



AHIS371

Egypt in the Old Kingdom

S1 Day 2019

Dept of Ancient History

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	10
<u>Topic Planner</u>	15

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Georgia Barker

georgia.barker@mq.edu.au

Contact via Via ilearn Dialogue Tool

By appointment

Unit Convenor

Boyo Ockinga

boyo.ockinga@mq.edu.au

Contact via Via email

By appointment

Lecturer and Tutor

Suzanne Eiszele-Evans

suzanne.evans@mq.edu.au

Contact via Via ilearn Dialogue Tool

28 Wallys Walk (X5B) Level 3, Museum of Ancient Cultures

By appointment

Credit points

3

Prerequisites

6cp at 200 level including (AHIS178 or AHIS278 or AHST260)

Corequisites

Co-badged status

Unit description

The unit will examine the archaeological remains of the Egyptian Old Kingdom period from different sites. Art, architecture and material culture from funerary contexts will also be examined. Special emphasis will be given to understanding the administrative system and the daily life of the Egyptians in the period. A study of the important texts of the period in the original language will be undertaken and these include the Westcar Papyrus and the biography of Weni.

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:

Find, analyse and interpret primary and secondary sources and present the information in an oral format.

Work with and respond to the views of staff and other students in the unit in an oral form.

Actively participate in group discussion.

Plan and revise work according to the unit schedule.

Transliterate and translate passages from seen and unseen Old Kingdom texts.

Assess the grammar required for the translation of Egyptian texts appropriate to level of study

Explore and appraise relevant grammatical and lexical reference tools

Employ linguistic metalanguage

Analyse and express your judgement about historical issues in an oral and written form.

Interpret written and archaeological evidence with appreciation and understanding.

General Assessment Information

For the history component, your work will be assessed against:

1. Appropriate use of primary sources and secondary literature
2. Clarity of oral presentation (Presentation and Discussion)
2. Clarity of argument, structure and expression (Essays).

A marking rubric for the Presentation and Essays is provided on iLearn.

For the language component, your work will be assessed against:

1. Accuracy of transliteration of hieroglyphic texts (weekly preparation, Translation Tests)
2. Accuracy of translation (weekly preparation, Translation Tests)
3. Comprehensiveness and accuracy, employing appropriate linguistic metalanguage, of grammatical commentary (weekly preparation, Translation Tests) - a model is provided on the Unit iLearn site.

Students are required to submit all assessment tasks by the specified date. Submission boxes will be set up in iLearn.

Late Penalty Policy

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 - and (b) no assignment will be accepted more than seven (7) days (inc. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments - e.g. quizzes, online tests.

Important notice on 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Presentation, Discussion, Essa</u>	20%	No	Weeks 5-9
<u>In-class Essay</u>	30%	No	Week 12
<u>Class Participation</u>	10%	No	Weeks 3-12
<u>Two Short Translation Tests</u>	20%	No	Weeks 7 and 10
<u>Final Translation Test</u>	20%	No	Week 13

Presentation, Discussion, Essa

Due: **Weeks 5-9**

Weighting: **20%**

In the first lecture, you will be assigned one of the tutorial presentation topics to present to the class in the week assigned. You will give a 20-minute presentation (10%) on your topic followed by 10 minutes of question time. The topics are arranged in a for-and-against format. You will submit a one page written summary with a list of bibliographic references to your tutor and to each student in the class one week prior to your presentation. One week after your presentation you will submit a 1500-word essay (10%) on a specific aspect of the topic.

