

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

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

**ARCL0202: INTRODUCTION TO ANCIENT EGYPTIAN LANGUAGE**

2020-21, Term 2

Year 1 module  
15 creditsCo-ordinator: STEPHEN QUIRKE  
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Institute of Archaeology room 409 - online office hours Thurs 10-11



*rock inscription of king Psamtek I, Elephantine island, Egypt  
Creative Commons photograph © Marc Ryckaert*

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

## 1. MODULE OVERVIEW

### Module description

This module introduces students to the diverse environments of language and script in the Nile Valley, accessible to us through the archaeological record. Starting from class discussion of our own languages, we will assess how different traditions have described language, and then meet the sounds and forms of Egyptian hieroglyphic writing through its African horizons in fauna, flora and material culture. The direct encounter with objects in the UCL Petrie Museum of Egyptian and Sudanese Archaeology will provide inspiring ground for understanding the principles, materials and histories of Egyptian hieroglyphic and cursive scripts. Alongside these, we will explore the archaeological evidence for the Sudanese languages Meroitic and Nubian and their scripts, and later use of Greek and Arabic in the Nile Valley.

### Module Aims

This module aims to introduce students to:

- the main languages and scripts encountered in the archaeology of Egypt and Sudan
- the distribution of those scripts in space and time, and the relations between them
- debates over relations between languages and population-groups
- debates over the relation of inscribed material to the rest of the archaeological record
- the research potential of provenanced inscribed objects in archaeological collections

### Learning Outcomes

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

- full appreciation of the distinction between history of language and history of script
- knowledge of the main languages and scripts in the archaeology of Egypt and Sudan
- understanding of the significance of archaeological sites in the history of script
- understanding and critical awareness of the research debates over script and identity
- critical understanding of methods for analysing inscribed objects
- critical appreciation of materiality and archaeological context in script studies

### Methods of Assessment

The module is assessed through two assignments: Assignment 1 is an object review, counting for 40% of the module mark, and Assignment 2 is an essay, counting for 60% of the module mark.

### 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 email directly to the module co-ordinator any queries relating to module content, assessments and administration. The co-ordinator aims to reply within 2-3 working days.

## Week-by-week summary

Week	Date	Topic	Lecturer
<b>Part One: script and language in Egypt and Sudan 3000 BC - 1000 BC</b>			
1	12 January	African languages and scripts	SQ
2	19 January	Writing materials in the archaeology of Egypt and Sudan	SQ
3	26 January	African horizons of Egyptian hieroglyphs - fauna and flora	SQ
4	2 February	Tools and weapons in Egyptian hieroglyphs	SQ
5	9 February	Beyond script: other languages in the archaeology of northeast Africa before 1000 BC	SQ
6	READING WEEK		
<b>Part Two: script and language in Egypt and Sudan since 1000 BC</b>			
7	23 February	Egypt and Sudan since 1000 BC: past present soundscapes	SQ
8	2 March	Demotic, Aramic and Greek: Late Period to Roman Period Egypt	CM
9	9 March	Language change in 1st millennium AD Egypt	SQ
10	16 March	Napatan, Meroitic and Old Nubian: scripts and literacy in the Middle Nile valley	CN
11	23 March	New word worlds in the Nile Valley: from papyrus to paper to digital revolution	SQ

Lecturers: Cary Martin (CM), Claudia Näser (CN), Stephen Quirke (SQ)

## Weekly Module Plan

The module is taught through weekly lectures and discussions, delivered through the Microsoft Teams channel ARCL0202. Students will be required to undertake set readings each week; the lecturers will provide pre-class powerpoints as guidance, available each week on the module Moodle page. The class will be delivered through Microsoft Teams.

*Wed: module co-ordinator uploads powerpoints; Thurs-Fri-Mon student preparation (readings with accompanying pre-class powerpoints); Tues 4-6 pm online class with lecture and discussion.*

## 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 (lectures, tutorials)
60 hours	Self-guided session preparation (reading, listening, note-taking and online activities), about 6 hours a week
30 hours	Studying for, and writing, assignment 1
50 hours	Studying for, and writing, assignment 2

## 2. ASSESSMENT

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

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

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

**Essay word limits:** Term 2 IoA coursework should not exceed the stated word-limit: for an essay that exceeds the word-limit by less than 10%, the mark will be reduced by five percentage marks, and for one exceeding it by 10% or more, the mark will be reduced by ten percentage marks; the penalised mark will not be reduced below the pass mark, and marks already at or below the pass mark will not be reduced.

