

Egyptian Language I

Code: 44497
ECTS Credits: 10

Degree	Type	Year	Semester
4315555 Egyptology	OB	1	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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Use of Languages

Principal working language: spanish (spa)

Teachers

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Prerequisites

There are no prerequisites.

Objectives and Contextualisation

The general objective of this module is for the student to acquire progressive knowledge of Middle Egyptian language through theoretical and practical classes and to be introduced to the philological and linguistic methods and techniques of Egyptology. These are the contents and activities to be worked on:

- 1) Introduction to the Egyptian language and scripts: genetic ascription and history of the language, characteristics and uses of the scripts and their decipherment.
- 2) Characteristics and functioning of the Egyptian hieroglyphic script and reading exercises.
- 3) Study of Middle Egyptian grammar (nominal morphology, verbal morphology, grammatical and enunciative words, syntax, elements of phonology) and exercises.
- 4) Grammar, culture, and translation.

Competences

- Act in a creative and original way with solidarity and spirit of scientific collaboration.
- Assess the quality, self-imposed, rigor, responsibility and social commitment, both in training and in the scientific and informative work.
- Critically analyze a given scientific problem based on historical and cultural sources.
- Define the assignment, the type and the successive stages of development of the ancient Egyptian language.
- Demonstrate knowledge of grammar of medioegipcia languages ??(and antiguoegipcia) neoegipcia and Coptic.

- Identify the different systems of Egyptian writing (hieroglyphic, hieratic, demotic and Coptic) and their uses and timelines, and in the case of hieroglyphic, hieratic and Coptic, also its paleography, its signs and its operation.
- Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
- Teaming up with special sensitivity interdisciplinarity.
- That students are able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.

Learning Outcomes

1. Act in a creative and original way with solidarity and spirit of scientific collaboration.
2. Assess the quality, self-imposed, rigor, responsibility and social commitment, both in training and in the scientific and informative work.
3. Chronologically locate and distinguish the different evolutionary phases of the ancient Egyptian language.
4. Critically analyze a given scientific problem based on historical and cultural sources.
5. Demonstrate basic knowledge (morphology and syntax) grammar of medioegipcio (and upstream, the antiguoegipcio).
6. Demonstrate knowledge of Coptic grammar.
7. Demonstrate superior knowledge of grammar medioegipcio (phonology and morphosyntax).
8. Describe how the box hieroglyphic writing system and the position and orientation of the signs.
9. Describe how the deciphering of Egyptian hieroglyphics in their historical and cultural context took place.
10. Describe the place of the Egyptian language in the typological and genetic classification of ancient languages.
11. Identify the different systems of Egyptian writing (hieroglyphic, hieratic, demotic and Coptic) and their uses and chronologies.
12. Identify what the Egyptian morphosyntactic transformation throughout its history.
13. Identifying the signs of hieroglyphic writing and phonetic value logográfico or overlooking the reading of texts.
14. Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
15. Parse and translate medioegipcios (and antiguoegipcios) passages of low-medium difficulty hieroglyphic writing.
16. Report the main texts produced in each of the evolutionary phases of the Egyptian language.
17. Teaming up with special sensitivity interdisciplinarity.
18. That students are able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.

Content

This module consists of two subjects:

- 1) Initiation to hieroglyphic script and the Middle Egyptian language (first 4 weeks; intensive schedule).
- 2) Middle Egyptian Grammar I (rest of the academic year).

SUBJECT 1: INITIATION TO THE HIEROGLYPHIC SCRIPT AND THE MIDDLE EGYPTIAN LANGUAGE

WEEK 1

Theoretical classes

1. The Egyptian language: typology and history

- 1.1. Egyptian: an Afrasian language
- 1.2. History of the Egyptian language
 - 1.2.1. The Egyptian language in time, space and usage
 - 1.2.2. From a synthetic language to an analytic one
 - 1.2.3. The Egyptian of the first phase: Ancient Egyptian, Middle or Classical Egyptian, and Late Middle Egyptian
 - 1.2.4. The Egyptian of the second phase: Late Egyptian, Demotic, and Coptic

