AHIS170

Egyptian Archaeology: An Introduction

S1 Day 2015

Dept of Ancient History

Contents

General Information	2
Learning Outcomes	3
General Assessment Information	3
Assessment Tasks	5
Delivery and Resources	8
Unit Schedule	9
Policies and Procedures	10
Graduate Capabilities	11
Changes from Previous Offering	17
Bibliography and Resources	17
Egyptology Toolbox	25
Changes since First Published	26

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General Information

Unit convenor and teaching staff

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Credit points
3

Prerequisites

Corequisites

Co-badged status

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

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Acquire knowledge of the geography, chronology and significant stages of the ancient Egyptian civilisation.

Describe, compare and analyse an ancient Egyptian artefact.

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

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

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

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

General Assessment Information

ASSIGNMENT SUBMISSION

All written work must be submitted **through the iLearn website**. Please upload your assignment to the drop-box for the relevant week. Save your assignment as a pdf or a doc file (a pdf is best; please do not use docx). All assignments must include the following at the start: Student name; Student Number; Assessment Task Title or Question. Any assignment submitted without these will not be marked.

The documentation exercise, object study, self-reflection task and research essay will be returned via the 'turnitin' tool on the iLearn Unit site, and will contain feedback from the marker within them. Information about how to submit work online can be accessed through the iLearn unit.

The online quizzes will be undertaken using the iLearn quiz tool.

MARKING RUBRICS

The documentation exercise, object study, self-reflection task and research essay will be graded using a rubric, which can be found on the iLearn unit site.

RELEASE OF RESULTS

The convener will aim to return your assignments within 3 weeks of the due date. Results can be viewed via iLearn using the Gradebook tool.

EXAMINATIONS

There is no formal examination in this unit.

EXTENSIONS AND DISRUPTION TO STUDIES

- Extensions can only be granted in exceptional cases and may only be sought in consultation with the unit convenor and with support of documentary evidence. If you anticipate any difficulty in meeting assigned due dates then it is important that you contact the course's convenor as early as possible.
- Please avoid asking for extensions as missing deadlines complicates the work of markers and puts you behind. If you have to ask for an extension, request it before the deadline. Excuses such as 'Getting behind with your work' or 'I had other deadlines' do not count.

IMPORTANT PENALTIES TO BE APPLIED:

- Written assessment tasks submitted after the due date without good reasons will be penalised by a deduction of 2% a day (including weekends) of the mark gained. After five days, a mark of 0% will be assigned.
- Written assessment tasks submitted that are under or over the word length by more than 15% will be penalised with a 10% deduction. The marker will only read to the listed word limit, i.e. if the word limit is 1000 words they will stop reading at 1000 words (plus or minus up to 150 words).
- Written assessment tasks submitted without proper referencing, i.e. few or no page numbers or no bibliography will receive an automatic fail.

Disruption to Studies Policy

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Applying for Disruption to Studies

No work will be accepted for marking beyond Week 13 unless you have submitted a request for disruption to studies notification with adequate and appropriate supporting evidence. Please note that requests are not granted automatically, and are reserved for unforeseen and serious circumstances such as prolonged illness, hospitalisation or bereavement in your immediate family. Students granted a disruption to studies may be awarded an incomplete grade in first semester results released in mid-July.

If you believe that you qualify, please contact the convenor as soon as is practically possible.

University Grading Policy

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

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (i.e. 100, 200, 300, 800 etc).

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

Assessment Tasks

Name	Weighting	Due
Documentation exercise	10%	Week 4 - 20 March 2015 at 10pm
Online quiz - Modules 1-5	25%	Weeks 2, 5, 7, 9, 13
Object Study	25%	Week 6 - 3 April 2015 at 10pm
Self reflection task	10%	Week 8 - 1 May 2015 at 10pm
Research Essay	30%	Week 10 - 15 May 2015 at 10pm

Documentation exercise

Due: **Week 4 - 20 March 2015 at 10pm**
Weighting: **10%**

A very short exercise designed to ensure that students are familiar with the desired mode of

presenting evidence and documenting an academic paper. **Word limit: 300 Words. Submit via Turnitin.**

On successful completion you will be able to:

