

**SUMMER 2020**  
**MIDDLE EAST 3753-090**  
**ANTHROPOLOGICAL ARCHAEOLOGY OF ANCIENT EGYPT**  
**(3 credit hours)**

**SYLLABUS**

**Instructor:** Dr. Ewa Wasilewska, the Middle East Center.

**Contact info.:** Ewa's home phone: 801-560-4949.  
Ewa's email: [Mruczek@AOL.com](mailto:Mruczek@AOL.com) Preferable for all contacts.  
Website: [www.ewas.us](http://www.ewas.us)

**Time:** online

**Location:** online

**Course description:**

This course is designed as an analytical survey of major events and discoveries in Egypt through studying archaeological evidence and available textual sources. The focus of this course is on the Neolithic, Predynastic and Pharaonic Periods (from ca. 5500 B.C. to 332 B.C.) in the Nile Valley although numerous references will be made to Nubia and Libya, which played an important role in the development of a distinct Egyptian culture, as well as to other Near Eastern civilizations Egypt was in contact with. Variety of archaeological issues will be discussed with focus on the specifics of the ancient Egyptian culture such as its topographical and linguistic isolation, "obsession" with the After-Life, seasonality, etc.

Each meeting will be dedicated to a specific set of issues discussed in a chronological order. Relevant case studies will be selected for each topic to provide students with the framework to study and understand practical applications of theoretical implications.

**Disclaimer:**

Some of the material in this course may include information and visual data that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking.

**Teaching and Learning Methods:**

This course is an online course. Some students believe that online courses are much easier than classroom learning but... You should be well organized, have a lot of self-discipline, and often be self-directed in order to be successful in online learning. Remember, this is the 3000-level class so it is expected that you would spend at least 9 hours per week on this class (i.e. 3 hours per every credit hour).

**Course Communication:**

The student-teacher communication will be mainly via the internal Canvas email. Check your email frequently – no less than three (3) times a week. You can also contact me via my personal email address, which is [Mruczek@aol.com](mailto:Mruczek@aol.com). Remember, I don't use my U of U email address. It is YOUR responsibility to check the Canvas email as well as to provide the University of Utah with your private email address if you are not using the U email address. Sending me your private email address will not do you any good because

it is very difficult and time consuming for me to keep and figure out all private addresses of many students whom I teach.

### **Communication with the Instructor:**

I will check the class email as well as my personal email on regular basis. The response time will be no more than 48 hours but usually I respond within 12 hours. If you don't hear from me within 48 hours, it means that I didn't get your message so send it again or contact us through other means. You are welcome to call me at my private number (801-560-4949) but please text first.

### **Navigating Canvas:**

Most of the information can be navigated by using the "Tabs"/navigation links on the left-hand side of the Canvas screen. **\*\*Most information and materials are found in the "MODULES" section\*\***, and are also broken down into a convenient week-by-week format. If you do NOT see any readings, powerpoints/pdfs, or materials that are in the syllabus, contact one of us immediately so that we can address the issue.

If you need support for learning Canvas, check this website:

[http://support.instructure.com/index.php/Getting\\_Started\\_for\\_Students](http://support.instructure.com/index.php/Getting_Started_for_Students)

Sorry but I am not very good with any technical explanations.

### **Electronic or Equipment Failure:**

Electronic or equipment failure is NOT an acceptable excuse for late or absent assignments. You must maintain a working computer/Internet needed to participate in this course. Keep your flash-drive ready to back up your assignments BEFORE you lose any data as the result of a computer malfunction. Avoid submitting your assignments at the last minute – remember Murphy's Law! Know your options in case of electronic or equipment failure – use campus lab computers, check public libraries, and have as many friends as possible with working computers/Internet. Remember, your urgency is not my emergency!

### **Technological Help Through the U of U:**

Canvas support: [http://support.instructure.com/index.php/Main\\_Page#](http://support.instructure.com/index.php/Main_Page#)

UOnline:

Email: [info@uonline.utah.edu](mailto:info@uonline.utah.edu)

Phone: 801-585-5959

Campus IT Help Desk:

Phone: 801-581-4000

### **Deadlines:**

Deadlines will be strictly enforced. Late work will not be accepted. However, unexpected things happen so if you have a legitimate excuse, let me know in advance, if possible. Legitimate excuses must be documented and verifiable. In case you have one, I will accept the late assignment at *my discretion* after I verify your excuse. Depending on circumstances, I may or may not grant you full credit, limited credit or no credit at all. All assignments are posted as a part of the First (Introductions) Module.

