



# AHPG855

## The Art and Archaeology of Coptic Monasticism

S1 External 2014

*Ancient History*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	7
<a href="#"><u>Unit Schedule</u></a>	12
<a href="#"><u>Policies and Procedures</u></a>	17
<a href="#"><u>Graduate Capabilities</u></a>	18
<a href="#"><u>Coptic Art and Archaeology on Internet</u></a>	21
<a href="#"><u>Glossary of terms</u></a>	24
<a href="#"><u>Roman, Byzantine and Early Islamic Egypt:</u></a>	
<a href="#"><u>Outline of Events</u></a>	25
<a href="#"><u>Selected Bibliography</u></a>	29

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## General Information

Unit convenor and teaching staff

Unit Convenor

Victor Ghica

[victor.ghica@mq.edu.au](mailto:victor.ghica@mq.edu.au)

Contact via [victor.ghica@mq.edu.au](mailto:victor.ghica@mq.edu.au)

W6A 524

Credit points

4

Prerequisites

Admission to MA in (Ancient History or Coptic Studies or ECJS or Egyptology or History or Late Antiquity or Ancient Art and Architecture) or PGDipArts in (Ancient History or ECJS) or PGCertArts in (Ancient History or Coptic Studies)

Corequisites

Co-badged status

Unit description

This unit will provide a detailed examination of the Christian monastic archaeology in Egypt. The unit will offer an analysis of the major Coptic monastic complexes, presented chronologically, and consider this in the light of the history of Christianity in Egypt and Coptic art. The sites which will be studied are the most representative for Christian archaeology in general and for Coptic monastic heritage in particular.

## 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:

Identify and recall building techniques and patterns, architectural and decorative arts styles.

Assess the relation between historical and artistic developments at an advanced level.

Identify main monuments and artifacts from Christian Egypt.

Recall main historical dates of post-Roman Egypt.

Employ specific terminology.

Explore and appraise relevant reference tools at an advanced level.

Think creatively and in an innovative way.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Short paper</a>	35%	08/05/2014
<a href="#">Exhibition catalogue</a>	50%	29/05/2014
<a href="#">Class test</a>	15%	03/06/2014

### Short paper

Due: **08/05/2014**

Weighting: **35%**

Please write a short essay (3000 words  $\pm$  250) on a particular part or aspect of a Coptic monastery. The essay can deal with architecture, archaeology, painting, codices, monastic libraries, artifacts produced in a monastic milieu, etc.

NOTE: 2000 words correspond usually to only 4-6 pages of written text. Please do not exceed the word limit. It is a virtue to be concise – and a much requested skill in these days. Please note that there will be no reward for exceeding the limit.

1. The goal of this short paper is two-fold:

a. to digest the information that you learned during the first 8 weeks of the course;

b. to produce a personal reflection on a single topic directly connected to the art and archaeology of Coptic monasticism, summarising the information available in the bibliographical sources indicated in this unit guide.

2. How to proceed:

a. First chose a topic that interests you.

• Here are some subjects, which could inspire you. You can also choose one of them.

◦ The iconographic programs of one of the following monasteries: St Antony, St Paul, St Macarius, Monastery of the Syrians, Monastery of archangel Gabriel in al-Faiyum, Bawit, etc.

◦ Sculpture motives and techniques at the White and Red monastery (or at the Monastery of St Jeremiah at Saqqara).

◦ The library of the White monastery.

◦ The typology of hermitages of Kellia (for those reading French).

◦ The triconchoi churches in Egypt.

- The evolution of towers in Coptic monastic architecture.
  - The excavations of the monastery of St Jeremiah at Saqqara.
  - The ceramics found in particular monastic contexts.
- b. Select the appropriate bibliographical references from the bibliography provided in the unit guide or in the slideshows posted on iLearn. If you need more bibliography, please contact me.
- c. Start your essay by a short historical overview concerning the subject chosen.
- d. Describe the sites, monuments or objects that you selected, trying to stick to the main thread.
- f. Finish the essay by a short conclusion. Give in a few words the general features of the sites, monuments or objects that you have chosen to study.
- g. Include images of the sites, monuments or objects that you described in the essay. Provide short captions for the pictures.

The short paper must be submitted on-line in the section "Assignments" of the iLearn webpage of the unit. Hardcopies will not be accepted.

On successful completion you will be able to:

- Identify and recall building techniques and patterns, architectural and decorative arts styles.
- Assess the relation between historical and artistic developments at an advanced level.
- Identify main monuments and artifacts from Christian Egypt.
- Recall main historical dates of post-Roman Egypt.
- Employ specific terminology.
- Explore and appraise relevant reference tools at an advanced level.
- Think creatively and in an innovative way.

## Exhibition catalogue

Due: **29/05/2014**

Weighting: **50%**

You have all seen museum exhibitions and consulted or bought museum catalogues. You will make your own exhibition catalogue of Coptic monastic art and architecture. Produce a short exhibition catalogue (3500 words ± 250 – which should not make more than 10 pages including pictures) on a topic of your choice. You can draw your inspiration from one of the subjects proposed above for the short paper.

The catalogue needs to have the following elements (with “introduction” and “description”):

1. Introduction
  1. General historical background
  2. Archaeological context (which monastery? from tombs or monastic settlements?)

dating?)

3. Technical aspects (e.g. building techniques, weaving techniques, etc.)
4. If applicable, iconography (the significance of the motifs depicted)
5. Don't forget to mention: Why is the topic so interesting that your museum is hosting an exhibition about it?
6. Description of monuments or of 10 (max. 15) artifacts (if traceable: including measurements, material, dating, detailed description, bibliography). Use about 100 words for each artifact if your topic concerns objects or painted scenes.
7. List of illustrations (which museum? inventory number? owner of copyright?)
8. Glossary (if necessary, e.g. if you use specialist technical vocabulary such as “fresco” or “flying needle”, you need to give a short explanation).
9. General bibliography

Search the museum websites indicated in the study guide for suitable pieces. Integrate the pictures. Use colour if possible. Write captions for the individual items on the basis of the museum descriptions.

NOTES: you are allowed to copy the technical data for the artifacts from the museum website including provenance, material etc. – this is not considered plagiarism.

Technical advice: Try not to produce too large a file for this assignment. Use low-resolution pictures if available, not high-resolution ones. If you cannot integrate the picture into the text, it is fine to make an appendix to what you have written. If your computer or mail programme has difficulties sending a large file with pictures, send the text file separately from the pictures.

