

Course Handbook: Egyptology and Ancient Near Eastern Studies

Faculty of Oriental Studies

Academic Year 2018-19

Version1

The Examination Regulations relating to this course are available at <https://www.admin.ox.ac.uk/examregs/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

If you have any concerns please contact the Senior Academic Administrator (academic.administrator@orinst.ox.ac.uk).

The information in this handbook is accurate as at Michaelmas Term 2018, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges.

If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

Introduction

The BA in Egyptology and Ancient Near Eastern Studies is designed to be both wide-ranging and flexible. It is a three-year course covering all principal aspects of the study of the field while allowing concentration on particular areas of interest. The B.A. is taken in Egyptology, or Ancient Near Eastern Studies, or Egyptology and Ancient Near Eastern Studies. The skills involved are comparable with those needed for other language-focused courses in the humanities, but their application is rather broader. While the core of the teaching is in language and texts, the objective is to fully engage with the histories and material cultures of these civilisations, using written sources where appropriate as the point of departure for studying a wide range of phenomena. It should also be borne in mind that all the texts we study are preserved on ancient surfaces, usually recovered through excavation, and are archaeological artefacts in their own right. No prior knowledge of any ancient language is expected.

For those who have chosen **Akkadian** as their first language, the focus is on study of the principal ancient language of Mesopotamia; emphasis is also placed on knowledge of the literature, cultural and political history, and archaeology of the area. This is supplemented by study of a second language, which may be Egyptian, Sumerian, Hittite (if available), Early Iranian, Biblical and Mishnaic Hebrew, Aramaic and Syriac, Classics (generally Ancient Greek), or Arabic – together with its associated literature, culture, and history. If **Egyptian** is chosen as the first language, Akkadian, Arabic, Classics, Coptic, Old and Middle Persian, or Biblical and Mishnaic Hebrew are possible choices for a second language. Both with Akkadian and with Egyptian, Archaeology and Anthropology is available as an alternative subsidiary to the second language.

In addition to the language classes, there are lecture courses on all principal aspects of ancient Near Eastern and Egyptian civilisation, as well as regular essay writing. At all stages of the course, emphasis is laid on detailed familiarity with the primary sources, textual sources being studied in the original languages and scripts and non-textual sources in other media. A major objective is that you should become familiar with the use of a range of historiographical, literary-critical, and other methods for understanding these sources.

The core objectives of the course are that you should master the script, grammar, vocabulary, and syntax of Egyptian or Akkadian, and should become acquainted over the three years with several different phases of Egyptian (from Old Egyptian onwards) or Akkadian (from Old Babylonian onwards); and that you should acquire a comparable, but naturally less extensive, command of a second language, or of Archaeology and Anthropology. You should acquire a good knowledge of the secondary literature, including the various aids to study (reference works, bibliographies, dictionaries, sign lists, etc.), and how to make best use of them.

Opportunities are available to work with ancient artefacts in the Ashmolean Museum's collections, as well as to practise reading from original inscribed objects such as cuneiform tablets or Egyptian stelae. At the same time, you should become familiar with a wide range of cultural institutions of the civilisations you study. Your work on texts should be seen in this broader context of understanding key features of the civilisations. Archaeology and

Anthropology bring cognate disciplines into the course; they are not focused specifically on the Ancient Near East, although it is possible to take special subjects or develop dissertations that bridge the different fields.

Overview

First year

The aim of the first year of your course is to lay a foundation in knowledge of the language and civilisation of your main subject that will provide a solid basis for the more diversified and detailed work of the second and third years; at the same time you should gain a general knowledge of the history and civilisation of the whole Ancient Near East, including Egypt.

Those taking **Akkadian as their first language** attend intensive classes in Akkadian grammar and cuneiform script during the first five weeks of the first term. These are usually also attended by graduate students beginning Akkadian for the M.Phil. in Cuneiform Studies and undergraduates beginning Akkadian as their second language. The grammar currently used is *A Grammar of Akkadian* by John Huehnergard and students should also acquire *A Concise Dictionary of Akkadian* by Jeremy Black and others. After about five weeks students are ready to continue their language work by beginning to read the Laws of Hammurapi, a Babylonian king of the second millennium BCE. This text is read first because of its grammatical clarity and regularity, as well as its social, cultural, and historical significance.