**The following should not be included in the word count of coursework and dissertations:** coversheet, title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, captions and contents of tables and figures, appendices.

#### **Assignment 1: Object Review, 1,000 words, 40% of module mark:**

Provide an introduction to one ancient Egyptian or ancient Sudanese object with a hieroglyphic inscription.

Guidelines:

You may choose any object, but you are recommended to select an item from a documented excavation, as such finds offer you more provenance information for the task.

You should include a table in the manner of a museum register or catalogue entry, with the following elements (not necessarily in the following order):

- (i) the object form, material, dimensions, provenance information
- (ii) the script, language and type of content of the inscription on the object

From this, your object review should give an assessment of (a) its method of manufacture, function, date and, on the basis of the evidence available to you (e.g. online museum databases) whether the type of object is rare or common in the archaeological record, and (b) a brief description of the form, function and history of the Egyptian hieroglyphic script, with reference to the inscription on the object chosen

**Assignment 1 deadline: Tuesday 16 February 2021**

#### **Assignment 2: Essay 2,000 words, 60% of module mark**

You should select one of the following essay questions:

1. Does archaeological evidence from the Nile Valley support the view that the history of language is distinct from the history of script? *Use examples from specific periods to support your argument.*
2. Why might some groups of people in the past have decided not to adopt writing? *Use evidence from the Nile Valley and surrounding areas, and relate your argument to specific regions and periods; you may develop an argument in relation to **either** one part of a society, **or** a whole population.*
3. In periods where more than one script or script variant is in use, how does the choice of script relate to the written content in that script? *Discuss the range of scripts and content-types in relation to **one** site in one historical period.*
4. Do the scripts attested in the Nile Valley after 1000 BC indicate a new multilingualism, or a different range of surviving evidence? *Discuss with reference to one period in the archaeology and history of **either** Egypt, **or** Sudan.*

**Assignment 2 deadline: Tuesday 13 April 2021**

### 3. Resources and Preparation for Class

#### Preparation for class

You are expected in advance of each class to read the essential reading available on the **online reading-list**, to listen to the accompanying pre-class powerpoints, available from the preceding Wednesday on Moodle, and to email any questions to the module co-ordinator by 4pm on the day before the class, to ensure that the class as a whole can address all points. Advance study of the readings 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 through the online-reading list** for you to obtain a sense of the range of current work on a given topic, and for you to draw upon for your assessments.

**Online reading list:** <https://rl.talis.com/3/ucl/lists/OFD31A2F-30AC-A361-D4C9-DB7D66C2039C.html?lang=en-US&login=1>

#### Recommended basic texts and online resources

The following publications are particularly recommended as supporting resources:

Bagnall, R. (ed.), 2011. *Oxford Handbook of Papyrology*. Oxford: OUP ONLINE

DOI: 10.1093/oxfordhb/9780199843695.013.0001

Barnard, K. Duistermaat (eds.), *The History of the Peoples of the Eastern Desert*. Los Angeles: UCLA CIOA ONLINE <https://escholarship.org/uc/item/9xj820qg>

Bibliotheca Alexandrina 2013. *Digital Library of Inscriptions* examples in ancient Egyptian, Arabic, Persian, Turkish and Greek: <http://inscriptionslibrary.bibalex.org/presentation/MainPage.aspx?lang=en>

Blench, R. 2006. *Archaeology, language and the African past*. Lanham: AltaMira INST ARCH DC 100 BLE

Davies, V., D. Laboury 2020. *Oxford handbook of Egyptian epigraphy and palaeography*. New York: Oxford University Press ONLINE

Emberling, G. and B.B. Williams (eds). *The Oxford Handbook of Ancient Nubia*. Oxford: OUP ONLINE

Ngũgĩ wa Thiong'o, 1986. *Decolonising the mind: the politics of language in African literature* London MAIN LIBRARY LITERATURE A 43 NGU

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

### 4. Syllabus

The following pages give the outline for the course as a whole. The sessions are based on weekly teaching scripts distributed through the Moodle page for the module, and supported with reference to the Basic Texts cited above.

