AHIS371

Egypt in the Old Kingdom

S1 Day 2014

Ancient History

Contents

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General Information

Unit convenor and teaching staff
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W6A 540

Unit Convenor
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W6A 535
Wednesday 5-6pm

Lecturer
Joyce Swinton
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Credit points
3

Prerequisites
6cp at 200 level including (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

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

Name	Weighting	Due
Final translation test	25%	Week 11
Presentation and essay	20%	Weeks 4-11
Attendance and participation	5%	Weekly
Translation tests	25%	Weeks 6 & 9
In class essay	25%	Week 10

Final translation test

Due: **Week 11**
Weighting: **25%**

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

On successful completion you will be able to:

• Plan and revise work according to the unit schedule
• Transliterate and translate passages from seen and unseen Old Kingdom texts

Presentation and essay

Due: **Weeks 4-11**
Weighting: **20%**

In the first lecture you will be assigned one of the planned tutorial topics to present to the class in a specific session and submit in an essay format. We aim to have one student presentation per session that will last for **30 minutes** and allow for 20 minutes of discussion and question time. *Each presenter is asked to submit in the class copies of a one page written summary with a list of references used to your tutor and to each student one week before your presentation*.

You must submit your essay in the week *following* the presentation.

Length of essay: 1000 words

The **tutorial presentations will start in week 4** and the list of tutorial topics to be presented as are follows:

1. Discuss the main architectural features of the Great Pyramid of Khufu and current theories on how it was constructed (Week 3)

2. Describe the main architectural features of the Sun Temple of Niuserre and their significance for the sun cult. (Week 4)

3. To what extent did the environmental characteristics of Egypt influence the decoration of tombs? Discuss one artistic theme in detail. (Week 5)

4. What are the main features of the Pyramid Texts and what was the purpose of including them in royal burial chambers? (Week 6)

5. Describe the architectural, decorative and inscriptional elements of the tomb of Mereruka in the Teti cemetery. What do these features tell us about the life and status of the tomb owner? (Week 7)

6. The tombs of the officials buried in the Wenis and Teti cemeteries suggest that the transition from the Fifth to the Sixth Dynasty was troubled. Discuss. (Week 8)

7. Study the autobiography of Harkhuf of Aswan. To what extent can this autobiography add to our understanding of the period? (Week 9)

8. Discuss the validity of dating Old Kingdom tombs using architectural, artistic and inscriptional evidence. Use this evidence to date one selected tomb from Giza. (Week 10)

9. What do the 'Instructions of Ptahhotep' tell us about the moral values of Old Kingdom Egypt? Discuss with special emphasis on the status of women during this period. (Week 11)

Your essay will essentially follow a similar structure and methods as your presentation, simply in a written format with introduction, body and conclusion and references to support your statements.

Final checks to be made before submitting your essay:

- that the pages are numbered and in the correct order;

- that you have written the actual word-length in your essay on the coversheet;

- that you have a copy of your assessment tasks;

- that you have attached a signed copy of the Faculty of Arts essay coversheet after having read the information on the reverse side. Copies of the cover sheet may be found on the ground floor of W6A or online at http://www.anchist.mq.edu.au/teaching.html.

- Your signature is essential to verify that it is entirely your own work. The University defines plagiarism in its rules: 'Plagiarism involves using the work of another person and presenting it as one's own' and it carries significant penalties. Information about plagiarism can be found in the *Handbook of Undergraduate Studies* and at: http//www.student.mq.edu.au/plagiarism.

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

Attendance and participation

Due: **Weekly**
Weighting: **5%**

Your tutor will look for evidence that you are sufficiently well-informed to contribute to discussions on topics presented and that you are able to express the concepts from this data in verbal form.

On successful completion you will be able to:
- 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

Translation tests

Due: **Weeks 6 & 9**
Weighting: **25%**

The hieroglyphic texts to be translated in each class are included at the back of this unit outline. You will be asked to **transliterate and translate** a short passage from these texts and show knowledge of the grammar of Egyptian hieroglyphs.