Other Akkadian texts are read in classes during the rest of the year: the myth of Ishtar's Descent to the Underworld, selected annals of Assyrian kings and the Flood story from the Epic of Gilgamesh. These text-reading classes require extensive preparation in advance by the student, using the set editions and the other lexicographical and bibliographical aids available in the library or purchased for private use. In Trinity Term students also do simple unseen translation work and revision classes, followed by about two weeks without classes for revision.

For those taking **Egyptian as their first language**, Middle Egyptian, the classical phase of the language, is studied intensively. There are three language classes every week; these are attended by some M.Phil students as well as undergraduates. The grammar is generally completed, or nearly completed, during Michaelmas Term. At present, Mark Collier's unpublished *Middle Egyptian course*, which is available from the Faculty, is the text used for teaching the language, supplemented by the tutor's own materials. Students also need to acquire Alan H. Gardiner, *Egyptian grammar*, and R. O. Faulkner, *A concise dictionary of Middle Egyptian*, both of which are available with a student discount from the Griffith Institute. For each hour of the elementary language class you must read a chapter or chapters of the Collier grammar and prepare exercises that will be either corrected in class or taken away and returned at the next session.

During Hilary and Trinity Terms the chief focus of the language classes is on reading Middle Egyptian texts, including *The Story of the Shipwrecked Sailor* and biographical inscriptions displayed in the tombs of Egyptian officials. The prescribed texts are normally completed around half way through Trinity Term, and are followed by exercises in translation into Egyptian and some further grammatical work, leaving about a week and a half for revision, during which classes are only held at the request of students.

The text-reading classes in both languages, like those later in the course, involve reading the ancient texts beforehand, learning the relevant vocabulary, and preparing to translate passages from them on request in the classroom. For many of the texts published translations are available, but these are frequently debatable or inaccurate and can never form more than an aid to the study of the original. During the classes the rendering of the texts into English, their meaning and cultural import, and their status in groups of texts and as visual works on ancient monuments, are reviewed and discussed. This reading of texts in class and discussion of their cultural significance and of the kinds of evidence they supply is at the core of the course and it is essential that you apply yourself to preparing the material, thinking about it, and participating actively in class.

Complementing the language classes is a lecture course **for all first-year students**, in Ancient Near Eastern Civilisation and History. This covers Egypt and Mesopotamia (and usually the background to the Hebrew Bible), and includes detailed study of Ancient Near Eastern history into the Parthian period and Egyptian history to the death of Cleopatra VII (30 BCE). Four essays on topics related to the civilisation and history course are written in each of the first two terms, and two in the third.

Throughout the first year you should be reading general works on Egyptology and Near Eastern civilisation. Reading lists for these are distributed during the year; you should read something in all the main categories by the end of the year.

All examinations will be held at the end of Trinity Term.

1. EITHER Akkadian texts OR Egyptian texts
2. EITHER Akkadian grammar and unprepared translation OR Middle Egyptian grammar and unprepared translation
3. Civilisations of the Ancient Near East
4. History of the Ancient Near East to 30 BCE

During Trinity Term you must discuss with your teachers which second language you wish to take, or whether you wish to take Archaeology and Anthropology. A guide to taking Archaeology and Anthropology as a subsidiary subject in EANES is available on WebLearn (Egyptology and Ancient Near East main page). For Hebrew there may be a few hours of instruction at the end of Trinity Term. These are intended to allow a start to be made on the language during the Summer Vacation. Those intending to do Arabic or Greek should consult their teachers about possible summer schools in these languages. You also need to find out about the additional stage of your main language, either Egyptian or Akkadian, to be studied in the second year (see below).

