AHIS170

Egyptian Archaeology: An Introduction

S1 Day 2016

Dept of Ancient History

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Dr Alexandra Woods
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Contact via Post on iLearn discussion forum or email for private matters
W6A 532
Thursday 11-1pm or by appointment

Tutor
Ellen Ryan
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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
This unit explores the development of ancient Egyptian civilisation from the prehistoric period to the end of the New Kingdom as reflected in the archaeological record. Settlements, temples, tombs and associated material culture are analysed to understand the daily life and religious beliefs of the ancient Egyptians over 2500 years of Pharaonic history. The unit also draws on the experience of extensive fieldwork by Macquarie University staff in Egypt. Students gain a solid understanding of the geography, chronology and archaeology of ancient Egypt as a basis for further specialized study in the discipline.

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:

Acquire knowledge of the geography, chronology and significant developments from the Predynastic to New Kingdom periods.

Acquire knowledge of archaeological data of Egyptian settlements, tombs, temples and associated material culture from the Predynastic to New Kingdom periods from published primary sources.

Describe, compare and analyse an ancient Egyptian artefact.

Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.

Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Gain a life-long ability to enjoy the study of the archaeology of ancient Egypt and an inability to forget W.M.F. Petrie's seriation typology to date Egyptian pottery.

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 documentation exercise, object study and Dig Diary (final submission) 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 documentation exercise, object study and Dig Diary 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. 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 be marked according to the Macquarie University Plagiarism Policy and the schedule of penalties, including one of the following: reduced mark for the assessment task; required resubmission with reduced maximum mark; issuance of a caution or 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
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

Assessment Tasks

Name	Weighting	Due
Online quiz - Modules 1-5	30%	Weeks 2, 5, 7, 9, 13
Documentation exercise	15%	Friday of Week 5 @ 10pm
Object Study	30%	Friday of Week 10 @ 10pm
"Dig Diary"	25%	Friday of Week 12 @ 10pm

Online quiz - Modules 1-5

Due: **Weeks 2, 5, 7, 9, 13**
Weighting: **30%**

Online quiz for each Module – Answer a series of questions (e.g. multiple choice, true/false) on the video and live lectures. The quiz will go live at **6pm on the Wednesday of the relevant weeks (2, 5, 7, 9, 13) and close at 11.59pm on the Sunday night before the next 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:

- Acquire knowledge of the geography, chronology and significant developments from the Predynastic to New Kingdom periods.
- Acquire knowledge of archaeological data of Egyptian settlements, tombs, temples and associated material culture from the Predynastic to New Kingdom periods from published primary sources.
- Gain a life-long ability to enjoy the study of the archaeology of ancient Egypt and an inability to forget W.M.F. Petrie's seriation typology to date Egyptian pottery.

Documentation exercise

Due: **Friday of Week 5 @ 10pm**
Weighting: **15%**

A very short exercise designed to ensure that students are familiar with the desired mode of presenting evidence and documenting an academic paper. **Word limit: 300 Words. Submit via Turnitin.**

On successful completion you will be able to:

- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.
- Gain a life-long ability to enjoy the study of the archaeology of ancient Egypt and an inability to forget W.M.F. Petrie's seriation typology to date Egyptian pottery.

Object Study

Due: **Friday of Week 10 @ 10pm**
Weighting: **30%**

Short paper on ONE (1) ancient Egyptian artefact from the Macquarie University Museum of Ancient Cultures. There are three artefacts to choose from and can be found on the iLearn site. **Word limit: 1,200 words. Submit via Turnitin.**

On successful completion you will be able to:

- Acquire knowledge of the geography, chronology and significant developments from the Predynastic to New Kingdom periods.
- Acquire knowledge of archaeological data of Egyptian settlements, tombs, temples and

associated material culture from the Predynastic to New Kingdom periods from published primary sources.

- Describe, compare and analyse an ancient Egyptian artefact.
- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.
- Gain a life-long ability to enjoy the study of the archaeology of ancient Egypt and an inability to forget W.M.F. Petrie's seriation typology to date Egyptian pottery.

"Dig Diary"

Due: **Friday of Week 12 @ 10pm**
Weighting: **25%**

Students are required to document their learning and complete a "Dig Diary" in Weeks 2, 3, 4, 6, 7, 8, 9, 11 (8 weeks total) on a directed topic, which will be relevant to either the weekly readings, video lectures or in class activities. **Word Limit:** 100-300 words and/or evidence of completion of relevant activity. **Submission:** Download the template in iLearn for Weeks 2, 3, 4, 6, 8, 9, 11, 12 and submit via the Assignment tool by each Sunday at 10pm. Then submit a final compilation of ALL 8 entries in ONE Word or PDF file by Friday of Week 12 by 10pm via Turnitin.

On successful completion you will be able to:

- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.
- Gain a life-long ability to enjoy the study of the archaeology of ancient Egypt and an inability to forget W.M.F. Petrie's seriation typology to date Egyptian pottery.