### **Overview of Assignments:**

This course is designed to maximize your learning experience by using different means of testing. There are three (3) testing "themes" in this class, each graded separately. The first two (2) will be challenging but also a lot of fun. The last one is just a regular

test. The required length of all assignments will depend on a question and it will be provided to you at the time of the assignment.

1. **Crazy corner (2 assignments; on Canvas – under “Assignments”):**  
You will know that the idea is “crazy” but it will be your responsibility to tell me “why” as based on both class material and an independent research. *Example: “Pyramids of Egypt were built by aliens.”*
2. **Why is this controversial? (2 assignments; on Canvas – under “Assignments”):**  
Your answer should be based on both class material and an independent research. *Example: A picture of a famous bust of Nefertiti, presently at the Museum in Berlin, Germany. Hint: a cultural symbol of both Egypt and Germany.*
3. **Four (4) tests (on Canvas – under “Assignments”) with two questions/themes each (except #4 – one question – your selection!) – two pages or more each.** More is always better than less in my courses. Midterm and final exams seem to be very stressful for many students. Consequently, I have decided to have more assignments, which cover less material than regular midterms or finals. This way you will have less stress, more time, and more options to get a good grade in this course.

**NO PLAGIARISM OR CHEATING IN ANY SHAPE OR FORM!!!**

#### **Questions/comments:**

This section is listed under the first module. Participation in this section is not required but highly recommended. This would be your opportunity to communicate with other students, share ideas, ask questions, and learn even more, this time from your peers. I will be monitoring these discussions. Whenever I see that you are on the wrong track, I will interfere trying to lead you in the right direction.

When participating in these discussions you must remain respectful of all classmates and me at all times: no shouting, no swearing, no name calling, etc.

**IMPORTANT:** You can always reach me by phone (text first) to discuss any issues you may have or ask any questions.

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#### **Grading:**

##### **Grading – percentage of your final grade:**

“Crazy corner” and “Why is this controversial?” sections count for total of 40% i.e., each assignment is valued at 10%.

Tests – count for total 60% i.e., each test is valued at 15%.

There won't be any extra-credit assignments in this class. Each exam and/or assignment and/or paper will be graded using the Letter-Grade scale (“A” as the highest, “E” as the lowest [no-pass] grade). The final grade will be calculated accordingly by setting up values of the Letter-Grade scale using the 4-Point scale. Please, don't be concerned with the Canvas calculations of your grades – they are quite confusing so after each exam/assignment, I will be sending you an email with your grade as based on the letter and 4-point scales.

Letter            4 Point

<u>Scale</u>	<u>Scale</u>
A	4
A-	3.7
B+	3.3
B	3
B-	2.7
C+	2.3
C	2
C-	1.7
D+	1.3
D	1
D-	0.7
E	0

### **Expectations:**

Descriptive answers and papers or “just” summaries of readings will receive “C” or less. A “perfect” answer or paper will be analytical and written in precise and non-colloquial English, void of “empty” statements. Each assertion must be supported with specific examples from the class material or, if outside sources are used, proper references are a must.

Your assignments must demonstrate not only acquired knowledge but also your ability to analyze, synthesize and think both critically and creatively. Always pay attention to organization of your answers, chronological outline, logic (make sure you understand the concept before you start “connecting” words), and your audience (pretend that I know very little about the topic). The writing must be very clear.

### ***Suggestions – before writing your final answer:***

1. Study your notes and readings. Use stickers or yellow marker to mark points and information you want to use later. You may want to give them “titles.”
2. Prepare three or more points that you think will constitute a core of your answer.
3. Pull out all necessary dates that you will use in your answer to set up a sort of chronological outline.
4. Make sure that you know and understand all definitions.
5. Prepare an outline (general parts of your outline: introduction, discussion, conclusions).
6. Write your answer as you remember and understand it – don’t worry about details at this point, just make sure that your answer makes sense and “flows.”
7. Go back to your notes and readings – pull out all information that you can use and add it to your core making sure that your answer still makes sense. Correct any mistakes you might have made when doing #6. If you are getting lost – see if breaking your answer into sections would help.
8. Edit. Reading your answer loudly may help you to catch problems.
9. Turn it in and hope for the best.

