaeology. Malden and Oxford 2010 ISSUE DESK IOA WEN 9

Recent accounts of fieldwork on charting the history of the Nile include:

See too the earlier studies on the river landscape by Karl Butzer:
Butzer, K. Early hydraulic civilization in Egypt: a study in cultural ecology, Chicago 1976 ISSUE DESK IOA BUT and EGYPTOLOGY B 5 BUT

For the historical background on the study of ancient Egypt, two authors consider treatment of the ancient past within Egypt, often overlooked or distorted in European-language archaeology:
Colla, E. Conflicted antiquities: Egyptology, Egyptomania, Egyptian modernity. Durham N.C. 2007 EGYPTOLOGY A 8 COL
El-Daly, O. Egyptology: the missing millennium. Ancient Egypt in medieval Arabic writings, London 2005 EGYPTOLOGY A 8 ELD
To consider the wider anthropological and theoretical resonance of archaeological material from Egypt, this module draws on critical theory and works outside Egyptology and Archaeology, in particular the following accessible discussion of relevant terms between history and anthropology:

Crehan, K. *Gramsci, Culture and Anthropology*, London 2002 SCIENCE LIBRARY
ANTHROPOLOGY D 12 CRE and SSEES LIBRARY Misc.XVIII GRA CRE

**Petrie Museum of Egyptian Archaeology: online resources**
As the module includes critical object-encounters at the Petrie Museum in UCL, participants should be familiar with two of its web-resources: the fully illustrated but only partly edited catalogue [www.petriecat.museums.ucl.ac.uk](http://www.petriecat.museums.ucl.ac.uk) and the support learning website Digital Egypt for Universities illustrated by items in the collection [www.digitalegypt.ucl.ac.uk](http://www.digitalegypt.ucl.ac.uk). The 100,000 ©UCL object images available on these two web-sites may provide ideas and illustrations for coursework, dissertations or presentations in your MA. If you would like to see Petrie Museum objects in relation to your coursework, please email Anna Garnett, curator [anna.garnett@ucl.ac.uk](mailto:anna.garnett@ucl.ac.uk) to book a Monday research visit, giving 3 weeks notice to avoid disappointment - space is limited!

**Methods of assessment**
This module is assessed by means of two pieces of coursework, each of maximum 2000 words, which each contribute 50% to the final grade for the module: details below, under Coursework. The submission deadlines are 26.2.2020 and 23.3.2020.

**Teaching methods**
The module is taught through eight seminars in UCL and two off-site museum visits. Seminars will comprise: (1) initial group discussion of essential reading for that week; (2) critical review through artefact study (object-handling session in smaller groups within classroom); (3) a concluding full group discussion; (4) outline of preparatory reading and any other tasks required for the following week.

**Workload**
There will be 20 hours of seminars for this module. Students will be expected to undertake around 90 hours of reading for the module, plus 40 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 formal prerequisites for this module. The module has a general focus on material from third to first millennia BC Egypt: any students with no previous learning on those periods are advised to read the basic texts recommended above, and to discuss with the co-ordinator the further reading most relevant to their interests within Egyptian archaeology. Students are advised that previous attendance at ARCL0147 is likely to facilitate comprehension of the material presented in this module.

2 **AIMS, OBJECTIVES AND ASSESSMENT**

**Aims**
- to introduce students to new potential, and constraints, for Egyptian archaeology as a self-critical and comparative ‘area-study’
- to introduce students to current research in theory and practice in the study of the ancient Egyptian past
- to develop critical faculties in debate and written evaluation of rival interpretations and perspectives on evidence from the Egyptian past
- to develop a range of research-oriented skills appropriate to Egyptian archaeology
Objectives

On successful completion of this module a student should:

- be able to discuss obstacles to contemporary understanding of ancient Egypt
- be familiar with, and able to comment on, the chronological and geographical terminology current in study of ancient Egypt
- be familiar with means of locating and using key library and museum resources in Egyptian archaeology
- understand practical and ethical issues of direct encounters with material from another time and place

Learning Outcomes

On successful completion of the module students should

- be able to criticize and evaluate quality of evidence and interpretation in current research in Egyptian archaeology
- be able to conduct and communicate independent research in library and archive across a range of topics in Egyptian archaeology
- have an awareness of the broader context as well as outline of the empirical content of chosen specialised topics within Egyptian archaeology
- have improved oral presentation and discussion skills
- be able to design an original research project in this field
- be able to lead a theoretically-engaged object-handling seminar, to ethical standards

Coursework

Assessment tasks

There are two essays for assessment of this course, of 2,000 words each. The essay title options are listed below: the title of the essay submitted must give the exact wording of the selected option as given in this list. In preparing your essays, please read the assessment criteria on the back of essay cover-sheets, including the small-print specification as well as the broad criterion label.

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

Note on encyclopedia articles: if you are consulting these, use them as an introduction to ideas and bibliography, and be careful not to rely on any encyclopedia article as your main source for a topic within an essay, where primary research literature is expected.

Essay title options:

Coursework 1 submission deadline Wednesday 26 February 2020

Options

1. Assess the practical impact and potential of proposals for a more ethical archaeology in Egypt.

Across the spectrum of views, from pragmatic realism to aspirational idealism, look for the evidence and arguments on both sides of the debate, so that you can display your abilities in conveying, illustrating and developing an argument. Use the seminar 1 essential readings and the readings below as starting-points for your research, towards further evidence and supporting sources for your assessment.


EGYPTOLOGY QUARTOS A 6 HAS


Van der Spek, K., The Modern Neighbors of Tutankhamun, London 2011, pp.219-246 chapter 8 All in a season’s work: Egyptology-induced labor relations at al-Hurubat, pp.247-287 chapter 9 Faked antikas and “modern antiques”: artistic expression in the villages of the Theban West Bank ONLINE

Wendrich, W. From practical knowledge to empowered communication: field schools of the Supreme Council of Antiquities in Egypt. In R. Boytner et al. (eds.), Controlling the Past, Owning the Future: the political uses of archaeology in the Middle East, Tucson 2010, pp.178-195 INST ARCH DBA 100 BOY


2. Which names would you use to identify the time and space of the ancient inhabitants of the Lahun town-site?

This question requires engagement with the ways in which archaeologists and Egyptologists have defined, used and debated blocks of time and regions of space. Relevant terms for the Lahun town-site (seminars 2-5) include “(Middle) Kingdom” and “(Second) Intermediate Period”. You can also choose to consider the ways in which the ancient inhabitants might have defined their own time and space relative to other periods and areas.