Papers for Second and Third Year

You will be preparing for the following papers in the following areas:

Egyptology and ANES with a subsidiary language

1. Translation paper (first language)
2. Translation paper (second language)
3. Literary and historical topics including prepared translation from second language (two papers)
4. Literary and Historical topics including Prepared translation from first language (two papers)
5. A field of concentration
6. Selected Egyptian and/or Ancient Near Eastern artefacts
7. General paper, including questions on Egyptology and Ancient Near Eastern Studies
8. Dissertation
9. Egyptian art and architecture (can be substituted for (5))

One second language from the list (when available):

Akkadian
Egyptian
Coptic
Hittite (not available yearly)
Sumerian
Arabic
Aramaic and Syriac
Classics
Hebrew
Early Iranian

Egyptology and Ancient Near Eastern Studies with Archaeology and Anthropology

1. Translation paper (first language)
2. Literary and Historical topics including Prepared translation from first language (two papers)
3. A field of concentration
4. Selected Egyptian and/or Ancient Near Eastern artefacts
5. General paper, including questions on Egyptology and Ancient Near Eastern Studies
6. Dissertation
7. Egyptian art and architecture (can be substituted for (3) or as an additional paper)
8. The Nature of Archaeological and Anthropological Enquiry
9. Urbanisation and change in complex societies: comparative approaches **or** From Hunting and Gathering to States and Empires in South-West Asia
10. Social analysis and interpretation **or** Cultural representations, beliefs and practices

Subjects for Field of Concentration

Subjects are agreed in discussion with tutors. Examples are:

Egyptian as first language

- Demotic
- Egyptian art and architecture (included in the formal list of papers)
- Hieroglyphic texts of the Graeco-Roman period
- Middle Kingdom literature

- Letters
- Archaeology of early Egypt
- Essay topics on Nubia, with a selection of historical texts relating to Nubia
- Inscriptions and history of the Late New Kingdom and/or Third Intermediate Period
- Magico-medical texts
- Settlements and urbanism

Akkadian as first language

- Texts relating to the Chaldeans
- Old Assyrian colony period texts: trade *or* ethnicities
- Babylonian omens and prevention rituals
- Etana in context
- The conquests of Hammurapi
- Ludlul Bel Nemeqi
- Old Babylonian documents
- The Mari archives
- Old Babylonian letters
- Akkadian Late Bronze Age texts

Second year

The second and third years run continuously. The only formal examinations are in the third year and the aim is to achieve a steady progression toward a high level of general knowledge, detailed familiarity with important bodies of primary source materials, and a mastery of argument. All these aspects of knowledge and skills are evaluated in the third year through a number of different modes of assessment. The second year is intensive in numbers of classes and lectures – an average will be about ten to fifteen hours per week.

Those who choose Archaeology and Anthropology as their second subject will receive handbooks from the School of Archaeology. In the second year you attend lectures and tutorials in the paper *The Nature of Archaeological and Anthropological Enquiry*. You have a choice of Archaeology and Anthropology papers in the third year. More detailed information is not given here: you should consult your teachers in Archaeology and Anthropology if you have any questions. That course is much more strongly focused on essays than the Egyptology/Akkadian part.

For those who choose a second language, classes begin in Michaelmas Term. As in the first year, the grammar is normally covered by the end of the first term and texts are read in the second and third terms. There are typically three or four hours per week of classes in the subsidiary language throughout the year. Most subjects also offer lecture courses that take forward the general subjects presented in the first-year Civilisation and History course. In the case of Coptic, the background to early Christian Egypt is covered mainly in the text classes and by essay work.

For **Akkadian**, the division of Akkadian set texts for the final examination (termed Final Honours School in Oxford, and abbreviated to FHS here) is published by Friday, 3rd week of

Hilary term in the year preceding the FHS exams. These lists are available at:

<https://Weblearn.ox.ac.uk/portal/hierarchy/humdiv/orient/orientals/page/settexts>

These lists make clear which texts should be prepared for the FHS take-home paper or papers and which texts should be prepared for other FHS papers. The field of concentration and details of the Akkadian text(s) of choice are registered later.

