AHIS170

Egyptian Archaeology: An Introduction

S1 Online 2019

Dept of Ancient History

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Disclaimer

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General Information

Unit convenor and teaching staff Unit Convenor, Lecturer and Tutor Dr Alexandra Woods alex.woods@mq.edu.au Contact via Post on iLearn discussion forum or email for private matters Australian Hearing Hub. Level 2. Room 2.654 By appointment only
Credit points 3
Prerequisites
Corequisites
Co-badged status
Unit description This unit explores the development of ancient Egyptian culture from the Predynastic period to the end of Late Antiquity (ca. 5000 BCE to 1000 CE) as reflected in the archaeological record. The themes studied will deal with both funerary and settlement archaeology and isolate key developments in burials, dwellings, religious buildings and objects of daily use. The unit will draw on the experience of extensive fieldwork by Macquarie University staff in Egypt. Students will gain a solid understanding of the geography, chronology and archaeology of the ancient Egyptian culture as well as an understanding of the key problems and controversial areas of interpretation as a basis for further specialised 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 book review 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 and the ePortfolio will be submitted via the 'Assignment' tool on the iLearn unit site.

MARKING RUBRICS

All written assessment tasks 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.

FINAL MARKS

Please note with respect to the marks you receive for work during the session: that the marks given are indicative only; final marks will be determined after moderation. See further the note on Results in the Policies and Procedures section below.

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 unit convenor and/or tutor as early as possible via the dialogue tool.
- 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:

- **Unless a Special Consideration request has been submitted and approved:**
    - (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date;
    - (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. A zero grade will be applied for that task.
    - (c) no late submissions will be accepted for timed assessments – e.g. quizzes, online tests
- 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.

EXTENSION REQUEST PROCEDURE

The granting of extensions is subject to the University's Special Consideration Policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

Disruption to Studies

If you require an extension, you will be required to submit a 'Disruption to Studies' Notification.

Please follow the procedure below:

1. Visit https://ask.mq.edu.au and use your OneID to log in.

2. Select your unit code from the drop down list and fill in your relevant details. Note: A notification needs to be submitted for each unit you believe is affected by the disruption.

3. Click "Submit form".

4. Attach supporting documents by clicking 'Add a note/attachment', click 'browse' and navigating to the files you want to attach, then click 'submit note' to send your notification and supporting documents

5. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process.

Please ensure that supporting documentation is included with your request. Notify your lecturer via your iLearn dialogue box if you are submitting a 'Disruption to Studies' Notification. Your request will be considered once all the documentation has been received. If you have issues, please contact your convenor via the dialogue tool immediately.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online quiz - Modules 1-5	20%	No	Weeks 2, 5, 7, 9, 13
Documentation exercise	20%	No	Tuesday of Week 6 @ 10pm
Object Study	40%	No	Sunday of Week 9 @ 10pm
Active Participation	20%	No	DUE Friday of Week 12 @ 10pm

Online quiz - Modules 1-5

Due: **Weeks 2, 5, 7, 9, 13**
Weighting: **20%**

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 and close at 11.59pm on the Sunday of the relevant weeks (2, 5, 7, 9, 13)**. **Time limit and attempts**: You will have 1 hour for each quiz and have 1 attempt. 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.**

Each quiz is worth 4% of your overall mark/grade.

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: **Tuesday of Week 6 @ 10pm**
Weighting: **20%**

A short exercise designed to ensure that students are familiar with the desired mode of presenting evidence and documenting an academic paper. **Word limit: 500 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: **Sunday of Week 9 @ 10pm**
Weighting: **40%**

Short paper on ONE (1) ancient Egyptian artefact from the Macquarie University Museum of Ancient Cultures. Resources including MAC database entry, 3D scans and archaeological illustrations and further reading will be provided on the iLearn site. **Word limit: 1,000 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.

Active Participation

Due: **DUE Friday of Week 12 @ 10pm**
Weighting: **20%**

Students are required to complete a seminar forum post in weeks 1-12 (12 weeks total) on a topic relevant to the weekly readings, video lectures or activities to form part of their participation mark. Students are expected to read the posts of peers and exchange ideas by posting at least 2 comments and a question to the group. **Word Limit:** 100-300 words. **Submission:** Complete the forum post via the link in each Week section by each **Sunday at 10pm**.

FINAL SUBMISSION: Submit a final compilation of ALL 12 Seminar Forum posts (copy and paste posts with date/time stamp) in ONE Word or PDF file by Friday of Week 12 by 10pm via the Turnitin inbox.

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.
- 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?

One week 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

Weekly schedule

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:

Step 1 | Preparation: Watch weekly video lectures and read key resources;

Step 2 | Activities - Complete key activities related to the learning outcomes;

Step 3 | Engage with your peers - Complete a seminar forum post relevant to the weekly video lectures, readings or activities and engage with your peers by posting comments or responding to questions posed;

Step 4 | Assessment - When prompted add an entry to the unit glossary and/or complete the Online quiz at the end of each Module.

Step 5 | Reflect on the learning experience - write a short reflection on the weekly readings, lecture content or seminar forum discussion in your learning journal.

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 M Q 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/

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	Weekly topic	Assessment
1	**Module 1:** **Introduction to Egyptian Archaeology**	What is Egyptian archaeology?	• Unit guide Online Quiz (non-assessable) • Seminar Forum post
2		Ancient Egyptian chronology, geography and society	• Seminar Forum post • **Module 1 - Online quiz**
3	**Module 2:** **Predynastic and Early Dynastic Egypt**	Egypt at its Origins: Overview of chronological developments	• Seminar Forum post
4		Daily life - Introduction to Material culture and settlement archaeology	• Seminar Forum post
5		Afterlife - Introduction to Burial customs and beliefs	• Seminar Forum post • **Module 2 - Online Quiz**

6	**Module 3:** **Old Kingdom Egypt**	Pyramids and Tombs	• Seminar Forum post • **Documentation exercise Due**
7		Settlement archaeology and religion	• Seminar Forum post • **Module 3 - Online Quiz**
MID-SEMESTER BREAK			
8	**Module 4:** **Middle Kingdom Egypt**	Pyramids and Tombs	• Seminar Forum post
9		Settlement archaeology and religion	• Seminar Forum post • **Module 4 - Online Quiz** • **Object Study due**
10	**Module 5:** **New Kingdom Egypt**	Daily life	• Seminar Forum post
11		Temples	• Seminar Forum post
12		Tombs	• **Seminar Forum post compilation due**
13		Curator's Choice Exhibition	• **Module 5 - Online Quiz**

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the

key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

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

- Active Participation

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

- Active Participation

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

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
- Active Participation

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
- Active Participation

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
- Active Participation

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
- Active Participation

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 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/egyptia

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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	*Revue de la société pour l'étude des cultures prépharaoniques de la vallée du Nil*
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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18/02/2019	Corrected typographic error. 18.02.2019