Allen, J. Coffin texts from Lisht. In H. Willems (ed.), The world of the coffin texts, Leiden 1996, pp.1-15 EGYPTOLOGY V 50 WIL - combining ceramic studies, coffin typology, and political historical background for the periodisation of material culture


Redford, D. Pharaonic king-lists, annals, and day-books: a contribution to the study of the Egyptian sense of history. Mississauga 1986 EGYPTOLOGY B 20 RED


Ryholt, K. The Political Situation in Egypt during the Second Intermediate Period, c. 1800-1550 B.C. Copenhagen 1997 EGYPTOLOGY QUARTOS B 12 RYH

El-Sabban, S. Temple Festival Calendars of Ancient Egypt, Liverpool 2000 EGYPTOLOGY QUARTOS R5 ELS


3. How does the history of faience technology correlate with periods of ‘political history’?

The question asks you to consider how one aspect of society (technology) relates to another (spatial organisation), and therefore to address the question of how we approach one aspect in relation to others within a whole. In your essay, comment on specific accessible examples, such as artefacts on
display or discussed in class at the Petrie Museum. You may wish to draw on discussions of other materials, and discussions of archaeology in wider regions, as in the following two studies:

Bourriau, J. The beginnings of amphora production in Egypt, in J. Bourriau, J. Phillips (eds.), Invention and innovation: the Social Context of Technological Change: 2, Egypt, the Aegean and the Near East, 1650-1150 BC, Oxford 2004, Chapter 5, pp.78-95 DBA 100 BOU and ON-LINE READING-LIST

Shaw, T. et al. Theme 1: terminology. In T. Shaw et al., The Archaeology of Africa. Food, metals and towns, London and New York 1993, pp.3-8 ISSUE DESK IOA SHA 6 and DC 100 SHA and ON-LINE READING-LIST

If you address the concept of “total history”, the following article provides a summary and review in the context of museums, in relation to the influential critique by Michel Foucault:


On the archaeology of Egyptian faience, see:

Friedman, F. Gifts of the Nile: ancient Egyptian faience, London 1998 EGYPTOLOGY QUARTOS M 20 FRI


Shortland, A., M. Tite (eds.). Production Technology of Faience and Related Early Vitreous Materials, Oxford 2006, pp.23-29 (Bouquillon, Glazed steatite), pp.37-44, 47-48 (Vandiver, Raw materials and fabrication methods used in the production of faience), pp.57-60 (Kaczmarczyk and Vandiver, Faience production in Egypt), pp.147-151 (Hatton, Production of Egyptian blue and green frits), 208-209 (Conclusion) INST ARCH KJ TIT

For examples of faience objects from different periods in the Petrie Museum collections:

http://www.digitalegypt.ucl.ac.uk/faience/periods.html

4. What insights might be gained from the comparison between ‘new towns’ ancient and modern in Egypt?

For this comparative question, in addition to the readings below, see also readings recommended for Lahun, particularly seminars 2 and 3.

Bietak (ed.), House and palace in ancient Egypt. Vienna, 1996 EGYPTOLOGY QUARTOS K 6 BIE


Moeller, N. The archaeology of urbanism in ancient Egypt: from the predynastic period to the end of the Middle Kingdom. New York 2016 ONLINE through UCL Library
Coursework 2 submission deadline Tuesday 11 December 2018

Options

1. Beside written and visual sources, what other material evidence might be used for a history of justice in ancient Egypt?

While you can discuss ancient written and visual sources within your essay (as introduced in the readings recommended below), the question asks you to consider ways in which other types of evidence might shed light on social justice in practice, e.g. the range of house types or burial equipment. In addition to the readings below, based largely on ancient writings, starting-points for your research may be found in readings for seminar 3, and readings and discussions in seminar 1 on unity and diversity of “ancient Egypt”, as well as in the Basic Texts above.

Allen, J. The Heqanakht Papyri. New York 2002 ISSUE DESK IOA ALL 1

Enmarch, R. A world upturned: commentary on and analysis of The dialogue of Ipuwer and the Lord of All, Oxford 2008 EGYPTOLOGY V 50 ENM


McDowell, A. Jurisdiction in the Workmen's Community of Deir el-Medina. Leiden 1990 EGYPTOLOGY QUARTOS B 20 MCD

Philip-Stéphan, A. Dire le droit en Égypte pharaonique: contribution à l'étude des structures et mécanismes juridictionnels jusqu'au Nouvel Empire, Brussels 2008 EGYPTOLOGY B 20 PHI

Richards, J. Society and death in ancient Egypt: mortuary landscapes of the Middle Kingdom. Cambridge 2005 EGYPTOLOGY E 7 RIC


Two volumes of papers by a range of authors provide an introduction to debates between studies with a focus on written sources (“history”) and other sources (in this binary “archaeology”):


2. How useful for future Egyptology are the finds and records from early excavations, in comparison with new fieldwork and conservation priorities?

For this question, you can discuss with reference to one site and its documentation/finds, to more than one site, or to a type of site, or a contrast between sites. You can use examples from the module case-study sites, Lahun town and the Qau-Badari cemeteries, but this is not a requirement for this essay. Archived documentation may be written, pictorial (e.g. photographic), mixed. Your discussion should include references to place your case-studies in context within the history and theory of archaeological thought, starting from the histories of Egyptology in the seminar 1 readings and studies such as the following:

Lucas, G. Critical approaches to fieldwork, New York, 2001 INST ARCH AH LUC

Trigger, B. A history of archaeological thought, 2nd edition, Cambridge 2006 ISSUE DESK IOA TRI 2 and INST ARCH AG TRI

Publications since 2000 on relevant archives in Egyptian Archaeology include:

Malek, J. We have the tombs, who needs the archives? In N. Strudwick and J. Taylor. The Theban Necropolis: Past, Present and Future. London 2003, pp. 229-243 EGYPTOLOGY QUARTOS E 100 STR


Spencer, P. (ed.), The Egypt Exploration Society, the early years, London 2007 EGYPTOLOGY QUARTOS A 8 SPE

Petrie Museum archives on the distribution of material from excavations are available online, with introductions to sites and museums, at the website for the *Artefacts of Excavation* project directed by Alice Stevenson at http://egyptartefacts.griffith.ox.ac.uk/.

3. Discuss the lower visibility of peoples from the west of Egypt (“Libyans”) in our record from the second millennium BC

For this discussion of ethnic identity in the archaeological record, see the readings recommended for seminars 4 (Lahun) and 7 (Qau) in addition to the references below. The title implies a comparative approach, to contrast the stated “lower visibility” with a more visible group; for this you can choose one or more other groups or peoples in contact with Egypt in the second millennium BC. Be careful to distinguish between modern and ancient use of names for areas, specific places or peoples, with reference to research publications.

