

History of Egypt II

Code: 44505
ECTS Credits: 10

2024/2025

Degree	Type	Year
4315555 Egyptology	OB	2

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

To take this module, you must have previously taken the "History of Egypt I" module of the first year of the master's degree.

Objectives and Contextualisation

The general objective of the module is to bring the student closer to the history of ancient Egypt from the Second Intermediate Period and New Kingdom to the 26th dynasty, in a critical manner and always based on the direct analysis of textual, iconographic and archaeological sources and the reading of specialized and up-to-date bibliography. At the same time, the Egyptian administration, society and economy of this period and its evolution will be studied. Special attention will be paid to socio-economic, ideological, historical-religious and cultural phenomena.

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.
- Contextualize the historical and cultural evolution of Egypt in the wider framework of the Eastern Mediterranean and the Middle East and evaluate the synchronicity between the Egyptian civilization and other civilizations of antiquity.
- Critically analyze a given scientific problem based on historical and cultural sources.
- Critically interpret texts as historical and cultural sources.
- Describe the historical and cultural evolution of ancient Egypt, from the critical analysis of the textual, archaeological and iconographic sources.
- Describe the physical and human geography, geology, natural resources and the climate of Egypt since the beginning of the Holocene until today.
- Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
- Support the epistemology and methodology of historiography Egyptology and evaluate the different historiographical trends of the discipline.
- 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. Apply critical analysis from text, archaeological and iconographic sources to the reconstruction of the history of Egypt from the New Kingdom to the Saite Period.
3. Assess the quality, self-imposed, rigor, responsibility and social commitment, both in training and in the scientific and informative work.
4. Critically analyze a given scientific problem based on historical and cultural sources.
5. Critically interpret text sources from the history of Egypt from the New Kingdom to the Saite Period.
6. Demonstrate knowledge of the history of Egypt from the New Kingdom to the Saite Period.
7. Describe the different classes and social spheres Egyptians and administrative organization of Pharaonic State at different stages of its history, from the textual, archaeological and iconographic sources and from the latest models of analysis in these areas.
8. Evaluate the new historiographical trends related to the study of society and the Egyptian economy.
9. Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
10. Reflect on the problems of human-environmental problems in society, the exploitation of resources and the economic bases of the Egyptian civilisation from the latest models of analysis in these subjects.
11. Relate the history of Egypt to the cultures in its geographical area from the New Kingdom to the Saite Period.
12. Teaming up with special sensitivity interdisciplinarity.
13. 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.
14. That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.

Content

Brief description of module contents

History of Egypt from the Second Intermediate Period and New Kingdom to the 26th Dynasty, based on the interpretation of archaeological, iconographic and textual sources and paying special attention to social phenomena,

politics and diplomacy. Egyptian society: organization of social spheres (elites, urban communities, village communities). Kinship, extended family and clientelism. The Pharaonic State: structure and functioning of the administration. Geography, ecology, economy and geopolitics in ancient Egypt. All these contents are addressed from the specialization, that is, from the critical discussion of the most recent approaches and the latest trends of analysis in these matters.

DEL REINO NUEVO A LA BAJA ÉPOCA

7,5 c. ECTS

1- Las dinastías tebanas del Segundo Período Intermedio

2- El inicio de la dinastía XVIII, de Ahmose a Tutmosis II

3 - Hatshepsut: Gran Esposa Real, Regente y Faraón

- 4 - Tutmosis III a Tutmosis IV
- 5 - Tutmosis III a Tutmosis IV
- 6 - Amenhetep III
- 7 -La transición política de Amenhetep III a Amenhetep IV / Akhenaton
- 8 - Akhenaton
- 9 - De Tutankhamon a Horemheb. Cronología de finales de la dinastía XVIII
- 10 - El comienzo de la dinastía XIX con Ramsés I y Seti I
- 11- Ramsés II y Merenptah
- 12 - El final de la dinastía XIX: de Seti II a Tausert
- 13 - El final de la dinastía XX y la wHm mswt
- 14 - La dinastía XXI
- 15 - La dinastía XXII y XXIII
- 16 - La dinastía XXIV y XXV
- 17- La dinastía XXVI