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

Online quiz - Modules 1-5

Due: **Weeks 2, 5, 7, 9, 13**
Weighting: **25%**

Online quiz for each Module – Answer a series of questions (e.g. multiple choice, true/false) on the video and live lectures. The quiz will go live at **6pm on the Wednesday of the relevant weeks (2, 5, 7, 9, 13) and close at 11.59pm on the Sunday night before the next class**. You will not have access to the quiz after this time and you cannot take a 'make up' quiz later to catch up**. Complete the quiz using the iLearn quiz tool.**

On successful completion you will be able to:

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

Object Study

Due: **Week 6 - 3 April 2015 at 10pm**
Weighting: **25%**

Short paper on ONE (1) ancient Egyptian artefact from the Macquarie University Museum of

Ancient Cultures. There are three artefacts to choose from and can be found on the iLearn site. **Word limit: 1,000 words. Submit via Turnitin.**

On successful completion you will be able to:

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

Self reflection task

Due: **Week 8 - 1 May 2015 at 10pm**
Weighting: **10%**

Students are required to submit a short self-reflection task based on the feedback provided for the object study. **The research essay inbox will open once you have completed and submitted this task. Word Limit: 300 words. Submit via Turnitin.**

On successful completion you will be able to:

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

Research Essay

Due: **Week 10 - 15 May 2015 at 10pm**
Weighting: **30%**

Students will complete ONE (1) research essay from the 4 topics listed on iLearn. **Word limit: 2,000 words. Submit via Turnitin.**

On successful completion you will be able to:

- Acquire knowledge of the geography, chronology and significant stages of the ancient Egyptian civilisation.
- Acquire knowledge of published primary sources and archaeological data of Egyptian

settlements, tombs, temples and associated grave goods from the Predynastic to New Kingdom periods.
- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Delivery and Resources

UNIT REQUIREMENTS AND EXPECTATIONS

This unit comprises three key elements:

1. 2-hour lectures;
2. 1-hour tutorials;
3. and individual study and participation.

- **Students must achieve an overall mark of 50% or above to complete this unit satisfactorily.**
- Students are expected to attend all classes (lectures and tutorials), unless there are extenuating circumstances such as illness etc. A log will be taken to record attendance. Medical certificates are required for medical absences and should be given to your convenor.
- For lecture times and classrooms please consult the MQ Timetable website: http://www.timetables.mq.edu.au. This website will display up-to-date information on your classes and classroom locations.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

The following textbooks are required:

- Schulz, R. and Seidel, M. (eds), *Egypt. The World of the Pharaohs* (Cologne, 2004).
- Shaw, I., *Ancient Egypt: A Very Short Introduction* (Oxford, New York, 2004).

These texts are available for purchase at the Co-Op bookstore (http://www.coop-bookshop.com.au)

Recommended Texts:

- Baines J. and Malek, J., *Cultural Atlas of Ancient Egypt* (New York, 2000, rev. edition).
- Cullen, J., *How to Read, Write, and Think about History* (Malden, Oxford ,2013).
- Renfrew, C. and Bahn, P., *Archaeology: Theories, Methods and Practice* (London, 2012).

- Shaw, I. and Nicholson, P., *The British Museum Dictionary of Ancient Egypt* (London, 2008).
- Wilkinson, R.H. (ed.), *Egyptology Today* (Cambridge, New York, 2008)

All booklets from the Shire Egyptology Series, such as:

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

UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

This unit will use iLearn: https://ilearn.mq.edu.au/login/MQ/

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

Unit Schedule

Week	Module	Lecture		Tutorial	Assessment
1	**Module 1** *Dr A. Woods*	23/02/2015	What is Egyptian archaeology?	Tutorial 1	Unit guide Online Quiz 1
2		02/03/2015	Library presentation & Overview of Geography and Chronology	Tutorial 2	Module 1 Online quiz 2
3	**Module 2** *Dr Y. Tristant*	09/03/2015	Predynastic & Early Dynastic (1): Overview of Developments	Tutorial 3	None
4		16/03/2015	Predynastic & Early Dynastic (2): Material Culture	Tutorial 4	**Documentation exercise Due** **20 March 2015**
5		23/03/2015	Predynastic & Early Dynastic (3): Burials	Tutorial 5	Module 2 Online Quiz 3