Ben-Tor, D. The relations between Egypt and Palestine in the Middle Kingdom as reflected by contemporary Canaanite scarabs. *Israel Exploration Journal* 47, 1997, pp. 162-189 INST ARCH PERS


Förster, F., H. Riemer (eds.), *Desert road archaeology in ancient Egypt and beyond*. Cologne 2013 EGYPTOLOGY QUARTOS E 7 FOR


Smith, S. Wretched Kush: ethnic identities and boundaries in Egypt’s Nubian empire, London 2003 EGYPTOLOGY B 60 SMI

Sparks, R. A series of Middle Bronze Age bowls with ram’s-head handles from the Jordan Valley. *Mediterranean Archaeology* 4, 1991, pp.45-54 INST ARCH PERS and ON-LINE READING-LIST

4. To what extent can the 21st century visitor to a site or museum share the experience of ancient makers and users?

For this question you can consider either archaeological sites, or museum displays, or both. The title includes keywords visitor, site, museum, makers, users: in your response to the question, refer to research publications for explanation and discussion of these terms. Consider using case-studies from sites and museums which you have visited; the case-studies may include your experience of the Petrie Museum and British Museum during this module.
Boast, R. Neocolonial collaboration: museum as Contact Zone revisited. *Museum Anthropology* 34/1, 2011, pp.56-70 ON-LINE READING-LIST


Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, the module co-ordinator is available to discuss an outline of the student's approach to the assignment, provided this is planned suitably in advance of the submission date.

**Word counts**

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.

The word-count range for a 2,000 word essay is defined at UCL as 1,900-2,100 words.

Penalties will only be imposed if you exceed the upper figure in the range. 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 2019-20 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**

- All coursework must normally be submitted both as hard copy and electronically.
- You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk.
- All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload all parts of your work as this is sometimes the version that will be marked.
- Instructions are given below. Please note that the procedure has changed for 2019-20, and work is now submitted to Turnitin via Moodle.
1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document. Please include the module code and your candidate number on every page as a header.
2. Go into the Moodle page for the module to which you wish to submit your work.
3. Click on the correct assignment (e.g. Essay 1),
4. Fill in the “Submission title” field with the right details: It is essential that the first word in the title is your examination candidate number (e.g. YGBR8 Essay 1). Note that this changes each year.
5. Click “Upload”.
6. Click on “Submit”
7. You should receive a receipt – please save this.
8. If you have problems, please email the IoA Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact module and assignment involved.
   One of the Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term. Please be sure to email the Turnitin Advisers if technical problems prevent you from uploading work in time to meet a submission deadline - even if you do not obtain an immediate response from one of the Advisers they will be able to notify the relevant Module Coordinator that you had attempted to submit the work before the deadline.

3 SCHEDULE AND SYLLABUS

Teaching schedule
Except for British Museum visits in weeks 5 and 8, seminars are held 9:00-11:00 on Fridays, the first hour in IoA room 612, the second hour in the Petrie Museum of Egyptian Archaeology, Malet Place. Seminar facilitators: Stephen Quirke (all weeks), Gianluca Miniaci (week 4).

Syllabus
The following is an outline for the module as a whole, and identifies essential and supplementary readings relevant to each session. Information is provided as to where in the UCL library system individual readings are available; their location and Teaching Collection (TC) number, and status (whether out on loan) can also be accessed on the eUCLid computer catalogue system Each weekly reading-list starts with items considered essential to keep up with topics covered, and to contribute to discussion. Copies of individual articles and chapters identified as essential reading are on the online reading-list, UCL Moodle site, or in the Teaching Collection in the Institute Library (where permitted by copyright). If students encounter any difficulty with obtaining any title, or with access to online resources, they should contact the Module Co-ordinator at once.
https://rl.talis.com/3/ucl/lists/E3E0A77E-887B-5DF4-74E1-9CB63F99EEB4.html is the URL for the online reading-list for this module.

In line with the avoidance of prerequisites for this module, every effort has been made to avoid any language requirement. However, students aiming to continue in Egyptology should note the continuing prominence of French- and German-language publications; in part this reflects the high proportion of excavation reports produced by the French, German and Austrian Archaeological Institutes in Cairo. Vocational Egyptology students without French or German will find it useful to start reading at least short articles (e.g. for earlier bibliography the entries in the Lexikon der Ägyptologie EGYPTOLOGY A 2 LEX); if interested, please ask the module co-ordinator for advice on how to use such resources of the library to best advantage for your research interests.
**Week 1. Introduction. Problems of perception: People encounters, Object encounters**

This seminar introduces the course aims, methods, and outline, considering in particular primary obstacles to assessing evidence from ‘ancient Egypt’. We will consider our individual encounters with objects outside and inside the museum, and formulate our object-handling procedures for this course. We will discuss ethical and practical issues, as well as didactic and research opportunities, in direct encounters with material evidence from the past. As part of this discussion, we will read in class the short story ‘The Chair Carrier’ by the twentieth-century Egyptian author Yusuf Idris:


LITERATURE F 72:200 JOH

A recent version as a short film by Tarek Khalil is accessible at: [https://www.youtube.com/watch?v=DqGNQbGXbcc](https://www.youtube.com/watch?v=DqGNQbGXbcc)

**Essential reading:**

Hassan, F. Conserving Egyptian heritage: seizing the moment. In N. Brehony and A. El-Desouky (eds.), *British-Egyptian relations from Suez to the present day*, London 2007, pp.209-233 ON-LINE READING-LIST and MAIN LIBRARY HISTORY 53 h BRE


**Further reading:**

*In basic texts (pp.2-3):*

Colla, E. *Conflicted antiquities: Egyptology, Egyptomania, Egyptian modernity*. Durham N.C. 2007, chapter 1 The Artifaction of the Memnon Head, pp.24-71 EGYPTOLOGY A 8 COL (3 copies)


Wendrich, W. in id. (ed.), *Egyptian Archaeology*, Malden MA and Oxford 2010, chapter 1 Egyptian archaeology: from text to context, pp.1-14, ISSUE DESK IOA WEN 9 and EGYPTOLOGY A 6 WEN

**Contemporary Egyptian discussions of time, space and turath “heritage”/ “tradition”**

Aboi-Ela, H. The specifics of Arab Thought: Morocco since the liberal age. In J. Hanssen, M. Weiss (eds.), *Arabic Thought against the Authoritarian Age: towards an intellectual history of the present*, Cambridge 2017, pp.143-162 ONLINE through UCL Library includes a comparison between the critiques of Orientalism by Edward Said and Abdallah Laroui