The **tutorial presentations will start in week 5** and the list of tutorial topics are:

1. Argue for or against: Elite tomb decoration solely served to display the everyday life activities of their tomb owners. (Week 5)
2. Argue for or against: The wives of top officials of the Old Kingdom could hold important official and religious roles in society. (Week 6)
3. Argue for or against: The rise of the solar cult in the 5th Dynasty diminished the power of the king. (Week 7)

4. Argue for or against: Officials of the Old Kingdom only rose to prominent positions if they were members of the royal family. (Week 8)
5. Argue for or against: The adoption of royal funerary practices by the elite towards the end of the Old Kingdom should be understood as a 'democratisation of the afterlife'. (Week 9)

Your essay will essentially follow a similar structure and methods as your presentation, except that it is now in a formal essay format with introduction, body and conclusion as well as references to support your statements.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.
- Plan and revise work according to the unit schedule.
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

In-class Essay

Due: **Week 12**

Weighting: **30%**

The essay questions will relate to the lectures and tutorial discussions on Old Kingdom history and culture held throughout the semester. You will be given a number of pre-circulated questions and be required to write an essay on the one which will be set. Time allowed: **50 minutes**.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Plan and revise work according to the unit schedule.
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

Class Participation

Due: **Weeks 3-12**

Weighting: **10%**

In the language component of the unit, you will be required to prepare the transliteration and translation of the section of text that will be worked on in Weeks 3 - 12, along with notes on

identified points of grammar. You will upload your work to a dropbox on the unit iLearn site. You may be called on in class to contribute to the translation of the texts and their grammatical analysis.

On successful completion you will be able to:

- Actively participate in group discussion.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Assess the grammar required for the translation of Egyptian texts appropriate to level of study
- Explore and appraise relevant grammatical and lexical reference tools
- Employ linguistic metalanguage

Two Short Translation Tests

Due: **Weeks 7 and 10**

Weighting: **20%**

You will be asked to **transliterate and translate** a short passage from the texts studied in class and show knowledge of the grammar of hieroglyphic Egyptian.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Plan and revise work according to the unit schedule.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Assess the grammar required for the translation of Egyptian texts appropriate to level of study
- Explore and appraise relevant grammatical and lexical reference tools
- Employ linguistic metalanguage
- Interpret written and archaeological evidence with appreciation and understanding.

Final Translation Test

Due: **Week 13**

Weighting: **20%**

The final test will be an **unseen** text from the Old Kingdom. You will be asked to **transliterate and translate** a short passage using a dictionary and grammar book, showing knowledge of the grammar of hieroglyphic Egyptian.

On successful completion you will be able to:

- Find, analyse and interpret primary and secondary sources and present the information

in an oral format.

- Plan and revise work according to the unit schedule.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Assess the grammar required for the translation of Egyptian texts appropriate to level of study
- Explore and appraise relevant grammatical and lexical reference tools
- Employ linguistic metalanguage
- Interpret written and archaeological evidence with appreciation and understanding.

Delivery and Resources

Lecture

Time: Wednesday 3-6pm *Location:* 10 Hadenfeld Ave - 212 Tutorial Room

Required and Recommended Texts and/or Materials

There are no required textbooks for the history component of this unit. For the language component, the following are required.

B.G. Ockinga, *A Concise Grammar of Middle Egyptian*, 3rd edition (Mainz am Rhein, 2012).

R.O. Faulkner, *A Concise Dictionary of Middle Egyptian* (Oxford, 1976).

Extensions and Special Considerations

If you anticipate any difficulty in attending class for a scheduled test it is important that you contact us 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 or the opportunity to reschedule the date of a test please request it before the deadline, and only request the extension if you face serious crises that can be documented in some way (e.g. with a medical certificate). 'Getting behind with your work' or 'I ran out of time' are not excuses. If you miss a class test due to illness or a serious crisis that can be documented, you can re-schedule and sit the test at a later time. Please see us as soon as possible to organise a time and place to sit a supplementary test.

Special Consideration Policy <https://students.mq.edu.au/study/my-study-program/special-consideration>