Write for a general public (but always on the basis of sound research findings).

If website construction seems more fun to you or if you can do it faster – you may also submit a website instead of a paper catalogue.

## Guidelines

If you require directions toward more bibliography or need help or further explanations, please consult me as soon as you have chosen an essay topic.

- Basic Literature
- Essay Writing and Presentation

### *Basic Literature*

I expect you to make use of the literature indicated in the bibliography of the unit guide.

### *Essay Writing and Presentation*

Please consult the guidelines on essay presentation and historical writing provided below. I expect everyone to consult the “Guide to Writing on Historical Subjects” compiled by Patrick Rael. This guide covers all important issues in writing essays and papers, such as the correct

reading and interpretation of primary (ancient) sources, the correct reading, use and quotation of secondary (modern scholarly) sources, footnotes, bibliography and much more.

### Essay Presentation

Students will be expected to read and apply the guidelines on essay presentation (including guidelines on quoting) provided by the Department of Ancient History:

[http://mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/departments\\_of\\_ancient\\_history/teaching\\_materials/](http://mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments_of_ancient_history/teaching_materials/)

### Guide to Writing on Historical Subjects

A web-based guide that I have found very useful for teachers and students is “Reading, Writing, and Researching for History: A Guide for College Students” by Patrick Rael, Bowdoin College:

<http://academic.bowdoin.edu/WritingGuides/>

#### · Plagiarism

Also please note that the university’s policy on plagiarism applies:

([http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)). Every recognisable string of words taken from an ancient or modern source must be put in quotation marks and credited in the proper way (footnotes or endnotes). Every thesis, hypothesis or thought taken in full or in summary from an ancient or modern sources or an oral communication (e.g. by a fellow student) must also be credited to the author. This said, you are not only welcome to use the materials provided by others, this is absolutely indispensable and part of any scholarly writing. We cannot (and should not) reinvent the wheel every day – it is just about giving due credit.

#### · Extensions

Extensions on the exhibition catalogue (but also on the short paper) due dates are granted only in case of a real emergency. So please get a head start on working on the assignments and the essay. In case of a medical condition, a certificate will need to be presented. Please consult me immediately after an emergency arises in order to work out an alternative plan. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied.

The exhibition catalogue must be submitted on-line in the section "Assignments" of the iLearn webpage of the unit. Hardcopies will not be accepted.

On successful completion you will be able to:

- Identify and recall building techniques and patterns, architectural and decorative arts styles.
- Assess the relation between historical and artistic developments at an advanced level.
- Identify main monuments and artifacts from Christian Egypt.
- Recall main historical dates of post-Roman Egypt.

- Employ specific terminology.
- Explore and appraise relevant reference tools at an advanced level.
- Think creatively and in an innovative way.

## Class test

Due: **03/06/2014**

Weighting: **15%**

The class test will consist in 7 questions covering all the subjects discussed during the semester. The class test will take 10 minutes. External students will do the test on video conference.

On successful completion you will be able to:

- Identify and recall building techniques and patterns, architectural and decorative arts styles.
- Assess the relation between historical and artistic developments at an advanced level.
- Identify main monuments and artifacts from Christian Egypt.
- Recall main historical dates of post-Roman Egypt.
- Employ specific terminology.

## Delivery and Resources

### Delivery mode

AHPG855 will be delivered both face-to-face and online to distance students.

### Lecture times and locations

The unit will be taught both internally and to distance students. For internal students, it will be taught every Tuesday from 2-4 pm. The venue is W5C 310.

For current updates, lecture times and classrooms please consult the MQ Timetables website: <https://timetables.mq.edu.au/Scientia/Web/index.html>.

### Completion of the unit

In order to complete the unit all assessments must be submitted and an overall mark of 50% or above is required.

### Technology used and required

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

### Required and recommended resources

The unit materials consist of four parts:

- Readings
- Audio Recordings
- Website
- E-reserve

### *Readings*

There is no comprehensive and accessible English-language textbook which covers the entire field of the art and archaeology of Coptic monasticism. We shall be using the following book:

- Gawdat Gabra, *Coptic Monasteries: Egypt's Monastic Art and Architecture*, Cairo: The American University in Cairo Press 2000 (or 2004).

This book contains an overview of the main Coptic monasteries, drawing both on archaeological and literary sources.

Because many of the sites discussed in this book are monastic, it will also be a useful investment for students intending to enrol in AHIS360 Monasticism in Egypt.

We shall supplement the textbooks by readings from books, journals, and encyclopedias. These will be available either on e-reserve (see below), freely on the web or through the subscriptions to electronic journals and other electronic resources Macquarie University Library has entered into and which students can access from their own computers. Readings not accessible via these avenues of access are available in the collection of materials students will be able to download from the electronic reserve part of the unit's website (see below "Accessing the unit on-line").

The textbook is available through the Coop Book Shop at Macquarie University

SAM Building

Macquarie University

NSW 2109

Email: [macq@coop-bookshop.com.au](mailto:macq@coop-bookshop.com.au)

Phone: +61 2 9888 6523

Fax: +61 2 9887 4712

### *Audio Recordings*

There will also be a set of audio recordings sent out to distance students. These recordings contain the lectures given each week on campus. They will also be provided as iLectures in digital form on the unit website.

For any question relating to the distribution of the recordings refer to the Student Handbook provided to you by the Centre for Open Education.

### *Website*

The website (see the next section) will be



- a privileged means of communication both for the students and the lecturers and among the students themselves. This is especially important for distance students;
- a way to provide information and materials to students quickly and accessibly;
- the tool for the submission and retrieval of assignments.

#### *E-reserve*

The electronic materials for this unit placed on e-reserve can be accessed directly from the reserve page of Macquarie University Library at:

<http://www.library.mq.edu.au/reserve/>

Just enter the unit code (AHIS260).

#### **Unit webpage**

- Accessing the website
- Contents of the website
  - Typing Coptic or Greek
- Technical Help
  - Macquarie University Library
  - Centre for Open Education

#### *Accessing the website*

There are different ways in which to access the unit and the electronic resources it contains:

For an online guide to using the website, see: [http://www.mq.edu.au/iLearn/student\\_info/getting\\_started.htm](http://www.mq.edu.au/iLearn/student_info/getting_started.htm)

For all login varieties you will need your Macquarie Student ID number and your myMQ student portal password (see <https://ilearn.mq.edu.au/login/MQ/>).

