



AHIS280

Ancient Egyptian Culture and Society

S1 Day 2015

Dept of Ancient History

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General Information

Unit convenor and teaching staff

Unit Convenor

Alex Woods

alex.woods@mq.edu.au

Contact via alex.woods@mq.edu.au

W6A 532

Wednesday 2-3pm or by appointment

Credit points

3

Prerequisites

AHIS170 or AHST100

Corequisites

Co-badged status

Unit description

This unit studies ancient Egyptian civilisation during the Predynastic and Pharaonic periods (c. 5000 – 323 B.C.E.) and provides a thematic approach in order to understand the major social, economic and cultural developments of the Egyptian state. The unit examines topics such as social organization and identity, gender and sexuality, modes of cultural expression, methods of governance, (re-)use of mortuary and cultic landscapes and Egypt in the memory of the world.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;

Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;

Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet

maintained its cultural identity throughout its long history.

Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

General Assessment Information

ASSIGNMENT SUBMISSION

All written work must be submitted **through the iLearn website**. Please upload your assignment to the drop-box for the relevant week. Save your assignment as a pdf or a doc file (a pdf is best; please do not use docx). All assignments must include the following at the start:

- Student name;
- Student Number;
- Assessment Task Title or Question.

Any assignment submitted without these will not be marked.

The book review, self-reflection task and research essay will be returned via the 'turnitin' tool on the iLearn Unit site, and will contain feedback from the marker within them. Information about how to submit work online can be accessed through the iLearn unit.

The online quizzes will be undertaken using the iLearn quiz tool.

MARKING RUBRICS

The book review, self-reflection task and research essay will be graded using a rubric, which can be found on the iLearn unit site.

RELEASE OF RESULTS

The convener will aim to return your assignments within 3 weeks of the due date. Results can be viewed via iLearn using the Gradebook tool.

EXAMINATIONS

There is no formal examination in this unit.

EXTENSIONS AND DISRUPTION TO STUDIES

- Extensions can only be granted in exceptional cases and may only be sought in consultation with the unit convenor and with support of documentary evidence. If you anticipate any difficulty in meeting assigned due dates then it is important that you contact the course's convenor as early as possible.
- Please avoid asking for extensions as missing deadlines complicates the work of markers and puts you behind. **If you have to ask for an extension, request it BEFORE**

the deadline and not on the due date. Excuses such as 'Getting behind with your work' or 'I had other deadlines' do not count.

IMPORTANT PENALTIES TO BE APPLIED:

- Written assessment tasks submitted after the due date without good reasons will be penalised by a deduction of 2% a day (including weekends) of the mark gained. **After five days, a mark of 0% will be assigned.**
- Written assessment tasks submitted that are under or over the word length by more than 15% will be penalised with a 10% deduction. The marker will only read to the listed word limit, i.e. if the word limit is 1000 words they will stop reading at 1000 words (plus or minus up to 150 words).
- Written assessment tasks submitted without proper referencing, i.e. **few or no page numbers or no bibliography will receive an automatic fail.**

Disruption to Studies Policy

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Applying for Disruption to Studies

No work will be accepted for marking beyond Week 13 unless you have submitted a request for disruption to studies notification with adequate and appropriate supporting evidence. Please note that requests are not granted automatically, and are reserved for unforeseen and serious circumstances such as prolonged illness, hospitalisation or bereavement in your immediate family. Students granted a disruption to studies may be awarded an incomplete grade in first semester results released in mid-July.

If you believe that you qualify, please contact the convenor as soon as is practically possible.

University Grading Policy

<http://www.mq.edu.au/policy/docs/grading/policy.html>

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (i.e. 100, 200, 300, 800 etc).

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD	High Distinction	85-100
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D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

Assessment Tasks

Name	Weighting	Due
<u>Weekly online quiz</u>	25%	Every week
<u>Book review</u>	25%	Week 4 - 20 March 2015 at 10pm
<u>Discussion self-reflection</u>	15%	1 week after Discussion
<u>Research Essay</u>	35%	Week 11 - 22 May 2015 at 10pm

Weekly online quiz

Due: **Every week**

Weighting: **25%**

Weekly online quiz – Answer a series of questions (e.g. multiple choice, true/false) on the required weekly readings. The quiz will go live at **6pm on the Friday one week prior to the class and close at 11.55pm on the Tuesday night** before class. You will not have access to the quiz after this time and you cannot take a ‘make up’ quiz later to catch up. **Complete the quiz using the iLearn quiz tool.**

On successful completion you will be able to:

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.