On successful completion you will be able to:

- Plan and revise work according to the unit schedule
- Transliterate and translate passages from seen and unseen Old Kingdom texts

In class essay

Due: **Week 10**
Weighting: **25%**

The questions will relate to the presentations and discussions on Old Kingdom history and culture. You will be asked to write one essay within **50 minutes**.

On successful completion you will be able to:

- 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

Delivery and Resources

Delivery

Evening Class

Lecture   Thursday 3-6pm

Location W5C 310

Resources

There are **no required textbooks** for this unit.

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.

Completion of Unit

To complete the unit satisfactorily, you will need to achieve an overall mark worth

50% or above.

Extensions and Special Consideration

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 re-schedule 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.

Without documentation (e.g. medical certificate), a penalty of 2% per day(including weekends) will be applied.

Special Consideration Policy

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Applying for Special Consideration

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The online Special Consideration application is found at: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration.

Unit Schedule

Wk	Date	Lecture	Tutorial	Assessment
1	Thursday 06.03.2014	General introduction (N. Kanawati)	Allocation of presentation topics	None
2	Thursday 13.03.2014	- Kingship: Royal architecture, Dynasty 3-6 (J. Swinton) - Old Kingdom Texts (N. Kanawati)	No tutorials	None

3	Thursday 20.03.2014	- Kingship: Archaeology and ideology, Dynasty 3 to 6 (J. Swinton) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 1	Presentation 1
4	Thursday 27.03.2014	- Architecture of tombs of the elite officials and afterlife beliefs, Dynasty 4 to 6 (J. Swinton) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 2	Presentation 2
5	Thursday 03.04.2014	- Decorative program of tombs of the elite officials, Dynasty 4 to 6 (J. Swinton) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 3	Presentation 3
6	Thursday 10.04.2014	- Development of the administration in the Old Kingdom Egypt, Dynasty 4 to 6 (J. Swinton) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 4	**Test I** Presentation 4
Mid-semester Break (12.04.2014 – 27.04.2014)				
7	Thursday 01.05.2014	- Westcar Papyrus and the transition from Dynasty 4 to 5 (N. Kanawati) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 5	Presentation 5
8	Thursday 08.05.2014	- Mereruka and Teti's succession to the throne (N. Kanawati) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 6	Presentation 6
9	Thursday 15.05.2014	- Conspiracies in the Egyptian palace during the early 6th Dynasty (N. Kanawati) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 7	**Test II** Presentation 7

10	Thursday 22.05.2014	- The cattle count and dating in Old Kingdom Egypt (N. Kanawati) - Old Kingdom Texts (N. Kanawati)	Tutorial topic 8	**Essay** Presentation 8
11	Thursday 29.05.2014	- The distinguished career of an Old Kingdom official: Weni (N. Kanawati) -- Old Kingdom Texts (N. Kanawati)	Tutorial topic 9	**Final Test** Presentation 9
12	Thursday 05.06.2014	- The reign of Pepy II and the fall of the Old Kingdom (N. Kanawati) - Old Kingdom Texts (N. Kanawati)	None	None
13	Thursday 12.06.2014	Classes will be held if necessary	None	None

Policies and Procedures

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

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

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

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

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

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

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

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

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

Learning Skills

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

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

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

Student Enquiries

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

IT Help

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

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

Graduate Capabilities

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

- Plan and revise work according to the unit schedule

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

- 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

- Final translation test

- Presentation and essay

- Attendance and participation

- Translation tests

- In class essay

Commitment to Continuous Learning

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

This graduate capability is supported by:

Learning outcomes

- 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

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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
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- Attendance and participation
- Translation tests
- In class essay

Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- 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
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- In class essay

Problem Solving and Research Capability

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

This graduate capability is supported by:

