



Bachelor of Arts in Egyptology and Ancient Near Eastern Studies and Bachelor of Arts in Egyptology Course Handbook

Faculty of Asian and Middle Eastern Studies

Academic Year 2023-24 (Version 2)

Course Co-ordinator - Professor [Frances Reynolds](#)

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/>.

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, [Edmund Howard](#).

The information in this handbook is accurate as at Michaelmas Term 2023; however, it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the Faculty will publish a new version of this handbook together with a list of the changes and students will be informed.

This Handbook

The handbook sets out the basic framework for the BA in Egyptology and Ancient Near Eastern Studies and the BA in Egyptology. You should consult the current edition of the [Examination Regulations](#) for information regarding your course. The information in this handbook should be read in conjunction with: your course. The information in this handbook should be read in conjunction with:

- the Faculty’s general Undergraduate handbook;
- the [Examination Regulations](#);
- the [University Student Handbook](#)
- your college handbook.

If there is a conflict between information in this handbook and the Examination regulations, then you should follow the Examination regulations.

Comments and criticism of the handbook are always welcome; they should be sent to the [Director of Undergraduate Studies](#) or the Senior Academic Administrator, [Edmund Howard](#).

Version history

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2	February 2024	Updates to formatting, web links and student support information

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Introduction

The Egyptology and Ancient Near Eastern Studies undergraduate courses are designed to be both wide-ranging and flexible. They cover all principal aspects of the study of the field while allowing concentration on particular areas of interest. 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 engage fully 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 subsidiary language, which may be Arabic, Aramaic and Syriac, Biblical and Rabbinic Hebrew, a Classical language (generally Ancient Greek), Early Iranian, Egyptian, Hittite (if available), or Sumerian – together with its associated literature, culture, and history. If Egyptian is chosen as the first language, Akkadian, Arabic, Aramaic and Syriac, Biblical and Rabbinic Hebrew, a Classical language (generally Ancient Greek), Coptic, Demotic, or Early Iranian are potential choices for a subsidiary language. Classics as a subsidiary subject is offered in the joint School of Classics and Asian & Middle Eastern Studies, so permission for a formal change of course will be required for any student not already enrolled in the joint school if they wish to take this option. Both with Akkadian and with Egyptian, Archaeology and Anthropology is available as a subsidiary subject instead of a subsidiary language. Acceptance for the subsidiary language or subject is necessary for all options. In addition to the first-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 students 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 subsidiary language, or of Archaeology and Anthropology.

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 and papyri. 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; this course is not focused specifically on the Ancient Near East, although it is possible to take special subjects or develop dissertations that bridge the different fields.

During your course you should acquire a good knowledge of the relevant secondary literature, including the various aids to study (reference works, bibliographies, dictionaries, sign lists, etc.), and how to make best use of them. The EANES reading lists reflect the current state of research and the usual language accessibility of our students. We have tried to be inclusive and to provide a diverse range of views and authors. The study of these subjects developed in a colonialist context, and as a result many relevant studies were produced in European and American institutions; similarly, due to the historical gender imbalance in academia, men have often predominated. The courses address issues of colonialism, gender and sexuality, and some members of staff pursue research in these areas. We welcome suggestions for making the courses more diverse and inclusive. In general, you are encouraged to tell us if you see any ways in which the courses or this handbook might be improved.

Course Outline

Year 1

The aim of the first year is to lay a foundation in knowledge of the language and civilisation 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.

Akkadian as first language

Those taking Akkadian as their first language attend intensive classes in Akkadian grammar and cuneiform script during the first six weeks of Michaelmas Term. Students will need to spend at least half their study time on language work. These are usually also attended by graduate students beginning Akkadian for the MPhil in Cuneiform Studies and undergraduates beginning Akkadian as their subsidiary language. The reference grammar currently used is *A Grammar of Akkadian* by John Huehnergard and students should acquire *A Concise Dictionary of Akkadian* by Jeremy Black and others. Then 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 study aids available in libraries or acquired for

private use. In Trinity Term, students also do simple unseen translation work and grammar revision classes, followed by about two weeks without classes for independent revision.