#### Part One: script and language in Egypt and Sudan 3000 BC - 1000 BC

##### Week 1 African language contexts (SQ)

This class introduces the wider African context for archaeological evidence for language in the Nile Valley. The class will provide a brief introduction to the main African language-groups identified by linguists and some of the current debates around these. From the first item of essential reading (Mufwene 2018), we consider how different academic disciplines have addressed the relation between peoples and languages over the long duration. The second item of essential reading (Ngũgĩ wa Thiong'o, 1998) focuses on the relation between language and power, in the range of social choices and constraints, including subversion and collective action. We will discuss how African writings in the present may help us keep *language* and *script* separate in our analyses, as we explore their paired histories in this module.

**Essential reading:**

- 1 Mufwene, S. 2018. Population movements, language contact, linguistic diversity, etc. A postscript. In E. Albaugh, K. de Luna (eds.), *Tracing Language Movement in Africa*. Oxford Scholarship Online DOI:10.1093/oso/9780190657543.003.0018
- 2 Ngũgĩ wa Thiong'o, 1998. Oral Power and Europhone Glory: Orature, Literature, and Stolen Legacies. In *id.*, *Penpoints, gunpoints, and dreams: towards a critical theory of the arts and the state in Africa*, Oxford: Clarendon Press, 103-128 ONLINE
- 3 Blommaert, J. 2008. Linguistic diversity: Africa. In M. Hellinger, A. Pauwels (eds.), *Handbook of Language and Communication: Diversity and Change*. Boston: De Gruyter ONLINE

**Week 2 Writing materials in the archaeology of Egypt and Sudan 3000 BC - AD 1000 (SQ)**

For past people beyond living memory, their speech survives indirectly through script. The Egyptian and Sudanese archaeological record over several millennia illustrates the kinds of combinations of factors that preserve or interrupt that line of connection. We will consider environmental and historical features of some of the main sites from which different writing materials survive, and discuss how to calibrate our archaeology of language and script with the effects of such factors as material durability and urban settlement. We will address variation in the technology of communication within periods and over time.

**Essential reading:**

- 1 Tait, J., B. Leach, 2000. Papyrus. In P. Nicholson, I. Shaw (eds.), *Ancient Egyptian materials and technology*, Cambridge: CUP, 227-253 EGYPTOLOGY QUARTOS S 5 NIC, INST ARCH K Qto NIC, and ISSUE DESK IOA NIC
- 2 Stocks, D. 2020. The materials, tools, and work of carving and painting. In V. Davies, D. Laboury 2020. *Oxford handbook of Egyptian epigraphy and palaeography*. New York: Oxford University Press ONLINE DOI: 10.1093/oxfordhb/9780190604653.013.8

**Week 3 African horizons of Egyptian hieroglyphs - fauna and flora (SQ)**

From their development at the end of the 4<sup>th</sup> millennium BC, Egyptian hieroglyphs continued in use for as long as any other known script, and were also adopted for royal monuments in Sudan in the 1<sup>st</sup> millennium BC. In order to identify reasons for this success over time, we explore the material forms, functions and organisational principles of the script in archaeological and historical context (Vernus 2020). In debates over descriptions of language and script, a European tradition of dividing speech sounds into vowels and consonants has been contested (Mitchell 1988); we consider how alphabetic European scripts may affect our appreciation of non-alphabetic scripts in general, and Egyptian hieroglyphs in particular. In weeks 3 and 4, we investigate forms, ideas and sounds conveyed by the Egyptian hieroglyphic script, from detailed signs in early Old Kingdom offering-chapels. One late 19<sup>th</sup> century study (Petrie 1892) provides an attempt to include a record of colour, allowing us to consider its role in script as part of the means of expression and communication.

**Essential reading:**

- 1 Vernus, P. 2020. Form, layout, and specific potentialities of the ancient Egyptian hieroglyphic script. In V. Davies, D. Laboury (eds.), *Oxford handbook of Egyptian epigraphy and palaeography*. New York: Oxford University Press ONLINE DOI: 10.1093/oxfordhb/9780190604653.013.1
- 2 Baha el Din, S. The avifauna of the Egyptian Nile Valley: changing times. In R. Bailleul-LeSueur (ed.) 2012. *Between Heaven and Earth: birds in ancient Egypt*. Chicago: Oriental Institute, section 19 ONLINE
- 3 Mitchell, T. 1988. Eight Words. In *id.*, *Colonising Egypt*. Cambridge, 131-137 ONLINE *problematizing the vowel/consonant binary in studies of language and script*

Script illustration: W. Petrie, *Medum*, London, Nutt, 1892, frontispiece

<https://archive.org/details/cu31924028670465> his comments at pp.29-34 are in part outdated, but can be useful for raising questions on methods of identification

#### **Week 4 Tools and weapons in Egyptian hieroglyphs (SQ)**

The presence of tools for manual labour is a significant aspect of the Egyptian hieroglyphic script, most clearly present in the technically more exact depictions in 3<sup>rd</sup> millennium BC inscriptions. This precision in form raises the question of shared knowledge, or even life experience, between the writers and the manufacturing artists. In order to achieve this accuracy, how much working experience of the tool would be necessary, for the carvers of the finest scenes? Or is such detail an integral part of the sacred purpose of the script, affecting all signs across fauna, flora, landscape and objects?