Learning outcomes

- 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

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

Assessment tasks

- Final translation test

- Presentation and essay

- Translation tests

- In class essay

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

- Actively participate in group discussion

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

Assessment tasks

- Presentation and essay

- Attendance and participation

- In class essay

Effective Communication

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

This graduate capability is supported by:

Learning outcomes

- Find, analyse and 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 and essay

- Attendance and 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

- 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 and essay

- Attendance and 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

- 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 and essay

- Attendance and participation

Bibiographical Resources

Referencing in Ancient History

On the day of your presentation you should hand in to your tutor a bibliography (list of books, articles and websites you used in your research). Please present these according to the Essay Presentation Guide, which can be downloaded from the Ancient History website:

http://mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_ancient_history/teaching_materials/.

If for some reason you have to submit any work in an essay format you must also attach a Faculty of Arts cover sheet (available from the above website or on level 1 of W6A) saying you have not *plagiarised* material. Your bibliography should also be presented according to the Style Guide that can be found on the website listed above. You can include images if you think it is helpful to make a point clear, but again make sure you provide a bibliographic reference, with the page/plate number, for all the images you use.

Resources for Study

The study of Egyptian wall paintings is well supported by both the Macquarie Library and by materials available via the web.

Macquarie Library

The Macquarie Library (www.lib.mq.edu.au) has a large collection of books about Old Kingdom Egypt, as well as a comprehensive range of tomb reports, which are available on the main shelves and may be borrowed. Furthermore, the Library also holds an extensive collection of books, journals and reprints that were originally owned by the Egyptologist, Helmut Brunner. The Brunner collection is contained in the Library to which only MA and PhD students have access. Materials cannot be removed from the room (although see below); however, students may pay for sections of relevant books and articles to be photocopied by Library staff.

Journals

The following journals (available from the Macquarie Library) contain tomb reports and detailed comments about Old Kingdom Egypt:

- *Bulletin de l'Institut Français d'Archéologie Orientale* (BIFAO)
- *Bulletin of the Australian Centre for Egyptology* (BACE)
- *Bulletin of the Egyptological Seminar* (BES)
- *Chronique d''Egypte* (Cd'É)
- *Discussions in Egyptology* (DE)
- *Göttinger Miszellen* (GM)
- *Journal of Egyptian Archaeology* (JEA)
- *Journal of Near Eastern Studies* (JNES)
- *Journal of the American Research Center in Egypt* (JARCE)
- *Mitteilungen des Deutschen Archäologischen Instituts, Abteilung Kairo* (MDAIK)
- *Studien zur Altägyptischen Kultur* (SAK)

Note that the *JStor* database (http://www.jstor.org/) can be accessed through the Macquarie Library website and contains the full-text of articles from the *Journal of Egyptian Archaeology* (1914-2001) and the *Journal of Near Eastern Studies* (1942-2002), as well as many other relevant serials. The database *Expanded Academic ASAP* has a number of useful articles.

Most of the papers in *BIFAO* (http://www.ifao.egnet.net/bifao/) are available online, while the abstracts of papers in *SAK* (http://www.uni-hamburg.de/Wiss/FB/09/ArchaeoI/Aegypto/sak/sak.htm) and the contents tables for *GM* (http://www.aegyptologie.uni-goettingen.de/*GM*/en/*GM*.htm) are also accessible.

For a list of journal abbreviations used in Egyptology, see

http://www.geocities.com/TimesSquare/Alley/4482/AHmag.html

Inter-Library Loan

Masters students may obtain books and journal articles that are not held in the Macquarie Library by ordering them through the Document Supply (inter-library loan) service. Please check the Library website for information.

Online Materials and Resources

Books and Site Reports

- *Brunner electronic books*: A number of the tomb reports that are contained in the Brunner collection have been scanned and are available for download. When you search the Library catalogue, you will notice that some titles list their location as 'Electronic source'. When you access these records, you will be able to download and save both the text and the plates from entire volumes.