ADMINISTRACIÓN, SOCIEDAD Y ECONOMÍA EGIPCIA

2,5 c. ECTS

The course will deal with the organization of space in Pharaonic Egypt, the problems of interpretation derived from a partial use of cartography ("borders", "sovereignities", "states", etc.), the use of space by diverse social groups and the strategies used by each one (shepherds, nomads, the pharaonic monarchy itself, etc.). The existence of alternative poles of power established in certain areas of the Nile Valley (especially Middle Egypt) and how their strategies pursue control of the flows of wealth through Egypt; sometimes acknowledging the authority of the pharaohs. In other cases, pursuing greater political autonomy. In short, the contents of the course are located at the crossroads between social, economic, political and geopolitical history.

CLASS SCHEDULE (14-25 OCTOBER 2024):

First week: physical geography, built landscapes, differentiated spaces and circulation networks.

Second week: spaces and populations, uses of the territory, conflicts and identities, capture of commercial circuits.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exams	10	0.4	4, 2, 6, 7, 5, 9, 14, 13, 10, 11, 8
Theoretical and practical face-to-face classes with the support of the TIC	80	3.2	4, 2, 6, 7, 5, 9, 14, 13, 10, 11, 8
Type: Supervised			

Tutorials, seminars, interventions and exhibitions in class	15	0.6	1, 4, 2, 6, 7, 5, 9, 14, 13, 10, 11, 12, 3, 8
Type: Autonomous			
Study and personal work of the student	145	5.8	1, 4, 2, 6, 7, 5, 9, 14, 13, 10, 11, 3, 8

Specification of what the STUDENT'S AUTONOMOUS ACTIVITY consists of

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

b) Personal work: critical reading of the bibliography; realization of treballs and practices; preparation of presentations in class, seminars and debates; textual source analysis exercises; exercicis d'interpretation of iconographic and archeological sources; case studies; update the student's folder; preparation of exams.

Important: The teaching methodology and the evaluation proposed in the guide may experience some modification depending on the restrictions on attendance imposed by the 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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Brief analyzes of primary sources - Del Reino Nuevo a la Baja Época	11,25 %	0	0	1, 2, 6, 5, 9, 14, 13, 12, 3
Class participation - Administración, sociedad y economía egipcias	2,5 %	0	0	1, 4, 2, 6, 7, 5, 9, 14, 13, 10, 11, 8
Exam 1 - Del Reino Nuevo a la Baja Época	18,75%	0	0	4, 2, 6, 7, 5, 9, 14, 13, 10, 11
Exam 2 - Del Reino Nuevo a la Baja Época	18,75 %	0	0	4, 2, 6, 7, 5, 9, 14, 13, 10, 11
Exam 3 - Del Reino Nuevo a la Baja Época	18,75%	0	0	4, 2, 6, 7, 5, 9, 14, 13, 10, 11
Review - Del Reino Nuevo a la Baja Época	7,5 %	0	0	4, 2, 6, 5, 9, 14, 13, 3
Work - Administración, sociedad y economía egipcias	22,5 %	0	0	1, 4, 2, 6, 7, 5, 9, 14, 13, 10, 11, 3, 8

DEL REINO NUEVO A LA BAJA ÉPOCA

Exams: (total value: 75%)

1- WEDNESDAY, November 27, 2024: classes 1-8 and compulsory readings.

2- WEDNESDAY February 12, 2025: classes 9-15 and mandatory materials included.

3- WEDNESDAY, April 2, 2025: classes 16-22 and mandatory materials included.

Each exam will be worth 25% of the total grade.

Review: (value: 10%)

1- Delivery of the review (from 3 articles) on WEDNESDAY, November 27, 2024: central theme: Was there a "coregency" between Amenhetep III and Amenhetep IV-Akhenaten? Later this problem will be discussed in class.