El-Desouky, A. Beyond spatiality: theorizing the local and untranslatability as comparative critical method. In J. Küpper (ed.), *Approaches to World Literature 1*, Berlin 2013, pp. 59–86 ONLINE through UCL Library

El-Desouky, A. *The Intellectual and the People in Egyptian Literature and Culture: amāra and the 2011 revolution*. Palgrave 2014 SOAS LIBRARY Level B NE909 /760864

**Archaeology in Egypt? diverse histories, isolated disciplines**


Kamugisha, A. Finally in Africa? Egypt, from Diop to Celenko. *Race and Class* 45, 2003, pp.31-60. ON-LINE READING-LIST

Keita, M. *Race and the writing of history: riddling the sphinx* Oxford 2000 MAIN LIBRARY, AMERICAN HISTORY A8 KEI


Peutz, N. Heritage in (the) ruins. *International Journal of Middle East Studies* 49.4, 2017, pp.721-728
Said, E. Afterword. In id., Orientalism, Harmondsworth 1995, pp.329-354 ANTHROPOLOGY D7 SAI and GEOGRAPHY H26 SAI and HISTORY 6 a SAI and ON-LINE READING-LIST This response by Said to reception of his work provides an introduction to the impact of his work, relevant to but not debated in Egyptology.
Schneider, T. Foreign Egypt: Egyptology and the concept of appropriation. Ägypten und Levante 13, 2003, pp.155–161. INST ARCH PERS and ONLINE

**Histories of Egyptology**
Loomba, A. Subjectivity and Science in Postcolonial Archaeology, in J. Lydon and U. Rizvi (eds.), Handbook of Postcolonial Archaeology, Walnut Creek 2010, pp.125-131 INST ARCH AG LYD
Nyord, R. Taking ancient Egyptian mortuary religion seriously? Why would we, and how could we? Journal of Ancient Egyptian Interconnections 17, 2018, 73–87 ONLINE
Riggs, C. Unwrapping ancient Egypt, London 2014 EGYPTOLOGY E 7 RIG

**Weeks 2-5 Case-study A: the late Middle Kingdom town-site near Lahun**

In 1889 Flinders Petrie directed the clearance of the Middle Kingdom town-site near al-Lahun, from which he published a site-plan, and retrieved a wide range of material, including papyri of diverse content. The finds and published record provide together a populated architecture to focus the discussions on time, land, trade and literacy.

Lucas, G. *Critical approaches to fieldwork*, New York, 2001, chapter 2 Finding the past, pp.18-63 Lucas contrasts the approaches of Pitt-Rivers and Petrie at pp.19-32; chapter 4 The measure of culture, pp.107-145; analysis of explicit and implicit aims of excavation directors in leading and publishing fieldwork
INST ARCH AH LUC
Moeller, N. *The archaeology of urbanism in ancient Egypt: from the predynastic period to the end of the Middle Kingdom*. New York 2016 ONLINE through UCL Library: for Lahun see pp.271-290, with further details at pp.335-338
Trampier, J. *Landscape Archaeology of the Western Nile Delta*, Exeter 2014. EGYPTOLOGY QUARTOS E 100 TRA pp.1-6 Introduction, and pp.7-26 chapter 1 Regional survey, the Nile Delta floodplain, and the archaeological site in Egypt.
Digital Egypt for Universities page linking to plan of the Lahun Middle Kingdom town: http://www.digitalegypt.ucl.ac.uk/lahun/town/index.html

**Week 2. Time-space blocks: ‘centre, region, periphery’**

In this seminar, we use Lahun as a case-study to discuss accepted breaks within the unit of long duration ‘Ancient Egypt’. The main criterion for sub-division has been political unity of the territory from First Cataract to Mediterranean. Periods with one king have been named ‘Kingdoms’, separated by ‘Intermediate Periods’ with evidence for more than one king at one time. Arguably this approach has entrenched assumptions around cycles of rise and fall. The ideology implicit in our time-blocks of ‘Ancient Egypt’ might be rethought through a new definition of regions within its territory. Here the Gramsci conception of interrelating economic regions may be useful, as Peter Gran discussed for more recent history of Upper Egypt.

Another approach might be to translate this Egyptian history into a series of successive language-communities – language unrecorded (prehistory), Egyptian, Greek, Arabic. Other researchers would assign precedence to material culture, or, as Michael Rowlands proposes, retrieve an earlier ethnological category, the Culture Zone (*Kulturkreis*). Ancient Egyptian categories of time may also be used to contest modern time-lines, and reconnect the discussion of individual artefacts with broader settings of festival and offering in both domestic and monumental settings.

Comparison of results from such different bases may help remove assumptions of linear progress, and encourage more open thinking on the questions of historical change. Objects from the periods identified as epoch-breaking can also encourage greater specificity in articulating criteria for periodisation.

**Essential:**
Flammini, R. Ancient core-periphery interactions: Lower Nubia during Middle Kingdom Egypt (ca.2050-1640 BC). In *Journal of World-Systems Research* 14, 2008, pp.48-71 link from ON-LINE READING-LIST
Further reading:

**Regions and peoples**


**Grand narratives, periodisation of Egyptian history - main/ “Intermediate”- and the role of museums**


Hornung, E. Introduction. In id. (ed.), *Ancient Egyptian Chronology*, Leiden 2006, pp.1-16 ONLINE and EGYPTOLOGY B10 HOR introducing ancient Egyptian writings on material existence over time

Miniaci, G. The collapse of faience figurine production at the end of the Middle Kingdom: reading the history of an epoch between postmodernism and grand narrative. *Journal of Egyptian History* 7.1, 2014, pp.109-142 ONLINE


Sherratt, A. Reviving the Grand Narrative: archaeology and long-term change. The second David L. Clarke memorial lecture. 1995 INST ARCH 3595 [Teaching Collection] and ON-LINE READING-LIST

**On Ancient Egyptian conceptions of time**


Roeten, L. Some observations on the nhh and d.t "eternity". In *Göttinger Miscellen* 201, 2004, pp.69-78 INST ARCH PERS


Week 3. Land and Power: issues of social class and structural constraints

In this seminar we discuss the possibilities of assessing different life chances in ancient Egypt, between wealthier and poorer in society, and address the question of land ownership. In studies of ancient Egypt, some consider the ancient lower Nile state or kingship as a mainly redistributive centralised economy, while others assign a greater or even dominant role to private wealth. A central issue is land ownership, introducing the local level, and asking whether the farmers owned the land they tilled. From third millennium BC Syrian evidence, Carlo Zaccagnini sought to define one historical phase of dual economy, with palace cities set in and against the surrounding regions of food-supplying villages (Production and consumption. Essays collected by C. Zaccagnini, Budapest 1989, pp.1-56 with nn. on pp.99-114: not required reading, at STORE 01-07675). For ancient Egyptian urbanism, we consider the qualities of urban settlement in its difference from surrounding villages, taking into account the variety of regions and periods in our history of the lower Nile. Can we apply the Zaccagnini analysis convincingly to the Old or Middle Kingdom? Or are regional towns already in a different relation to local villages in those periods?