Egyptian as first language

For those taking Egyptian as their first language, Middle Egyptian is studied intensively, and students will need to spend at least half their study time on language work. There are three language classes every week, which may also be attended by some MPhil students as well as undergraduates beginning Egyptian as their subsidiary language. The grammar is generally completed, or nearly completed, during Michaelmas Term. At present, Mark Collier's unpublished Middle Egyptian course, which is available via Canvas, 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*, third edition, and R. O. Faulkner, *A concise dictionary of Middle Egyptian*. 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 Tale of the Shipwrecked Sailor and biographical inscriptions displayed in the tombs of Egyptian officials. The prescribed texts are normally completed in the second half of Trinity Term and are followed by practice in unseen translation from Egyptian and some further grammatical work, leaving about a week 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 beforehand, thinking about it both before and after the classes, and participating actively in class.

Both Egyptian and Akkadian strands

Complementing the language classes is a lecture course for all first-year students, in Egyptian and Mesopotamian Culture and History. This includes detailed study of Ancient Near Eastern history into the Parthian period and Egyptian history to the Byzantine period. Four essays on topics related to the culture and history course are written in each of Michaelmas and Hilary Terms, and two in Trinity Term. These essays will alternate in topic between Egypt and Mesopotamia.

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

Subsidiary subject choice

By Trinity Term, you must discuss with your teachers which subsidiary language you wish to take, or whether you wish to take Archaeology and Anthropology as a subsidiary subject instead of a subsidiary language. 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 Long (Summer) Vacation. Those intending to do Arabic or Ancient 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.

Year 2

The second year is intensive in numbers of classes and lectures – an average will be about 10–15 hours per week.

With Archaeology and Anthropology

Those who choose Archaeology and Anthropology as their subsidiary subject will be given access to handbooks from the School of Archaeology. This part of the course is much more strongly focused on essay writing than the Egyptology/Akkadian part. You will attend lectures and tutorials in three relevant papers during the second and third years: these are ‘The Nature of Archaeological and Anthropological Enquiry’; **either** ‘Urbanism and Society’ **or** ‘From Hunting and Gathering to States and Empires in South-West Asia’; **either** ‘Social Analysis and Interpretation’ **or** ‘Cultural Representations, Beliefs, and Practices’.

With a subsidiary language

For those who choose a subsidiary language, classes begin in Michaelmas Term. The grammar is often covered by the end of Michaelmas Term and texts are read in Hilary and Trinity Terms. There are typically around 4 hours per week of classes in the subsidiary language throughout the year. Some subjects also offer lecture courses that take forward the general subjects presented in the first-year Culture and History course. In the case of Coptic, the background to early Christian Egypt is covered mainly in the text classes.

Division of set texts

For Akkadian, the division of Akkadian set texts for the final examination (termed Final Honour School in Oxford and abbreviated to FHS here) is published by Friday, 3rd Week of Hilary term in Year 2. These lists make clear which texts should be prepared for the FHS Text Edition Essay (take-home) paper or papers and which texts should be prepared for other FHS papers. Any texts for the Special Option (formerly called field of concentration) and any text(s) of choice are registered later.

The corresponding division of Egyptian set texts occurs at the end of Hilary Term of Year 3.

Egyptian as a main language FHS teaching and texts

For Egyptian as a main language, an additional stage of the language, that is Old or Late Egyptian in addition to Middle Egyptian, is begun in Michaelmas Term of both the second and the third years (these stages of Egyptian alternate by year, and second- and third-year students are taught together); note that students taking Egyptian as a subsidiary language

do not study an additional stage, unless they decide to offer it as a Special Option. Texts in the first additional stage of the language are read over Michaelmas and Hilary Terms in Year 2. 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 2 or 3 hours of classes in Old or Late Egyptian per week, and in the case of Late Egyptian, 1 or 2 hours of preliminary instruction may be available at the end of Trinity Term of the previous year.

Middle Egyptian texts, which form the largest category that is read, are studied throughout Year 2 in 3 classes per week. 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 subsidiary languages and to take advantage of new editions. Some ancient texts have assumed a central position in Egyptology and will almost always be included (in whole or in part). Examples of these are the tales of Sinuhe and of 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 some biographies like the Old Kingdom text of Harkhuf.