Book review

Due: **Week 4 - 20 March 2015 at 10pm**

Weighting: **25%**

Prepare a short critique of the unit's textbook, Shaw, I. (ed.), *The Oxford History of Ancient Egypt* (Oxford, 2003), according to a set of guided questions available on iLearn. **Word limit: 1000 words. Submit via Turnitin.**

On successful completion you will be able to:

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.

Discussion self-reflection

Due: **1 week after Discussion**

Weighting: **15%**

Each student will lead the discussion time for 1 tutorial, which will be based on the readings and the lecture content. Using peer evaluation responses, each student will prepare and submit on iLearn their planning notes and self-evaluation reflection of the discussion within 1 week of the discussion. Guidelines and **word limit available in iLearn. Submit via Turnitin.**

On successful completion you will be able to:

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.
- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

Research Essay

Due: **Week 11 - 22 May 2015 at 10pm**

Weighting: **35%**

Students will complete ONE (1) research essay. The question is listed on iLearn. Students will submit a self-evaluation using the marking rubric provided on iLearn. **Word limit: 2,000 words. Submit via Turnitin.**

On successful completion you will be able to:

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.

Delivery and Resources

UNIT REQUIREMENTS AND EXPECTATIONS

This unit is comprised of 2 key elements:

1. **face-to-face** teaching, which will take place in a 3 hour block (1-2 hour of lectures and 1 hour of student led discussion in tutorials);
 2. and **individual** study and participation.
- **Students must achieve an overall mark of 50% or above to complete this unit satisfactorily.**
 - Students are expected to attend all classes (lectures and tutorials), unless there are extenuating circumstances such as illness etc. A log will be taken to record attendance. Medical certificates are required for medical absences and should be given to your convenor.
 - For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Required texts:

- Wendrich, W., (ed.) *Egyptian Archaeology* (Chichester, Malden, 2010).
- Kemp, B.J., *Ancient Egypt. Anatomy of a Civilisation* (London, New York, 2nd ed. 2006).
- Shaw, I. (ed.), *The Oxford History of Ancient Egypt* (Oxford, 2003).

Recommended texts:

- Baines, J. 2007. *Visual and written culture in ancient Egypt*. Oxford: Oxford University Press.
- Baines J. and Malek, J., *Cultural Atlas of Ancient Egypt* (New York, 2000, rev. edition).
- W. Carruthers (ed.) *Histories of Egyptology: Interdisciplinary Measures* (New York, 2015).
- Frood, E., and McDonald, A (eds.) *Decorum and Experience: Essays in ancient culture for John Baines* (Oxford, 2013).
- Lloyd, A. B. (ed.) *A Companion to Ancient Egypt*. 2 volumes (Chichester, 2010). [Full text available from Blackwell Reference Online - 2010 Collection](#) (access through MQ library catalogue)
- Trigger, B. G. and Lloyd, A., Kemp, B., O'Connor, D., *Ancient Egypt: A social history* (Cambridge, 1983).
- Wengrow, D. *The Archaeology of Early Egypt: Social Transformation in North-East Africa, 10,000 to 2650 BC* (Cambridge, 2006).
- Wilkinson, R.H. (ed.), *Egyptology Today* (Cambridge, New York, 2008).

These texts are available for purchase at the Co-Op bookstore. To arrange for texts to be sent to you please contact the Co-Op online at the following address <http://www.coop-bookshop.com.au>.

UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

This unit will use iLearn: <https://ilearn.mq.edu.au/login/MQ/>

PC and fast Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

Unit Schedule

Week	Lecture	Tutorial	Assessment
1	25 February 2015 Ancient Egypt: Culture and Society <i>A. Woods</i>	NO TUTORIAL	Online quiz
2	4 March 2015 Egyptian Society: Birth, childhood and education <i>A. Woods</i>	Research methods 1	Online quiz
3	11 March 2015 Egyptian Cities and houses <i>Y. Tristant</i>	Research methods 2	Online quiz
4	18 March 2015 Egyptian Administration <i>A. Woods</i>	Research methods 3	Book review due 20 March 2015
5	25 March 2015 Institution of Egyptian kingship <i>Y. Tristant</i>	Tutorial discussion	Online quiz
6	1 April 2015 Sex and gender in ancient Egypt <i>A. Woods</i>	Tutorial discussion	Online quiz
MID-SESSION BREAK			
7	22 April 2015 The Egyptian Economy <i>A. Woods</i>	Tutorial discussion	Online quiz
8	29 April 2015 Visual culture VS 'art' <i>A. Woods</i>	Tutorial discussion	Online quiz
9	6 May 2015 Death and the Afterlife <i>Y. Tristant</i>	Tutorial discussion	Online quiz
10	13 May 2015 Cultic and Mortuary landscapes: Use and re-use <i>A. Woods & K. Parry</i>	Tutorial discussion	Online quiz
11	20 May 2015 NO CLASS	NO TUTORIAL	Research Essay due 22 May 2015
12	27 May 2015 Tradition, Innovation and Archaism <i>A. Woods</i>	Tutorial discussion	Online quiz