The iLearn page of this unit is available at the url indicated above: <https://ilearn.mq.edu.au/login/MQ/>. Login directly to the units accessible to you

#### *Contents of the Website*

Some of the tools provided on the website are:

- A discussion tool, where all students enrolled in this unit can post questions to the group and participate in the compulsory online tutorial discussions. The conveners will check the discussion tool at least twice a week to post new materials, follow the threads of the discussion etc. Please remember to post questions as soon as they occur to you – do not put them all off until the last week before the essay is due!
- An e-mail tool which will be used for one-to-one communication between students and lecturers. Please e-mail your questions via this mail tool rather than sending it to my usual office e-mail. This will make it easier to keep track of the mail which belongs to this particular unit only.
- The “Lecture” tool from which you can listen to or download the audio recordings of the face-to-face teaching.

- This study guide will also be provided on the website (on top of the webpage of the unit).
- An assignments tool where you can submit your essay electronically.

#### *Typing Coptic or Greek*

While communicating with your lecturer and your fellow students, you will need to type words in Coptic or Greek. Now most ancient language fonts – even if they are of the same language – have a different distribution of characters on the keyboard. So if members of the group use different fonts, this will lead to misunderstandings. I suggest therefore that you download the public domain Coptic and Greek fonts “Ifao N Copte” and “IFAO-Grec Unicode” or “New Athena Unicode”.

#### *Ifao N Copte and IFAO-Grec Unicode*

They are available for both PC and Macintosh computers on the following website:

<http://www.ifao.egnet.net/publications/outils/polices/>

Please take also note of the copyright notice on the website indicated. The fonts are available for a wide range of use, even for publication, however, commercial use is not permitted.

They are accompanied by a readme file, which explains the keyboard distribution of the letters and diacritics (accents, punctuation marks). They are professional fonts and give most of the diacritics and graphemes encountered in Coptic texts.

#### *Coptic Unicode: New Athena Unicode*

It is only in 2005 that a separate Unicode standard for Coptic has been defined. Before it has just been treated as an appendix of Greek. A free unicode font (New Athena Unicode) is available at:

<http://socrates.berkeley.edu/~pinax/greekkeys/NAUdownload.html>. For information on Coptic input using New Athena Unicode see: <http://socrates.berkeley.edu/~pinax/coptic.html>.

If you wish to use type Coptic or Greek in an assignment or essay, install one of these fonts on your computer. To type Coptic or Greek in the online discussion forum use the following procedure:

- When you create a discussion message, in the right upper corner of your window a little box should appear that reads "enable HTML creator".
- If you click this box, the HTML editor should appear on your screen. Make sure you have selected “WYSIWYG” (“What you see is what you get”) at the bottom of the box.
- Among the options at the top of the box there is a drop down menu with all the fonts installed on your computer. Choose SPAchmim from the list and try typing some Coptic (or SPIonic for Greek): you should see the words in this font, and anyone who has this font installed on their computer can see them in that font too.

#### *Technical help*

Technical help is provided by the following institutions:

- Macquarie University Library

- Centre for Open Education

#### *Macquarie University Library*

The website of the Macquarie University Library ([http://www.mq.edu.au/on\\_campus/library/](http://www.mq.edu.au/on_campus/library/)) offers a wealth of information for all students and not only on the holdings of the library. Under the section “Ready Reference” you will find Citation and Style Guides, under the section “Research Guides” you will find suggestions how to go about researching, evaluating, and presenting the information for your assignment. These suggestions are tailored to the needs of the various fields, so choose “Ancient History” from the list of subject areas. Students also have access to a vast selection of electronic journals and databases which the university subscribes to. Please see below for instructions how to access these sources for your research.

#### **IT HelpComputers**

- IT Help provides information technology support and information and helps, among others, with general computer issues, access to unit pages and online material, and remote access to Library databases.

Contact:

IT Help Desk Level 1, University Library

Phone: +61 2 9850 HELP (4357)

Freecall: 1800 063 191 (within Australia)

Internet Chat: ICQ#: 32801246

Face to Face: IT Help Desk

E-mail: Just Ask form <http://www.libanswers.mq.edu.au/>

24x7 Follow the Sun Helpdesk email: [ithelp@mq.edu.au](mailto:ithelp@mq.edu.au)

#### *Remote Access to Databases and Journals*

- To access databases and e-resources directly from an off-campus location, please go to the university library homepage ([http://www.mq.edu.au/on\\_campus/library/](http://www.mq.edu.au/on_campus/library/)).

#### **Distance education students may find help also through:**

##### **Library Distance Education Service**

- Macquarie University Library provides numerous services for distance students, including online access to the Library’s Web catalogue and databases, reference assistance, IT help, online IT training, reciprocal borrowing and letters of introduction to other libraries.

Contact:

Library Distance Education Service

[http://www.mq.edu.au/on\\_campus/library/borrowing/distance\\_education\\_students/](http://www.mq.edu.au/on_campus/library/borrowing/distance_education_students/)

Macquarie University Library

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Australia

E-mail: [lib.libed@mq.edu.au](mailto:lib.libed@mq.edu.au)

Phone: +61 2 9850 7558

Fax: +61 2 9850 7504

Free Phone (within Australia): 1 800 632 743

The Library also provides Delivery Services to Distance Education students living outside the Sydney metropolitan area (this includes Macquarie University students residing overseas.) Please note that books and some other media will not be posted to addresses outside Australia.

*Centre for Open Education*

[http://www.mq.edu.au/about\\_us/offices\\_and\\_units/centre\\_for\\_open\\_education/](http://www.mq.edu.au/about_us/offices_and_units/centre_for_open_education/)

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The Centre for Open Education is the primary point of contact between distance students and the University. It organizes and distributes the various forms of teaching materials, the electronic registration of the receipt and return of distance education assignments. Guidance for students is provided through the Distance Education Student Handbook distributed to all students enrolled in distance education.

External students enrolled in this unit will receive this study guide and the audio registrations on CD through the COE (in addition to having the possibility to listen to the registrations on the web and download them). However, you will be submitting your assignments directly to your lecturers using the assignments tool on the unit website.

## Unit Schedule

### Week 1 (Mar 4)

#### *Topic*

Introduction: General background on Roman, Byzantine and Early Islamic Egypt; the history of research on Coptic art and archaeology; overview of Egyptian monasticism

#### *Reading*

- Frend, W. H. C. *The Archaeology of Early Christianity*, Minneapolis 1996, 144-156 and 299-323.
- Gabra, *Coptic Monasteries*, 20-33.

