

Egyptian Language II

Code: 44503
ECTS Credits: 10

Degree	Type	Year	Semester
4315555 Egyptology	OB	2	A

Contact

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Use of Languages

Principal working language: spanish (spa)

Teachers

Carlos Rada Cotera

External teachers

José Rafael Saade Saade
Sandra Tàrraga Bono

Prerequisites

Have previously taken the module Egyptian Language I.

Objectives and Contextualisation

The general objective of this module is for students to specialise in Egyptian philology, specifically in the evolution of the Egyptian language, the grammar of Middle and Late Egyptian, and an introduction to the demotic and Coptic languages, through theoretical and practical classes. They will also learn in depth the philological and linguistic concepts, methods, and techniques of Egyptology and the history of philological and linguistic thought in Egyptology. These are the contents they will have to work on:

- 1) Elements of language history and diachronic linguistics of Egyptian.
- 2) In-depth study of Middle Egyptian grammar: final questions of verbal morphosyntax; syntax of the compound sentence (initialism, sequentiality, dependency, and subordination); theory of enunciation.
- 3) Late Egyptian grammar: graphemic; phonetic and phonological changes with respect to Middle Egyptian; nominal inflection; verbal inflection; syntax; enunciation.
- 4) Introduction to demotic language and written culture.
- 5) Introduction to Coptic language and written culture.
- 6) Egyptian linguistics from Champollion to the present day.

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 expertise of Egyptian philology, both synchronic and diachronic, as well as the different currents of thought egiptológico philological-linguistic.
- Demonstrate knowledge of the grammar of Middle Egyptian (and Ancient Egyptian), Neo Egyptian, Demotic and Coptic.
- Identify the four systems of Egyptian writing (hieroglyphic, hieratic, Demotics and Coptic) and understand their uses, chronologies, paleographies and functioning.
- 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.
- That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.

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. Assessing the historical-linguistic meaning of the passage from the old to the late Egyptian (or half-Egyptian in Egyptian Revival architecture) Egyptian.
4. Critically analyse the main philological and linguistic schools of Ancient Egyptian language in their different phases.
5. Critically analyze a given scientific problem based on historical and cultural sources.
6. Demonstrate advanced knowledge of paleography hieratic writing and overlooking the reading of texts.
7. Demonstrate basic knowledge of Coptic writing.
8. Demonstrate basic knowledge of Demotic writing.
9. Demonstrate basic knowledge of grammar and culture in Coptic literature.
10. Demonstrate basic knowledge of grammar and culture in Demotic literature.
11. Demonstrate higher knowledge of Egyptian writing (writing by groups, cryptography and other graphic and paleographic particularities).
12. Demonstrate higher knowledge of Middle Egyptian grammar (syntax of composite oration, subordination, semantics and enunciation).
13. Demonstrate knowledge of Neo Egyptian grammar (phonology and phonetics, morphosyntax, semantics and enunciation).
14. Describe the defining of the Egyptian language grammatical features from both a synchronic point of view as diachronic.
15. Describe the dynamics between the written and spoken language in the evolutionary history of the Egyptian language.
16. Grammatically analyse and translate Neo Egyptian passages in hieroglyphic and hieratic writing.
17. Grammatically analyse and translate passages of Middle Egyptian in hieroglyphic and hieratic writing of a high level of difficulty.
18. Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
19. Report the main problems of diachronic study of the Egyptian.
20. Teaming up with special sensitivity interdisciplinarity.
21. 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.
22. That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.

Content

SUBJECT 1. MIDDLE EGYPTIAN GRAMMAR II

A. PHONOLOGY AND TRANSCRIPTION

- 1) Phonology and phonetics of Middle Egyptian.
- 2) Phonetic and graphic evolution.
- 3) The transcription of proper names in Spanish.

B. MIDDLE EGYPTIAN GRAMMAR

Review: participles, *sdmty=fy* form, relative verbal form.

- 1) Negative verbs and the negative verbal complement.
- 2) The *sdmt=f* form.
- 3) The bivalent participle.
- 4) The auxiliaries of enunciation.
- 5) The converters.
- 6) Rematization (I): cleft sentences.
- 7) Rematization (II): the emphatic forms of the suffix conjugation.
- 8) The initial aorist (= the *mrr=f* form) and the prospective.
- 9) Periphrastic constructions (*irī, pī, sdr...*).
- 10) Negation: recapitulation.
- 11) Interrogation: recapitulation.
- 12) Operative verbs and completive sentences.
- 13) Circumstantial and conditional sentences.
- 14) Relative sentences.
- 15) Graphic peculiarities, cryptography and group writing.
- 16) Proper nouns: grammatical structure.

SUBJECT 2: LATE EGYPTIAN GRAMMAR

A. DIACHRONIC EGYPTIAN LINGUISTICS

- 1) From first-phase Egyptian to second-phase Egyptian: elements of historical grammar.
- 2) Late Egyptian in the history of the Egyptian language: chronology, defining features, and areas of use.
- 3) Language and scripts: Late Egyptian language, hieroglyphic script, and hieratic script. Differences between the hieroglyphic and hieratic scripts of Middle Egyptian and Late Egyptian texts. Graphic peculiarities of Late Egyptian hieratic. Group writing.

