

GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: 9/10/14	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: ARH Number: 203 Title: Art of Ancient Egypt Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: LINDSEY PEDERSEN PHONE: 480-461-7530 FAX: 480-461-7350	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Select core area... Awareness Areas: Historical Awareness (H)	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECARS prefix <input type="checkbox"/> Elective Current General Studies designation(s): H, HU Effective date: 2013 Spring Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director:	Chair/Director Signature:

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus; Course Description; Course Competencies; Textbook Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus; Course Description; Course Competencies; Textbook Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus; Course Description; Course Competencies; Textbook Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus; Course Description; Course Competencies; Textbook Table of Contents
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
ARH	203	Art of Ancient Egypt	H

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course.	ARH 203 examines the art and culture of Ancient Egypt through the context of its history. The cultural production of Egypt can only be fully understood through consideration of the historical figures, events and forces which helped to shape it.	<p>SYLLABUS: Course Description and Overview, Exams, Research Paper</p> <p>COURSE COMPETENCIES: 1, 3, 4, 5, 6, 7</p> <p>TEXTBOOK: Aldred, Introduction, Chapters 1-17; Shaw, Chapters 1-4</p>
2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	The development and evolution of Egyptian civilization is evidenced by the archaeological, textual and visual sources that comprise this course. The art, architecture, written documents, and cultural practices studied in ARH 203 provide critical insight into how Egyptian society developed in response to sequential dynastic events and disruptions, religious reforms, and economic shifts in ancient Egypt.	<p>SYLLABUS: Course Description and Overview, Research Paper</p> <p>COURSE COMPETENCIES: 2, 3, 4, 6</p> <p>TEXTBOOK: Aldred, Introduction, Chapters 1-17; Shaw, Chapters 1-9</p>
3. There is a disciplined systematic examination of human institutions as they change over time.	The history of Ancient Egypt is demarcated by clearly-defined stages of cultural and social development. The course systematically investigates the evolution of political, religious and social institutions in a chronological format, through the predynastic and dynastic eras, intermediate periods of relative instability, and a succession of conquests by foreign	<p>SYLLABUS: Course Overview, Exams, Research Paper</p> <p>COURSE COMPETENCIES: 1, 2, 3, 4, 5, 6, 7</p> <p>TEXTBOOK: Aldred, Introduction, Chapters 1-17; Shaw, Chapters 3 and 9</p>

	<p>powers. Corresponding shifts in the art and architecture are explored as expressions of these changes.</p>	
<p>4. The course examines the relationship amongst events, ideas, and artifacts and the broad social, political, and economic context.</p>	<p>In general, the course considers the dynamic, generative relationship between Egyptian culture and social, political and economic exchange--both within and outside of Egypt. As Egypt established trade and political alliances, and as it came under foreign control, aspects of Egyptian art were adapted to incorporate new ideas and meet new cultural imperatives. A specific example is the discussion of Faiyum mummy portraits, which combine Roman and Egyptian artistic and religious conventions. The last portion of the course broadenes the context to today's world, the legacy of Egyptian art and its influence on art, architecture and other cultural forms.</p>	<p>SYLLABUS: Course Description and Overview, Exams, Research Paper. Course Schedule and Topics</p> <p>COURSE COMPETENCIES: 1, 2, 3, 4, 5, 6, 7</p> <p>TEXTBOOK: Aldred, Introduction, Chapters 1-17; Shaw, Chapters 1-9</p>

ASU – (H) Criteria

1. History is a major focus of the course.

ARH 203 examines the art and culture of Ancient Egypt in the context of its history. The cultural production of Egypt can only be fully understood through consideration of the historical figures, events and forces which helped to shape it.

2. The course examines and explains human development as a sequence of events influenced by a variety of factors.

The development and evolution of Egyptian civilization is evidenced by the archaeological, textual and visual sources that comprise this course. The art, architecture, written documents, and cultural practices studied in ARH 203 provide critical insight into how Egyptian society developed in response to sequential dynastic events and disruptions, religious reforms, and economic shifts in ancient Egypt. evolution is

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4. The course examines the relationship amongst events, ideas, and artifacts and the broad social, political and economic context.