### Week 2 (Mar 11)

#### *Topic*

Architecture: Construction materials and elements; The White Monastery

#### *Reading*

- “Architectural Elements of Churches”, in: *Coptic Encyclopedia* (1991), 194-226.
- Gabra, *Coptic Monasteries*, 94-100.
- “Dayr Anba Shinudah”, in: *Coptic Encyclopedia* (1991), 761-770.
- Bagnall/Rathbone, 179-182 (Monastery of Apa Shenoute).
- The Monastery of Shenouda the Archimandrite (at the St Shenouda Center):

<http://www.stshenouda.com/stshenda/shenmon.htm>

- *Minnesota in Egypt* (University of Minnesota website on the excavations at the Red and White Monasteries): <http://egypt.cla.umn.edu/default.htm>

### **Week 3 (Mar 18)**

#### *Topic*

Church architecture; The Red Monastery

#### *Readings*

- “Art and Architecture, Coptic”, in: *Coptic Encyclopedia* (1991), 261-278.
- Bagnall/Rathbone, 163-167 (Hermopolis), 210-214 (Dendara).
- “Church architecture in Egypt”, in: *Coptic Encyclopedia* (1991), 552-555.
- Grossmann, Peter, “The Triconchoi in Early Christian Churches of Egypt and their Origins in the Architecture of Classical Rome”, in: *Roma e l’Egitto nell’Antichità Classica* 1992, 181-190.
- Gabra, *Coptic Monasteries*, 101-104.
- “Dayr Anbā Bishoi”, in: *Coptic Encyclopedia* (1991), 736-740.

### **Week 4 (Mar 25)**

#### *Topic*

Monastic architecture; The monastery of St Jeremiah (Saqqāra)

#### *Reading*

- Gabra, *Coptic Monasteries*, 120-123.
- Gabra and Eaton-Krauss, *Treasures of Coptic Art*, 63-79.
- “Dayr Apa Jeremiah”, in: *Coptic Encyclopedia* (1991), 772-779.
- Bagnall/Rathbone, 105-106 (Monastery of Apa Jeremia).
- Quibell, J.E., *Excavations at Saqqara, v.4. 1908-1909, 1909-1910. The monastery of Apa Jeremias*, Cairo 1912, pp. 1-30, 129-142 and pls. I-LVIII.

### **Week 5 (Apr 1)**

#### *Topic*

The Architecture of Pilgrimage and Domestic Architecture; The Laura of Abū Mīnā

#### *Readings*

- Gabra and Eaton-Krauss, *Treasures of Coptic Art*, 115-117.
- Hölscher, Uvo, *The Excavation of Medinet Habu, Vol. V. Post-Ramessid Remains*. Oriental Institute Publications 66, Chicago 1954, 45-58: (The Coptic Town of Jême) and pls. 36-48.
- Kosciuk, Jacek, "Some Early Medieval Houses in Abû Mînâ", in: M. Rassart-Debergh and J. Ries (eds.), *Actes du IVe Congrès Copte, Louvain-la-Neuve, 5-10 septembre 1988*. 2 vols, Publications de l'Institut Orientaliste de Louvain 41, Louvain-la-Neuve: Institut Orientaliste 1992, vol. 1, 158-167.
- Mond, Robert, *Temples of Armant*, 2 vols., vol. I, 36-39, plan 4, vol. II pls. XII-XIV and pls. XXXIV-XXXIX.
- Bagnall/Rathbone, 114-119 (Abu Mina); 131-134 (Karanis) 183-204, esp. p. 193 (Medinet Habu), 208 (Armant)
- Grossmann, Peter, *Abu Mina, a Guide to the Ancient Pilgrimage Center*, Cairo 1986, chapter 1 (the English part, including plates).
- Wilfong, Terry G., "Western Thebes in the Seventh and Eighth Centuries: A Bibliographic Survey of Jême and Its Surroundings", *Bulletin of the American Society of Papyrologists* 26 (1989), pp. 89-145.
- Wilfong, T. G., *Women of Jeme. Lives in a Coptic Town in Late Antique Egypt*, Ann Arbor 2002, 1-22 (will be provided on the website)

### **Week 6 (Apr 8)**

#### *Topic*

Funerary architecture; The monastic settlements of Kharga Oasis

#### *Readings*

- Portals to Eternity: The Necropolis at Terenouthis in Lower Egypt

<http://www.lsa.umich.edu/kelsey/galleries/Exhibits/PortalsToEternity/MainPortals.html>

- Martin, M. J., "The Necropolis of El Bagawat...", in: M. Immerzeel, J. van der Vliet, eds., *Coptic studies on the threshold of a new millennium*. Proceedings of the seventh International congress of Coptic studies, Leiden, 27 August-2 September 2000, *Orientalia Lovaniensia Analecta*; 133. Louvain (etc.): Peeters, 2004, 1415-1423.
- McCleary, Roger V., "Ancestor Cults at Terenouthis in Lower Egypt: A Case for Greco-Egyptian Oecumenism", in: Janet H. Johnson (ed.), *Life in a Multi-Cultural Society. Egypt from Cambyses to Constantine and Beyond*. Studies in Ancient Oriental Civilization. no 51. The Oriental Institute of the University of Chicago. Chicago, IL. 1992, pp. 221-231.

*Recess from 12 April to 27 April*

Use the time wisely to revise all vocabulary and grammar learned so far!

### **Week 7 (Apr 29)**

#### *Topic*

Sculpture; The monastery of St Apollo (Bawī?)

#### *Readings*

- Gabra and Eaton-Krauss, *Treasures of Coptic Art*, 7-35.
- Messiha, Hishmat, "A New Periodization in the History of Coptic Art", in: T. Orlandi, F. Wisse (eds.), *Acts of the Second International Congress of Coptic Studies*, Roma: CIM, 1985 pp. 179-192.
- Thomas, Thelma K., "An Introduction to the Sculpture of Late Roman and Early Byzantine Egypt", in: Florence D. Friedman (ed.), *Beyond the Pharaohs: Egypt and the Copts in the 2<sup>nd</sup> to 7<sup>th</sup> Centuries A.D.*, Providence 1989, pp. 54-64.
- Thomas, Thelma K., "Greeks or Copts? Documentary and Other Evidence for Artistic Patronage during the Late Roman and Early Byzantine Periods at Herakleopolis Magna and Oxyrhynchos, Egypt", in: J. H. Johnson (ed.), *Life in a Multi-Cultural Society: Egypt from Cambyses to Constantine and beyond*. SAOC 51 (Chicago 1992), pp. 317-322 (including pls. 39.1 and 39.2)
- Thomas, Thelma K, *Late Antique Funerary Sculpture. Images for this World and the Next*, Princeton 2000, Chapter 1 = pp. 3-21 and 92-101.
- Bagnall/Rathbone 158-161 (Oxyrhynchos).
- Török, Laszlo, "Notes on the Chronology of Late Antique Stone Sculpture in Egypt", *Acts of the 3<sup>rd</sup> International Congress of Coptic Studies*, Warsaw 1984 (BX136.2.158/1984), pp. 437-485.
- Gabra, *Coptic Monasteries*, 116-119.