- *Australian Centre for Egyptology tomb reports*: A small number of *ACE* reports have been saved in PDF form and can be obtained directly from the Centre's website (http://www.egyptology.mq.edu.au/resourcematerial.htm). Note that you can also purchase *ACE* tomb reports from the Australian Centre for Egyptology office in W6A 531.

- *Lepsius Denkmäler*: All 5 volumes of Richard Lepsius' (1897-1913) work, *Denkmäler aus Aegypten und Aethiopien*, are now available online at http://edoc3.bibliothek.unihalle.de/lepsius/. This is a very important source for the study of Egyptian art as it records many tomb scenes that have since been destroyed.

- G*iza Archives Project*: Every book and article by the members of the Harvard University–Boston Museum of Fine Arts Expedition (George Reisner, William Stevenson Smith, Dows Dunham, etc.), as well as all Egyptian and Nubian articles published in the *Bulletin of the Museum of Fine Arts, Boston (BMFA)* are available as PDFs on the Giza Archives Project website http://www.gizapyramids.org/code/emuseum.asp?newpage=library. The site also includes PDFs of all 7 volumes of the *Giza Mastabas* Series.

Other electronic book collections that include Egyptology titles include:

- *Digitalisierte Literatur zur Ägyptologie* (University of Heidelberg: http://www.ub.uniheidelberg.de/helios/fachinfo/www/aegypt/online.htm)

- *Etana* (Electronic Tools and Near Eastern Archives: http://www.etana.org/coretexts.shtml)

- *Electronic Open Stacks* (University of Chicago: http://www.lib.uchicago.edu/eos/html/page.form.html)

- *General* *search engines*: A search through Google Scholar (http://scholar.google.com.au/) can yield a surprising number of relevant citations and articles. Google Books (http://books.google.com.au/) also offers a limited number of general titles about Egyptian art.

General Egyptology websites that provide many useful links include:

- Online Resources for Egyptology (http://www.sefkhet.net/Oxford-Net-Res.html)
- *Out-of-print* *Egyptology books and tomb reports* are sold on CD by Yare Egyptology at http://www.yare-egyptology.freeola.org/YE/index.php at an average price per volume: $23AUD.

Selected Bibliography on the Old Kingdom

This selected bibliography compiles the main archaeological site reports, dictionaries, journal abbreviations and other books useful for the study of the Old Kingdom. However, you will need to locate and use individual journal articles and book chapters that are not listed here.

Abu-Baker, *Excavations at Giza 1949-1950*: A. M. Abu-Baker, *Excavations at Giza 1949-1950*, (Cairo, 1953).

Abusir and Saqqara: M. Bárta – J. Krejci (eds.), *Abusir and Saqqara in the Year 2000*, (Prague, 2000).

Allen, *The Ancient Egyptian Pyramid Texts*: J. P. Allen, *The Ancient Egyptian Pyramid Texts*, P. der Manuelian (ed.), (Society of Biblical Literature, Writings from the Ancient World 23, Atlanta, 2005).

Altenmüller, *Mehu*: H. Altenmüller, *Die Wanddarstellungen im Grab des Mehu in Saqqara*, (Mainz/Rhein, 1998).

AJA: *American Journal of Archaeology.*

Arnold – Bourriau, *Egyptian Pottery*: D. Arnold – J. Bourriau, *An Introduction to Ancient Egyptian Pottery* (Mainz, 1993).

L'art de l'Ancien Empire égyptien: C. Ziegler (ed.), *L'art de l'Ancien Empire égyptien*, (Paris, 1999).

***ASAE*:** *Annales du Service des Antiquités de l'Égypte*.

***BACE*:** *Bulletin of the Australian Centre for Egyptology*.

Badawy, *Iteti*: A. Badawy, *The Tombs of Iteti, Sekhemankh-Ptah, and Kaemnofert at Giza,* (Berkley, 1976).

Badawy, *Nyhetep-Ptah*: A. Badawy, *The Tomb of Nyhetep-Ptah at Giza and the Tomb of Ankhmaahor at Saqqara,* (California, 1978).