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Center for Curriculum & Transfer Articulation

Division of Academic and Student Affairs

Art of Ancient Egypt

Course: **ARH203**

Lecture **3** Credit(s) **3** Period(s) **3** Load

First Term: **2005 Spring**

Course Type: **Academic**

Final Term: **Current**

Load Formula: **S**

Description: The art and culture of ancient Egypt from prehistoric through the Greco-Roman period

Requisites: Prerequisites: None

Course Attributes:

General Education Designation: Historical Awareness - [H]

General Education Designation: Humanities and Fine Arts - [HU]

MCCCD Official Course Competencies

1. Define various Egyptological and art historical terms. (I-IX)
 2. Identify issues and problems relevant to Egyptology today (I- IX)
 3. Identify key historical and mythological figures. (I-VIII)
 4. Identify key concepts from Egyptian culture. (II-VII)
 5. Identify key works of art. (IV-VIII)
 6. Describe various materials and techniques used in the creation of art and architecture. (IV-VIII)
 7. Critically analyze and interpret key works of art. (IV-VIII)
-

MCCCD Official Course Outline

- I. Rediscovery of Ancient Egypt
 - A. Classical sources
 - B. Napoleon in Egypt
 - C. Travelers and scholars
 - D. Development of Egyptology
- II. Geography of the Nile Valley
 - A. Nile River
 - B. Natural boundaries
 - C. Natural resources
- III. Chronology of Egypt
 - A. Epigraphic sources
 - B. Material remains
 - C. Textual sources
- IV. Prehistoric and Early Dynastic Egypt
 - A. Emergence of civilization

- A. Emergence of civilization
 - B. Development of hieroglyphics
 - C. Early kingship
 - V. Old Kingdom
 - A. Development of tomb building
 - B. Age of pyramids
 - C. Monumental sculpture
 - VI. Middle Kingdom
 - A. Funerary practices
 - B. Mummification
 - VII. New Kingdom
 - A. Temple architecture
 - B. Funerary temples
 - C. New Kingdom tombs
 - VIII. Ptolemaic and Roman Periods
 - A. Alexandria
 - B. Greco-Roman temples
 - C. Faiyum portraits
 - IX. Egyptomania
 - A. Egyptian revival in architecture
 - B. Egypt in Western art
-
-

Last MCCCCD Governing Board Approval Date: **12/11/2001**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

ARH 203: ART OF ANCIENT EGYPT FALL 2015 COURSE SYLLABUS

TR 10:30 -11:45 a.m.

Mesa Community College

Southern & Dobson Campus, Building AC30, Room AC 1

Instructor: Lindsey Pedersen
Office Location: AC #7
Office Hours: MW 1:30-2:30 p.m.; TR 12:00-1:30 p.m.
Phone: 480.461.7530
Email: lindseypedersen@mesacc.edu

COURSE DESCRIPTION AND OVERVIEW

The art and culture of ancient Egypt from the prehistoric through the Greco-Roman period.

Prerequisites: None

In this course, we will examine the origins and development of Egyptian art, religion and culture through the pre-dynastic, pharaonic, Ptolemaic and Roman periods. We will situate the art within its historical and social context and consider how art informs our understanding of the historical past. We will also employ art historical methodology, develop vocabulary for discussing art, and engage in visual analysis and critical thinking. Throughout the course, we will consider issues such as interpretation, restoration, gender and patronage in order to understand the rich cultural production of Ancient Egypt.

COURSE COMPETENCIES/LEARNING OUTCOMES

By the end of the course, you should be able to:

- Define various Egyptological and art historical terms.
- Identify issues and problems relevant to Egyptology today.
- Identify key historical and mythological figures.
- Identify key concepts from Egyptian culture.
- Identify key works of art from Egypt.
- Describe various materials and techniques used in the creation of art and architecture.
- Critically analyze and interpret key works of art.
- Describe aspects of the geography, history, religion and politics of ancient Egypt, and analyze their effect on artistic production.

REQUIRED MATERIALS AND TECHNOLOGY

TEXT: Aldred, Cyril. *Egyptian Art*. Thames and Hudson, New York 2001.
The text is available for purchase at the MCC Bookstore (Bldg. 38A, east of the Kirk Student Center, 480-461-7725). A copy of the text is also on reserve in the library.