##### **Essential reading:**

1 Stevens, A. and M. Eccleston 2007. Craft production and technology. In T. Wilkinson (ed.), *The Egyptian World*. London and New York: Routledge, 146–159. EGYPTOLOGY A 5 WIL and ONLINE

2 Jurman, C. 2018. To show and to designate: attitudes towards representing craftsmanship and material culture in Middle Kingdom elite tombs. In G. Miniaci et al. (eds.), *The arts of making in ancient Egypt: voices, images, and objects of material producers 2000-1550 BC*. Leiden: Sidestone, 101-116 including discussion pp.106-107 of labels and captions relating to scenes of “daily life”.

#### **Week 5 Beyond script: other languages in the archaeology of the lower Nile Valley before 1000 BC (SQ)**

The presence of speech through writing can emphasise the collective human dimension of languages in the past. However, at the same time, script carries the risk of decentering research attention from the full archaeological record. In concluding our review of third and second millennium BC language evidence from Egypt and Sudan, we discuss examples where closely connected peoples made different choices in response to the existence of a script (Doyen, Gabolde 2017). We also consider the question of multilingualism in places at periods where we see only one language in one script (Ward 1994).

##### **Essential reading:**

1 Doyen, F., L. Gabolde 2017. Egyptians versus Kushites: the cultural question of writing or not. In N. Spencer, A. Stevens, M. Binder (eds.), *Nubia in the New Kingdom: Lived experience, pharaonic control and indigenous traditions*, BMPES 3. Leuven: Peeters, 149-158 ONLINE <https://hal.archives-ouvertes.fr/hal-01895134/document>

2 Moreno García, J. C. 2014. Invaders or just herders? Libyans in Egypt in the third and second millennia bce. *World Archaeology* 46.2, 610-623 ONLINE

3 Ward, W. 1994. Foreigners living in the Village. In L. Lesko (ed.), *Pharaoh's Workers, the villagers of Deir el-Medina*. Ithaca: Cornell University Press, 61-86 ONLINE

#### **Week 6 = READING WEEK - NO CLASS**

#### **Part Two: script and language in Egypt and Sudan 1000 BC to the present**

##### **Week 7 Egypt and Sudan since 1000 BC: past and present soundscapes (SQ)**

At the end of the New Kingdom, the continuity in sacred art and script in Egypt seems complete at first glance, but other evidence suggests major social and political transformations (Jansen-Winkel 2015). For information on relations across Egypt, Sudan, and neighbouring lands in the 1st millennium BC, written sources from west Asia and Greece come to fill a gap in kingship inscriptions within Egypt. After 750 BC, the Napatan kingdom in Sudan, and then Achaemenid Iran, Macedon and Rome occupy Egypt for varying

timespans. These changes might indicate a more multilingual and multicultural Nile Valley environment. To open this second part of the module, we will discuss whether this impression reflects archaeological evidence, or derives from over-reliance on written and visual sources.

**Essential reading:**

- 1 Jansen-Winkel, K. 2015. Egypt and North Africa: cultural contacts. In A. Babbi, F. Bubenheimer-Erhart, B. Marin-Aguilera, S. Mühl (eds.), *The Mediterranean Mirror. Cultural contacts in the Mediterranean Sea between 1200 and 750 BC*. Mainz: Römisch-Germanischen Zentralmuseum, 35-50 ONLINE [http://archiv.ub.uni-heidelberg.de/propylaeumdok/4133/1/Jansen\\_Winkel\\_Egypt\\_and\\_North\\_2015.pdf](http://archiv.ub.uni-heidelberg.de/propylaeumdok/4133/1/Jansen_Winkel_Egypt_and_North_2015.pdf)
- 2 Quack, J. F. 2018. Incense, the alphabet and other elements. On the movement of persons, commodities and ideas between Egypt and the southern Red Sea region. In N. Jaspert and Sebastian Kolditz (eds.), *Entre mers - Outre-mer. Spaces, modes and agents of Indo-Mediterranean connectivity*. Heidelberg University Publishing, 33-59 ONLINE <https://heup.uni-heidelberg.de/catalog/book/355?lang=en>

