1. **Title of the module**

CLAS5001 (CL5001) – Egyptian Hieroglyphs

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for BA Classical & Archaeological Studies (Single & Joint Honours); BA Ancient History (Single Honours); BA in Classical Studies (Single Honours); BA in Ancient, Medieval and Modern History (Joint Honours)

Also available as an elective module choice

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate detailed knowledge of the intellectual and written heritage of ancient Egyptian civilisation;

8.2 Demonstrate detailed knowledge of the social, economic and cultural roles of writing in ancient Egypt;

8.3 Demonstrate a critical knowledge of the grammar and vocabulary of Middle Egyptian;

8.4 Demonstrate a good grasp of the hieroglyphic script as used in the Middle Kingdom;

8.5 Demonstrate confidence in translating simple sentences written in hieroglyphic Middle Egyptian;

8.6 Engage reflectively with current research related to primary and secondary sources in the field of hieroglyphics.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate their skills in critical analysis and argument both through their reading and through listening to others;

9.2 Demonstrate their ability to make complex ideas understandable in their writing to specialist audiences;

9.3 Demonstrate confidence in working autonomously and taking responsibility for their learning including making use of primary sources, research literature and scholarly reviews;

9.4 Manage their time effectively.

1. **A synopsis of the curriculum**

This module consists of an introduction to the study of the various indigenous languages and scripts of ancient Egypt from the earliest times to the Arab conquest (641 AD). During this period of approximately four thousand years the development of the native Egyptian tongue may be divided into five distinct phases, each of which may be called a separate language in its own right, Old Egyptian, Middle Egyptian, New Egyptian, Demotic and, finally, Coptic. A variety of writing systems were developed to record texts in these languages, depending on the function, social and presentational context and time period of the text: hieroglyphic, hieratic, abnormal hieratic, demotic and Coptic.

The module will first examine the origins of the ancient Egyptian language and its genetic relationship with other North-East African and Western Asian languages based on the latest results of historical linguistics. It will then focus on the development of Egyptian itself through the ages, highlighting its different stages and their particular characteristics. It will also examine the earliest uses and functions of writing in Egyptian society and the role played by writing in the social, economic and cultural development of this unique ancient civilisation. Finally, the module will concentrate on the Middle Egyptian language written in the hieroglyphic writing system and students will be taught to read and translate simple texts in this tongue and script.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Allen, J.P. (2010). *Middle Egyptian: An Introduction to the Language and Culture of Hieroglyphs*. 2nd edn. Cambridge: Cambridge University Press.

Baines, J. & Málek, J. (1980). *Atlas of Ancient Egypt*. Oxford: Andromeda Oxford Publishing.

Collier, M. & Manley, B. (1998). *How to Read Egyptian Hieroglyphs*. London: British Museum Press.

Gardiner, A.H. (1957). *Egyptian Grammar: Being an Introduction to the Study of the Hieroglyphs*. 3rd edn. rev., Oxford: Griffith Institute.

Herodotus, (2008). *The Histories*, transl. R. Waterfield, Oxford: Oxford University Press.

Manley, B. (1996). *The Penguin Historical Atlas of Ancient Egypt*. Harmondsworth: Penguin.

Ockinga, B. (2005). *A Concise Grammar of Middle Egyptian*. 2nd edn., Mainz: Harrasowitz.

Shaw, I. ed. (2000). *The Oxford History of Ancient Egypt*. Oxford: Oxford University Press.

Shaw, I. & Nicholson, P. eds. (2002). *The British Museum Dictionary of Ancient Egypt*. London: British Museum Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay (3,000 words) – 40%
* Examination (3 hours) – 60%

13.2 Reassessment methods

* 100% Coursework (3,000 words)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture |  |  |  |  |  | **x** | **x** |  |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module is highly suitable for and relevant to internationalisation. The subject content concerns the language and writing of a key civilisation in the ancient Mediterranean and Africa that represents common world cultural heritage and that is directly relevant to subsequent African, European and Near Eastern civilisations. Therefore, students from virtually any country around the world but especially those from Africa, Europe and the Near East can relate to this module. The learning outcomes directly reflect this cultural diversity. The teaching methods and seminar activities will take account of the ethnic and cultural diversity of the students registered on this module by offering numerous international and cross-cultural examples and case studies from a wide range of other languages, scripts and civilisations to explain and elucidate the linguistic and cultural phenomena studied in the module.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/01/2020 | Major | September 2020 | 1, 3-5, 8, 9, 12, 13 | Yes |
| 14/01/2021 | Minor – withdrawal of level 6 version | January 2022 | 1, 3, 8-9, 14 | No |