



Introduction

The study of gender is a relatively recent development in the field of Egyptology. In this module the students will be introduced to modern theories and approaches to issues related to gender and will critically engage in a detailed study of the roles of and attitudes toward marginalised groups in Ancient Egypt.

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Class Times:
Wednesdays, 9-11
JC 129

Class Dynamics

Readings (posted under the weeks Assignment on Blackboard) should be done BEFORE the session for which they are due. Students should bring notes and be prepared to discuss the issues in class. In the readings, 'Robins' refers to the main textbook. Please also check the bibliography section of the Blackboard site for other material relevant to each class session (including Egyptian texts in translation).

This is a seminar class, so you are expected to contribute each session.

Weekly Seminar Experts

Each week, one of you will be the expert of the week, and lead the class for the first hour. You will be responsible for writing a detailed reaction paper to the readings, and posting it to blackboard where it will be available for discussion (through the blog tool). You should also assign at least one question of your own. I also have posted questions for each week that everybody should be prepared to discuss. If you are the expert, your responses will be submitted to blackboard. The reaction paper will be due by 4:00 PM on the Monday before the class for which they are assigned. That will give all of us a chance to read the expert paper and think of our own responses to it before class. If you would like to assign the class or individual members additional tasks, that is fine too -- just be sure to give everybody enough time to prepare!

If you are not the 'expert' for the week, you are nevertheless required to bring to the class notes on your readings, to respond to the questions (and any assignments) and you are always encouraged to write your own reaction papers.

Required Bibliography (you should purchase)

- Robins, Gay. *Women in Ancient Egypt*. Cambridge: Harvard University Press, 1993.
- Graves-Brown, Carolyn, ed. *Sex and Gender in Ancient Egypt*. "Don Your Wig for a Joyful Hour". Swansea: Classical Press of Wales, 2008.
- Meskell, Lynn. *Archaeologies of Social Life: Age, Sex, Class et Cetera in Ancient Egypt*. Oxford: Blackwell Publishers, 1999.

Highly Recommended to Read

- Capel, Anne K., and Glenn E. Markoe, eds. *Mistress of the House, Mistress of Heaven*. Women in Ancient Egypt. New York: Hudson Hills Press, in association with Cincinnati Art Museum, 1996.
- Hays-Gilpin, Kelley, and David S. Whitley, eds. *Reader in Gender Archaeology*, Routledge Readers in Archaeology. London; New York: Routledge, 1998.
- Lesko, Barbara, ed. *Women's Earliest Records from Ancient Egypt and Western Asia*. Vol. 166, Brown Judaic Studies. Atlanta: Scholar's Press, 1989.
- Nelson, Sarah M. *Gender in Archaeology: Analyzing Power and Prestige*. Walnut Creek, Calif.: AltaMira Press, 1997.
- Sorensen, Marie Louise Stig. *Gender Archaeology*. Cambridge, UK, Malden, MA: Polity Press; Blackwell, 2000.
- Toivari-Viitala, Jaana. *Women at Deir el-Medina: A Study of the Status and Roles of the Female Inhabitants in the Workmen's Community During the Ramesside Period*, Egyptologische Uitgaven 15. Leiden: Nederlands Instituut voor Het Nabije Oosten, 2001.
- Wilfong, Terry. *Women and Gender in Ancient Egypt: From Prehistory to Late Antiquity*. Ann Arbor: Kelsey Museum of Archaeology, 1997.

After New Years	Week 1	Introduction; gender studies and Egyptology; the nature of the evidence
	Week 2	Representations of gender; male and female stereotypes, iconography, and imagery
	Week 3	Gender in texts; the view from within (letters); the view from without (literary and didactic texts)
	Week 4	Gender and the divine; gods, and goddesses of Ancient Egypt; demons and the dead; access to the afterlife
	Week 5	Politics and gender; kings, queens, and concubines
	Week 6	Gender in the home; sexuality, marriage, children
	Week 7	Gender outside the home; education, professions; status; the economy
	Week 8	Gender and religious practice; magic; priestesses Individual Tutorials to discuss Projects
After Spring Break	Week 9	No Class
	Week 10	Double-trouble: Foreigners and foreign women in ancient Egypt; people on the margins; public perception vs. private lives
Final Week	Week 11	Modern popular perceptions of gender in Egypt; the role of museums; Orientalism; Egyptomania; Afrocentrism; the media
Formal Assessment	Assigned Week	20% Seminar Expert
	26 May, 2010	80% Gender Exhibit Project - 5000 words

Gender Exhibit Project

For this project you will create a virtual exhibit featuring 5-7 different artefacts exemplifying a gender theme. The choice of topic is up to you, but it must be approved by me first and must be on a specific aspect of gender in Ancient Egypt (it does not need to focus on women). At least 50% must involve people from Ancient Egypt; you may include other cultures to compare or contrast. You will need to submit your proposal to me in advance, as an abstract detailing the theme, the specific gender group you are dealing with within (a) specific time(s) and location(s), the issues you wish to raise, and an overview of the contents.

The following catalogues provide examples of the type of work that is expected:

- Bourriau, Janine (1988) *Pharaohs and Mortals: Egyptian art in the Middle Kingdom*. Cambridge & New York: Cambridge University Press.
- Capel, Anne K. and Glenn E. Markoe (eds.), (1996) *Mistress of the House, Mistress of Heaven. Women in Ancient Egypt*. New York: Hudson Hills Press, in association with Cincinnati Art Museum.

This is a **research project**, not a diary or thought project, so be sure to read the materials posted on Blackboard under Course Documents for guidance on writing an academic paper. There is additional help available under Web Links. The length should be **5,000 words** (not counting footnotes, references, bibliography, images, nor any tables nor appendices). Each item should have a proper catalogue entry (with museum number, dimensions, etc..) but this does not count towards the word count either. Only the body of your description and any introduction and conclusion counts. You should include images – be creative!

Be sure to include a thesis statement in your introduction. In all cases, you should use primary textual (in translation) and material evidence to support your arguments. You are encouraged to visit the Egypt Centre as often as you wish to view and select artefacts that might form part of your essay, but you may choose artefacts from any collection.

NOTE: It is NOT the job of the Egypt Centre to do your research for you! If you wish to see any information that they may have concerning the artefacts that you wish to 'use' from their collection, other than what is available on the MODES database or online, please email the curator and me, and let us know no later than the end of week 3.

- Draw on your previous experience and knowledge, as well as what you have learnt in class and on your own.
- You can focus your exhibit by
 - time periods
 - locations (i.e. Deir el-Medina, Amarna, Lahun, ...)

- media (i.e. stone sculpture, clay figurine, tomb painting ...)
- manageable theme (i.e. medical treatment of women, women in religion, children as apprentices, a specific status/role over time, ...)
- By **14 March, 6pm**, you should submit to me (via Blackboard) a 1-2 page description of your project, including the unifying theme, contents, and bibliography, so that I can go through it in preparation for our tutorial meeting.
- You should also be using catalogues and parallels to help you find more information on these types of artefacts.
- This IS a graduate-level research project, so you need to have a proper introduction and conclusion, etc... All the normal rules apply.
- Creativity is encouraged
- During the exams week, we will have a poster session to show each other what we have done (this will also be an end of term party: refreshments provided!)
- Have FUN too!