Brief analysis of primary sources: (value: 15%)

Throughout the course several pieces will be delivered on which a file will have to be made. The set of tokens must be delivered on April 2, 2025.

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It will consist of the elaboration of a brief final work (5 pages) inspired either by a precise historical problem or by reading and commenting on a significant article. Active participation in the course (questions, readings of the proposed works, etc.) will also contribute to the final grade. The final date of delivery of the works will be December 2, 2024.

Suggested Topics:

1. Egyptology and the social sciences: a complicated relationship
2. Globalization in the ancient world
3. The state in ancient Egypt: ideology and reality
4. Local elites and their integration in the state
5. "Middle class" and prosperous (non-civil servant) sectors of Egyptian society
6. Identities (gender, class, ethnicity) in ancient Egypt
7. Women and their economic initiatives: private businesses, temples and rituals
8. The "Egyptologist", between romanticism and traditionalism
9. The Egyptian landscape: a fluctuating Nile, marshes and regional diversity
10. Landscape archeology and its potential in Egyptology
11. Foreign trade: routes, actors and archeology
12. Foreign trade: capturing routes and strategies of Egypt and other actors
13. Foreigners in Egypt: from pharaonic ideology to social integration
14. Textile Production: Egypt in the Context of the Ancient Near East
15. Nubia, a counterpower on the Nile

Each of the two subjects that make up the module is evaluated independently. The final mark of the module results from the arithmetic mean of the final marks of the two subjects.

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 student personal work are specified in the table in the "Methodology" section.

The evaluation will consist of three types of activities:

1) Exams (see "Contents" section). Except for justified reasons, the students of the virtual modality will take the 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 exam, which will be as close as possible to those of the original exam.

2) Interventions and presentations in class; active participation in tutorials and seminars.

3) Individual or group papers.

In the event that some of these activities cannot be taken on-site 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 exams, the lecturer will agree with the students the dates, which must be within the month following the original exam. Students who have passed an 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.

Bibliography

DEL REINO NUEVO A LA BAJA ÉPOCA

Cline, Eric H. y David O'Connor (eds.), *Thutmose III. A New Biography* (Ann Arbor: The University of Michigan Press, 2009).

Dodson, Aidan. *Amarna Sunset: Nefertiti, Tutankhamun, Ay, Horemheb and the Egyptian Counter-Reformation* (El Cairo: American University Press, 2009)

Dodson, Aidan, *Poisoned Legacy. The Fall of the XIXth Egyptian Dynasty* (El Cairo: American University in Cairo Press, 2010).

Dodson, Aidan, *Afterglow of Empire. Egypt from the Fall of the New Kingdom to the Saite Renaissance* (El Cairo: American University in Cairo Press, 2012)

Dodson, Aidan, *Amarna Sunrise. Egypt from Golden Age to Age of Heresy* (El Cairo: American University in Cairo Press, 2014)

Forshaw, Roger, *Egypt of the Saite Pharaohs, 664-525 BC* (Manchester: Manchester University Press, 2019).

Gabolde, Marc. *Toutankhamoun* (París: Pygmalion, 2015)

Goedicke, Hans, *Studies about Kamose and Ahmose* (Baltimore: Halgo, 1995).

Kitchen, Kenneth A., *The Third Intermediate Period in Egypt*, Warminster: Aris & Philips, 1986.

Lull, José, *Los sumos sacerdotes de Amón tebanos de la VIII^m mswt y dinastía XXI (ca. 1083 - 945 a.C.)*, Oxford: BAR IS 1469, 2006.

Marée, Marcel (ed.), *The Second Intermediate Period (Thirteenth-Seventeenth Dynasties). Current Research, Future Prospects*, OLA 192 (Lovaina: Peeters, 2010).

O'Connor David y Eric H. Cline (eds.), *Amenhotep III. Perspectives on His Reign* (Michigan: The University of Michigan Press, 1998).

Parra, José Miguel (coord.), *El antiguo Egipto* (Madrid: MarcialPons, 2009).