The division of Egyptian set texts occurs at the end of Hilary Term of the third year and lists are available at:

<https://Weblearn.ox.ac.uk/portal/hierarchy/humdiv/orient/orientals/page/settexts>

During the second year you need to select your field of concentration on which you will be examined in the final examination (FHS), as well as your dissertation. Sample topics are listed above. For either of those options, some students choose from among the topics listed, but the majority select subjects that are tailored for a group of two or three students, or sometimes individually. You need to submit a form giving your Field of Concentration topic by Monday of sixth week of Trinity Term in the second year. Although formally your dissertation choice does not have to be decided until Monday of second week of Michaelmas Term in the third year, it is best to prepare for work on the material at the end of your second year. Your field of concentration and dissertation may be offered in your main language, your second subject or language, or one in each area.

In **Egyptology**, Old *or* Late Egyptian is begun in Michaelmas Term (these alternate by year, and second and third year students are taught together). Texts in the additional stage of the language are read over Michaelmas and Hilary terms. Because these stages of the language are not fundamentally different from Middle Egyptian, grammatical instruction is confined to a few hours and much of the learning of the language is through reading texts. There are two or three hours of classes in Old or Late Egyptian per week.

Middle Egyptian texts, which form the largest category that is read, are studied throughout the second year and in Michaelmas Term of the third year. There are three classes per week in Middle Egyptian texts. The range of genres of material read is very wide. Class work involves discussion of such topics as interpersonal communication in letters, biography, law, religion, historiography, and literature. The texts are grouped both by theme and progressively in terms of difficulty. The selection of texts may be varied in order to relate the material to choices of second languages and to take advantage of new editions. Some ancient texts have assumed a central position in Egyptology and will always be included. Examples of these are the tales of *Sinuhe*, the *Shipwrecked sailor*, and *Wenamun*, as well as parts of the Pyramid Texts, the Coffin Texts, and the Book of the Dead. Among historical texts, the Annals of Thutmose III have a similar status, as do biographies like the Old Kingdom text of Harkhuf. Hieratic, the name given to the cursive form of the Egyptian script, is also taught for two terms of the second and third years. Students learn to read the hieratic originals of texts they have already read in transcribed hieroglyphic versions, such as the *Shipwrecked Sailor* and papyri detailing a woman's disinheritance of her poorly behaved children (reading the original papyrus held in the Ashmolean Museum).

Teaching in the second year generally includes seminars on non-language topics two times per term. A lecture course on Egyptian art and architecture runs for two terms and the first four weeks of Trinity Term. This is also attended by some students reading Classical Archaeology and Ancient History and History of Art. It is possible to take Art and Architecture as a field of concentration in the third year, building on the knowledge gained from the lecture course.

In Trinity Term a handling class on Egyptian materials and artefacts is held in the Ashmolean Museum. This area continues to be studied in the third year and more details are given there.

Students taking **Akkadian** as their first language in years two and three and students taking their second year of Akkadian as a second or additional language study a core of important texts. Everyone reads parts of the Epic of Gilgamesh or the Babylonian Epic of Creation in cuneiform and usually letters from the international Amarna correspondence. These letters complement the Egyptian courses taken by some students.

Royal inscriptions of Esarhaddon and Nabonidus or Old Babylonian documents on a range of subjects also usually form part of every student's syllabus. The course for students taking Akkadian as a first language normally includes all these texts.

All students usually also study the literary prologue and epilogue of the Laws of Hammurapi in Old Babylonian monumental cuneiform. Students taking Akkadian as a second or additional language would read this text in Trinity Term during their first year studying Akkadian.

Other works studied will depend on your special interests and your chosen field of concentration or text of choice, but your overall syllabus should cover compositions in Old Babylonian, Standard Babylonian, and at least one other dialect of Akkadian (e.g. Neo-Assyrian, Old Akkadian, Amarna dialect). Your syllabus as a whole should also encompass a range of the following genres: myths and epics; religious texts, such as hymns, incantations, and rituals; scholarly works, such as omens, mathematical and medical texts; letters; economic and/or administrative documents; historiographical texts, such as royal annals and inscriptions; and laws and/or legal records. Your teachers are happy to advise you on this.