Baer, *Rank and Title*: K. Baer, *Rank and Title in the Old Kingdom*: *The Structure of the Egyptian Administration in the Fifth and Sixth Dynasties*, (Chicago, 1960).

Barta, *Altäyptischen Opferformel*: W. Barta, *Aufbau und Bedeutung der altägyptischen Opferformel,* (Glückstadt, 1968).

Barta, *Opferliste*: W. Barta, *Die altägyptische Opferliste von der Frühzeit bis zur grichisch-römischen Epoche*, (Berlin, 1963).

Barta, *Abusir, I:* M. Barta, *The Cemeteries at Abusir South*, I, (Prague, 2001).

Baud, *Famille Royale*: M. Baud, *Famille royale et pouvoir sous l'Ancien Empire égyptien*, 2 vols. (IFAO, 2nd edn. Cairo, 2005).

BIFAO: *Bulletin de l'Institut Français d'Archéologie Orientale.*

von Bissing, *Gem-ni-kai*: F. W. von Bissing, *Die Mastaba des Gem-ni-kai*, 2 vols. (Berlin, 1905-1911).

Blackman, *Meir*: A. W. Blackman, *The Rock Cut Tombs of Meir,* 6 vols. (ASE 22, London, 1914).

BMFA: *Bulletin of the Museum of Fine Arts, Boston.*

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Weeks, *Cemetery G6000*: K. R. Weeks, *Mastabas of Cemetery G6000: G 6010 (Neferbauptah); G6020 (Iymery); G 6030 (Ity); G 6040 (Shepseskafankh)*, (Giza Mastabas V, Boston, 1994).

Wild, *Ti, II*: H. Wild, *Le Tombeau de Ti*: *Fascicle II*: *Le Chapelle*, (Cairo, 1953).

Wilkinson, *Reading Egyptian Art*: R. H. Wilkinson, *Reading Egyptian Art*: *A Hieroglyphic Guide to Ancient Egyptian Painting and Sculpture*, (London, 1992).

Wresinski, *Atlas*: W. Wresinski, *Atlas zur altägyptischen Kulturgeschichte*, 3 vols., (Leipzig, 1923-1936).

ZÄS: *Zeitschrift für ägyptische Sprache und Altertumskunde.*

Ziegler, *Akhethetep*: C. Ziegler, *Le mastaba d'Akhethetep*: *Une Chapelle funéraire de l'Ancien Empire*, (Paris, 1993).

Ziegler, *Catalogue du stèles*: C. Ziegler, *Catalogue des steles, peintures et reliefs égyptiens de l'Ancien Empire et de la Première Période Intermédiaire vers 2686-2040 avant J.-C.*, (Paris,1990).

Tips for Presentation and Essay

Structure

Your presentation should be **30 minutes in length to allow for 20 mins of discussion and questions.** You can prepare your presentation using either overhead transparencies or PowerPoint (have your file ready on a CD or USB device). Visual tools are very helpful to make a point clear, just make sure you provide a reference, including the plate number, for all the images you use in the presentation.

When you prepare your presentation bear in mind the following points:

1. **Structure** your presentation just like an essay with an introduction, body and conclusion.

   • Your **introduction** should include:

   1. A basic outline of your topic
   2. The areas which you will include or exclude (perhaps due to lack of time)
   3. Your time frame (e.g. restricting your study to the 4th to 6th Dynasties)
   4. Picking out 3 or 4 key issues which you will discuss
   5. Giving us *'sign posts'* on how you will present your argument (e.g. 'The first point I will discuss is'…. 'The second point' … etc)

- The **body** of your presentation should follow the structure outlined in your introduction and don't forget to refer to those '*sign posts'* (e.g. 'The first topic for discussion is …'. This makes it SO much easier for the rest of the class, as we know exactly where we are in your overall presentation).

- Your **conclusion** should basically be a short summary of the main points and material you have presented (try not to include any new material in this part of the presentation).