## **Week 8 (May 6)**

Topic

Funerary stelae; The monastery of St Paul

Readings

- Gabra and Eaton-Krauss, *Treasures of Coptic Art*, 169-183.
- Brown, S. Kent, "Coptic and Greek Inscriptions from Christian Egypt. A Brief Review", in: Birger A. Pearson and James E. Goehring (eds.), *The Roots of Egyptian Christianity*, Philadelphia 1986, 26-41.
- "Inscriptions", in: *Coptic Encyclopedia* (1991), 1290-1296.
- Bagnall/Rathbone, 81-82.
- Online Article on Funerary Stelae: Vandy Bennett, Coptic Funerary Stelae in the Metropolitan Museum of Art

<http://www.inq.pdx.edu/journal/article5.html>

(Attn: pictures do not seem to load)

- "Stela", in: *Coptic Encyclopedia* (1991), 2149-2153.
- A comprehensive annotated bibliography on stelae from Egypt will be provided for your interest on the website.
- Gabra, *Coptic Monasteries*, 87-93.
- "Dayr Anbā Būlā", in: *Coptic Encyclopedia* (1991), 741-744.



### **Week 9 (May 13)**

#### *Topic*

Painting; The monastery of St Antony

#### *Readings*

- Gabra, *Coptic Monasteries*, 73-86 (see esp. the colour plates following p. 80).
- Bolman, Elizabeth, *Monastic Visions, Wall Paintings in the Monastery of St. Antony at the Red Sea*, New Haven: Yale University Press 2002, pp. 31-36 and 77-102.
- Bolman, Elizabeth S., "Mimesis, Metamorphosis and Representation in Coptic Monastic Cells", *Bulletin of the American Society of Papyrologists* 35 (1998), 65-77.
- Gabra and Eaton-Krauss, *Treasures of Coptic Art*, 86-87, 92, 196-205.
- "Painting, Coptic mural", in: *Coptic Encyclopedia* (1991), 1872-1875.
- Badawy, Alexander, *Coptic Art and Archaeology*, Cambridge 1978, 240-281.
- Bagnall/Rathbone, 120-123 (Monastery of St Paul and Monastery of St Antony), 175-178 (Bawit).
- "Portraiture, Coptic", in: *Coptic Encyclopedia* (1991), 2001-2007.

### **Week 10 (May 20)**

#### *Topic*

Book art, woodwork and ivory; The monastery of the Syrians (Wādī al-Natrūn)

#### *Readings*

- Gabra and Eaton-Krauss, *Treasures of Coptic Art*, 119-129, 152-157, 194-195, 206-11, 216-217.
- "Bookbinding", in: *Coptic Encyclopedia* (1991), 407-409.
- "Bone and ivory carving, Coptic", in: *Coptic Encyclopedia* (1991), 405-407.
- "Illumination, Coptic", in: *Coptic Encyclopedia* (1991), 1282-1284.
- "Woodwork, Coptic", in: *Coptic Encyclopedia* (1991), 2325-2347.

### **Week 11 (May 27)**

#### *Topic*

Ceramics, metalwork and glass; The monastery of St Epiphanius (Thebes)

#### *Readings*

- Winlock, H. E. and W. E. Crum, *The Monastery of Epiphanius at Thebes. 2 vols.* The Metropolitan Museum of Art Egyptian Expedition, New York 1926, vol. 1, pp. 51-97 (esp. pp. 78-97) and pls. XV-XXXV.
- "Ceramics, Coptic", in: *Coptic Encyclopedia* (1991), 480-504.
- "Ampulla", in: *Coptic Encyclopedia* (1991), 116-118.
- Bagnall/Rathbone, 203-204 (Monastery of Epiphanius).
- "Glass, Coptic", in: *Coptic Encyclopedia* (1991), 1142-1147.



## **Week 12 (Jun 3)**

### *Topic*

Textiles; The monastery of St Simeon (Aswān)

### *Readings*

- “Biblical subjects in Coptic Art”, in: *Coptic Encyclopedia* (1991), 382-390.
- “Mythological Subjects in Coptic Art”, in: *Coptic Encyclopedia* (1991), 1750-1768.
- “Christian subjects in Coptic Art”, in: *Coptic Encyclopedia* (1991), 526-544.
- “Symbols in Coptic Art”, in: *Coptic Encyclopedia* (1991), 2160-2171.
- “Textiles, Coptic: Iconography of Woven Textiles”, in: *Coptic Encyclopedia* (1991), 2221-2227.
- “Textiles, Coptic: Iconography of Resist-Dyed Textiles”, in: *Coptic Encyclopedia* (1991), 2227-2230.
- “Textiles, Coptic: Types of Fibers”, in: *Coptic Encyclopedia* (1991), 2211-2213.
- “Textiles, Coptic: Manufacturing Techniques”, in: *Coptic Encyclopedia* (1991), 2213-2218.
- “Textiles, Coptic: Organization of Production”, in: *Coptic Encyclopedia* (1991), 2218-2221.

## **Week 13 (Jun 10)**

### *Topic;*

Summary and general discussion; The Kellia

## **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](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](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](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/](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](http://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](http://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

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Identify and recall building techniques and patterns, architectural and decorative arts styles.

- Assess the relation between historical and artistic developments at an advanced level.
- Identify main monuments and artifacts from Christian Egypt.
- Recall main historical dates of post-Roman Egypt.
- Employ specific terminology.
- Explore and appraise relevant reference tools at an advanced level.

### **Assessment tasks**

- Short paper
- Exhibition catalogue
- Class test

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### **Learning outcomes**

- Identify and recall building techniques and patterns, architectural and decorative arts styles.
- Assess the relation between historical and artistic developments at an advanced level.
- Identify main monuments and artifacts from Christian Egypt.
- Explore and appraise relevant reference tools at an advanced level.