Unit Webpage and Technology Used and Required

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

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	Lecture	Assessment
1	<ul style="list-style-type: none"> General Introduction Old Kingdom Texts (B. Ockinga) 	None
2	<ul style="list-style-type: none"> Development of Royal Architecture (S. Eiszale-Evans) Old Kingdom Texts (B. Ockinga) 	None
3	<ul style="list-style-type: none"> Decoration of Royal Complexes (S. Eiszale-Evans) Old Kingdom Texts (B. Ockinga) 	None
4	<ul style="list-style-type: none"> Development of Elite Tomb Architecture (S. Eiszale-Evans) Old Kingdom Texts (B. Ockinga) 	None
5	<ul style="list-style-type: none"> Decoration of Elite Tombs (S. Eiszale-Evans) Old Kingdom Texts (B. Ockinga) 	Presentation 1
6	<ul style="list-style-type: none"> Decoration of the Burial Chamber (G. Barker) Old Kingdom Texts (B. Ockinga) 	Presentation 2
7	<ul style="list-style-type: none"> Mereruka and King Teti (G. Barker) Old Kingdom Texts (B. Ockinga) 	Short Translation Test 1 Presentation 3
Mid-semester Break		
8	<ul style="list-style-type: none"> Conspiracy in the Egyptian Palace (G. Barker) Old Kingdom Texts (B. Ockinga) 	Presentation 4
9	<ul style="list-style-type: none"> Two Old Kingdom Officials: Weni and Djau (G. Barker) Old Kingdom Texts (B. Ockinga) 	Presentation 5
10	<ul style="list-style-type: none"> The Rise of the Provincial Governor (G. Barker) Old Kingdom Texts (B. Ockinga) 	Short Translation Test 2
11	<ul style="list-style-type: none"> The Fall of the Old Kingdom (G. Barker) Old Kingdom Texts (B. Ockinga) 	
12	<ul style="list-style-type: none"> Old Kingdom Texts (B. Ockinga) 	In-class Essay
13	<ul style="list-style-type: none"> Final Translation Test 	Final Translation Test

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) (<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) (<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) (<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 outcomes

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.
- Analyse and express your judgement about historical issues in an oral and written form.

Assessment tasks

- Presentation, Discussion, Essa
- In-class 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 interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.
- Analyse and express your judgement about historical issues in an oral and written form.

Assessment task

- Presentation, Discussion, Essa

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

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Plan and revise work according to the unit schedule.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Assess the grammar required for the translation of Egyptian texts appropriate to level of study
- Explore and appraise relevant grammatical and lexical reference tools
- Employ linguistic metalanguage
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

Assessment tasks

- Presentation, Discussion, Essa

- In-class Essay
- Class Participation
- Two Short Translation Tests
- Final Translation Test

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

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Plan and revise work according to the unit schedule.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Assess the grammar required for the translation of Egyptian texts appropriate to level of study
- Explore and appraise relevant grammatical and lexical reference tools
- Employ linguistic metalanguage
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

Assessment tasks

- Presentation, Discussion, Essay
- In-class Essay
- Class Participation
- Two Short Translation Tests
- Final Translation Test

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

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Plan and revise work according to the unit schedule.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.
- Assess the grammar required for the translation of Egyptian texts appropriate to level of study
- Explore and appraise relevant grammatical and lexical reference tools
- Employ linguistic metalanguage
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

Assessment tasks

- Presentation, Discussion, Essa
- In-class Essay
- Class Participation
- Two Short Translation Tests
- Final Translation Test

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

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Plan and revise work according to the unit schedule.
- Transliterate and translate passages from seen and unseen Old Kingdom texts.

- Assess the grammar required for the translation of Egyptian texts appropriate to level of study
- Explore and appraise relevant grammatical and lexical reference tools
- Employ linguistic metalanguage
- Analyse and express your judgement about historical issues in an oral and written form.
- Interpret written and archaeological evidence with appreciation and understanding.

Assessment tasks

- Presentation, Discussion, Essa
- In-class Essay
- Two Short Translation Tests
- Final Translation Test

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 interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.
- Analyse and express your judgement about historical issues in an oral and written form.

Assessment tasks

- Presentation, Discussion, Essa
- Class 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

- Find, analyse and interpret primary and secondary sources and present the information in an oral format.
- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.

Assessment task

- Presentation, Discussion, Essa

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

- Work with and respond to the views of staff and other students in the unit in an oral form.
- Actively participate in group discussion.