2. Always use **primary sources** as evidence to back up your statements and, where relevant show that you have looked at the relevant archaeological site reports. To emphasise your point, you can include images in your presentation. Just remember to label your images with appropriate information, such as the name of the tomb owner, the site, and the tomb date as well as the reference for the image with a page or plate number. Also have a look at what **modern scholars** have written about your topic, but don't forget **your own voice** is equally important, as long as you can back it up with solid evidence and/or logical argument.

3. Deliver your presentation in a manner with which you are comfortable. You can refer to short notes for each slide or you can read from a prepared text. Equally, you can also simply 'speak to' (ad lib) each slide if you wish. Regardless of which approach you take, you should try to convey your research findings as clearly as possible for your audience.

4. Don't forget you have to hand in a **one page summary** of your topic to your tutor *and to each student* a week before your presentation during class, including references and a bibliography (all books, articles and websites you used in the preparation of your topic).

5. Bear in mind that your tutorial presentations will be marked on the following criteria so assess your work before you finalise your presentation/essay:

CRITERIA	EXCELLENT	VERY GOOD	GOOD	CAN BE IMPROVED	MUST BE IMPROVED
Content Quality Quantity					
Time management Balance of content Timing					
Visual/literary sources Quality Quantity					

Bibliography					
Primary sources					
Secondary sources					
Presentation style					
Clarity					
Structure					

Your essay will be marked on the following criteria:

CRITERIA	EXCELLENT	VERY GOOD	GOOD	CAN BE IMPROVED	MUST BE IMPROVED
Content					
Structure – coherent development of ideas					
Understanding the issues					
Critical analysis					
Sources of information					
Use of primary sources					
Use of secondary sources					
Research breadth					
Presentation					
Footnotes					
Bibliography					

Style and readability					
Grammar and spelling					

Topic Planner

WEEK 1:

Lecture/tutorial: General introduction; 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 Hieorglyphic 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/tutorial: Kingship: Royal architecture, Dynasty 3-6

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 ww.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/

Readings:

This week I would like you to read the brief outline 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: Kingship: archaeology and ideology, Dynasty 3 to 6

Translation: Old Kingdom text

Tutorial (1): Discuss the main architectural features of the Great Pyramid of Khufu and current theories on how it was constructed.

Tasks:

Please locate and browse through these works in the *Reference* or the *Ready Reference* section of the Macquarie University library:

- K. Bard, *Encyclopedia of the Archaeology of Ancient Egypt,* (London, 1999).

Readings:

- N. Kanawati, *The tomb and beyond: burial customs of Egyptian officials* (Warminster: c2001).
- 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 Konigs im Alten Reich* (Wiesbaden, 1960).

WEEK 4:

Lecture: Architecture of tombs of the elite officials and afterlife beliefs, Dynasty 4 to 6

Translation: Old Kingdom text

Tutorial (2): Describe the main architectural features of the Sun Temple of Niuserre and their significance for the sun cult.

Readings:

- 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).
- 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: c2001).
- 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 5:

Lecture: Decorative program of tombs of the elite officials, Dynasty 4 to 6

Translation: Old Kingdom text

Tutorial (3): To what extent did the environmental characteristics of Egypt influence the decoration of tombs? Discuss one artistic theme in detail.

Readings:

- B. E. Shafer, (ed.) *Temples of Ancient Egypt,* (London, 2005), 31-63.
- Y. Harpur, *Decoration in Egyptian Tombs of the Old Kingdom: Studies in Orientation and Scene Content* (London, 1987).
- 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).
- S. Quirke, *The Cult of Re – Sun Worship in Ancient Egypt* (London, 2001), 73-78, 84-90, 115-130.

WEEK 6:

Lecture: Development of the administration in Old Kingdom Egypt, Dynasty 4 to 6

Translation: Old Kingdom text

Tutorial (4): What are the main features of the Pyramid Texts and what was the purpose of including them in royal burial chambers?