### **Assessment tasks**

- Short paper
- Exhibition catalogue
- Class test

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Identify and recall building techniques and patterns, architectural and decorative arts styles.
- Assess the relation between historical and artistic developments at an advanced level.
- Identify main monuments and artifacts from Christian Egypt.
- Recall main historical dates of post-Roman Egypt.
- Explore and appraise relevant reference tools at an advanced level.

## Assessment tasks

- Short paper
- Exhibition catalogue
- Class test

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcome

- Employ specific terminology.

### Assessment tasks

- Short paper
- Exhibition catalogue
- Class test

## PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- Identify and recall building techniques and patterns, architectural and decorative arts styles.
- Assess the relation between historical and artistic developments at an advanced level.

- Identify main monuments and artifacts from Christian Egypt.
- Explore and appraise relevant reference tools at an advanced level.

## **Assessment tasks**

- Short paper
- Exhibition catalogue
- Class test

## **Coptic Art and Archaeology on Internet**

NOTE: the availability of pictures and information varies considerably between museum and museum. The Coptic Museum, e.g. has a website that allows access to a large number of artefacts, others will only show a few selected pieces. All links were active on Jan 15, 2006.

### **Research Guides**

Reference Resources for Early Christian Art and Architecture

<http://ica.princeton.edu/reference/bibresearchguide.htm>

Research Guide for Byzantine Art and Archaeology

<http://ica.princeton.edu/reference/brown.htm>

Selected Museums with Coptic Artefacts

[Images from the Dumbarton Oaks Collection, including textiles from Egypt](http://www.doaks.org/byzcollimages.html)

<http://www.doaks.org/byzcollimages.html>

Coptic Art from the Benaki Museum, Athens

<http://www.benaki.gr/index.asp?id=10104&lang=en>

Art in Egypt during the Byzantine Period: Coptic Art (University College, London)

<http://www.digitalegypt.ucl.ac.uk/art/coptic.html>

Coptic Textiles from the Rietz Collection (Department of Anthropology, California Academy of Sciences)

<http://www.calacademy.org/research/anthropology/coptic/>

Louvre Museum, Paris, Roman Egypt and Coptic Egypt

<http://www.louvre.fr/llv/commun/home.jsp> (search for Rman Egypt or Coptic)

Cleveland Museum of Art

<http://www.clevelandart.org/exhibcef/consexhib/html/coptic.html>

<http://www.clevelandart.org/explore/searchlist.asp?searchText=coptic&display=list&recNo=0&tab=2>

Badisches Landesmuseum, Coptic Textiles (at ArtServe)

[http://rubens.anu.edu.au/raider4/europe.0602/germany/karlsruhe/badisches\\_landesmuseum/textiles/coptic/](http://rubens.anu.edu.au/raider4/europe.0602/germany/karlsruhe/badisches_landesmuseum/textiles/coptic/)

Hermitage Museum, St. Petersburg

[http://www.hermitagemuseum.org/html\\_En/04/b2003/hm4\\_1o.html](http://www.hermitagemuseum.org/html_En/04/b2003/hm4_1o.html)

Coptic Museum, Cairo (Official Website)

<http://www.copticmuseum.gov.eg/welcome.htm>

Coptic Museum, Cairo, (at ArtServe; the photographs include the original legends affixed to the exhibits in the museum in French and English)

[http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic\\_museum/arms\\_and\\_armour/](http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic_museum/arms_and_armour/)

[http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic\\_museum/bible\\_cases/](http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic_museum/bible_cases/)

[http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic\\_museum/ivories/](http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic_museum/ivories/)

[http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic\\_museum/jewellery/](http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic_museum/jewellery/)

[http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic\\_museum/manuscripts/](http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic_museum/manuscripts/)

[http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic\\_museum/metalwork/](http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic_museum/metalwork/)

[http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic\\_museum/painting/](http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic_museum/painting/)

[http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic\\_museum/sculpture/](http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic_museum/sculpture/)

[http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic\\_museum/textiles/](http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic_museum/textiles/)

[http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic\\_museum/woodwork/](http://rubens.anu.edu.au/raid5/egypt/cairo/museums/coptic_museum/woodwork/)

Metropolitan Museum, New York

<http://www.metmuseum.org/toah/ht/05/afe/ht05afe.htm>

and:

<http://www.metmuseum.org/toah/ht/06/nfe/ht06nfe.htm>

(Objects from Egypt, 1-500 and 500-1000 [click on thumbnail pictures to enlarge], among others:)

[http://www.metmuseum.org/toah/ho/06/nfe/ho\\_27.94.19.htm](http://www.metmuseum.org/toah/ho/06/nfe/ho_27.94.19.htm)

(Menas ampulla)

[http://www.metmuseum.org/toah/ho/06/nfe/ho\\_29.9.2a-v.htm](http://www.metmuseum.org/toah/ho/06/nfe/ho_29.9.2a-v.htm)

(Arch from Bawit?)

[http://www.metmuseum.org/toah/ho/06/nfe/hod\\_36.2.6.htm](http://www.metmuseum.org/toah/ho/06/nfe/hod_36.2.6.htm)

(Coptic Stela from Armant)

### **Exhibitions on Specific Sites/Groups of Objects**

Portals to Eternity: The Necropolis at Terenouthis in Lower Egypt (at the University of Michigan)

<http://www.lsa.umich.edu/kelsey/galleries/Exhibits/PortalsToEternity/MainPortals.html>

Kellis (at Monash University)

<http://www.lib.monash.edu.au/exhibitions/egypt/xegy.html>

Oxyrrhynchus (at the Oriental Institute, Oxford)

[http://www.csad.ox.ac.uk/POXY/VExhibition/vexhframe\\_hi.htm](http://www.csad.ox.ac.uk/POXY/VExhibition/vexhframe_hi.htm)

Karanis

Exhibition catalog: *Karanis: An Egyptian Town in Roman Times. Discoveries of the University of Michigan Expedition to Egypt (1924-1935)* edited by Elaine K. Gazda:

<http://www.umich.edu/~kelseydb/Exhibits/Karanis83/KaranisExcavation/KaranisExcavation.html>

Roman Portraits from Egypt (Virtual exhibition of mummy portraits at the Berger Foundation)

[http://www.bergerfoundation.ch/Home/high\\_fayoum.html](http://www.bergerfoundation.ch/Home/high_fayoum.html)

### **Other sites of Interest**

World Art Treasures (at the Berger Foundation)

<http://www.bergerfoundation.ch/index.html>

Click on “Country, Region, City Slide Library”, then on “Africa”, then on “Egypt”

You will find pictures, sometimes with short description on various sites from the Roman/Byzantine period

and from museums with Coptic Collections. Click, e.g. on “St Simeon” to see slides from the monastery, or “Le Fayoum” to see a number of mummy portraits.