**Week 8 Demotic, Aramaic and Greek: Late Period to Roman Period Egypt (CM)**

Out of the political and administrative fragmentation of the Third Intermediate Period, we see the development of separate cursive writing – in the north, demotic; in the south, abnormal hieratic (also known as late cursive hieratic). By the mid-6th century BCE demotic replaced abnormal hieratic as the principal administrative script. Originally probably very close to what was being spoken, its language is a natural development from Late Egyptian. When we use the term ‘demotic’, we can mean either the script or the language or, more often, both. Its use expanded rapidly to include literary, funerary and religious texts, but it did not replace hieratic in the religious or funerary sphere; both scripts remained in use until well into the 3rd century CE, and hieroglyphs continued to be deployed throughout for inscriptions. During the periods of Persian, Ptolemaic and Roman rule, the language of government and administration was not Egyptian but, first, Aramaic and then Greek. In this session we will discuss how and why the demotic script developed, what the presence of these different languages and scripts can tell us about the nature of society in Late Period, Ptolemaic and Roman Egypt, and the extent to which we can understand how an individual’s thoughts, religious beliefs and career path are reflected in the language they use.

**Essential reading:**

1. Depauw, M. 1997. Demotic: script and language. In *id. A Companion to Demotic Studies*. Papyrologica Bruxellensia 28. Brussels: Fondation Égyptologique Reine Elisabeth, chapter 1, 19-47 EGYPTOLOGY V 5 DEP. ONLINE: [http://dlib.nyu.edu/ancientworld/books/isaw\\_pbrx000028/1](http://dlib.nyu.edu/ancientworld/books/isaw_pbrx000028/1)
2. Ryholt, K. 2010. Late Period Literature. In A. Lloyd (ed.), 2010. *Companion to Ancient Egypt*. Chichester: Wiley & Sons, 709–731 EGYPTOLOGY A 5 LLO and ONLINE through UCL Library

**Week 9 Egyptian language change in the 1st millennium AD: Greek and Coptic, to Coptic and Arabic (SQ)**

Between the first century and the eleventh century AD, the script and language map of the Nile Valley changed even more dramatically than over the previous thousand years. As Greek became the means of communication not only for governing the land, but even for personal letters, the hieroglyphic and related cursive scripts fell out of use in Egypt. By the fourth century AD, a new Coptic script emerged, combining Greek and demotic letters; the Arab invasion in the 7<sup>th</sup> century AD brought Arabic, replacing Greek as the language and script of government, and eventually even Coptic as the spoken language throughout Egypt. We will discuss the implications of these changes for our understanding of the history of the country: do new languages imply the arrival of a new population group? or is a settled population changing its choice of language?

**Essential reading:**

- 1 Fournet, J. 2011. The multilingual environment of late Antique Egypt: Greek, Latin, Coptic, and Persian documentation. In R. Bagnall (ed.), *Oxford Handbook of Papyrology* ONLINE DOI: 10.1093/oxfordhb/9780199843695.013.0018
- 2 Papaconstantinou, A. 2012. Why did Coptic fail where Aramaic succeeded? Linguistic developments in Egypt and the Near East after the Arab conquest. In A. Mullen, P. James, (eds.) *Multilingualism in the Graeco-Roman worlds*. Cambridge University Press, Cambridge, pp. 58-76 ONLINE *read carefully to assess the argument that “failure” and “extinction” are negative portrayals of more complex choices; the article applies to the long duration history of the Nile Valley*
- 3 Saleh, M. 2018. On the Road to Heaven: taxation, conversions, and the Coptic-Muslim socioeconomic gap in Medieval Egypt. *Journal of Economic History* 78.2, 394–434 ONLINE

**Week 10 Napatan, Meroitic and Old Nubian: scripts and literacy in the Middle Nile valley (CN)**

In the early first millennium BC, a Middle Nile valley elite who came to rule Egypt as the 25<sup>th</sup> Dynasty started to use the Egyptian language and hieroglyphic script for their royal inscriptions. While their texts followed Egyptian concepts, they also introduced new elements referencing local social, cultural and political world views. The use of this specific version of the Egyptian language, dubbed Napatan, tapers off in the written record after the mid-first millennium BC, with a new language, Meroitic, taking its place a few centuries later. To write Meroitic, two new scripts were established, a hieroglyphic – based on a small range of Egyptian signs – and a cursive version. While we can read Meroitic texts, we cannot yet fully translate them. With the introduction of Christianity in the Middle Nile valley in the late 6<sup>th</sup> century AD, the use of Greek and Coptic spread in the region. From the 8<sup>th</sup> century AD onwards, the local language, (Old) Nubian started to be written too, in a script based on the Greek alphabet.