Egyptology has offered both idealised and critical accounts of social life, from limited if wide-ranging written sources. One Middle Egyptian literary composition, known in Egyptology as the Loyalist Teaching, starts as a hymn to the ruler, before abruptly inserting paternalistic concern for labour as source of all wealth. Another literary composition, the Teaching of Khety, is known in Egyptology as the Satire of Trades, for its harsh contrast of officialdom and manual labour. Papyri from Lahun include documents from labour mobilisation, perhaps for the construction of the pyramid complex at Hawara, anchoring the discussion in more specific time-spaces.

Ancient Egyptian writings on kingship emphasise the role of the ruler in providing justice and offerings, notably in a remarkable composition that its first modern editor Jan Assmann called ‘The King as Priest of the Sun’ (translation of core passage at https://www.ucl.ac.uk/museums-static/digitegypt/ideology/king/kingreperory.html). The claims of this composition can be compared with evidence for justice in specific cases as recorded in manuscript and inscription, and with the more diffuse evidence for social mobility and social divisions in the archaeological record.

Essential:
ON-LINE READING-LIST
Shennan, S. The development of rank societies. In G. Barker and A. Grant (eds.), Companion Encyclopaedia of Archaeology, London 1999, pp.870-907 AH BAR and ON-LINE READING-LIST case-studies are at pp.879-894; in your reading you can focus on pp.870-879 and pp.894-904

a modern Egyptian tale on mutual incomprehension between town and country:
Lashin, Village Small Talk, 1929 online English translation at: https://docs.google.com/document/d/1sWcdL1Bvu9CizlwaIOz-LN4Nq1v9666RV_pFj0SSpCA/edit

Further reading:
In basic texts (pp.2-3):
Haring, B. Economy. In UCLA Encyclopedia of Egyptology, UCLA 2009. ONLINE at https://escholarship.org/uc/item/2t01s4qi
Moreno García, J. C. Villages. UCLA Encyclopedia of Egyptology, UCLA 2011 ONLINE at https://escholarship.org/uc/item/4fs1k0w9
Economic history in Egyptological studies
Baer, K. The low price of land in Ancient Egypt. *Journal of the American Research Center in Egypt* 1, 1962, pp.25-45 ON-LINE READING-LIST


Moreno García, J. C. Building the Pharaonic state: territory, elite, and power in ancient Egypt during the 3rd millennium BCE. In J. Hill et al. (eds.), *Experiencing Power, Generating Authority: Cosmos, Politics, and the Ideology of Kingship in Ancient Egypt and Mesopotamia*. Philadelphia 2013, pp. 185-217 ONLINE through UCL library


EGYPTOLOGY QUARTOS A 9 LUS


Social organisation in settlement structure

Bietak, M et al. (eds). *Cities and Urbanism in Ancient Egypt*. Vienna 2010 EGYPTOLOGY QUARTOS B 20 BIE


Picardo, N. Hybrid households: institutional affiliations and household identity in the town of Wah-sut (South Abydos). In Müller 2015 (see preceding entry), pp.243-287


Labour organisation, local expertise, social justice

Di Teodoro, M. *Labour organisation in Middle Kingdom Egypt*. Middle Kingdom Studies 7. London 2018 EGYPTOLOGY QUARTOS B 20 TEO


**Week 4. Interregional horizons: local impact and diversity**

Trading and military expeditions from one region into another can be explored at the local horizon of the despatching region, as well as the interregional impact. For second millennium BC Egypt, such expeditions towards the outside world are well-attested in the archaeological, including the contemporary written, record. Translations of technical terms in ancient inscriptions have compounded misunderstanding, above all in the use of the English word ‘tribute’ to translate ancient Egyptian words. This seminar addresses the impact of interregional/’international’ contact, including the arrival of labour from overseas, at Middle Kingdom Lahun. Within societies, smaller groups of varying geographical origin are marked as different in a range of ways by themselves or by the larger group, sometimes visible in a wide range of archaeological evidence, sometimes only visible in written records, sometimes invisible. The life of such groups in Egypt has received variable research attention, partly in response to that uneven evidence base. A people called Medjay in Middle and New Kingdom writing seem to correspond in geographical origin, time-span and rate of acculturation, to a material cultural grouping known since Petrie as the Pan-Grave culture, perhaps nomads from the deserts east of Nubia. However, material and written evidence is dangerously easy to correlate, concealing the likely historical complexity behind an archaeological record. The Libyans in Egypt have tended to present more the problem of invisibility, before and after rulers from western desert nomad groups took power as kings in the Nile Valley and Delta. Though fragmentary, the written evidence from Lahun is abundant enough to be contrasted with the other material found on the site.

**Essential:**

1. *gender in the archaeological record of Middle Bronze Age material transfers*

2. *interpreting words: the ancient Egyptian word inw does not mean 'tribute'*

**Further reading:**

*Archaeology of identity - and see further reading for week 7*

*Old and Middle Kingdom Egypt*
Bader, B. Contacts between Egypt and Syria-Palestine as seen in a grown settlement of the late Middle Kingdom at Tell el-Daba/Egypt. In J. Mynarova (ed.), *Egypt and the Near East - the crossroads*, Prague 2011, pp.41-72 INST ARCH DBA 100 MYN
Bourriau, J. Relations between Egypt and Kerma during the Middle and the New Kingdoms, in W.V. Davies (ed.), *Egypt and Africa, Nubia from Prehistory to Islam*, London 1991, pp.129-144 EGYPTOLOGY QUARTOS B 60 DAV and ON-LINE READING-LIST
De Souza, A. New Horizons. The Pan Grave ceramic tradition in context. London 2019 IoA in cataloguing

Marcus, E. Amenemhet II and the sea: maritime aspects of the Mit Rahina (Memphis) inscription. In Ägypten und Levante 17, 2007, pp.137-190 INST ARCH PERS and ONLINE

Máté, P. Foreign groups at Lahun during the late Middle Kingdom. In A. Gulyás et al. (eds.), From Illahun to Djeme: papers presented in honour of Ulrich Luft. Oxford 2012, pp.211-226

Moreno García, J. C. Trade and power in ancient Egypt: Middle Egypt at the turn of the 3rd millennium BC. Journal of Archaeological Research 25.2, 2017, pp.87-132 ONLINE through UCL Library