Recommended: Shaw, Ian. *Ancient Egypt: A Very Short History*. Oxford University Press, 2004

Short additional readings will be assigned throughout the course. These will be distributed as photocopies and/or posted online as needed.

OUTLINES: Four outlines, one pertaining to each exam, will be distributed in class. Please bring your outline to class each day. It will help you follow the material in class and will serve as a study guide when used with your notes.

TECHNOLOGY: Study images, assignments, grades and other material will be posted on our Canvas website. Regular access to the site is strongly recommended.

COMMUNICATION POLICIES

If you have questions or concerns about the class, please let me know as soon as possible. I try to respond to emails within 24 hours, but during busy times and weekends I may take up to 36 hours. Plan ahead--questions sent less than a day or two before an exam might not be answered in time!

You are welcome to see me during office hours or make an appointment for a different time. I am here to help in any way I can, so please don't hesitate to ask for assistance.

Any changes to the syllabus will be announced in class. You will not always receive an email alert. Exam scores will be posted on Canvas no more than three days after the exam date.

COURSE POLICIES

STUDENTS WITH DISABILITIES:

I am always willing to make accommodations for disabilities. If you have a learning or other disability, please make an appointment with an advisor at Disability Resources & Services (2nd floor of the library, or <http://www.mc.maricopa.edu/students/disability/>). After you have registered with DRS, see me as soon as possible to discuss the accommodations you require.

ACADEMIC MISCONDUCT:

Students must exhibit integrity in their academic performance. All forms of student dishonesty are subject to disciplinary action, as outlined in the course catalog and student handbook. Cheating is grounds for a failing grade or dismissal.

CLASSROOM CONDUCT:

To ensure a positive, supportive learning environment, students and the instructor are expected to conduct themselves in a respectful and civil manner. Behavior that interferes with other students' learning is unacceptable. Please observe the following guidelines to avoid disruptive behavior:

- No eating or drinking in the classroom (except water).
- Use electronic devices for class-related activities only. Turn off cell phones and music players or put them in silent mode. No texting please! Computers may be used for note-taking, but not for games, e-mail, social media, etc.
- Avoid arriving late and leaving early. If necessary, sit near the door to minimize disruption.
- No talking or whispering while the instructor is teaching or while students are addressing the class.
- Please ask questions and participate in class discussions—but do so courteously. Comments should be civilized and respectful to everyone and relevant to the topic we are discussing.

Everyone is entitled to his/her opinion. Classroom discussion is meant to allow us to hear a variety of viewpoints. Please do not monopolize class time or belittle student contributions.

- Practice appropriate verbal and nonverbal etiquette (no offensive or threatening language or gestures, sleeping in class, reading the newspaper).

If a student's behavior disruptive, she or he will receive a verbal warning and may be asked to leave the class for the day. Continued disruptions may result in withdrawal from the course.

DISCLAIMERS:

- It is the responsibility of the student to follow all college policies included in the college catalog, the student handbook, the Art Department Policy Guide, and this syllabus.
- The syllabus is subject to change to meet the needs of this particular group. You will be notified of any changes in requirements or policies.

ASSIGNMENTS AND GRADING

Course grades will be based on four exams (one for each unit) and 10 homework assignments.

Exams (100 points each)	400 points
Short Assignments (10-15 points each)	25 points
Research Paper	<u>75 points</u>

Total possible: 500 points

The grading scale is:

A = 450-500 (90-100%)	D = 300-349 (60-69%)	Y = withdrawn-failing
B = 400-449 (80-89%)	F = 299 and below	I = incomplete
C = 350-399 (70-79%)	W = withdrawn-passing	

EXAMS:

Each unit exam is comprised of slide identifications, multiple-choice questions, term definitions, and short essay questions. Exams are not cumulative.

Make-up exams will not be given except for excused absences for school-sponsored events or extenuating circumstances, such as illness or a death in the family. If you miss an exam due to an emergency or illness, please contact me to determine how to proceed. Otherwise, you risk being dropped from the course.

RESEARCH PAPER:

Each student will be required to complete a 4-5 page research paper on a work of art created in Ancient Egypt. The paper, due Dec. 4, must include a formal analysis of the artwork, followed by an analysis of its relationship to the historical and social context in which it was made. You must include a bibliography of at least 4 works, an illustration list, and proper citation. Details regarding the paper assignment will be distributed by the first week of October.