In this class, we will explore the historical conditions of these shifts and how, vice versa, the emergence of new languages, their introduction in the written record (including the cooptation and development of writing systems) as well as their differential use inform our understanding of the historical periods under consideration. We will also use Meroitic to take a look at the challenges of 'deciphering' an ancient language.

**Essential reading:**

- 1 Rilly, C. 2019. Languages of ancient Nubia. In: D. Raue (ed.). *Handbook of Ancient Nubia*. Berlin, Boston: De Gruyter, 129–154. E-BOOK
- 2 Ochała, G. 2014. Multilingualism in Christian Nubia: Qualitative and quantitative approaches. *Dotawo: A Journal of Nubian Studies* 1. ELECTRONIC JOURNAL

**Week 11 New word worlds in the Nile Valley: from papyrus to paper to the digital revolution (SQ)**

In this class we discuss the impact of changes in writing medium, as illustrated by Nile Valley archaeology and history over the past fourteen centuries. Alongside, we consider the relation of language and script to visual arts in diverse social level contexts, and the features of verbal expression that a transcript cannot adequately convey. These themes will be explored in part from philology and in part from the arts of the 2011 revolution in Egypt.

**Essential reading:**

- 1 Sijpestein, P. 2013. Chapter 5. Beyond words. In ead., *Shaping a Muslim State: The World of a Mid-Eighth-Century Egyptian Official*. Oxford: Oxford University Press 10.1093/acprof:oso/9780199673902.001.0001
- 2 Muhanna, E. 2016. Islamic and Middle East studies and the digital turn. In id. (ed.), *The Digital Humanities and Islamic & Middle East studies*. Berlin: De Gruyter, 1-10 ONLINE at <https://doi.org/10.1515/9783110376517-002>

3 Kharroub, T, O. Bas 2016. Social media and protests: An examination of Twitter images of the 2011 Egyptian revolution. *New Media & Society* 18.9, 1973-1992

Poet Saddiq al-Raddi recital <https://poems.poetrysociety.org.uk/poems/he-tells-tales-of-meroe/>

## 5. FURTHER READING

### Anthologies and interpretations of ancient Egyptian writings

Assmann, J. 2005. *Death and salvation in ancient Egypt*. Translated by D. Warburton. Ithaca: Cornell University Press ONLINE through UCL Library

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

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

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

### 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

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

Lloyd, A. B. (ed.) 2010. *A Companion to Ancient Egypt*. Chichester: Wiley-Blackwell. EGYPTOLOGY A 5 LLO and ONLINE through UCL Library

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

### ONLINE RESOURCES FOR THE ARCHAEOLOGY OF EGYPT AND SUDAN

*principal current museum collection catalogues:*

<http://petriecat.museums.ucl.ac.uk/> Online catalogue of the UCL Petrie Museum of Egyptian and Sudanese Archaeology, with a high proportion of provenanced finds from both countries

<http://harbour.man.ac.uk/mmcustom/EgyptQuery.php> Manchester Museum online catalogue for the Ancient Egypt galleries and stored collections, also with a high proportion of provenanced finds

<http://www.britishmuseum.org/> British Museum: use the *Collection* tab for access to the online catalogue and pages on recent and current research projects

<https://www.metmuseum.org/art/collection> Metropolitan Museum of Art, New York; includes important archaeological material from MMA excavations in Egypt; high quality images, including outstanding photographs by Gustavo Camps in the Department of Egyptian Art

<https://mfa.org/> Museum of Fine Arts, Boston: use the *Collections Search* from the *Collection* tab for access to the online catalogue; the museum preserves a large proportion of the finds from excavations directed by George Reisner across Egypt and at key sites in Nubia

<https://museoegizio.it/en/discover/collection/> Egyptian Museum, Turin; alongside museums in Berlin, London, Paris, and New York, the collection of Egyptian antiquities is one of the largest outside Egypt

*thematic information sites:*

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

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

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

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