Sowada, K. Egypt in the eastern mediterranean during the old Kingdom : an archaeological Perspective, Fribourg / Göttingen 2009, especially 245-255 EGYPTOLOGY B 20 SOW


New Kingdom Egypt - Late Bronze Age circuits

Feldman, M. Diplomacy by Design: Luxury Arts and an "international Style" in the Ancient Near East, 1400-1200 BCE, Chicago 2006 DBA 100 FEL


Liverani, M. International relations in the ancient Near East, 1600-1100 B.C., Basingstoke 2001 ANCIENT HISTORY B 61 LIV


Näser, C. Structures and realities of Egyptian-Nubian interactions from the late Old Kingdom to the early New Kingdom. In D. Raue et al. (eds.), The First Cataract of the Nile: One Region - Diverse Perspectives. Sonderschriften DAIK 36. Berlin 2013, pp.135–148. EGYPTOLOGY QUARTOS E 120 RAU

On the relatively scarcer evidence of peoples from the western desert, see Coursework Essay 2 readings at p.8 of this module handbook

Week 5. Institutions of unity and division: writing power hour 2 British Museum visit

Writing has been credited variously with either consolidating or undermining political power. As a largely philological discipline, Egyptology has tended to assume a literate sphere as normative, resulting in remarkably little research into literacy over time. An absence of theoretical diachronic study of writing was compounded by the lack of links with the growing fields of history of the book, and cultural studies. This seminar considers the writing material from Lahun within a global history of communications technologies, in which creeping literacy has been a major ambivalent or dialectical force. Questions of female literacy and ethnicity provide points for discussion, in connection with the seminars in the following weeks.
Essential:
1. an Egyptological application of the 'Great Divide' thesis of Ong
2. a medievalist critique of the 'Great Divide' thesis

Further reading:
In basic texts (pp.2-3):
Crehan, K. *Gramsci, Culture and anthropology*, London 2002, chapter 6. Intellectuals and the Production of Culture, pp.128-161, especially 131-137 SCIENCE LIBRARY ANTHROPOLOGY D 12 CRE and SSEES LIBRARY Misc.XVIII GRA CRE

Theory and history:
Loprieno, A. Is the Egyptian hieroglyphic determinative chosen or prescribed? In L. Morra and C. Bazzanella (eds.) *Philosophers and Hieroglyphs*, Turin 2003, pp.237-250 EGYPTOLOGY V 5 MOR

Ancient Egyptian signs - potmarks, mark lists, hieroglyphs:

Egyptological discussions of writing practice and training:
Eyre, C. *The Use of Documents in Pharaonic Egypt*. Oxford 2013. EGYPTOLOGY B 20 EYR and ONLINE through UCL Library
Heel, K. D. van and B. Haring (eds.), *Writing in a workmen's village: scribal practice in Ramesside Deir el-Medina*, Leiden 2003 EGYPTOLOGY B 20 HEE
Pinarello, M. *An Archaeological Discussion of Writing Practice: Deconstruction of the Ancient Egyptian Scribe*, London 2016 EGYPTOLOGY QUARTOS B 20 PIN
Shubert, S. Does she or doesn’t she? Female literacy in ancient Egypt. In Proceedings of the Near and Middle Eastern Civilizations Graduate Students’ Annual Symposia 1998-2000, Toronto 2001, pp.55-76 DBA 100 NEA


On the (im)precise find locations of papyri from Lahun:

**Weeks 6-9 Case-study B: desert-edge sites from Qau to Badari**

Weeks 6-9 address themes of the individual in society, considering a focus on body as a physical horizon rather than a bounded social atom.

The region from Qau town (ancient Per-Nemty) to Badari provides the second case-study of this module. Over the past half-century, researchers into ancient Egyptian society have frequently drawn on the funerary archaeology of the region, largely based on the presentation of the evidence by 1920s excavators. In discussing the topics of each week, we will consider also the potential and limitations of the record.

**Primary publications:**
Brunton, G. *Qau and Badari I.* London 1927 EGYPTOLOGY QUARTOS E 30 [44]
Brunton, G. *Qau and Badari II.* London 1927 COPY ON MOODLE SITE FOR G200
Brunton, G. *Qau and Badari III.* London 1930 EGYPTOLOGY QUARTOS E 30 [50]
Brunton, G. *Mostagedda and the Tasiian culture.* London 1937 EGYPTOLOGY QUARTOS E 100 BRU
Brunton, G. *Matmna.* London 1948 COPY IN PETRIE MUSEUM

Digital Egypt for Universities page for introduction to the site:
http://www.digitalegypt.ucl.ac.uk/qau/index.html

**Week 6. Research potential and problems in the archaeological record**

For one main store of primary evidence, this seminar introduces the exceptional archaeological record for the region from Qau (ancient Per-Nemty/ Antaeopolis). One prominent source of information on ancient individuals, as opposed to couples or groups, has been the separate 'single burial'. Where a single burial is intact, the location, body treatment and orientation, and burial goods can provide a date for the person, and so allow us to see them in their time-space human co-ordinates. Objects from single burials may seem to bring us closer to the ancient person, than objects from a group burial or a town-site. For each single burial, the individuality and social context need to be assessed. At the same time, these objects may create the possibility of an encounter between an ancient and a modern individual, returning to the starting-point in our own social setting and perceptions of ancient others.
Using one find-group, this seminar introduces the finds registers in 1920s publications, and the potential for assessing reliability of the published archaeological record, as used in studies of ancient Egyptian society. The second hour in the Petrie Museum of Egyptian Archaeology will include inspection of original archival material in addition to the ancient artefacts.

**Essential:**

Kemp, B. Dating Pharaonic Cemeteries: Part I: Non-mechanical Approaches to Seriation. In MDAIK 31, 1975, pp.259-291 INST ARCH PERS The article starts (pp.259-267) from a discussion of methods and problems of dating in Egyptian funerary archaeology. The central part (pp.268-282) then introduces the Qau cemetery 400/500/700/800, as a case-study to demonstrate how each cemetery within a site is as an organic unit with its own life-history. Brief comments follow on Badari cemetery 3100-3200 (pp.282-284). The article ends (pp.284-291) with comments on the opposing views of Brunton and Petrie on the Qau-Badari archaeological record, in relation to the archaeology and history.