ATTENDANCE/ PARTICIPATION:

Attendance is mandatory. Coming to class prepared and ready to learn will help you succeed in the course. The lectures will often include material that is not in the textbook, so if you miss class you should get notes from a classmate. Attendance sheets will be circulated each day. Be sure to sign the sheet before leaving class.

If you must miss class because of illness or a personal emergency, please contact me by phone or email. If you do not contact me, you will receive an unexcused absence. After more than four unexcused absences, your grade may be lowered by 10 points or more. Continued absences may lead to withdrawal from the class.

Participation will be evaluated through short in-class assignments and occasionally, through brief take-home assignments due at the beginning of class. There are no make-ups for in-class assignments.

A FINAL NOTE

I am very pleased to have you in ARH 203. I hope you will enjoy the class as much as I enjoy teaching it. Please remember that I am available to assist you; just let me know if you need help.

TENTATIVE COURSE SCHEDULE AND TOPICS

- Tues., Aug. 25 Course Introduction, Geography of the Nile Valley
Syllabus Overview
- Thurs., Aug. 27 Rediscovery of Ancient Egypt: Historical Method and Egyptology
Reading Assignment: Shaw, Chapters 1-3
- Tues., Sept. 1 Rediscovery continued: Hieroglyphs, the Rosetta Stone
Reading Assignment: Shaw, pp. 47-81
Short Assignment: Hieroglyph exercise
- Thurs., Sept 3 Chronology; Character of Egyptian Art and Artists
Reading Assignment: Aldred, pp.7-30
- Tues., Sept. 8 Prehistoric and Early Dynastic Egypt: Emergence of Civilization
Reading Assignment: Heilbrunn Timeline of Art History, text and slides
<http://www.metmuseum.org/toah/ht/?period=02®ion=afe>
- Thurs., Sept 10 Prehistoric and Early Dynastic Egypt: Early Kingship, Unification
Reading Assignment: Shaw, Chapter 5
Aldred, Chapter 3
- Tues., Sept. 15 Old Kingdom: Development of Tomb Building, Pyramids and Egyptian
Origin Myths
Reading Assignment: Aldred, Chapter 4-5
- Thurs., Sept. 17 Class meets at MCC Planetarium for “Stars of the Pharoahs” presentation
(Tentative date) No Reading Assignment
- Tues., Sept. 22 Old Kingdom: Relief and Monumental Sculpture—Gods, Kings and the
Afterlife
Reading Assignment: Aldred, Chapter 6
- Thurs., Sept. 24 Old Kingdom Monumental Sculpture, continued; Review
Reading Assignment: Aldred, Chapter 7

Tues., Sept. 29	EXAM ONE
Thurs., Oct. 1	First Intermediate Period; Middle Kingdom Reading Assignment: Aldred, Chapter 8
Tues., Oct. 6	Middle Kingdom: Funerary Practices and Mummification Reading Assignment: Shaw, Chapter 7
Thurs., Oct. 8	Middle Kingdom: Dynasties XI-XIII; Art and the Afterlife Reading Assignment: Aldred, Chapter 9
Tues., Oct. 13	Second Intermediate Period; The Character of the New Kingdom Reading Assignment: Aldred, Chapter 10
Thu., Oct. 15	New Kingdom: Egyptian Gods and Temple Architecture Reading Assignment: Shaw, Chapter 8
Tues., Oct. 20	New Kingdom: Dynasty XIV to XVIII--Issues of Identity, Race and Gender Reading Assignment: Shaw, Chapter 6 Aldred, Chapter 11
Thu., Oct. 22	Exam Two Review
Tues., Oct. 27	UNIT TWO EXAM
Thu., Oct. 29	New Kingdom: The Amarna Period—Religious Revolution and Stylistic Change under Akhenaten Reading Assignment: Aldred, Chapter 12 PAPER TOPICS DUE
Tues., Nov. 3	New Kingdom: Tutankhamun Reading Assignment: to be distributed in class Short Assignment: King Tut and Popular Culture
Thu., Nov. 5	New Kingdom: Ramesside Period, Dynasties XiX to XX Reading Assignment: Aldred, Chapter 12
Tues., Nov.10	New Kingdom: Ramesside Period continued—Ramsess II as Radical