Online Article on Funerary Stelae Vandy Bennett, Coptic Funerary Stelae in the Metropolitan Museum of Art

<http://www.inq.pdx.edu/journal/article5.html>

NOTE: pictures do not seem to load

Coptic Embroidery (at Historical Needlework Resources)

[http://medieval.webcon.net.au/loc\\_middle\\_east\\_coptic.html](http://medieval.webcon.net.au/loc_middle_east_coptic.html)

## Glossary of terms

(This glossary is based for the most part on the glossary in Alexander Badawy, *Coptic Art and Archaeology*, Cambridge, Mass. 1978)

*agape*: ceremonial banquet

*ambo*: pulpit

*arcosolium*: square room with arched sides

*basilica*: a Roman architectural form (a covered rectangular public building, often with colonnades) adopted for Christian church buildings

*bema*: stepped part of church containing the altar and *synthronon*

*bullae*: thick medaillon with embossed sides used as a pendant

*castrum*: fort

*clavus*: ornamental strip on a garment

*clipeus*: pointed oval enclosing a scene

*contrapposto*: stance of human figure that throws the weight of the body on one leg

*crux ansata*: looped cross derived from the Egyptian ankh

*crux clipeata*: cross within a clipeus

*deir*: “enclosure” monastery

*diaconicon*: sanctuary of the north side of the bema

*haikal*: chancel formed by three contiguous chapels in a row in a Coptic church

*horror vacui*: tendency to avoid vacant area in design

*kline*: couch or bed on or in which a corpse was buried in a Greco-Roman tomb



*madonna lactans*: madonna suckling

*mandorla*: oval enclosing a scene

*mensola*: horizontal bracket carved with a scene

*narthex*: entrance hall to a basilica, transverse or along the main body

*orans*: frontal figure with arms raised in oration

*orbiculus*: ornamental circle (or oval) on a garment

*prothesis*: sanctuary on the side of the bema, balancing the *diaconicon*, where bread and wine were placed

*segmentum*: ornamental square on a garment

*stela*: funerary or commemorative slab, usually of stone, with inscription and/or decoration

*synthronon*: built-in bishop's throne flanked by clergy's stalls behind the altar

*tabula ansata*: broad rectangular plaque with a trapezoid lug at each small side

*transenna*: enclosure or screen around a shrine

*tribelon*: three doorways connecting narthex to main body of church

*virgo lactans*: Virgin suckling

*xenodocheion*: hostel for guests

## Roman, Byzantine and Early Islamic Egypt: Outline of Events

(This timeline is provided for the orientation of those students without previous familiarity with the history of Egypt in the First Millennium. Underlined names and other terms will appear as hyperlinks in the electronic version of this timeline.)

### Roman Period

30 BCE Conquest of Egypt by Caesar Augustus; Egypt becomes a Roman Province, with Greek retained as its administrative language

30 BCE - 14 CE The reign of Caesar Augustus

14-37 The reign of Emperor Tiberius

19 Germanicus (adoptive son of Tiberius) travels to Egypt

37-41 Caligula

41-54 Claudius

~ 50 St Mark the Evangelist missionises in Alexandria (various dates given by church historians)

54-68 Nero

69 Year of four emperors; Vespasian acclaimed by the legions stationed in Egypt and visits the

temple of Serapis in Alexandria

- 70 Destruction of the temple in Jerusalem, numerous Jewish refugees come to Alexandria
- 79-81 [Titus](#)
- 81-96 [Domitian](#)
- 96-98 [Nerva](#)
- 115-117 Jewish rebellions in Egypt; the important community is virtually destroyed under [Trajan](#) and Hadrian
- 117-138 [Hadrian](#)
- ca. 120 Christians in Egypt documented by papyrus finds
- 130 Travel of Hadrian to Egypt; Antinoos drowns in the Nile and is deified; foundation of Antinoopolis
- 138-161 [Antoninus Pius](#)
- 172-173 Rebellion in the Delta under the leadership of a priest Isidorus
- 178-188 Julian first visible archbishop in Egypt
- 180-192 Commodus
- 193-211 [Septimius Severus](#)
- ~ 200 Flowering of Alexandrian theology ([Origen](#), Clement)
- 201 First major persecution of Christians
- 211 [Caracalla](#) becomes emperor (after murdering his brother Geta)
- 212 Roman citizenship given to all free inhabitants of the empire (*Constitutio Antoniniana*)
- 215 Massacre in Alexandria (reason: Alexandrians producing ironic verses on the murder of [Geta](#))
- 241 Shapur I ascends to the throne of [Sassanian Persia](#)
- 242 Mani (216-276) founds the religion of Manichaeism; Manichaean missionaries diffuse his teaching in Egypt in the second half of the 3rd cent.
- 249-51 and Further persecutions under [Decius](#) (249-251) and [Valerian](#) (253-260; captured by the 257-59 Persians in 260)
- ca. 251-356 St Anthony, model for the eremitic lifestyle
- 260 Tolerance edict of [Gallienus](#); the following 40 years of peace enable Christianity to spread rapidly
- 270-272 Egypt under the control of [Zenobia](#), Queen of Palmyra, defeated by [Aurelian](#)
- 283/4 [Diocletian](#) becomes emperor; important administrative reforms with far-reaching impact on Egypt
- 288-346 Pachomius, model of the coenobitic lifestyle, abbot of a congregation of male and female

monasteries

293 Tetrarchy established (with Diocletian and Maximian as Augusti, Galerius and Constantius Chlorus as Caesars)

296 Revolt in Egypt led by Domitius Domitianus and Aurelius Achilles

298 Alexandria reconquered by Diocletian

303-311 Major persecutions of Christians (Edicts)

305 Diocletian and Maximian abdicate (Diocletian dies in 311/2), Constantius and Galerius become Augusti

306 Constantius dies

311 Galerius issues decree of tolerance; dies

312 Battle of Milvian Bridge; Constantine

313 Tolerance edict (Edict of Milan) of Constantine (324-337 sole ruler)

from 318 Debate on Arianism (the Alexandrian presbyter Arius underlines the subordinate role and different nature of the Son as compared to the Father)