Riggs, C. Body. UCLA Encyclopedia of Egyptology, 2010 ON-LINE READING-LIST

**Further reading:**

O’Connor, D. Political Systems and the archaeological data in Egypt. 2600-1780 B.C. In World Archaeology 6.1, 1974, pp.15-38 INST ARCH PERS and ON-LINE READING-LIST


Willems, H. Historical and Archaeological Aspects of Egyptian Funerary Culture: Religious Ideas and Ritual Practice in Middle Kingdom Elite Cemeteries. Leiden 2014, pp.59-123 ch.2 A Middle Kingdom Nomarchal Cemetery see pp.59-62 for his broad assessment of the excavation and publication record at other sites including the large rock-cut tomb-chapels of governors at Qau

**Desert and floodplain in architecture and literature**

Kemp explains a series of Amarna monuments at the edge of the desert as shrines to the women around the king, in the role of the goddess Hathor who returns from the desert to the floodplain at the annual flood. His article provides an architectural complement to the article by Quack on the relation between desert, Nile Valley, and flood in ancient writings. Deposits of hippopotamus bones in Qau cemeteries indicate a different response to marsh fauna at the desert edges, with a focus on the physical force expressed in the anarchic god Seth and the ferryman god Nemty

Förster, F., H. Riemer (eds.), Desert road archaeology in ancient Egypt and beyond. Cologne 2013 EGYPTOLOGY QUARTOS E 7 FOR

Johnson, D. The ‘iron’ bones of Seth: funerary fossils from Qau el-Kebir. Egyptian Archaeology 52, 2018 INST ARCH PERS


Mayor, A. The first fossil hunters: paleontology in Greek and Roman times. Princeton 2000, pp.177-179 on the acquisition and distribution history of the Qau bone deposit
Week 7. Age/class/gender/ethnicity in the archaeological record

A long-standing Egyptological point of entry for the study of social lives has been the written evidence from Ramesside (13th-12th century BC) craftsmen at Deir el-Medina, sometimes in combination with the 15th century BC burials at the same site. Under the joint heading of age and gender, this seminar combines reading of recent re-evaluations of evidence from the site, with the earlier findings from the Qau archaeological record, to explore the instability of social categories of the individual.

Essential:
Gilchrist, R. Gender and archaeology. Contesting the past. London and New York 1999, pp.54-78
Chapter 4 Experiencing gender: identity, sexuality and the body ISSUE DESK IOA GIL 4 and BD GIL and ON-LINE READING-LIST

Further reading:
Egyptological and wider discussions of gender and ethnicity in identity formation:
Jones, S. The archaeology of ethnicity: constructing identities in the past and present. London and New York 1997 ISSUE DESK IOA JON 6 and BD JON
Moreno García, J.C. Ethnicity in Ancient Egypt: an introduction to key issues. Journal of Egyptian History 11, 2018, pp.1–17
Sweeney, G. Sex and Gender. UCLA Encyclopedia of Egyptology, 2011 ON-LINE READING-LIST

Identity dimensions and case-studies in the archaeology of Egypt and the Levant
Bagh, T. Early Middle Kingdom seals and sealings from Abu Ghali ib in the western Nile Delta – observations. In M. Bietak and E. Czerny, Scarabs of the second millennium BC from Egypt, Nubia, Crete and the Levant: chronological and historical implications, Vienna 2004, pp.13-25 EGYPTOLOGY QUARTOS E 7 BIE
Cortebeek, K. Stamp seals in ancient Egyptian tombs: a revision of the usages in quest of the sex of their owners. Studien zur Altägyptischen Kultur 45, 2016, 105-123 INST ARCH PERS
Green, J. Anklets and the social construction of gender and age in the Late Bronze and Early Iron Age Southern Levant. In S. Hamilton, R. Whitehouse and K. Wright (eds.), Archaeology and Women.
Week 8. Individual agency with different abilities  

The focus on individual agency, characteristic of much archaeological theory, risks imposing Eurocentric categories and assumptions from one economic system. The varying abilities of each individual within localised social reception require of the researcher a flexible and responsive approach, where the classificatory impulse of theory may always burden and often block a human dialogue. In this seminar we consider human response to pain and danger as temporal points of connection or disconnection. From different periods of history, as preserved in the archaeological record at Qau and other sites, the forms of amulets and the documented contexts may indicate a particular association with menarchy and birth. Such finds recall the variability in individual needs and skills through life; the settlement and cemetery sites where they survived foreground the social context of those lives. Museum collections and displays offer an opportunity to explore this contrast.

Essential:


Further reading:

Sustaining, restoring, and defending good health:

Allen, J. The art of medicine in ancient Egypt. New York 2005 EGYPTOLOGY QUARTOS S 5 ALL

Week 9. Social exclusion in archaeological records

The experience of being the outsider in any social context may foster empathy or sympathy, with contrasting effects. Here the focus is on the self-marking and marking of the individual as made visible on the body and in ancient depiction and writing of the self – what Assmann has called the anthropology or sense of being human that is found within ancient Egypt. How we then relate to those senses, returns us to the ethical questions discussed at the beginning of the course. The seminar takes as its focus burial Qau 1989, recorded by Guy Brunton as the only identifiably non-Egyptian individual in a village cemetery at Hamamia (labelled Cemetery 1900 in his site sequence). The biography and language of that person are accessible to us only through the items recorded from the burial, the immediate context as published by archaeologists, and wider context of information about Nubian-desert nomads in the lower Nile Valley during the early second millennium BC.

Essential:
Hubert, J. Introduction: the complexity of boundedness and exclusion. In The archaeology and anthropology of 'difference', London and New York, 2000, pp.1-8 BD HUB and ONLINE READING-LIST

Jeffreys, D. and Tait, J. Disability, madness, and social exclusion in Dynastic Egypt. In Hubert, J. The archaeology and anthropology of 'difference', London and New York, 2000, pp.87-95 BD HUB and ONLINE READING-LIST

The ideas from Hubert are developed in the German-language publication Fischer-Elfert 2005, in further reading, to be discussed in class from module handouts.
Case study:
Brunton, G. Qau and Badari III, London 1930, pp.5-6, with finds in pl.5 register, the published record for burial Qau 1989 EGYPTOLOGY QUARTOS E 30 [50]
For the area of cemetery 1900 in relation to Qau, main town of the province, see: http://www.digitalegypt.ucl.ac.uk/maps/qau.html

Further reading:
Eagleton, T. Sweet violence: the idea of the tragic, Oxford 2003, chapter 6 Pity, fear and pleasure, pp.153-177 MAIN LIBRARY LITERATURE A 76 EAG and ON-LINE READING-LIST
Fischer-Elfert, H.-W. Abseits von Ma'at: Fallstudien zu Aussenseitern im alten Ägypten. Würzburg 2005 EGYPTOLOGY B 20 FIS
Loprieno, A. Topos und Mimesis: zum Ausländer in der ägyptischen Literatur, Wiesbaden 1988 EGYPTOLOGY V 7 LOP: review S. Quirke, Discussions in Egyptology 16, 1990 INST ARCH PERS

An ancient Egyptian literary work, presenting a dispute between a man who wants to die and his ba-‘soul’.
M. Lichtheim, Ancient Egyptian Literature I, Berkeley 1975 EGYPTOLOGY V 20 LIC

Week 10. Evaluating the object as a multi-personal identifier
individual presentations on single objects
The course has been constructed as a comparative exercise drawing on written and visual evidence within the archaeological record, combining library and screen readings with object-handling. To evaluate the effect, students are asked to present their label for one object-group, from single burials represented in the Petrie Museum collections. The student may also use this as an illustration of their intentions for further study, with initial thoughts towards their MA dissertation.