Reformer and Art Patron

Reading Assignment: Aldred, Chapter 12; Heilbrunn Timeline

Thu., Nov. 12	Third Intermediate Period; Late Egyptian Art, Dynasties XXI-XXIV Reading Assignment: Aldred, Chapter 13-14
Tues., Nov. 17	Late Egyptian Art, Dynasties XXV- XXX Reading Assignment: Aldred, Chapter 15-17
Thu., Nov. 19	UNIT THREE REVIEW
Tues., Nov.24	UNIT THREE EXAM
Thu., Nov. 26	THANKSGIVING
Tues., Dec. 1	Ptolemaic and Roman Periods Reading Assignments: 1) Lloyd, Alan Brian. 2000. "The Ptolemaic Period (332–30 BC)". In <i>The Oxford History of Ancient Egypt</i> , edited by Ian Shaw. Oxford and New York: Oxford University Press. 395–421. 2) Excerpt from Susan Stephens, <i>Seeing Double. Intercultural Poetics in Ptolemaic Alexandria</i> (Berkeley, 2002).
Thu., Dec. 3	Ptolemaic and Roman Periods, Continued—Crosscultural Exchange: Faiyum Mummy Portraits PAPERS DUE
Tues., Dec. 8	Egyptomania: Recycling and Reinventing Egypt's Icons and Images Reading: Shaw, Chapter 9
Thu., Dec. 10	Egyptomania continued: Egyptian revival, Western Art; Review
Thurs., Dec. 17:	Final Exam, 10:30 a.m. in AC1

Cyril Aldred

Egyptian Art

in the Days
of the Pharaohs

3100–320 BC

199 illustrations, 20 in color

 Thames & Hudson

g Tutankhamun
his tomb in the

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- III–VI
- VII–X
- XI–XIII
- XIV–XVIII
- XVIII–XX
- XXI
- XXII–XXIV

John Kadavy

Malcolm
Christopher Kelly
David M. Gwynn
Berber

Frederick Hosking
Patricia Kelly
N. S. A. Smith
John and Eve Johnstone
Stephen Janaway
Thomas Dixon
Seed
J. T. J. T. J. T.

Robert
Greer

William Millward
Richard Russell G. Foster
JOURNAL OF ANTHROPOLOGY
Peter Just
John
Edwards

Stephen Lovell
A. R. Helen Graham
Jo Labanyi

Richard Drake

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Morrill
Stephen Blundell

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Kerr

C. Mansfield

Eric H. Cline
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Y BRITAIN

John S. Jussi M. Hanhimäki
Donald A. Ritchie
JOURNAL OF LINDA GREENHOUSE
Tower Sargent

Richard
Lawford
Gaskill
Grayling
John
Bohman
ORGANIZATION

John Andrew Robinson

Ian Shaw

ANCIENT EGYPT

A Very Short Introduction

OXFORD
UNIVERSITY PRESS

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Preface

In the temple of the goddess Isis on the island of Philae, a few miles to the south of the city of Aswan, one wall bears a brief hieroglyphic inscription. Its significance is not in its content or meaning but purely its date - it was written on 24 August AD 394, and as far as we know it was the last time that the hieroglyphic script was used. The *language* of ancient Egypt survived considerably longer (Philae temple also contains the last graffiti in the more cursive 'demotic' script, dating to 2 December AD 452), and in a sense it still exists in fossilized form in the liturgical texts of the modern Coptic church. Nevertheless, it was around the end of the 4th century AD that the knowledge and use of hieroglyphs effectively vanished, and until the decipherment of hieroglyphs by Jean-François Champollion in 1822, the written world of the Egyptians was unknown, and scholars were almost entirely reliant on the accounts left by Greek and Roman authors, or the sections of the Bible story in which Egypt features. Classical and biblical images of Egypt therefore dominated the emerging subject of Egyptology until almost the end of the 19th century.

More than 180 years after Champollion's breakthrough, the study of ancient Egypt has influenced and permeated a vast number of contemporary issues, from linguistics and 'Afrocentrism', to religious cults and bizarre theories involving extraterrestrials. This book combines discussion of the archaeological and historical study of ancient Egypt with appraisal of the impact of Egypt - and its many