Assessment task

- Presentation, Discussion, Essa

Topic Planner

WEEK 1

Lecture: General Introduction

Tutorial: Allocation of presentation topics

Tasks:

The first tutorial will be a general introduction to the tutorial structure and readings for this unit, an outline of the sources you should be using in your research as well as some general advice on presentation style.

For this week I would like you to get to know the types of online resources available for the Old Kingdom. The internet is a useful source of information, however please be careful of the sorts of sites you use and reference. Think carefully about whether the information you have used is reliable and I would generally stick to sites that are attached to an institution or a museum such as the Giza Archives Project from the Museum of Fine Arts, Boston. For this week's task please look up the following archival sites listed below:

- AEB (Annual Egyptological Bibliography- see the Reference desk in the MQ library) www.aebnet.nl
- ETANA (Electronic Tools and Ancient Near Eastern Archives) www.etana.org
- The EEF Guide to Online resources for Ancient Egyptian Texts
<http://www.geocities.com/TimesSquare/Alley/4482/EEFtexts.html> MFA
- Boston – The Giza Archives Project www.gizapyramids.org/code/emuseum.asp

Readings:

The second task for the week involves going to the Macquarie University library and locating these works in the Reference or the Ready Reference section. Please have a browse through these books to see how useful they are for your tutorial presentation:

- B. Porter, R. Moss, *Topographical Bibliography of Ancient Egyptian Hieroglyphic Texts, Reliefs and Paintings*, 8 vols. (Oxford, 1927-1952; second edition, J. Málek, 1960).
- W. Helck, W. Westendorff, *Lexikon der Ägyptologie*, 7 vols (Wiesbaden, 1972).
- D. Redford, (ed), *The Oxford Encyclopaedia of Ancient Egypt*, (Oxford, 2001).

WEEK 2

Lecture: Development of Royal Architecture: Dynasties 1-6

Translation: Old Kingdom Text

Tasks:

This week visit a few museum/university websites and have a look through the collection for Old Kingdom artefacts:

- Louvre Museum www.louvre.fr/llv/commun/home.jsp
- Metropolitan Museum of Art, New York www.metmuseum.org
- Ashmolean Museum of Art and Archaeology www.ashmol.ox.ac.uk also the Griffith Institute www.ashmol.ox.ac.uk/Griffith
- Petrie Museum of Egyptian Archaeology www.petrie.ucl.ac.uk
- University of Halle – Lepsius Project <http://edoc3.bibliothek.uni-halle.de/lepsius/>

Reference Works:

This week I would like you to read brief outlines of the Old Kingdom in:

- D. Redford, (ed) *The Oxford Encyclopaedia of Ancient Egypt*, (Oxford, 2001), 585-605.
- B. G. Trigger, B. J. Kemp, D. O'Connor, A. B. Lloyd, *Ancient Egypt: A Social History* (Cambridge, 1983), 71-112.
- M. Lehner, *The Complete Pyramids*, (London, 1997), 72-137.

- M. Verner, *The Pyramids : The mystery, culture and science of Egypt's great monuments* / translated from the German by Steven Rendall, (New York, 2001), 174-234.

WEEK 3

Lecture: Decoration of Royal Complexes: Dynasties 1-6

Translation: Old Kingdom text

Reference Works:

- E. Edel and S. Wenig, *Die Jahreszeitenreliefs aus dem Sonnenheiligtum des Königs Ne-user-re* (Berlin, 1974).
- H. Frankfort, *Kingship and the Gods: A Study of Ancient Near Eastern Religion as the Integration of Society and Nature* (Chicago, 1948).
- D. O'Connor and D. P. Silverman, *Ancient Egyptian Kingship* (Leiden, 1995).
- H. Goedicke, *Die Stellung des Königs im Alten Reich* (Wiesbaden, 1960).
- G. Jéquier, *Le monument funéraire de Pepi II*, 3 vols (Cairo, 1936-40).
- B. E. Shafer, (ed.) *Temples of Ancient Egypt*, (London, 2005), 31-63.
- M. Verner, *The Pyramids: The Mystery, Culture and Science of Egypt's Great Monuments*, translated from the German by Steven Rendall (New York, 2001), 174-234.