Essential:
Fabian, J. Memory against Culture: arguments and reminders, Durham NC 2007, chapter 8 Memory and Counter-memory, pp.92-105 SCIENCE LIBRARY ANTHROPOLOGY D 6 FAB and ON-LINE READING-LIST

Further reading:
Colla, E. Conflicted antiquities: Egyptology, Egyptomania, Egyptian modernity. Durham N.C. 2007, chapter 4 The discovery of Tutankhamen’s Tomb: archaeology, politics, literature, pp.172-226 EGYPTOLOGY A 8 COL (3 copies) note especially the discussion of the poetry of Ahmed Shawqi ascribing agency to objects pp.216-222
DeMarrais, E. et al. Rethinking materiality: the engagement of mind with the material world, Cambridge 2004 INST ARCH AH QtO DEM
Fakher Eldin, M. A historian’s task: make sure the object does not turn against itself in the museum. In B. Junod (ed.), Islamic art and the museum: approaches to art and archeology of the Muslim world in the twenty-first century. London 2012,135-143 INST ARCH MG 7 JUN


Kopytov, I. The cultural biography of things: commoditization as process, in A. Appadurai (ed.), *The social life of things: commodities in cultural perspective*, Cambridge 1996, pp.64-91 ISSUE DESK APP and INST ARCH BD APP and ON-LINE READING-LIST


Meskell, L. *Object worlds in ancient Egypt: material biographies past and present*, Oxford 2004 EGYPTOLOGY B 20 MES


**Object encounters: the operational sequence**

Sellet, F. *Chain Opératoire: the concept and its applications*. In *Lithic Technology* 18, 1993, pp.106-112 ON-LINE READING-LIST


Sillar, B., M. Tite, The challenge of ‘technological choices’ for material science approaches in archaeology. In *Archaeometry* 42/1, 2000, 2-20 ON-LINE READING-LIST

**Ancient Egyptian tale on a prized object**

On the loss and recovery of a fish-pendant, in the cycle of tales at the Court of King Khufu, known from 16th C BC papyrus, now Berlin 3033 (Papyrus Westcar) - see the English translations in:

Lichtheim, M. *Ancient Egyptian Literature I*, Berkeley 1975 EGYPTOLOGY V 20 LIC


4 **ONLINE RESOURCES**

**Moodle**
The module is supported by the UCL Virtual Learning Environment Moodle, at:

https://moodle.ucl.ac.uk/login/index.php

The handbook and supplementary readings can be found on the Moodle web-page for the module. The news forum there will be used by the Co-ordinator to send messages to the class, and to respond to student questions which are relevant to the wider class.

**Online reading list**
There is a UCL Library Services online reading-list on the Institute of Archaeology web-page for this module: https://rl.talis.com/3/ucl/lists/E3E0A77E-887B-5DF4-74E1-9CB63F99EEB4.html

In addition to regular library shelfmark references, the online reading-list provides for many items pdf downloads, or links through online Higher Education services such as JSTOR. In some instances, a link is given to the Google Books service; this provides initial access, but please note that Google Books omits pages at random, and cannot be relied upon for full coverage.
The module coordinator may add reading (for example, if requested to assist coursework options), on the Moodle Virtual Learning Environment site for this course: students will be notified of any changes both on the Moodle news page and at the next weekly seminar. In accordance with the digital licence, the online reading-list is only available to UCL students and staff, and to intercollegiate or extramural students taking this module. Any intercollegiate or extramural students not yet registered with UCL Information Services username and password to obtain access to this list, should apply for this, upon registering for the module, to IoA Academic Administrator, Judy Medrington by e-mail or at Room 411A (IoA fourth floor).

Online Egyptian archaeological collections: museum databases
For the Petrie Museum, virtual access is provided by the fully illustrated online catalogue http://www.petrie.ucl.ac.uk/index2.html and learning-support website http://www.digitalegypt.ucl.ac.uk/.
Other large collections are increasingly becoming accessible online, with varying proportion of photographs of objects. Remember that all online museum databases change with research and editing, and all information must be checked wherever possible. The online collections provide a good starting-point for finding illustrations of material, and for research into examples of a particular object type or period.
Major databases with thousands of Egyptian antiquities include:
The British Museum http://www.britishmuseum.org/research/collection_online/search.aspx
The Brooklyn Museum http://www.brooklynmuseum.org/opencollection/collections/
University of Pennsylvania Museum: http://www.penn.museum/collections/
Highlights from a group of museums including the Egyptian Museum, Cairo http://www.globalegyptianmuseum.org/advanced.aspx?lan=E

5 ADDITIONAL INFORMATION

Libraries and other resources
In addition to the Library of the Institute of Archaeology, libraries in UCL with holdings of particular relevance to this degree are:
Main Library (Ancient History, Papyrology, History, Art History)
Science Library (Anthropology)
Other accessible libraries in the vicinity of UCL which have holdings relevant to this course include:
School of Oriental and African Studies, University of London http://www.soas.ac.uk/library/
Warburg Institute, University of London http://warburg.sas.ac.uk/
Egypt Exploration Society, 3 Doughty Mews, London EC1 (for Society members: for more information see http://www.ees.ac.uk/ - please note that this library is due to be relocated during the academic year 2018-2019)
Beside the Petrie Museum at UCL, and the British Museum, several London museums hold material particularly relevant to this course:
John Soane’s Museum, Lincoln’s Inn Fields (sarcophagus of Sety I) http://www.soane.org/
Victoria and Albert Museum (Jewellery, Glass, Ceramics, displays) http://www.vam.ac.uk/
Horniman Museum (Africa Gallery) http://www.horniman.ac.uk/
British Library public gallery (papyri, codices) http://www.bl.uk/whatson/permgall/index.html

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.
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/

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 https://moodle.ucl.ac.uk/ for further information. Additional information is given here http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/