Hieratic, the cursive form of the Egyptian script, is also taught for two terms across Years 2 and 3 (two hours a week). Students learn to read the hieratic originals of texts they have already read in transcribed hieroglyphic versions, such as the Tale of the Shipwrecked Sailor for Middle Kingdom hieratic and the will of Naunakhte, a papyrus detailing a woman's disinheritance of her poorly behaved children for New Kingdom hieratic (this is read from the original papyrus in the Ashmolean Museum).

A lecture course on Egyptian Art and Architecture usually runs for Michaelmas and Hilary Terms and the first half of Trinity Term. This is also attended by some students reading Classical Archaeology and Ancient History and History of Art. If the course is running, it is possible to take Art and Architecture as the Special Option, building on the knowledge gained from the lecture course.

In Trinity Term, a weekly handling class on Egyptian materials and artefacts is held in the Ashmolean Museum. This covers a full range of object types and materials, and discusses how artefacts 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 culture. These classes are often also attended by MPhil students.

Akkadian as a main language FHS teaching and texts

Akkadian set text classes run for 2-4 hours per week throughout Year 2 and the first two terms of Year 3. Second- and third-year students usually share set text classes within a two-year syllabus. There are Akkadian unseen text classes in Hilary and Trinity Terms for students in their final year of Akkadian. Students taking Akkadian as their first language and students taking their second year of Akkadian as a subsidiary 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. All students usually also study the literary prologue and epilogue of the Laws of Hammurapi in Old Babylonian monumental cuneiform in Trinity Term. Students taking Akkadian as a subsidiary 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 Special Option and/or text of choice (some subsidiary languages) in your final year. However, 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 2 hours per week on a wide range of aspects of Ancient Near Eastern and specifically Mesopotamian civilisation, e.g., literature, cultural and political history, and religion.

Classes on Mesopotamian artefacts are usually held in the Ashmolean Museum in Michaelmas and Hilary Terms. Students take these classes in either Year 2 or Year 3. In one term, classes can be organised around a range of artefacts, possible materials including clay, stone, metal, glass, and glazes, while in another term the focus is on 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.

Teaching and study patterns for both strands

For all students, depending on your subject, essays and/or seminars can continue during the second year at the rate of about 2-3 per term; about 2/3 are in the first subject and 1/3 in the subsidiary 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 Year 1 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 expected 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.

Choice of Special Option and Dissertation

Before the Long Vacation, you need to decide on your Special Option subject and an area for a dissertation topic, in consultation with your tutors. For the Special Option, students may choose from the subjects given in the lists below, but it may also be possible to select a subject tailored for a group of two or three students, or sometimes individually; either way, the choice of subject is dependent on availability of relevant tuition at the time. The dissertation topic must be different from the Special Option subject 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 Special Option and the dissertation may both be offered in the main subject or the subsidiary subject, or one in each area.

Year 3

In Michaelmas Term, the number of class hours remains roughly as in Year 2. In Trinity Term, most of the work in class is unprepared or consists of revision sessions. Because you have your Special Option, which can be essay or text focused, and your 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 year is devoted to work on your Special Option 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 Special Option should fill up to half of the time spent on the Egyptology or Akkadian part of the course for Michaelmas and Hilary Terms (or a rather larger proportion for the subject if the Special Option is in the subsidiary subject).

About a 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 can give feedback on at least some chapters of dissertations as they are produced; some students, however, prefer to work more on their own.

Anthropology and Archaeology

Students taking Archaeology and Anthropology as a subsidiary subject choose 1 out of 2 Archaeology papers and 1 out of 2 Anthropology papers. For Archaeology, you may choose between: 'Urbanism and society' or 'From Hunting and Gathering to States and Empires in South-west Asia' (the latter is not necessarily offered every year, so please check what is available). 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.

Artefact classes

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 in a chronological sequence. The classes last two hours per week. Towards the end of these classes, practice is given in preparing formal written descriptions of artefacts.

As described under Year 2, students usually take Mesopotamian artefact classes in the Ashmolean Museum in the Michaelmas and Hilary Terms of either Year 2 or Year 3.

Language and texts teaching

In Egyptology, those studying Egyptian as their first language begin the other additional stage of the first language (that is Old or Late Egyptian, whichever was not taken in year 2), in Michaelmas Term of Year 3, and texts in this second additional stage of the language are read over Michaelmas and Hilary Terms in Year 3. 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 2 or 3 hours of classes in Old or Late Egyptian per week.