More advanced lectures or seminars are given for two hours a week on a wide range of aspects of Mesopotamian civilisation, e.g., literature, cultural and political history, and religion.

Classes on Mesopotamian artefacts are held in the Ashmolean Museum in Michaelmas and Hilary Terms. Students take these classes in either their second or third year. In Michaelmas Term classes are organised around a wide range of artefacts, materials including clay, stone, metal, glass and glazes, while in Hilary Term the focus shifts to cuneiform tablets and other inscribed objects. If you are taking both Akkadian and Egyptian, in either combination, you may choose to be examined in artefacts from both areas, or just one.

For all students, essays and/or seminars continue during the second year at the rate of about three per term; about two thirds are in the first subject and one third in the second subject. Tutorials are used to help you explore issues in the interpretation of ancient cultures and to develop skills of argument and presentation. General reading should be kept up so that an overall view of the subject is maintained and you keep abreast with developments. The reading lists given out in the first year are quite full and are intended to be useful throughout the course; they will be replaced as necessary by new versions. You may also wish to approach staff for advice on supplementing what is given there, or for materials in areas not covered by the lists.

You may wish to attend lectures in related subjects in which you have an interest, e.g. archaeology, art history, and linguistics, but these may sometimes clash with other classes. You also need to be realistic about the number of commitments you take on. You are encouraged to attend the research seminars arranged during term in Ancient Near Eastern Studies and Egyptology, at which local and visiting speakers present papers for discussion. These are usually followed by tea in the Common Room.

Before the Long Vacation of your second year, you need to decide on an area for a dissertation topic, in consultation with your teachers. The subject must be different from your field of concentration but may utilise either one or both of your languages, or Archaeology and Anthropology. You may focus on textual sources, or aspects of material culture, or both. Some students choose to work on the collections of the Ashmolean or Pitt Rivers Museums for their dissertations. The dissertation is your opportunity to carry out a substantial and independent piece of work (maximum 15,000 words). You should if possible begin research during the summer of your second year, as a great deal of your third year will be taken up with preparation for the other papers of the final examination. A general guide to undertaking dissertation work in EANES is posted on WebLearn (Egyptology and Ancient Near East main page).

Third year

There are numerous classes and lectures in Michaelmas Term of the third year – about ten to fifteen per week, as in the second year. In Trinity Term most of the work in class is unprepared or consists of revision sessions. Because there is essay writing for your field of concentration and optional special subject as well as dissertation work, the number of essays on general topics is reduced in comparison with earlier years, but the overall proportion of writing rises.

Much of the third year is devoted to work on your field of concentration and dissertation. The pattern of work depends upon the topic chosen, how many students are doing the same subjects, and how particular topics are best taught. Subjects can be approached through essay writing, through text classes, or through a mixture of both. Broadly, the field of concentration should fill up to half of the time spent on the Egyptology or Akkadian part of the course for the first two terms of the year (or a rather larger proportion for the subject if the field of concentration is in the second subject).

Another quarter of the main subject time should be spent on the dissertation. For this, bibliographies are discussed with the supervisor and an outline is agreed. If the dissertation is to involve museum work, this needs discussing with the museum staff as early as possible. The supervisor will review some but not all chapters of dissertations as they are produced; some students, however, prefer to work more on their own for the dissertation.

Students taking Archaeology and Anthropology as a second subject choose from two Archaeology papers and two Anthropology papers. For Archaeology, you may choose between: 'Urbanisation and Change in Complex Societies' or 'From Hunting and Gathering to States and Empires in South-west Asia'. For Anthropology, you may choose between: 'Social Analysis and Interpretation' or 'Cultural Representations'. You must speak with the Subject Co-ordinator at the beginning of each term to arrange tutorials.