Delivery and Resources

KICKSTART

This unit includes a KickStart package, designed to help you get a head start with your studies. Being well prepared can be the key to success, so be sure to take advantage of KickStart and make it work for you.

What is it?

KickStart is a package of resources and activities in iLearn that is specific to studying this unit. Your package may include welcome videos from the Unit Convenor, quizzes (not counting toward your final grade), insights from industry experts and tips from previous students on how to succeed in the unit.

When is it available?

Two weeks before the start of the session, log into iLearn and access the KickStart package.

Please note that the activities in the KickStart package do not count towards the final grade of the unit.

UNIT REQUIREMENTS AND EXPECTATIONS

This unit will be structured following a Flipped classroom model, which describes a reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates.

There are 3 hours of face to face instruction: **A 2 hour seminar and a 1 hour tutorial.**

- 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.
- 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.

iLearn will play a pivotal role throughout the session and it will be your central hub for information and instructions. Each week will be structured as follows:

BEFORE CLASS |

- Watch **video lectures** and take notes in preparation for class and your Module Quizzes;
- Complete short and specialised **readings** in preparation for class;

DURING CLASS |

- Engage with your peers in **small groups and complete the weekly activities** listed on iLearn;

AFTER CLASS |

- Post the content created in class in your **"Dig Diary"** to be submitted at the end of session;
- When prompted at the end of each Module, answer a series of questions on the reading/ video lecture content in an **Online quiz.**

 Students must achieve an overall mark of 50% or above to complete this unit satisfactorily.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

There are no required textbooks for this unit. All reading materials will be provided through the MQ library. However the following texts are recommended:

- Baines J. and Malek, J., *Cultural Atlas of Ancient Egypt* (New York, 2000, rev. edition).
- Cullen, J., *How to Read, Write, and Think about History* (Malden, Oxford ,2013).
- Renfrew, C. and Bahn, P., *Archaeology: Theories, Methods and Practice* (London, 2012).
- Schulz, R. and Seidel, M. (eds), *Egypt. The World of the Pharaohs* (Cologne, 2004). **** Strongly recommended.**
- Shaw, I., *Ancient Egypt: A Very Short Introduction* (Oxford, New York, 2004). **** Strongly recommended.**
- Shaw, I. and Nicholson, P., *The British Museum Dictionary of Ancient Egypt* (London, 2008).
- Wilkinson, R.H. (ed.), *Egyptology Today* (Cambridge, New York, 2008)

All booklets from the Shire Egyptology Series, such as:

- Hall, R., *Egyptian textiles* (Aylesbury, 1989).
- Hope, C., *Egyptian Pottery* (Aylesbury, 2001).
- Nicholson, P*., Egyptian Faience and Glass* (Buckinghamshire, 1993).
- Robins, G., *Egyptian Statues* (Princes Risborough, 2001).
- Stewart, H.M., *Egyptian Shabtis* (Buckinghamshire, 1995).
- Taylor, J.H., *Egyptian Coffins* (Aylesbury, 1989).
- Uphill, E.P., *Egyptian Towns and Cities* (Aylesbury, 1988).

Most of these texts are available for purchase at the Co-Op bookstore (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/

IMPORTANT: All students are required to bring a device to class (mobile phones are not sufficient). If you do not have access to a device, please contact the convenor.

PC and 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	Module	Lecture topic	Tutorial topic	Assessment

1	**Module 1:** **Introduction to Egyptian Archaeology**	What is Egyptian archaeology?	No Tutorial	• Unit guide Online Quiz (not assessable)
2		Ancient Egyptian chronology, geography and society	Introduction to the MAC	• Dig Diary entry • **Module 1** **- Online quiz**
3	**Module 2:** **Predynastic and Early Dynastic Egypt**	Egypt at its Origins: Overview of chronological developments	Introduction to handling artefacts	• Dig Diary entry
4		Daily life - Introduction to Material culture and settlement archaeology	Ancient Egyptian Ceramics	• Dig Diary entry
5		Afterlife - Introduction to Burial customs and beliefs	How to describe an artefact: Applying observation skills	• **Module 2** **- Online Quiz** • **Documentation exercise Due**
6	**Module 3:** **Old Kingdom Egypt**	Pyramids and Tombs	How to analyse an artefact: Locating and using paralells	• Dig Diary entry
MID-SEMESTER BREAK				
7		Settlement archaeology and religion	**NO TUTORIAL**	• **Module 3** **- Online Quiz**
8	**Module 4:** **Middle Kingdom Egypt**	Pyramids and Tombs	Principles of Egyptian art	• Dig Diary entry
9		Settlement archaeology and religion	Methods of Epigraphy and recording	• **Module 4** **- Online Quiz;** • Dig Diary entry
10	**Module 5:** **New Kingdom Egypt**	Daily life	**NO TUTORIAL**	• **Object Study due**
11		Temples	Amulets and Personal Piety	• Dig Diary entry
12		Tombs	Shabtis and Faience	• None
13		Funerary beliefs, mummies and mummification	Curator's Choice Exhibition	• **Module 5** **- Online Quiz**

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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 outcome

- Gain a life-long ability to enjoy the study of the archaeology of ancient Egypt and an inability to forget W.M.F. Petrie's seriation typology to date Egyptian pottery.