6	**Module 3** *Dr* *A. Woods*	30/03/ 2015	Old Kingdom (1): Funerary architecture and Material Culture	Tutorial 6	**Object Study due** **3 April 2015**
MID-SEMESTER BREAK					
7		20/04/ 2015	Old Kingdom (2): Secular and religious architecture	Tutorial 7	Module 3 Online Quiz 4
8	**Module 4** *Dr* *A. Woods*	27/04/ 2015	FIP – End of Middle Kingdom (1): Funerary architecture and Material Culture	Tutorial 8	**Self-reflection task Due** **1 May 2015**
9		04/05/ 2015	FIP – End of Middle Kingdom (2): Secular and religious architecture	Tutorial 9	Module 4 Online Quiz 5
10	**Module 5** *Dr* *S. Binder*	11/05/ 2015	SIP-End of New Kingdom (1): Secular architecture and daily life	**NO TUTORIAL**	**Research Essay due** **15 May 2015**
11		18/05/ 2015	SIP-End of New Kingdom (2): Religious architecture	Tutorial 10	None
12		25/05/ 2015	SIP-End of New Kingdom (3): Funerary architecture	**NO TUTORIAL**	None
13		01/06/ 2015	SIP-End of New Kingdom (4): Material culture	Tutorial 11	Module 5 Online Quiz 6

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

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

Learning Skills

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

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

Student Services and Support

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

Student Enquiries

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

IT Help

For help with University computer systems and technology, visit http://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

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

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

Assessment tasks

- Documentation exercise
- Online quiz - Modules 1-5
- Object Study
- Self reflection task
- Research Essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

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

bibliographies.

Assessment task

- Self reflection task

Commitment to Continuous Learning

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

This graduate capability is supported by:

Learning outcomes

- Acquire knowledge of the geography, chronology and significant stages of the ancient Egyptian civilisation.
- Describe, compare and analyse an ancient Egyptian artefact.
- Acquire knowledge of published primary sources and archaeological data of Egyptian settlements, tombs, temples and associated grave goods from the Predynastic to New Kingdom periods.
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Assessment task

- Self reflection task

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Acquire knowledge of the geography, chronology and significant stages of the ancient Egyptian civilisation.
- Describe, compare and analyse an ancient Egyptian artefact.
- Acquire knowledge of published primary sources and archaeological data of Egyptian settlements, tombs, temples and associated grave goods from the Predynastic to New Kingdom periods.
- Analyse and critique primary and secondary sources, illustrating basic skills in research, the ability to write effectively, communicate orally and reflect on the learning experience.

Assessment tasks

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

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

Assessment tasks

- Documentation exercise

- Online quiz - Modules 1-5
- Object Study
- Self reflection task
- Research 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

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

Assessment tasks

- Documentation exercise
- Online quiz - Modules 1-5
- Object Study
- Self reflection task
- Research 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

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

Assessment tasks

- Documentation exercise
- Online quiz - Modules 1-5
- Object Study
- Self reflection task
- Research Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Acquire knowledge of the geography, chronology and significant stages of the ancient Egyptian civilisation.
- Describe, compare and analyse an ancient Egyptian artefact.
- Acquire knowledge of published primary sources and archaeological data of Egyptian settlements, tombs, temples and associated grave goods from the Predynastic to New Kingdom periods.
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Assessment tasks

- Documentation exercise

- Self reflection task

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

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

Assessment tasks

- Documentation exercise
- Online quiz - Modules 1-5
- Object Study
- Self reflection task
- Research Essay

Changes from Previous Offering

The following changes have been implemented in the 2015 curriculum:

- Percentage weightings of the online quiz and object study have been modified slightly (up or down by 5%).
- Weekly online quizzes are now at the end of each module
- Video lectures have been rolled out for all weeks and some tutorials, which is intended to complement the content presented in the live lectures. Knowledge acquisition will be assessed in the Module online quizzes.
- A new assessment task has been introduced - the self-reflection task. This task is designed to encourage students to reflect on their learning experience and better understand their strengths and weaknesses.