Egyptian artefact classes in the Ashmolean Museum continue. In Michaelmas Term and the first half of Trinity Term individual artefacts from all periods are studied, analysing how they should be approached, relating them to archaeological contexts where possible, and studying what can be learned about them as individual pieces as well as what they tell us more broadly about Egyptian civilisation. The classes last one and a half hours per week. Towards the end of these classes practice is given in preparing formal written descriptions of artefacts.

As described under the second year, students take Mesopotamian artefact classes in the Ashmolean Museum in the Michaelmas and Hilary Terms of either their second or third year.

In **Egyptology**, the Middle Egyptian text classes continue, typically at two hours per week, with the prescribed syllabus normally being completed during Michaelmas Term. The class then moves on to reading unprepared texts in Middle, Late, and sometimes Old Egyptian, both in preparation for the unseen translation paper in the final examination and in order to broaden your experience of Egyptian texts as a whole. Unprepared texts continue to be read until the first few weeks of Trinity Term. In Michaelmas and Hilary Terms there is a course in Old or Late Egyptian, as described above for the second year.

For all students, there is no specific coursework for the final general paper, which includes questions on topics in civilisation and history. Preparation for this paper consists of essays, written principally during the second year, seminar work, and independent reading, which is essential for the final examination. You are naturally free to discuss this work with your teachers and you may wish to write trial examination answers for comment by your teachers in tutorials.

During Hilary and/or Trinity Terms written practice may be given in examination answers for prepared texts, in order to develop skills in presenting annotated translations together with interpretive discussions of the significance of texts or passages in texts. This work is relevant both to the take-home papers, which are done in the first few weeks of Trinity Term, and to other final examination (FHS) papers.

For Egyptian, at the end of Hilary Term the division of prepared texts for the final examination is announced and distributed in the form of a copy of the list of prescribed texts with those to be prepared for the take-home examination singled out. For Akkadian this is done in Hilary Term of the second year.

For both Egyptian and Akkadian, about one third of the texts are revised over the Easter Vacation and examined in the take-homes in the first and third weeks of Trinity Term (for some subsidiary languages the third-week take-home is substituted by a sit-down examination at the end of the term). There is little class work during those weeks so that you can concentrate on the examinations.

Other classes in Trinity Term are arranged with the agreement of teachers. Apart from the Egyptian artefact classes, which continue for about half of the term, classes are mostly confined to unprepared translation and to revision sessions, in which either prepared texts or general topics are reviewed.

Weeks 5–6 of Trinity Term are mostly left free for revision, although classes can be held at the request of students. The final examination is in the seventh and eighth weeks of the term. The examiners' meeting, after which results are announced, is normally in early July. Students must be available for possible *viva voce* examination on the day of the examiners' meeting, or on the preceding days. In practice, such examinations, which are held only if a student's aggregate result lies on a borderline or there are significant anomalies in a student's performance, are very rare; but nonetheless if they happen, they are an essential part of the degree examination.

Field Work

The course does not include a compulsory period abroad, but relevant travel is recommended to all students during their degree. If doing Egyptology, you are encouraged to visit Egypt, and if possible to take part in archaeological work either in Egypt (although this is very difficult to arrange for undergraduates) or elsewhere. Many Egyptology students in recent years have visited Egypt during their undergraduate careers. Visiting the Middle East depends on current circumstances but there have always been areas where it is relatively easy to travel. From 2008 - 2017, a number of undergraduate and graduate students in Egyptology and Ancient Near Eastern Studies have participated in excavation of the Bronze and Iron Age city of Zincirli in south-east Turkey (run by Tübingen University and the Oriental Institute, University of Chicago). In 2018, our students joined an archaeological survey project in Konya, Turkey. Ask your teachers for advice if you plan to travel to Egypt or elsewhere during your degree or if you wish to participate in excavation projects. Colleges also often provide financial assistance for relevant travel.

Students who take Archaeology and Anthropology as a second subject undertake archaeological fieldwork, either in the UK or abroad, or museum internships during the summer of their second year. This is usually arranged by the Institute of Archaeology, although museum internships can be arranged by us with advance consultation.