**Writing is a very important part of this course** because this is the main communication between students and the instructor. You won’t be graded on your writing skills but... Remember, if you don’t use proper English (includes spelling, syntax, grammar, etc.), I will not be trying to guess what you are trying to say. All assignments are revealed at the beginning of the semester so you can start working on them at the time convenient for you. “Officially” you will have at least one week for each assignment so, if you need help, ask for it. The University of Utah offers a lot of assistance to all

students so use its resources, especially the University Writing Center at <http://www.writingcenter.utah.edu/> (801-587-9122). It is for FREE!  
All assignments must be uploaded to Canvas as a file in Microsoft Word format – **ON TIME.**

**IMPORTANT:** All assignments are already revealed under the first Canvas Module: Week 0: Introductions.

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**Required Readings:**

All required articles, chapters from different books, etc., are listed under specific topics discussed during the semester. All of them are available at the Marriott Library Reserve Desk through electronic reserve or as hard copies. All electronic copies will be online and linked to or provided via Canvas. Hard copies are available only through the Reserve Desk at Marriott Library.

*Suggestion:*

Students may want to purchase a book by Kathryn A. Bard entitled *An Introduction to the Archaeology of Ancient Egypt* (Blackwell Publishing, 2008) instead of using big parts of this book on electronic and hard copies reserve. If you don't have physical access to the Marriott library, you probably should purchase this book.

**Required – Instructor's PPTs/PDFs:**

Each week is associated with a specific lecture/pdf (see your modules). The content of these pdfs is copyrighted so, please, do not copy it. These pdfs are very inclusive and detailed – use them wisely since they provide you with both an outline and content of specific “meetings.” Under no circumstances plagiarize any part of them. I remember them very well and will disqualify your assignment immediately (for more about plagiarism see the end of this syllabus). I am very strict with students who plagiarize. This is the reason why the red warning is repeated throughout the whole syllabus.

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**Optional Readings:**

These are readings that you may find helpful but they are not required. They are listed on the syllabus and additional readings are included in pdfs. In most cases they will help you to organize your thoughts, etc. Just glance through them when in doubt.

**Optional – News/updates:**

Discoveries are made almost on early basis so I have included some links to a few of them.

**Optional – Other Media:**

Whenever possible, I will provide you with links to websites with movies, clips, and pictures to enhance your learning process. These links are to be found under modules referring to specific meetings. You are always welcomed to use and suggest other material.

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## WEEKLY SCHEDULE OF TOPICS AND DATES:

### Week # 1: Starting with May 11, 2020

Introduction.

Terminology and geography. Egyptian archaeology, Egyptology, and Egyptomania. "Exploration:" ten tombs per day or one tomb per ten years?

#### Readings for Week #1:

Brewer, Douglas J. and Emily Teeter: 2. The River, Valley and Desert. In *Egypt and the Egyptians*. Cambridge University Press. 2007. Pp. 17-29.

Maczynska, A.: Chapter 2. The Nile Delta in the Predynastic period. In *Lower Egyptian Communities and Their Interactions with Southern Levant in the 4<sup>th</sup> Millennium B.C.* Poznan Archaeological Museum. 2013. Pp. 48-66.

This chapter is important for other lectures too!

Redford, Donald B.: History and Egyptology. In *Egyptology Today*. Richard H. Wilkinson, ed. Cambridge University Press. 2008. Pp. 23-35.

Tucker, A. (2016): Space Archaeologist Sarah Parcak Uses Satellites to Uncover Ancient Egyptian Ruins. In *Smithsonian Magazine*. Dec. 2016.

<https://www.smithsonianmag.com/innovation/space-archaeologist-sarah-parcak-winner-smithsonians-history-ingenuity-award-180961120/>

Weeks, Kent R.: Archaeology and Egyptology. In *Egyptology Today*. Richard H. Wilkinson, ed. Cambridge University Press. 2008. Pp. 7-22.

Geography, Land, Nature And Weather in Egypt. At <http://factsanddetails.com/world/cat56/sub364/item1924.html>

#### Supplemental readings for your assignment: Why is this controversial? #1

Hsu, J.: 10 Modern Tools for Indiana Jones. 2011. At <https://www.livescience.com/14561-10-sci-fi-predictions-true.html>

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[Wasilewska, Ewa: Lecture #1.](#)

#### **Assignment: Why is this controversial? # 1**

This assignment will be available at 11:59 p.m. on Friday, May 15, 2020. You must provide your answer by 11:59 p.m. on Saturday, May 23, 2020.