WEEK 4

Lecture: Development of Elite Tomb Architecture: Dynasties 1-6

Translation: Old Kingdom Text

Reference Works:

- A. Dodson, S. Ikram, *The Tomb in Ancient Egypt* (London, 2008), 78-124.
- N. Kanawati, *The Tomb and Beyond: Burial Customs of Egyptian Officials* (Warminster, 2001).
- W. S. Smith, *Art and Architecture of Ancient Egypt*, 3rd edition, (New Haven, 1998).
- G. A. Reisner, *A History of the Giza Necropolis I* (Cambridge, Mass., 1942).

WEEK 5

Lecture: Decoration of Elite Tombs: Dynasties 1-6.

Translation: Old Kingdom text

Tutorial Topic 1: Elite tomb decoration solely served to display the everyday life activities of their tomb owners.

Reference Works:

- A. McFarlane and A.-L. Mourad (eds), *Behind the Scenes: Daily Life in Old Kingdom Egypt* (Oxford, 2014).
- Y. Harpur, *Decoration in Egyptian Tombs of the Old Kingdom: Studies in Orientation and Scene Content* (London, 1987).
- N. Kanawati, *The Tomb and Beyond: Burial Customs of Egyptian Officials* (Warminster: c2001).
- N. Kanawati et al., *Mereruka and His Family, Parts I-III* (Oxford, 2004-2011).
- I. Shaw and P. Nicholson, *The British Museum Dictionary of Ancient Egypt* (London, 2002), 10-11.
- W. S. Smith, *A History of Egyptian Sculpture and Painting in the Old Kingdom* (New York, 1978).

WEEK 6

Lecture: Decoration of the Burial Chamber

Translation: Old Kingdom Text

Tutorial Topic 2: The wives of top officials of the Old Kingdom could hold important official and religious roles in society.

Reference Works:

- A.O. Bolshakov, *Man and his Double in Egyptian Ideology of the Old Kingdom* (Wiesbaden, 1997).
- K. Daoud, 'Animate Decoration and Burial Chambers of Private Tombs during the Old Kingdom: New Evidence from the tomb of Kairer at Saqqara', *Travaux de la Maison de l'Orient et de la Méditerranée* 40.1, (2005), 107-127.
- N. Kanawati, 'Polygamy in the Old Kingdom of Egypt?', *SAK* 4 (1976), 149-160.
- N. Kanawati, *Decorated Burial Chambers of the Old Kingdom* (Cairo, 2010).
- K. McCorquodale, *Representations of the Family in the Egyptian Old Kingdom* (Oxford, 2013).
- G. Robins, *Women in Ancient Egypt* (Harvard, 1993).
- W. K. Simpson, 'Polygamy in Egypt in the Middle Kingdom', *JEA* 60 (1974), 100-105.
- A.M.J. Tooley, *Egyptian Models and Scenes* (Princes Risborough, 1995).

WEEK 7

Lecture: Mereruka and King Teti

Translation: Old Kingdom Text

Tutorial Topic 3: The rise of the solar cult in the 5th Dynasty diminished the power of the king.

Reference Works:

- P. Duell, *The Mastaba of Mereruka*, 2 vols (Chicago, 1938).
- N. Kanawati, *Mereruka and King Teti: The Power Behind the Throne* (Cairo, 2007).
- N. Kanawati, *Mereruka and His Family*, Parts 1-3 (Oxford, 2004- 2011).
- S. Quirke, *The Cult of Ra: Sun-worship in Ancient Egypt* (London, 2001).
- B. E. Shafer, (ed.) *Temples of Ancient Egypt*, (London, 2005).
- R. Shalomi-Hen, 'The dawn of Osiris and the dusk of the sun-temples: religious history at the end of the Fifth Dynasty', in P. der Manuelian and T. Schneider (eds), *Towards a New History for the Egyptian Old Kingdom: Perspectives on the Pyramid Age* (Leiden, 2015), 456-469.