13	3 June 2015	Egypt in the memory of the world A. Woods	Tutorial discussion	Online quiz
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Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

Assessment tasks

- Weekly online quiz
- Book review
- Discussion self-reflection
- Research Essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.
- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

Assessment tasks

- Weekly online quiz
- Book review
- Discussion self-reflection
- Research Essay

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

Assessment tasks

- Weekly online quiz
- Book review
- Discussion self-reflection
- Research Essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge,

scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcome

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;

Assessment tasks

- Weekly online quiz
- Book review
- Discussion self-reflection
- Research Essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.
- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

Assessment tasks

- Weekly online quiz

- Book review
- Discussion self-reflection
- Research Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Analyse and express your judgment about ancient Egyptian political, social, economic and cultural history in an oral and written form;
- Interpret historical and archaeological information with appreciation and understanding and identify the social processes by which the Egyptian civilisation transformed and yet maintained its cultural identity throughout its long history.

Assessment tasks

- Weekly online quiz
- Book review
- Discussion self-reflection
- Research Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

Assessment tasks

- Weekly online quiz
- Book review
- Discussion self-reflection
- Research Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;

Assessment tasks

- Weekly online quiz
- Book review
- Discussion self-reflection
- Research Essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Find, analyse and critique primary and secondary sources for ancient Egyptian history and present the information in a written format;
- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form; show an ability to reflect on the learning experience.

Assessment tasks

- Weekly online quiz
- Book review
- Discussion self-reflection
- Research Essay

Bibliography and Resources

The following is an **abbreviated guide** to approved web resources as well as primary and secondary works. A complete list can be found in the Egyptology Toolbox on iLearn: <http://ilearn.n.mq.edu.au>

Some material, such as excerpts from books and journal articles, will be put on the library's E-Reserve and can be found via searching AHIS170 in multisearch – unit readings: http://www.mq.edu.au/on_campus/library/

Bibliographical aids, for information and references

In order to find the right books or articles, you can try this: International Association of Egyptologists, *Annual Egyptological Bibliography* (Leiden, 1948 ff.). The library holds the license to the on-line database of this resource (Online Egyptological Bibliography, OEB) with titles to from 1822 to 2002 (roughly 70,000 items), as well as increasing coverage of 2003-2012 (in total over 90,000 items). Access through the library catalogue and databases: http://www.mq.edu.au/on_campus/library/

Approved web-sites with links to other good sites

Please note: *as the Internet is open to everyone, there is no control over the content and quality of websites; hence each site depends on the knowledge and academic integrity of the author/s. Many websites cater for children and young adults in secondary schools or for a wider public therefore are not suitable for academic research.*

General resources

Ancient Egypt Web Site <http://www.ancient-egypt.co.uk>

Australian Centre for Egyptology <http://www.egyptology.mq.edu.au/>

Egyptology resources <http://www.fitzmuseum.cam.ac.uk/er/>

Egyptologists' Electronic Forum <http://www.egyptologyforum.org/>

The British Museum (web resources): http://www.britishmuseum.org/about_us/departments/ancient_egypt_and_sudan/subject-related_web_resources.aspx

Databases and e-resources

Aigyptos <http://www.aigyptos.uni-muenchen.de>

AERA (Ancient Egypt Research Associates) <http://www.aeraweb.org>

British Museum Studies in Ancient Egypt and Sudan http://www.britishmuseum.org/research/publications/online_journals/bmsaes.aspx

Catalogue général des antiquités égyptiennes du Musée du Caire Online <http://www.egyptologyforum.org/EEFCG.html>

Deir el-Medina Database <http://www.leidenuniv.nl/nino/dmd/dmd.html>

Digital Egypt for Universities <http://www.digitalegypt.ucl.ac.uk>

Egypt Exploration Society Delta Survey <http://www.deltasurvey.ees.ac.uk/ds-home.html>

Egyptological Book Series Online <http://www.egyptologyforum.org/EEFSeries.html>

ETANA (Electronic Tools and Ancient Near East Archives): old excavation reports and literature <http://www.etana.org>

Giza Digital Library <http://www.gizapyramids.org/code/emuseum.asp?newpage=library>

IFAO (Institut français d'archéologie orientale, Cairo) <http://www.ifao.egnet.net/>

JSTOR. Searchable database of journal articles (access via MQ library databases:) library.mq.edu.au then search for "JSTOR".