Middle Egyptian text classes continue, typically for 2 hours per week, with the prescribed syllabus normally being completed during Michaelmas Term. The class then moves on to reading unprepared texts in Middle and Late 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 about the middle of Trinity Term.

Akkadian students take the complementary year of the Akkadian set text syllabus, as described under Year 2. They also take Akkadian unseen classes in Hilary and Trinity Terms.

Preparation for examination

For all students, there is no specific coursework for the final general paper, which includes questions on topics in culture and history. Preparation for this paper consists of essays, 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 practice 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 Text Edition Essay (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 Text Edition Essay (take-home) examination singled out. For Akkadian, this is done in Hilary Term of Year 2.

For both Egyptian and Akkadian, about a third of the texts are revised over the Easter Vacation and examined in the Text Edition Essays (take-homes) in Week 1 (main language)

and Week 3 (subsidiary language) of Trinity Term (for some subsidiary languages, and for Archaeology and Anthropology, the Week 3 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 usually in 7th and 8th Weeks, possibly extending into 9th Week.

Students should note that not all subsidiary languages/subjects and Special Option subjects may be available in a given year.

Subsidiary languages/subjects for students taking Akkadian as their first language

- Arabic
- Aramaic and Syriac
- Biblical and Rabbinic Hebrew
- Early Iranian
- Egyptian
- Hittite
- Sumerian
- Archaeology and Anthropology
- Classics (for students taking Classics and Asian & Middle Eastern Studies, typically with Greek)

Not all options may be available every year.

Subsidiary languages/subjects for students taking Egyptian as their first language

- Akkadian
- Arabic
- Aramaic and Syriac
- Biblical and Rabbinic Hebrew
- Coptic
- Demotic
- Early Iranian
- Archaeology and Anthropology
- Classics (for students taking Classics and Asian & Middle Eastern Studies, typically with Greek)

Not all options may be available every year.

Past Special Option subjects for students taking Akkadian as their first language

- Astronomy in context in the first millennium BC in Mesopotamia
- 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

Available Special Option subjects for students taking Egyptian as their first language

These can include the following (depending on teaching capacity, up to 3 different Special Options can be offered in any year):

- Demotic
- Egyptian art and architecture
- Deir el-Medina: sources and analysis
- New Kingdom private documents
- Gender and sexuality
- Hieroglyphic texts of the Graeco-Roman period
- Middle Kingdom literature
- Magic and religious practices
- Letters
- Inscriptions and history of the Late New Kingdom and/or Third Intermediate Period
- Texts of healing

Fieldwork and Internships

For fieldwork, students should note the following:

The course does not include a curricular period abroad but many students undertake appropriate travel during their degree in line with Foreign Office advice. If doing Egyptology, you are usually encouraged to visit Egypt, and if possible to take part in some archaeological work elsewhere (this is not possible to arrange in Egypt for undergraduates). Many Egyptology students in past years have visited Egypt during their undergraduate careers. Visiting the Middle East depends on current circumstances but there are usually areas where it is relatively straightforward to travel as a tourist. From 2008 to 2017, a number of undergraduate and graduate students in Egyptology and Ancient Near Eastern Studies participated in excavation of the Bronze and Iron Age city of Zincirli in south-east Turkey (run by Tübingen University and the University of Chicago). In 2018, our students joined an archaeological survey project in Konya, Turkey. Ask your teachers for advice if you plan

subject-related travel during your degree or if you wish to participate in excavation projects. Colleges often provide financial assistance for appropriate travel.

A small number of undergraduate and graduate students can usually take up summer internships at museums and other organisations with Egyptian and Near Eastern collections, such as 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.

Akkadian or Egyptian as a Subsidiary Language

Students taking BA Arabic, BA Egyptology, BA Egyptology and Ancient Near Eastern Studies (first language Egyptian), BA Hebrew and BA Classics with Asian and Middle Eastern Studies may take Akkadian as a subsidiary language subject to acceptance.

Students taking BA Egyptology and Ancient Near Eastern Studies (first language Akkadian), BA Hebrew and BA Classics with Asian and Middle Eastern Studies may take Egyptian as a subsidiary language subject to acceptance.