WEEK 8

Lecture: Conspiracy in the Egyptian Palace

Translation: Old Kingdom Text

Tutorial Topic 4: Officials of the Old Kingdom only rose to prominent positions if they were members of the royal family.

Reference Works:

- K. Baer, *Rank and Title in the Old Kingdom* (Chicago, 1960).
- H. Junker, *Giza*, vol. 5.: *Die Mastaba des Snb und die umliegenden Gräber* (Vienna and Leipzig, 1941).
- N. Kanawati, *Governmental Reforms in Old Kingdom Egypt* (Warminster, 1980).
- N. Kanawati, *Conspiracies in the Egyptian Palace: Unis to Pepy I* (London, 2003) 138-157.
- N. Kanawati, *Mereruka and King Teti: The Power Behind the Throne* (Cairo, 2007), 13-27.
- N.C. Strudwick, *Administration of Egypt in the Old Kingdom* (London, 1985).

WEEK 9

Lecture: Two Old Kingdom Officials: Weni and Djau

Translation: Old Kingdom Text

Tutorial Topic 5: The adoption of royal funerary practices by the elite towards the end of the Old Kingdom should be understood as a 'democratisation of the afterlife'.

Reference Works:

- J.P. Allen, *The Ancient Egyptian Pyramid Texts* (Atlanta 2005).
- C.J. Eyre, 'Weni's Career and Old Kingdom Historiography', in C.J. Eyre, A. Leahy and L. Montagno Leahy (eds.), *The Unbroken Reed* (London, 1994), pp. 107-124.
- R. O. Faulkner (trans.), *The Ancient Egyptian Pyramid Texts* (Oxford, 1969).
- H. M. Hays, 'The death of the democratisation of the afterlife', in N. Strudwick and H. Strudwick (eds), *Old Kingdom. New Perspectives: Egyptian Art and Archaeology 2750-2150 BC* (Oxford, 2011), 115-130.
- E. Hornung, *Conceptions of God in Ancient Egypt: The One and the Many* (trans. J. Baines, London and New York, 1982).
- N. Kanawati, *Deir el-Gebrawi. Volume III: The Southern Cliff* (Oxford, 2013).
- M. Lichtheim, *Ancient Egyptian Literature, vol. 1, The Old and Middle Kingdoms* (Berkeley, 1975).
- J. Richards, 'Text and Context in late Old Kingdom Egypt: The Archaeology and Historiography of Weni the Elder', *JARCE* 39, (2002), 75-102.
- N.C. Strudwick, *Texts from the Pyramid Age* (Atlanta, 2005).

WEEK 10

Lecture: The Rise of the Provincial Governor

Translation: Old Kingdom Text

Reference Works:

- K. Baer, *Rank and Title in the Old Kingdom* (Chicago, 1960).
- N. Kanawati, *Governmental Reforms in Old Kingdom Egypt* (Warminster, 1980).
- N. Kanawati & J. Swinton, *Egypt in the Sixth Dynasty: Challenges and Responses* (Wallasey, 2018).
- N.C. Strudwick, *Administration of Egypt in the Old Kingdom* (London, 1985).

WEEK 11

Lecture: The Fall of the Old Kingdom

Translation: Old Kingdom Text

Reference Works:

- K. Baer, *Rank and Title in the Old Kingdom* (Chicago, 1960).
- M. Baud, *Famille royale et pouvoir sous l'Ancien Empire égyptien*, 2 vols. (IFAO, 2nd edn. Cairo, 2005).
- H. Goedicke, 'The Death of Pepy II-Neferkare', *SAK* 15, (1988), 111-121.
- F. Hassan, 'Droughts, Famine and the Collapse of the Old Kingdom', in Z. Hawass and J. Richards (eds.), *The Archaeology and Art of Ancient Egypt* (Cairo, 2007), pp. 357-377.
- N. Kanawati, *Governmental Reforms in Old Kingdom Egypt* (Warminster, 1980).
- M. Lichtheim, *Ancient Egyptian Literature, vol. 1, The Old and Middle Kingdoms* (Berkeley, 1975).

WEEK 12

Translation: Old Kingdom Text