Osirisnet <http://www.osirisnet.net/>

Sefkhet Online Resources for Egyptology www.sefkhet.net/Oxford-Net-Res.html

Theban Mapping Project <http://www.thebanmappingproject.com/>

Tutankhamun: Anatomy of an Excavation, Griffith Institute; www.griffith.ox.ac.uk/tutankhamundiscovery.html)

Encyclopaedias of Egyptology

UCLA Encyclopedia of Egyptology http://escholarship.org/uc/nelc_uee

Lloyd, A. B. (ed.) *A Companion to Ancient Egypt* (Oxford, 2010) [Full text available from Blackwell Reference Online - 2010 Collection](#) (access through MQ library multi search)

Redford, D. B., *The Oxford Encyclopedia of Ancient Egypt* (Oxford, New York 2001). [Oxford encyclopedia of ancient Egypt](#) (access through MQ library multi search)

Museum web catalogues

Berlin, Egyptian Museum <http://www.egyptian-museum-berlin.com/>

Boston, Museum of Fine Arts <http://www.mfa.org>

Cambridge, Fitzwilliam Museum <http://www.fitzmuseum.cam.ac.uk/dept/ant/egypt/>

Chicago, Oriental Institute Museum <http://oi.uchicago.edu/museum>

Leiden, Rijksmuseum van Oudheden <http://www.rmo.nl/english/collection/permanent/egyptians>

London, British Museum <http://www.britishmuseum.org/default.aspx>

London, Petrie Museum of Egyptian Archaeology <http://www.petrie.ucl.ac.uk/search/index.html>

Manchester Museum <http://www.museum.manchester.ac.uk/collection/ancientegypt/>

New York, Metropolitan Museum of Art <http://www.metmuseum.org/collections/search-the-collections>

New York, Brooklyn Museum <http://www.brooklynmuseum.org/opencollection/exhibitions/egyptian>

Oxford, Ashmolean Museum <http://www.ashmolean.org/>

Paris, Musée du Louvre <http://www.louvre.fr>

Turin, Museo Egizio <http://www.museoegizio.it/>

The Global Egyptian Museum <http://www.globalegyptianmuseum.org>

Periodicals

The following is a short list of periodicals wholly or partly devoted to Egyptology. Articles are usually published in English, French or German. They are all recommended.

<i>Archéo-Nil du Nil</i>	<i>Revue de la société pour l'étude des cultures prépharaoniques de la vallée</i>
<i>ASAE</i>	<i>Annales du Services des Antiquités de l'Égypte</i>
<i>AVDAIK Abteilung Kairo</i>	<i>Archäologische Veröffentlichungen, Deutschen Archäologisches Institut</i>
<i>BACE</i>	<i>Bulletin of the Australian Centre for Egyptology</i>
<i>BASOR</i>	<i>Bulletin of the American Schools of Oriental Research</i>
<i>BES</i>	<i>Bulletin of the Egyptological Seminar</i>
<i>BIFAO</i>	<i>Bulletin de l'Institut Français d'Archéologie Orientale</i>
<i>Ch.d'Eg.</i>	<i>Chronique d'Égypte</i>
<i>DE</i>	<i>Discussions in Egyptology</i>
<i>GM</i>	<i>Göttinger Miszellen</i>

JARCE	<i>Journal of the American Research Center in Egypt</i>
JAOS	<i>Journal of the American Oriental Society</i>
JEA	<i>Journal of Egyptian Archaeology</i>
JNES	<i>Journal of Near Eastern Studies</i>
MDAIK	<i>Mitteilungen des Deutschen Archäologischen Instituts Abteilung Kairo</i>
Or.	<i>Orientalia</i>
RdE	<i>Revue d'Égyptologie</i>
SAGA	<i>Studien zur Archäologie und Geschichte Altägyptens</i>
SAK	<i>Studien zur altägyptischen Kultur</i>
ZAS	<i>Zeitschrift für ägyptische Sprache und Altertumskunde</i>

General Resources

* = Recommended reading

*Arnold, D., *The Monuments of Egypt: an A-Z Companion to Ancient Egyptian Architecture* (London, 2009).

Assmann, J., *Ägypten: Eine Sinngeschichte* (Munich, 1996).

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