Bibliography and Resources

The following is an **abbreviated guide** to approved web resources as well as primary and

secondary works. A complete list can be found in the Egyptology Toolbox on iLearn: http://ilearn.mq.edu.au

Some material, such as excerpts from books and journal articles, will be put on the library's E-Reserve and can be found via searching AHIS170 in multisearch – unit readings: http://www.mq.edu.au/on_campus/library/

Bibliographical aids, for information and references

In order to find the right books or articles, you can try this: International Association of Egyptologists, *Annual Egyptological Bibliography* (Leiden, 1948 ff.). The library holds the license to the on-line database of this resource (Online Egyptological Bibliography, OEB) with titles to from 1822 to 2002 (roughly 70,000 items), as well as increasing coverage of 2003-2012 (in total over 90,000 items). Access through the library catalogue and databases: http://www.mq.edu.au/on_campus/library/

Approved web-sites with links to other good sites

***Please note**: as the Internet is open to everyone, there is no control over the content and quality of websites; hence each site depends on the knowledge and academic integrity of the author/s. Many websites cater for children and young adults in secondary schools or for a wider public therefore are not suitable for academic research.*

General resources

Ancient Egypt Web Site http://www.ancient-egypt.co.uk

Australian Centre for Egyptology http://www.egyptology.mq.edu.au/

Egyptology resources http://www.fitzmuseum.cam.ac.uk/er/

Egyptologists' Electronic Forum http://www.egyptologyforum.org/

The British Museum (web resources): http://www.britishmuseum.org/about_us/departments/ancient_egypt_and_sudan/subject-related_web_resources.aspx

Databases and e-resources

Aigyptos http://www.aigyptos.uni-muenchen.de

AERA (Ancient Egypt Research Associates) http://www.aeraweb.org

British Museum Studies in Ancient Egypt and Sudan http://www.britishmuseum.org/research/publications/online_journals/bmsaes.aspx

Catalogue général des antiquités égyptiennes du Musée du Caire Online http://www.egyptologyforum.org/EEFCG.html

Deir el-Medina Database http://www.leidenuniv.nl/nino/dmd/dmd.html

Digital Egypt for Universities http://www.digitalegypt.ucl.ac.uk

Egypt Exploration Society Delta Survey http://www.deltasurvey.ees.ac.uk/ds-home.html

Egyptological Book Series Online http://www.egyptologyforum.org/EEFSeries.html

ETANA (Electronic Tools and Ancient Near East Archives): old excavation reports and literature http://www.etana.org

Giza Digital Library http://www.gizapyramids.org/code/emuseum.asp?newpage=library

IFAO (Institut français d'archéologie orientale, Cairo) http://www.ifao.egnet.net/

JSTOR. Searchable database of journal articles (access via MQ library databases:) library.mq.edu.au then search for "JSTOR".

Osirisnet http://www.osirisnet.net/

Sefkhet Online Resources for Egyptology www.sefkhet.net/Oxford-Net-Res.html

Theban Mapping Project http://www.thebanmappingproject.com/

Tutankhamun: Anatomy of an Excavation, Griffith Institute; www.griffith.ox.ac.uk/tutankhamundiscovery.html)

Encyclopaedias of Egyptology

UCLA Encyclopedia of Egyptology http://escholarship.org/uc/nelc_uee

Lloyd, A. B. (ed.) *A Companion to Ancient Egypt* (Oxford, 2010) Full text available from Blackwell Reference Online - 2010 Collection (access through MQ library multi search)

Redford, D. B., *The Oxford Encyclopedia of Ancient Egypt* (Oxford, New York 2001). Oxford encyclopedia of ancient Egypt (access through MQ library multi search)

Museum web catalogues

Berlin, Egyptian Museum http://www.egyptian-museum-berlin.com/

Boston, Museum of Fine Arts http://www.mfa.org

Cambridge, Fitzwilliam Museum http://www.fitzmuseum.cam.ac.uk/dept/ant/egypt/

Chicago, Oriental Institute Museum http://oi.uchicago.edu/museum

Leiden, Rijksmuseum van Oudheden http://www.rmo.nl/english/collection/permanent/egyptians

London, British Museum http://www.britishmuseum.org/default.aspx

London, Petrie Museum of Egyptian Archaeology http://www.petrie.ucl.ac.uk/search/index.html

Manchester Museum http://www.museum.manchester.ac.uk/collection/ancientegypt/

New York, Metropolitan Museum of Art http://www.metmuseum.org/collections/search-the-collections

New York, Brooklyn Museum http://www.brooklynmuseum.org/opencollection/exhibitions/egyptian

Oxford, Ashmolean Museum http://www.ashmolean.org/

Paris, Musée du Louvre http://www.louvre.fr

Turin, Museo Egizio http://www.museoegizio.it/

The Global Egyptian Museum http://www.globalegyptianmuseum.org

Periodicals

The following is a short list of periodicals wholly or partly devoted to Egyptology. Articles are usually published in English, French or German. They are all recommended.