### Week # 2: Starting with May 18, 2020

The mystery of the Egyptian farmers.

Re-defining food-gathering and food-producing economies along the River Nile: How late is too late to be a part of the so-called Neolithic Revolution? Saharan Neolithic vs. Neolithic in the Nile Valley.

#### Readings for Week #2:

Bard, Kathryn A.: Chapter 3: The Environmental Background to Pharaonic Civilization. Geography, Environment, Agriculture, and Natural Resources. In *An Introduction to the Archaeology of Ancient Egypt*. Blackwell Publishing. 2008. Pp. 45-65.

Bard, Kathryn A.: Neolithic. In *An Introduction to the Archaeology of Ancient Egypt*. Blackwell Publishing. 2008. Pp. 80-88.

Brewer, Douglas J.: Chapter 5. The Neolithic: An agricultural revolution and new way of life (pp. 61-71). 6. The Predynastic Period: Egypt in its infancy (pp.72-108). In *Ancient Egypt. Foundations of Civilization*. Pearson Longman. 2005.

Maczynska, A.: Chapter 2. The Nile Delta in the Predynastic period. In *Lower Egyptian Communities and Their Interactions with Southern Levant in the 4<sup>th</sup> Millennium B.C.* Poznan Archaeological Museum. 2013. Pp. 48-66.

This chapter is important for other lectures too!

**News/updates:**

Arsiya, I.: Conspicuous consumption: Edible gold. In *Daily Sabah*. Nov. 29, 2017. At <https://www.dailysabah.com/feature/2017/11/30/conspicuous-consumption-edible-gold>

**Suggestion/movie:**

Check this website <https://www.dailymotion.com/video/x6dxqnm> for a movie about Scorpion King. This movie will help you to understand the beginning of everything in Egypt. Not required but...

**Wasilewska, Ewa: Lecture #2.**

**Assignment: Test # 1.**

This assignment will be available at 11:59 p.m. on Friday, May 22, 2020. You must provide your answers by 11:59 p.m. on Saturday, May 30, 2020.

**Week # 3: Starting with May 25, 2020**

How old is the Sphinx?

Measuring time in ancient Egypt: civil and solar calendars, king lists and the Amarna letters. Chronology of Pharaonic Egypt.

**Readings for Week # 3:**

Bard, Kathryn A.: 2.9: The Egyptian Civil Calendar, King Lists, and Calculation of Pharaonic Chronology. In *An Introduction to the Archaeology of Ancient Egypt*. Blackwell Publishing. 2008. Pp. 38-44.

**Simplified explanation:** Encyclopedia Britannica: Egyptian Calendar.

<https://www.britannica.com/science/Egyptian-calendar>

**You may want to check the following websites too:**

Chronology of Ancient Egypt. The following website can be used for a lot of information – just click on items of your interest. Here, for example, Chronology and King Lists. You may not want to study all details because the websites are quite comprehensive but... still very interesting.

<http://www.ancientegyptonline.co.uk>

Theban Mapping Project: Timeline.  
<http://www.thebanmappingproject.com/resources/timeline.html>

### **Supplemental readings (Crazy Corner!):**

Hill, J.: The Great Sphinx of Giza. In *Ancient Egypt Online*. 2010.  
At <http://www.ancientegyptonline.co.uk/great-sphinx.html>

Patterson, M.: The Sphinx Decoded? In *American Thinker*. Oct. 2, 2011.  
[http://www.americanthinker.com/articles/2011/10/the\\_sphinx\\_decoded.html](http://www.americanthinker.com/articles/2011/10/the_sphinx_decoded.html)

Sphinx Project – Ancient Egypt Research Associates.  
At <http://www.aeraweb.org/projects/sphinx/>

Smithsonian. Com: Who Built the Great Sphinx (a very short movie clip).  
<https://www.smithsonianmag.com/videos/category/smithsonian-channel/who-built-the-great-sphinx/>

**Wasilewska, Ewa: Lecture #3.**

### **Assignment: Crazy corner # 1.**

This assignment will be available at 11:59 p.m. on Friday, May 29, 2020. You must provide your answer by 11:59 p.m. on Saturday, June 6, 2020.

### **Week # 4: Starting with June 1, 2020**

Who were the ancient Egyptians?