Pope, Jeremy W., *The Double Kingdom Under Taharqo. Studies in the History of Kush and Egypt (c. 690 - 664 BC)*, (Leiden-Boston: Brill, 2014).

Roehring, Catharine H. et alii, *Hatshepsut, from Queen to Pharaoh* (Nueva York: MMA, 2005)

ADMINISTRACIÓN, SOCIEDAD Y ECONOMÍA EGIPCIA

Proposed readings:

First week:

- Juan Carlos Moreno García, "Nuevas tendencias en Egiptología", *Claruscuro* 19 (2020):

https://www.academia.edu/45095791/_Introducci%C3%B3n_Nuevas_tendencias_en_Egiptolog%C3%ADa_Claruscuro_19_2_2020_

- Juan Carlos Moreno García, "Les échanges entre l'Égypte et les régions voisines (2100-1800 avant J.-C.)", *Égypte, Afrique & Orient* 73 (2014), 7-18: https://www.academia.edu/7422538/_Les_%C3%A9changes_entre_l_%C3%89gypte_et_les_r%C3%A9gions_voisines_2100-1800_avant_J.-C._

- Juan Carlos Moreno García, "Invaders or just herders? Libyans in Egypt in the 3rd and 2nd millennia BCE", *World Archaeology* 46 (2014), 610-623: https://www.academia.edu/6964784/_Invaders_or_just_herders_Libyans_in_Egypt_in_the_3rd_and_2nd_millennia_BCE_World_

- Stuart T. Smith, "A portion of life solidified: Understanding ancient Egypt through the integration of archaeology and history", *Journal of Egyptian History* 3 (2010), 155-185: https://www.academia.edu/5934491/A_PORTION_OF_LIFE_SOLIDIFIED_UNDERSTANDING_ANCIENT_EGYPT_THROUGH_THE_INTEGRATION_OF_ARCHAEOLOGY_AND_HISTORY

- Seth Richardson, "Early Mesopotamia: the presumptive state", *Past & Present* 215 (2012), 3-49: https://www.academia.edu/4338807/EARLY_MESOPOTAMIA_THE_PRESUMPTIVE_STATE_2012_

Second week:

- Toby C. Wilkinson, "Macro-scale analysis of material culture in their landscapes: case-studies in 'invisible flows'", en R. Matthews & J. Curtis (eds.), *Proceedings of the 7th International Congress on the Archaeology of the Ancient Near East. Vol. 1: Mega-cities & Mega-sites: The Archaeology of Consumption & Disposal, Landscape, Transport & Communication*, Wiesbaden, 2012, p. 647-662: https://www.academia.edu/1359007/Macroscale_analysis_of_Material_culture_in_their_landscapes_casestudies_in_invisible_

- Susan Sherratt, "The Mediterranean economy: 'Globalization' at the end of the second millennium B.C.E", en W. G. Dever & S. Gitin (eds.), *Symbiosis, Symbolism and the Power of the Past. Canaan, Ancient Israel, and Their Neighbors from the Late Bronze Age through Roman Palaestina*, Winona Lake, 2003, p. 37-62: https://www.academia.edu/2163666/The_Mediterranean_economy_Globalizationat_the_end_of_the_second_millennium_BCE

- Baines, John & Yoffee, N. (1998) "Order, legitimacy, and wealth in ancient Egypt and Mesopotamia", en G. M. Feinman & J. Marcus (eds.), *Archaic States*, School of American Research Press, Santa Fe, p. 199-260: https://www.academia.edu/2492546/Order_Legitimacy_Wealth_with_Baines_

- "Ethnicity in ancient Egypt: an introduction to key issues", *Journal of Egyptian History* 11 (2018), 1-17: https://www.academia.edu/36370514/_Ethnicity_in_ancient_Egypt_an_introduction_to_key_issues_Journal_of_Egyptian_History_11_2018_1_17

Software

For face-to-face students, only access to the UAB virtual campus is necessary to be able to access the moodle classroom. In the case of virtual students, it will also be necessary to use the Microsoft Teams program during connections to classes.

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Spanish	annual	afternoon

PROVISIONAL