Readings:

- M. Baud, *Famille royale et pouvoir sous l'Ancien Empire égyptien*, 2 vols. (IFAO, 2nd edn. Cairo, 2005).
- D. Redford, (ed) *The Oxford Encyclopaedia of Ancient Egypt*, (Oxford, 2001), 451-452.
- N. Strudwick, *The Administration of Egypt in the Old Kingdom. The Highest Titles and Their Holders* (London, 1985).
- N. Kanawati, *Governmental Reforms in Old Kingdom Egypt* (Warminster, 1980).
- E. Martin-Pardey, *Untersuchungen zur ägyptischen Provinzialverwaltung bis zum Ende des Alten Reiches* (Hildesheim, 1976).

WEEK 7:

Lecture: The Westcar Papyrus and the transition from Dynasty 4 to 5.

Translation: Old Kingdom text

Tutorial (5): Describe the architectural, decorative and inscriptional elements of the tomb of Mereruka in the Teti cemetery. What do these features tell us about the life and status of the tomb owner??

Readings:

- M. Lichtheim, *Ancient Egyptian Literature,* vol. 1*, The Old and Middle Kingdoms* (Berkeley, 1975).
- J.P. Allen, *The Ancient Egyptian Pyramid Texts* (Atlanta 2005).
- R. O. Faulkner (trans.), *The Ancient Egyptian Pyramid Texts* (Oxford, 1969).

WEEK 8:

Lecture: Mereruka and Teti's Succession to the Throne

Translation: Old Kingdom text

Tutorial (6): The tombs of the officials buried in the Wenis and Teti cemeteries suggest that the transition from the Fifth to the Sixth Dynasty was troubled. Discuss.

Readings:

- N. Kanawati et al, *Mereruka and his Family,* Parts I-III (Oxford, 2004-2012).
- N. Kanawati, *Mereruka and King Teti: The Power Behind the Throne* (Cairo, 2007).
- P. Duell, *The Mastaba of Mereruka*, 2 vols. (Chicago, 1938).

WEEK 9:

Lecture: Conspiracies in the Egyptian Palace during the Early 6th Dynasty

Translation: Old Kingdom text

Tutorial (7): Study the autobiography of Harkhuf of Aswan. To what extent can this autobiography add to our understanding of the period?

Readings:

- 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.

WEEK 10:

Lecture: The Cattle Count and Dating in Old Kingdom Egypt

Translation: Old Kingdom text

Tutorial (8): Discuss the validity of dating Old Kingdom tombs using architectural, artistic and inscriptional evidence. Use this evidence to date one selected tomb from Giza.

Readings:

- M. Lichtheim, *Ancient Egyptian Autobiographies Chiefly of the Middle Kingdom: A Study and an Anthology* (Göttingen, 1988).
- N.C. Strudwick, *Texts from the Pyramid Age* (Atlanta, 2005).

WEEK 11:

Lecture: The Distinguished Career of an Old Kingdom Official – Weni

Translation: Old Kingdom text

Tutorial (9): What do the 'Instructions of Ptahhotep' tell us about the moral values of Old Kingdom Egypt? Discuss with special emphasis on the status of women during this period.

Readings:

- N. Strudwick, *The Administration of Egypt in the Old Kingdom* (London, 1985), 9-52.
- M. Lichtheim, *Ancient Egyptian Literature,* vol. 1*, The Old and Middle Kingdoms* (Berkeley, 1975).

WEEK 12:

Lecture: The Reign of Pepy II and the Fall of the Old Kingdom

Translation: Old Kingdom text

Readings:

- M. Lichtheim, *Ancient Egyptian Literature,* vol. 1*, The Old and Middle Kingdoms* (Berkeley, 1975).
- M. Baud, *Famille royale et pouvoir sous l'Ancien Empire égyptien*, 2 vols. (IFAO, 2nd edn. Cairo, 2005).
- N. Kanawati, *Governmental Reforms in Old Kingdom Egypt* (Warminster, 1980).