Please refer to the conventions for FHS examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

Recommended Patterns of Teaching (RPT)

Below is an indication of the type and number of teaching hours on this course, using Egyptology with Coptic as an example.

FPE – Year 1

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

FHS – Year 2

Paper	Term	Faculty				Comments
		Lectures	Classes	Tutorials	Classes	
[1] Middle Egyptian texts	MT		24			Figures in this table are in hours unless otherwise stated.
	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 alternate years, so this course can take place in Year 3, instead of Late Egyptian.
	HT		18			
	TT					
[5] Subsidiary language: Coptic	MT		24			
	HT		24			
	TT		24			
[6] Second-year seminars	MT			2		
	HT			2		
	TT			2		
[7] Egyptian Art and Architecture	MT	8				Option, if available.
	HT	8				
	TT	4				

FHS – Year 3

Paper	Term	Faculty				Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours unless otherwise stated.</i>
[1] Middle Egyptian set texts	MT		24			
	HT					
	TT					
[2] Hieratic	MT					
	HT		16			
	TT					
[3] Egyptian artefacts	MT		16			
	HT					
	TT		16			
[4] Late Egyptian set texts	MT		16-24			Late and Old Egyptian are taught in alternate years, so the Late Egyptian course can take place in Year 2, instead of Old Egyptian.
	HT		16-24			
	TT					
[5] Subsidiary language: Coptic	MT		24			In TT, classes are used for Coptic revision classes and unseen practice.
	HT		24			
	TT		18			
[6] Dissertation	MT			4		
	HT			4		
	TT					
[7] Special Option	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			

Teaching Staff

- Dr Moudhy Al-Rashid, Junior Research Fellow in Assyriology (Wolfson College)
- Dr [Adrienn Almásy-Martin](#), Departmental Lecturer, Egyptology [2023-24]
- Dr [Christoph Bachhuber](#), Associate Faculty Member, Stipendiary Lecturer in Archaeology (St John's College)
- Professor [John Baines](#), Emeritus Professor of Egyptology (Queen's College)
- Dr [Francisco Bosch-Puche](#), OEB Coordinating Editor, TopBib Editor & Archive Curator, Griffith Institute
- Professor [Jacob Dahl](#), Professor of Assyriology (Wolfson College) [sabbatical MT 2023]
- Dr [Stephanie Dalley](#), Emerita Fellow in Assyriology, Senior Research Fellow (Somerville College)
- Dr Parsa Daneshmand, JRF in Assyriology (Wolfson College)
- Mr [Vivian Davies](#), Faculty Member, Director of the Oxford Epigraphic Expedition to Elkab, Griffith Institute
- Dr [Elizabeth Frood](#), Associate Professor of Egyptology (St Cross College)
- Dr [Linda Hulin](#), Oxford Centre for Maritime Archaeology (Harris Manchester and Magdalen Colleges)
- Dr Marie-Christine Ludwig, Lecturer in Assyriology
- Dr [Liam McNamara](#), Associate Professor and Keeper of Antiquities, Ashmolean Museum
- Dr [Christopher Metcalf](#), Associate Professor and Tutorial Fellow of Classical Languages and Literature (Queen's College)
- Ms Émilie Pagé-Perron, JRF in Assyriology (Wolfson College)
- Professor [Richard Bruce Parkinson](#), Professor of Egyptology (Queen's College)
- Dr [Lea Rees](#), Associate Faculty Member, Lady Wallis Budge JRF in Egyptology (University College)
- Dr [Frances Reynolds](#), Shillito Fellow and Associate Professor of Assyriology (Queen's College)
- Dr [Daniela Rosenow](#), Manager of the Griffith Institute
- Dr [Gesa Schenke](#), Faculty Member, Professor of Coptology, Münster University
- Dr [Maren Schentuleit](#), Associate Professor of Egyptology and Coptic Studies; Lady Wallis Budge Fellow (University College) [sabbatical 2023-24]
- Dr [Robert Simpson](#), Lecturer in Egyptian and Griffith Egyptological Fund Research Fellow
- Professor [Mark Smith](#), Emeritus Professor of Egyptology and Coptic (University College)
- Dr [Elizabeth Tucker](#), Emerita Fellow in Indo-Iranian Philology (Wolfson College)
- Professor [Yuhan Sohrab-Dinshaw Vevaina](#), Bahari Associate Professor of Sasanian Studies (Wolfson College)

Examinations and Assessment

Please refer to the [Examination Regulations for Prelims and FHS](#).