Archéo-Nil	*Revue de la société pour l'étude des cultures prépharaoniques de la vallée du Nil*
ASAE	*Annales du Services des Antiquités de l'Égypte*
AVDAIK Abteilung Kairo	Archäologische Veröffentlichungen, Deutschen Archäologisches Institut
BACE	*Bulletin of the Australian Centre for Egyptology*
BASOR	*Bulletin of the American Schools of Oriental Research*
BES	*Bulletin of the Egyptological Seminar*
BIFAO	*Bulletin de l'Institut Français d'Archéologie Orientale*
Ch.d'Eg.	*Chronique d'Égypte*
DE	*Discussions in Egyptology*
GM	*Göttinger Miszellen*
JARCE	*Journal of the American Research Center in Egypt*
JAOS	*Journal of the American Oriental Society*
JEA	*Journal of Egyptian Archaeology*
JNES	*Journal of Near Eastern Studies*
MDAIK	*Mitteilungen des Deutschen Archäologischen Instituts Abteilung Kairo*
Or.	*Orientalia*

RdE	*Revue d'Égyptologie*
SAGA	*Studien zur Archäologie und Geschichte Altägyptens*
SAK	*Studien zur altägyptischen Kultur*
ZAS	*Zeitschrift für ägyptische Sprache und Altertumskunde*

Set Texts

Schulz, R. and Seidel, M. (eds), *Egypt. The World of the Pharaohs* (Cologne, 1998).

Shaw, I., *Ancient Egypt: A Very Short Introduction* (Oxford, New York, 2004).

Recommended Texts

Baines J. and Malek, J., *Cultural Atlas of Ancient Egypt* (New York, 2000, rev. edition).

Cullen, J., *How to Read, Write, and Think about History* (Malden, Oxford ,2013).

Renfrew, C. and Bahn, P., *Archaeology: Theories, Methods and Practice* (London, 2012).

Shaw, I. and Nicholson, P., *The British Museum Dictionary of Ancient Egypt* (London, 2008).

Wilkinson, R.H. (ed.), *Egyptology Today* (Cambridge, New York, 2008).

All booklets from the Shire Egyptology Series, such as:

Hall, R., *Egyptian textiles* (Aylesbury, 1989).

Hope, C., *Egyptian Pottery* (Aylesbury, 2001).

Hornung, E., *History of Ancient Egypt*, (Ithaca, 1999)

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Uphill, E.P., *Egyptian Towns and Cities* (Aylesbury, 1988).

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General

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Assmann, J. *et al*. (eds), *Problems and Priorities in Egyptian Archaeology* (London, 1987).

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Porter, B., and Moss, R., *Topographical Bibliography of Ancient Egyptian Hieroglyphic Texts, Reliefs and Paintings*, Vols I-VII (Oxford, 1927 ff/2nd edition Oxford, 1960 ff.).

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Sowada, K.N., *Egypt in the Eastern Mediterranean during the Old Kingdom: an Archaeological Perspective*, OBO Series 237 (Fribourg/Gottingen, 2009).

Spencer, A.J., *Early Egypt: the Rise of Civilization in the Nile Valley* (London, 1993).

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*Trigger, B.G. *et al*., *Ancient Egypt: A Social History* (Cambridge, 1983).

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Egyptology Toolbox

Various resources are available on the iLearn site (http://ilearn.mq.edu.au) to help you in your studies.

The topics include:

Tips on how to be a successful student!

- How do I take notes in lectures?
- How do I handle artefacts and participate in tutorials?
- What are my responsibilities as a student in the online environment?

How to conduct my research?

- Where do I look in the library and online?
- How do I start my research?
- What online resources can I use in my research?
- What books, journal articles and other resources can I use in my research?

How to present written work and reference correctly?

- How do I break down the research question?
- What is the difference between a primary and secondary source in Egyptology?
- How do I write my essay?
- How do I reference according to academic standards?
- How do I reference different types of sources?

iLearn and Assessment submission

- How do I use iLearn?
- How do I access and submit Turnitin Assignments?

Glossary of terms used in this unit

Important Maps and Chronological table used in this unit

Changes since First Published

Date	Description
29/04/2015	corrected due date self-reflection
20/02/2015	Changed error in due date.
18/02/2015	Changed due date of Self-reflection Task. Week 10 to Week 8