B. LATE EGYPTIAN GRAMMAR

- 1) Morphosyntax of the nominal inflection. Changes with respect to Middle Egyptian. Articles, demonstratives, and possessives. Indefinites. Personal pronouns.

- 2) Grammatical words: prepositions, adverbs, and particles. Connectives.
- 3) Introduction to the morphosyntax of verbal inflection. Transformations with respect to Middle Egyptian. The infinitive. The stative.
- 4) Morphosyntax of the verbal inflection (I): the autonomous forms.
- 5) Morphosyntax of the verbal inflection (II): the non-autonomous forms.
- 6) Syntax of the non-verbal sentence: noun and adjectival predicate sentences.
- 7) Remotion: cleft sentences and second tenses.
- 8) Dependent sentence syntax: relative clauses introduced by *nty* and circumstantial clauses introduced by *ĩw* and by *ĩr*.

SUBJECT 3. INTRODUCTION TO DEMOTIC AND COPTIC LANGUAGE AND CULTURE

A. INTRODUCTION TO DEMOTIC LANGUAGE AND CULTURE

WEEK 1

Theoretical lessons

- 1) History of the demotic language and script.
- 2) Demotic in its Mediterranean context.
- 3) History of demotic studies.
- 4) Demotic texts. Demotic literature.

Practical classes

- 1) Methodology: demotic signs and transliteration system.
- 2) Resources: grammars, dictionaries, anthologies of texts, and other reference works.

WEEK 2

Theoretical and practical classes

- 1) Introduction to demotic grammar: a diachronic view.
- 2) Morphology.
- 3) Non-verbal system.
- 4) Verbal system.

B. INTRODUCTION TO COPTIC LANGUAGE AND CULTURE

WEEK 1

Theoretical classes

- 1) Introduction to "Coptic Egypt".
- 2) The Coptic language in the context of the Egyptian language, Coptic dialects.
- 3) The Coptic alphabet.
- 4) Coptic literature.

5) Coptic culture: history of the Coptic church, the monastic movement, Coptic art.

Practical classes

1) Use of the dictionary.

2) Reading exercises.

WEEK 2

Theoretical and practical lessons

1) Invariable parts of speech.

2) Elements of nominal morphology.

3) Non-verbal predicate sentences.

4) Elements of verbal morphology.

5) Verbal predicate sentences.

6) Translation exercises of sentences and short texts.

Methodology

Specification of what the STUDENT AUTONOMOUS ACTIVITY consists of:

a) Study (studying 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 way, orally or in writing).

b) Personal work: consultation of grammars, dictionaries, text editions, and reference works in the field of Egyptian philology; reading of specialised bibliography; carrying out exercises in Middle Egyptian, Late Egyptian, demotic and Coptic grammar (translation and analysis of sentences and short texts); preparation of interventions in class and tutorials; preparation of continuous assessment activities and exams and tests in class.

Note: 15 minutes of a class within the timetable established by the centre or by the degree programme will be set aside for students to complete the teacher performance evaluation and subject or module evaluation surveys.

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.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom interventions	10	0.4	1, 4, 5, 17, 16, 19, 3, 6, 7, 8, 9, 10, 13, 12, 11, 14, 15, 18, 22, 21, 20, 2
In-class exams and tests in Middle Egyptian, Late Egyptian, Demotic, and Coptic	15	0.6	1, 4, 5, 17, 16, 19, 3, 6, 7, 8, 9, 10, 13, 12, 11, 14, 15, 18, 22, 21, 20, 2
Theoretical and practical classroom lessons with the support of ICT	60	2.4	1, 4, 5, 17, 16, 19, 3, 6, 7, 8, 9, 10, 13, 12, 11, 14, 15, 18, 22, 21, 20, 2

Type: Supervised

Follow-up tutorials	5	0.2	1, 4, 5, 17, 16, 19, 3, 6, 7, 8, 9, 10, 13, 12, 11, 14, 15, 18, 22, 21, 20, 2
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Type: Autonomous

Study and personal work by the student	160	6.4	1, 4, 5, 17, 16, 19, 3, 6, 7, 8, 9, 10, 13, 12, 11, 14, 15, 18, 22, 21, 20, 2
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Assessment

To pass the module students must pass the evaluation of the three 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 the student's personal work are specified in the table in the "Methodology" section.

The assessment will consist of the four types of activities specified in the table.

As regards the grading review procedure, teachers will inform students of the procedure at the time of each assessment activity.

With regard to make-up tests and exams, the teacher will agree the dates with the students, 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 marks may also sit the make-up exam. In principle, the work and activities that the student carries out in an autonomous way are not subject to recovery.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Classroom interventions and follow-up tutorials in Middle and Late Egyptian grammar	10%	0	0	1, 4, 5, 17, 16, 19, 3, 6, 13, 12, 11, 14, 15, 18, 22, 21, 2
Guided in-class activities in demotic and Coptic languages	20%	0	0	1, 4, 5, 19, 7, 8, 9, 10, 14, 18, 22, 21, 20, 2
Home-based activities in demotic and Coptic languages	20%	0	0	1, 4, 5, 19, 7, 8, 9, 10, 14, 18, 22, 21, 20, 2
In-class exams and tests on Middle and Late Egyptian grammar	50%	0	0	1, 4, 5, 17, 16, 19, 3, 13, 12, 11, 14, 15, 18, 22, 21, 20, 2

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Software

JSesh, hieroglyphic writing software.

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