In Trinity Term of Year 1, students will sit 4 written examinations. Students must pass all papers to proceed into Year 2 of the course.

Please refer to the conventions for Prelims examinations for the papers to be taken, available on the [Student Hub](#).

In Trinity Term of Year 3, students will take a total of 9 examinations. Students will submit their dissertations in Hilary term.

Please refer to the conventions for FHS examinations for the papers to be taken, available on the [Student Hub](#).

Deadlines

Date	Year of Course	Event	How
Monday 9 th Week Trinity Term	1	Provisional start date of the First Public Examinations	
Monday 0 th Week Michaelmas Term	3	Deadline for applications for approval by the Subject Group of FHS Special Option choices.	
12 noon Monday 0 th Week Hilary Term	3	Deadline for submission of dissertation titles for Faculty Board approval.	Online Thesis Title Approval Form available through the Intranet Approval Forms page
Friday 4 th Week Michaelmas Term	3	Deadline for exam entry.	Via Student Self Service
12 noon Friday 10 th Week Hilary Term	3	Deadline for submission of dissertation.	Via Inspera
10am Monday 1 st Week Trinity Term	3	Essay titles for Text Edition Essay (take-home paper) in first language released by the Faculty Office.	
12 noon Monday 2 nd Week Trinity Term	3	Deadline for submission of Text Edition Essay (take-home) in first language.	Via Inspera
10am Monday 3 rd Week Trinity Term	3	Essay titles for Text Edition Essay (take-home paper) in subsidiary language released by the Faculty Office.	

12 noon Monday 4 th Week Trinity Term	3	Deadline for submission of Text Edition Essay (take-home) in subsidiary language.	
Monday 7 th Week Trinity Term	3	Provisional start date of FHS EANES examinations.	

N.B. For Classics (main subject) with AMES, all relevant deadlines given for Year 3 apply to Year 4.

Canvas

Click [here](#) for the BA EANES Canvas page.

Examination Regulations

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

Student Information and Support

Student Hub

The [Student Hub](#) is an ongoing project to provide a live online version of the handbook, together with more detailed course information and further resources such as forms and exam conventions, as well as archived documents from previous years. You can also access the Student Hub through the top bar of the Faculty Website, through the '**NEW Faculty Intranet**' button. You will need to log in using your SSO.

Equality, Diversity and Inclusion

In accordance with our [Statement of Values](#), the Faculty of Asian and Middle Eastern Studies is committed to creating a teaching, learning, and research environment in which every member of our community – at every academic level from undergraduate to senior academic, and among library and administrative staff – can achieve their full professional potential without discrimination on the basis of age, disability, gender, marriage or civil partnership, nationality, pregnancy or parenthood, race, religion or belief, sex, or sexual orientation.

We welcome suggestions for making our courses more diverse and inclusive. In general, you are encouraged to tell us if you see any ways in which the courses or this handbook might be improved. Staff and students are welcome to contact the Equality and Diversity team with any suggestions or concerns:

EANES Group Equality and Diversity Representative: [Elizabeth Frood](#)

Faculty Equality and Diversity Officer: [Richard Parkinson](#)

Welfare and Support

Our community aims to encourage and support all students. The student experience at Oxford offers lots of opportunities for you to thrive, grow, and look after your own wellbeing, but we know that sometimes there can be stresses and challenges too.

We want to give you the agency to navigate welfare support, and to make your own decisions. This includes by:

- Keeping in touch with your College and Department, and letting them know if you need help
- Seeking support when needed
- Supporting your fellow students
- Registering with Disability Advisory Service for structured support if you have a disability

Should you have any concerns, or for guidance and support, please do not hesitate to contact the following people:

Disability Coordinators: [Thomas Hall](#) and [Edmund Howard](#)

Welfare Contact: [Edmund Howard](#)

Harassment Officers: [Leyla Najafzada](#) and [Zeynep Yürekli](#)

Details of the range of sources of support available in the University are available from the [Oxford Students](#) website, including in relation to mental and physical health and disability.

More information about the support and resources available can be found in the general Undergraduate Handbook and on the Faculty and University websites.