A small number of undergraduate and graduate students each year take up summer internships at museums and other organisations with Egyptian and Near Eastern collections, including the British Museum, the Ashmolean Museum, and the Palestine Exploration Fund. Again, talk with your teachers if you would like to apply for an internship.

Teaching Staff

Dr Moudhy Al-Rashid, Junior Research Fellow (Wolfson College)

Professor John Baines, Professor Emeritus, Egyptology (Queen's College)

Dr Christoph Bachhuber, Associated Faculty Member, Stipendiary Lecturer in Archaeology (St John's College)

Dr Francisco Bosch-Puche, Assistant to the Editor of the Topographical Bibliography and Keeper of the Archive, Griffith Institute

Dr Paul Collins, Jaleh Hearn Curator of Ancient Near East, Ashmolean Museum (Jesus College)

Professor Jacob Dahl, Professor of Assyriology (Wolfson College)

Dr Stephanie Dalley, Faculty Member, Retired Research Fellow (Wolfson College)

Dr Elizabeth Froom, Associate Professor of Egyptology (St Cross College)

Dr Ann-Katrin Gill, Lady Wallis Budge Junior Research Fellow in Egyptology (University College)

Dr Linda Hulin, Oxford Centre for Maritime Archaeology (Harris-Manchester and Magdalen Colleges)

Mr Liam McNamara, Lisa and Bernard Selz Curator of Ancient Egypt and Sudan, Ashmolean Museum

Dr Christopher Metcalf, Associate Professor and Tutorial Fellow of Classical Languages and Literature (Queen's College)

Dr Leire Olabarria, Randall-Maclver Student in Archaeology (Queen's College)

Dr Arietta Papaconstantinou, Faculty Member (Corpus Christi College)

Professor Richard Bruce Parkinson, Professor of Egyptology (Queen's College)

Dr Luigi Prada, British Academy Research Fellow; Supernumerary Fellow in Egyptology (University College)

Dr Frances Reynolds, Shillito Fellow in Assyriology (St Benet's Hall)

Dr Anne-Claire Salmas, Managing Editor of the Topographical Bibliography and OEB, Griffith Institute

Dr Gesa Schenke, Faculty Member, History Faculty Research Associate

Dr Robert Simpson, Griffith Egyptological Fund Research Fellow

Professor Mark Smith, Emeritus Professor of Egyptology and Coptic (University College)

Dr Elizabeth Tucker, Jill Hart Research Fellow in Indo-Iranian Philology (Wolfson College)

Professor Yuhan Sohrab-Dinshaw Vevaina, Bahari Associate Professor of Sasanian Studies (Wolfson College)

Dr Helen Whitehouse, Faculty Member, Retired curator of Ancient Egypt and Sudan in the Ashmolean Museum

Dr Andreas Winkler, Departmental Lecturer in Egyptology (Wolfson College)

Assessment

The latest information on assessments and submission details is listed in the University of Oxford Examination Regulations and can be found here:

<http://www.admin.ox.ac.uk/examregs/>

The Exam Regulations are revised and re-issued each year, and you must always consult the relevant issue in force. For example, if you matriculate your studies in Michaelmas Term 2017, for Prelims examinations you should refer to the Examination Regulations for 2017 -2018. For FHS examinations depending on the programme, please see the below:

Year of Matriculation	Prelims Exams	FHS Exams	
		for 3-year programme	for 4-year programme
MT 2017	Prelims Exam Regs for 2017-18	FHS Exam Regs for 2019-20	FHS Exam Regs for 2020-21