2. Egyptian scripts

- 2.1. The hieroglyphic script and cursive hieroglyphs
- 2.2. The hieratic script
- 2.3. The demotic script
- 2.4. The Coptic script

Practical classes

1. The monoconsonantal phonograms
2. The biconsonantal phonograms
3. Exercises in writing and reading signs and words

WEEK 2

Theoretical classes

1. Champollion and the decipherment of the Egyptian hieroglyphic script
 - 1.1. Background
 - 1.1.1. Egyptian hieroglyphs in the Greek and Coptic authors.
 - 1.1.2. From the Egyptian and Arabic Middle Ages to the European Renaissance and Baroque periods
 - 1.1.3. Enlightenment and paradigm shift: the Rosetta Stone
 - 1.1.4. Thomas Young
 - 1.2. Jean-François Champollion and decipherment. La Lettre à M. Dacier
2. Hieroglyphic signs: typology and functions.

Practical classes

1. Triconsonantal phonograms.
2. Logograms
3. Determinatives
4. Root signs, secondary logograms and phonetic determinatives
5. Orientation and display of the hieroglyphic signs

6. Exercises in writing and reading signs and words

WEEK 3

Theoretical classes

1. Elements of Spanish syntax (as a review)
2. Elements of phonology of Middle Egyptian. Transliteration and transcription
3. The nominal inflection: the noun
4. Personal pronouns. The suffix pronoun
5. Prepositions and adverbs
6. Introduction to the syntax of the simple sentence: the five types of sentences
7. The prepositional or adverbial predicate sentence preceded by the auxiliary of enunciation iw

Practical classes

1. Grammar exercises: translation and grammatical analysis of syntagms and sentences
2. SIGN TEST: THURSDAY 30/09/2021

WEEK 4

Theoretical classes

1. The nominal inflection: noun coordination and disjunction, apposition
2. The nominal inflection: the qualifying adjective
3. The degrees of the qualifying adjective: comparative of superiority, and absolute and relative superlative
4. The dependent pronoun
5. The prepositional or adverbial predicate sentence preceded by the auxiliary of enunciation mk
6. The prepositional predicate sentence with m and r of predication
7. The adjectival predicate sentence

Practical classes

Grammar exercises: translation and grammatical analysis of syntagms and sentences

FINAL EXAM OF THE SUBJECT: MONDAY 11/10/2021

- a) Theoretical contents of Weeks 1 and 2.
- b) Sentences for copy, transliteration, translation and analysis

SUBJECT 2: MIDDLE EGYPTIAN GRAMMAR I

A. GRAMMAR PROGRAM

1. Graphic peculiarities
2. The expressions of sameness, completeness, and distribution
3. Negation of prepositional or adverbial predicate sentences

4. The expression of non-existence (adjectival predicate sentence with negation nn)
5. Demonstrative adjectives and pronouns
6. Nisbe adjectives
7. The independent pronoun
8. The nisbe n(y). The nisbe n(y) as an adjectival predicate expressing belonging
9. The direct and indirect genitive
10. The relative adjective nty: inflection and construction. Relative sentences with nty
11. The construction nfr Hr
12. Numerals
13. The lexicon of Middle Egyptian
14. Introduction to verbal inflection
15. The infinitive
16. The infinitive pseudo-verbal predicate sentence
17. The stative
18. The stative pseudo-verbal predicate sentence
19. The suffix conjugation and the sDm=f form
20. The subjunctive
21. The verbal predicate sentence and the "law of precedence"
22. The verbal forms of the suffix conjugation (I): non-initial aorist, perfective and perfect passive
23. The verb forms of the suffix conjugation (II): perfective and contingent forms
24. The verb forms of the suffix conjugation (III): passive forms in .tw and negative forms
25. The imperative
26. Interrogative pronouns and adverbs
27. The noun predicate sentence
28. The participles
29. The sDmty=fy form
30. The relative forms
31. The sDmt=f form
32. Negative verbs and the negative verbal complement

B. PRACTICAL CLASSES AND CONTINUOUS EVALUATION

Grammar exercises: translation and grammatical analysis of sentences and texts

C. PROGRESSIVE PARTIAL TESTS

Three in-class tests on grammar and translation, without consultation of materials or with dictionary:

MONDAY 13/12/2021, 07/03/2022,23/05/2022

Methodology

Specification of what the STUDENT'S AUTONOMOUS ACTIVITY consists of

a) Study (study is that process or set of personal or group activities that leads to knowing things and being able to explain them in a coherent and orderly manner, orally or in writing).

b) Personal work: consulting grammars, dictionaries, text editions, and reference works in the field of Egyptian philology; performing writing (hieroglyphic) and reading exercises; performing grammar exercises (translation and sentence analysis); translating and analyzing texts; preparing interventions and presentations in class; keeping the student's portfolio up to date; preparing exams and tests.

Important: The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

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Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exams and tests	12	0.48	4, 15, 16, 5, 6, 7, 9, 8, 10, 3, 11, 13, 12, 14, 18
Theoretical and practical classroom lessons with the support of ICT	80	3.2	1, 4, 15, 16, 5, 6, 7, 9, 8, 10, 3, 11, 13, 12, 14, 18, 17, 2
Type: Supervised			
Tutorials and class participation and presentations	10	0.4	1, 4, 15, 16, 5, 6, 7, 9, 8, 10, 3, 11, 13, 12, 14, 18, 17, 2
Type: Autonomous			
Study and personal work by the student	148	5.92	1, 4, 15, 16, 5, 6, 7, 9, 8, 10, 3, 11, 13, 12, 14, 18, 17, 2

Assessment

Module evaluation system

Each of the two subjects that make up the module is evaluated independently. The final mark of the module results from the crossing of the final marks of the two subjects, at the rate of 40/60%.

To pass the module it is necessary to pass the evaluation of the two subjects that compose it.

In the table, the hours of dedication to each activity are not specified because they may vary from one student to another. The approximate total hours of personal work of the student are specified in the table in the "Methodology" section.

The evaluation will consist of three types of activities:

- 1) In-class tests or exams (see "Contents" section). Except for justified reasons, the students of the virtual modality will take the tests or exams in synchrony with the students of the face-to-face modality, in connection with Microsoft Teams and with the camera activated. When this is not possible, they will agree with the professor the day and time of the test or exam, which will be as close as possible to those of the original test or exam.
- 2) Interventions, correction of exercises, and presentations in class. Delivery of exercises for correction.
- 3) Follow-up tutorials and student portfolio.

In the event that some of these activities cannot be taken onsite for sanitary reasons, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities, and class participation will be carried out through forums, wikis and/or discussion on Teams. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Regarding the mark review procedure, lecturers will inform the students about it at the time of each evaluation activity.

Regarding the make-up tests and exams, the lecturer will agree with the students the dates, which must be within the month following the original test or exam. Students who have passed a test or exam but wish to improve their mark may also take the make-up exam. In principle, the work and activities that the student performs autonomously are not subject to recovery.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
5 in-class tests and exams	70%	0	0	4, 15, 16, 5, 6, 7, 9, 8, 10, 3, 11, 13, 12, 14, 18
Follow-up tutorials and student portfolio	5%	0	0	1, 4, 15, 16, 5, 6, 7, 9, 8, 10, 3, 11, 13, 12, 14, 18, 17, 2
Interventions, correction of exercises, and presentations in class. Delivery of exercises for correction	25%	0	0	1, 4, 15, 16, 5, 6, 7, 9, 8, 10, 3, 11, 13, 12, 14, 18, 17, 2

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B. Grammars and methods

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Hannig, R. 2006. Ägyptisches Wörterbuch II. Mittleres Reich und Zweite Zwischenzeit (Hannig-Lexica 5) (Kulturgeschichte der Antiken Welt 112). 2 vols. Mainz: Philipp von Zabern.

Thesaurus Lingua Aegyptia. <http://aew.bbaw.de/tla/servlet/TlaLogin>

Vocabulaire de l'Égyptien Ancien (VÉGA). <http://vega-vocabulaire-egyptien-ancien.fr/>

Software

JSesh, software for writing hieroglyphs.

It can be downloaded free of charge from: <https://jsesh.qenherkhopeshef.org/>