Assessment tasks

- Online quiz - Modules 1-5
- Documentation exercise
- Object Study
- "Dig Diary"

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

- Describe, compare and analyse an ancient Egyptian artefact.
- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.
- Gain a life-long ability to enjoy the study of the archaeology of ancient Egypt and an inability to forget W.M.F. Petrie's seriation typology to date Egyptian pottery.

Assessment task

- "Dig Diary"

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 outcomes

- Acquire knowledge of the geography, chronology and significant developments from the Predynastic to New Kingdom periods.
- Acquire knowledge of archaeological data of Egyptian settlements, tombs, temples and associated material culture from the Predynastic to New Kingdom periods from published primary sources.
- Describe, compare and analyse an ancient Egyptian artefact.
- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.
- Gain a life-long ability to enjoy the study of the archaeology of ancient Egypt and an inability to forget W.M.F. Petrie's seriation typology to date Egyptian pottery.

Assessment task

- "Dig Diary"

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 outcomes

- Acquire knowledge of the geography, chronology and significant developments from the Predynastic to New Kingdom periods.
- Acquire knowledge of archaeological data of Egyptian settlements, tombs, temples and associated material culture from the Predynastic to New Kingdom periods from published primary sources.
- Describe, compare and analyse an ancient Egyptian artefact.
- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks

- Online quiz - Modules 1-5
- Documentation exercise
- Object Study

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

- Describe, compare and analyse an ancient Egyptian artefact.
- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.

Assessment tasks

- Online quiz - Modules 1-5

- Documentation exercise
- Object Study
- "Dig Diary"

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

- Describe, compare and analyse an ancient Egyptian artefact.
- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.

Assessment tasks

- Online quiz - Modules 1-5
- Documentation exercise
- Object Study
- "Dig Diary"

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

- Describe, compare and analyse an ancient Egyptian artefact.
- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks

- Online quiz - Modules 1-5

- Documentation exercise
- Object Study
- "Dig Diary"

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 outcomes

- Acquire knowledge of the geography, chronology and significant developments from the Predynastic to New Kingdom periods.
- Acquire knowledge of archaeological data of Egyptian settlements, tombs, temples and associated material culture from the Predynastic to New Kingdom periods from published primary sources.
- Gain a life-long ability to enjoy the study of the archaeology of ancient Egypt and an inability to forget W.M.F. Petrie's seriation typology to date Egyptian pottery.

Assessment tasks

- Documentation exercise
- "Dig Diary"

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

- Acquire knowledge of the geography, chronology and significant developments from the Predynastic to New Kingdom periods.
- Acquire knowledge of archaeological data of Egyptian settlements, tombs, temples and associated material culture from the Predynastic to New Kingdom periods from published primary sources.

- Gain a life-long ability to enjoy the study of the archaeology of ancient Egypt and an inability to forget W.M.F. Petrie's seriation typology to date Egyptian pottery.

Assessment tasks

- Online quiz - Modules 1-5
- Documentation exercise
- Object Study
- "Dig Diary"

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.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 enc

yclopedia 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.

Archéo-Nil du Nil	*Revue de la société pour l'étude des cultures prépharaoniques de la vallée*
ASAE	*Annales du Services des Antiquités de l'Égypte*
AVDAIK Abteilung Kairo	Archäologische Veröffentlichungen, Deutschen Archäologisches Institut
BACE	*Bulletin of the Australian Centre for Egyptology*
BASOR	*Bulletin of the American Schools of Oriental Research*
BES	*Bulletin of the Egyptological Seminar*

BIFAO	*Bulletin de l'Institut Français d'Archéologie Orientale*
Ch.d'Eg.	*Chronique d'Égypte*
DE	*Discussions in Egyptology*
GM	*Göttinger Miszellen*
JARCE	*Journal of the American Research Center in Egypt*
JAOS	*Journal of the American Oriental Society*
JEA	*Journal of Egyptian Archaeology*
JNES	*Journal of Near Eastern Studies*
MDAIK	*Mitteilungen des Deutschen Archäologischen Instituts Abteilung Kairo*
Or.	*Orientalia*
RdE	*Revue d'Égyptologie*
SAGA	*Studien zur Archäologie und Geschichte Altägyptens*
SAK	*Studien zur altägyptischen Kultur*
ZAS	*Zeitschrift für ägyptische Sprache und Altertumskunde*

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Changes since First Published

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