325 Ecumenical Council of Nicea, Arius' teaching condemned, Arianism continues to exist in the 4<sup>th</sup> century as the creed of several emperors and some Germanic peoples

328-373 Athanasius, leading representative of Antiarianism, exiled several times by Arian emperors

330 Constantinople (work started in 324) becomes capital of the Roman Empire

after 348-465 Shenoute of Atripe, abbot of a congregation of male and female monastic houses in Upper Egypt, important theologian and Coptic language author

361.363 Julian, last pagan emperor, killed in battle against the Persians, succeeded by Jovian

364 Valentinian (West) and Valens (East)

379-395 Theodosius I

381 Proscription of Arianism

385-412 Theophilus Patriarch of Alexandria

391/392 Closure of pagan temples and prohibition of sacrifices by Theodosius I, destruction of the temple of Serapis at Alexandria

### Byzantine Period

395 Division of the Roman Empire between the sons of Theodosius; Egypt becomes part of the Eastern Empire (Constantinople) under Arcadius

412-444 Cyril Patriarch of Alexandria; Egypt's influence in the Church at its summit

415 Murder of the famous neo-platonist philosopher Hypatia by Alexandrian Christians; synagogues converted into churches

- 431 [Council of Ephesus](#)
- 451 [Council of Chalcedon](#); in the wake of the council centred around the question of the nature of Christ, large parts of the Egyptian Church separate in a century-long process from the Church in Constantinople, leading to a coexistence of Chalcedonian and non-Chalcedonian (Coptic) patriarch in Egypt
- 474-491 [Zeno](#), emperor in the East (with two interruptions to his rule), attempts to reunite the divided church
- 491 [Anastasius](#) (supports the non-Chalcedonian party)
- 527-565 [Justinian](#); attempts to reunite the churches (from a Chalcedonian viewpoint) by political and military means; his wife [Theodora](#) (dies in 548) supports the non-Chalcedonian party
- 535-537 Last pagan temple on the island of Philae closed
- ~ 570 Mohammed born
- 603 onwards Persian (Sassanian) invasions of eastern provinces
- 610-641 Heraclius
- 614 Persians besiege and capture Jerusalem; the True Cross is taken
- 619-29 Occupation of Egypt by the Persian Sassanians
- 630 After the defeat of the Persians in 628, Heraclius restores True Cross to Jerusalem, returns in triumph to Constantinople
- 632 Mohammed dies
- 635 Arabs conquer Damascus
- 636 [Battle of the River Yarmuk](#): Byzantine army defeated
- 638 Jerusalem surrendered to the Arabs
- 641-68 [Constans II](#)

### [Early Islamic Period](#)

- 640.42 [Conquest of Egypt](#) by an Arab force under the general <sup>c</sup>Amr ibn al-<sup>c</sup>As; the lower and medium echelons of the administration still in the hands of local Christian dignitaries
- 706 Use of Greek as administrative language abolished; flowering of Coptic as administrative language in the 7<sup>th</sup> and 8<sup>th</sup> centuries
- 8<sup>th</sup>-9<sup>th</sup> cent. Increasing arabisation (government edicts redacted in Arabic starting in 706); first wave of conversions in the wake of failed rebellions and fiscal pressure in the first half of the 9<sup>th</sup> cent., culminating in the ultimately unsuccessful Bashmuric revolts with the deportation or conversion of many Christians
- 8<sup>th</sup>-13<sup>th</sup> cent. Production of the majority of Coptic manuscripts known today, copying, redacting and collecting activity in Coptic monasteries
- 969-1250 Fatimids (until 1171) and Ayyubids (1171-1250): relative tolerance of Christians and Jews with sporadic persecutions (mainly 1010-1020 under al-Hakim); increasing substitution of Arabic for Coptic

also in the religious sphere

1250-1390 Bahri-Mameluks: numerous pogroms. Christians becoming scapegoats for a hated foreign rule and a Sunni Muslim revival in Egypt leads to a wave of persecutions and conversions

## Selected Bibliography

The titles listed below form only a selection from the vast bibliography on First Millennium Egyptian art and archaeology available. The selection was made with an emphasis on English language titles (if at all possible – with Coptic art traditionally being firmly in the hands of French or German speaking scholars) and works of general interest. For further reading consult the bibliographical aids listed below.

NOTE: A more general bibliography of Coptic Studies/Roman, Byzantine, and Early Islamic Egypt is available at <http://www.coptic.mq.edu.au/biblio.html>.

The titles marked with an asterisk \* are either in the reference section of the library or are placed on reserve and cannot be borrowed for more than three days.

(NB. Please note also that many of the reference works, such as the *Coptic Encyclopedia*, other encyclopedias and dictionaries, are kept in the reference section of the library in any case and cannot be checked out. Please consult the library catalogue for more information.)

The titles marked \*\* are available on electronic reserve from the website of Macquarie University Library (to access, go to “Reserve” and enter the unit code AHPG855).

More titles may be added to the reserve list or made available on electronic reserve as the semester progresses (also upon request by students - just ask, and it will be done if at all possible!).

Bibliographical aids

*Older General Bibliographies*

Biedenkopf-Ziehner, Anneliese, Koptologische Literaturübersicht, in: *Enchoria* 2 (1972)-7 (1977-79); 10 (1980).

Kammerer, Winifred, *A Coptic Bibliography*, Ann Arbor 1950.

Simon, Jean, Bibliographie copte, in: *Orientalia* 18 (1949)-36 (1967).

Current

General: Orlandi, Tito, *Coptic Bibliography*, brought up-to-date by supplements, until the middle of the 1990s, now available online at: [www.rmcsadu1.uniroma.it/~cmcl](http://www.rmcsadu1.uniroma.it/~cmcl).

NB: Macquarie University has subscribed to this bibliography. Information about accessing the bibliography will be found on the internal pages of this unit. The bibliography can be searched according to various criteria, however, you must be aware that the different subfields are named in Italian. I have provided a list of translations to make access easier.

(Translation of the Italian section titles for the Bibliography [although not difficult to guess J]: Bibbia = Bible; Gnosticismo = Gnosticism; Letteratura = Literature; Agiografia = Hagiography; Storia = History; Generalia = General Works; Manoscritti = Manuscripts; Linguistica = Linguistics; Archeologia = Archaeology)

For advanced students there is no possibility to avoid using this bibliography, since the other bibliographies

do not cover the last 25 years.

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