Important Deadlines

Monday 9th Week Trinity Term	Year 1	Provisional start date of the First Public Examinations.
Mon 2nd Week or Mon 6th Week	of any term in Year 2	Deadline for applications for approval of Field of concentration for paper 7 as in the Exams Regulations. Forms available on request from undergraduate.admissions@orinst.ox.ac.uk
Monday 2nd Week Michaelmas Term	Year 3	Deadline for applications for approval of dissertation titles or Egyptian Art and Architecture in place of paper 7 as in the Exams Regulations. Forms available on request from undergraduate.admissions@orinst.ox.ac.uk
12 noon Friday 10th Week Hilary Term	Year 3	Deadline for submission of dissertation.
10am Monday 1st Week Trinity Term	Year 3	Essay titles for Literary and Historical Topics including Prepared Translation from First Language released by the Faculty Office.
12 noon Monday 2nd Week Trinity Term	Year 3	Deadline for submission of Literary and Historical Topics including Prepared Translation from First Language at the Examination Schools.
10am Monday 3rd Week Trinity Term	Year 3	Essay titles for Literary and Historical Topics including Prepared Translation from Second Language released by the Faculty Office.
12 noon Monday 4th Week Trinity Term	Year 3	Deadline for submission of Literary and Historical Topics including Prepared Translation from Second Language at the Examination Schools.
Monday 7th Week Trinity Term	Year 3	Provisional start date of the Final Honour School examinations.

Appendix

Recommended Patterns of Teaching

Below is an indication of the type and number of teaching hours on this course.

BA Egyptology with Coptic as second subject

Part: FPE

Course structure: 4 exam papers. (The courses listed below correspond to one or more exam papers)

Paper	Term	Dept/ Faculty				Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Elementary Middle Egyptian language and texts	MT		24			Figures in this table are in hours unless otherwise stated.
	HT		24			
	TT		21			
[2.] Egyptian History and Civilisation	MT	16		2		
	HT	16		2		
	TT	12		1		
[3.] Ancient Near Eastern History and Civilisation	MT	16		2		
	HT	16		2		
	TT	12		1		
Notes						

BA Egyptology with Coptic

Part: FHS (2nd year)

Course structure: Course structure: 5 Egyptology exam papers, 3 second subject exam papers 1 dissertation and 1 field of concentration (The courses listed below correspond to one or more exam papers).

Paper	Term	Dept/ Faculty				Comments
		Lectures	Classes	Tutorials	Classes	
						Figures in this table are in hours unless otherwise stated.
[1.] Middle Egyptian texts	MT		24			
	HT		24			
	TT		24			
[2.] Hieratic (Middle Egyptian)	MT		16			
	HT					
	TT					
[3.] Egyptian artefacts	MT					
	HT					
	TT		16			
[4.] Old Egyptian texts	MT		18			Late and Old Egyptian are taught in alternative years, so this course can take place in the 2nd year instead of Old Egyptian.
	HT		18			
	TT					
[5.] Second language: Coptic	MT		24	2-4		
	HT		24	2-4		
	TT		24			
[6.] Second year seminars	MT			2		
	HT			2		
	TT			2		
[7.] Egyptian Art and Architecture	MT	8				
	HT	8				
	TT	4				
Notes						

BA Egyptology with Coptic as second subject

Part: FHS (3rd year)

Course structure: 5 Egyptology exam papers, 3 second subject exam papers 1 dissertation and 1 field of concentration (The courses listed below correspond to one or more exam papers).

Paper	Term	Dept/ Faculty				Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Middle Egyptian set texts	MT		24			Figures in this table are in hours unless otherwise stated.
	HT		6-12			
	TT					
[2.] Hieratic	MT					
	HT		16			
	TT					
[3.] Egyptian artefacts	MT		16			
	HT					
	TT		16			
[4.] Late Egyptian set texts	MT		24			Late and Old Egyptian are taught in alternative years, so this course can take place in the 2nd year instead of Old Egyptian
	HT		24			
	TT					
[5.] Second language: Coptic	MT		24	?		In TT, classes are used for Coptic revision and Coptic unseens
	HT		24	?		
	TT		18			
[6.] Dissertation	MT			4		
	HT			4		
	TT					
[7.] Field of concentration	MT		16			Teaching can be in the form of classes or tutorials depending on the topic chosen.
	HT		16			
	TT		6			
[8.] Unseens and revision for general paper	MT					The number of revision and unseen classes given depends on students' needs.
	HT		16			
	TT		30			