Peoples and languages. Origin and development of the Egyptian writing: a borrowing or a native invention? Texts, scripts and the media. Divine economy and divine writing.

### **Readings for Week #4:**

Allen, James P.: The Egyptian Language. In *Egyptology Today*. Richard H. Wilkinson, ed. Cambridge University Press. 2008. Pp. 189-205.

Baines, John: The Earliest Egyptian Writing: Development, Context, Purpose. In *The First Writing. Script Invention as History and Process*. Stephen D. Houston, ed. Cambridge University Press. 2004. Pp. 150-189.

### **News/updates:**

Medrano, K.: Secrets of Ancient Egyptian Writing Revealed in 2,000-Year-Old Papyrus. Newsweek 12/3/1017  
<http://www.newsweek.com/ancient-egypt-papyrus-ink-metal-copper-scroll-713434>

Jarus, O.: 100 Ancient Egyptian Inscriptions Found at Amethyst Mining Site. In *Life Science*, March 26, 2019. <https://www.livescience.com/65068-ancient-egyptian-inscriptions-amethyst-mine.html>

If you want to learn more about this very interesting site (amethyst mining) check Wadi El-Hudi Expedition at <http://www.wadielhudi.com/>



**Suggestion/movie:** Scorpion King again at <https://www.dailymotion.com/video/x6dxqnm> Abydos tablets section - ca. 24 minutes into the movie.

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**Wasilewska, Ewa: Lecture #4.**

**Assignment: Test # 2.**

This assignment will be available at 11:59 p.m. on Friday, June 5, 2020. You must provide your answer by 11:59 p.m. on Saturday, June 13, 2020.

**Week # 5: Starting with June 8, 2020.**

**And**

**Meeting # 6: Starting with June 15, 2020**

And to the Afterlife they've gone...

How much do we really know about ancient Egyptian religion? Polytheism, henotheism and monotheism. Funeral texts. The body and spiritual elements.

**Readings for Week # 5 and 6:**

Baines, J. and P. Lacovara (2001): Burial and the dead in ancient Egyptian society. Respect, formalism, neglect. In *Journal of Social Archaeology*. Vol. 2 (1) Pp. 5-36.

Dijk, Jacobus Van: Retainer Sacrifice in Egypt and in Nubia. In *The Strange World of Human Sacrifice*. Jan N. Bremmer, ed. Peeters: Leuven. 2007. Pp. 135-155.

Dunand, Françoise and Christiane Zivie-Coche: Book I. Pharaonic Egypt. In *Gods and Men in Egypt. 3000 B.C.E. to 395 C.E.* Cornell University Press: Ithaca and London. 2004. Pp. 5-191.

Hays, H. M. (2010): Funerary Rituals (Pharaonic Period). In *UCLA Encyclopedia of Egyptology*. Edited by Willeke Wendrich et al. Pp. 1-14.

Hays, H. M. (2011): The Death of Democratization of the Afterlife. In *Old Kingdom, New Perspectives. Egyptian Art and Archaeology 2750-2150 B.C.* Edited by Nigel Strudwick and Helen Strudwick. Oxbow books. Pp. 115-130.

Muhlestein, K. (2015): When Ancient Egyptian Punishment was Dressed in Ritual Trappings. In *Near Eastern Archaeology*, Vol. 78, No. 4. Special Issue: Crime and Punishment in the Bible and the Near East. December. Pp. 244-251.

Velde, Herman te: Human Sacrifice in Ancient Egypt. In *The Strange World of Human Sacrifice*. Jan N. Bremmer, ed. Peeters: Leuven. 2007. Pp. 127-134.

**Suggested but not required (only a few chapters are posted [©]):**

Dunand, Françoise & Roger Lichtenberg: Introduction. Chapter 1: From Prehistory to the First Two Dynasties. Chapter 2: The Old Kingdom. Chapter 3: The Middle Kingdom. Chapter 4: The New Kingdom. Chapter 6: The Passage from This Life to the Next. Chapter 8: Animal Mummies. In *"Mummies and Death in Egypt."* Cornell University Press. 2006. Pp.1-58. Pp. 94 -122.

**You may want to check the following website too:**

Theban Mapping Project: <http://www.thebanmappingproject.com/>

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**Wasilewska, Ewa: Lecture #5 and 6.**

**Week #7: Starting with June 22, 2020**

The sacredness of a ruler and his fall from grace.

Kingship, kinship or divine intervention? From a great god to a foreigner... the rights to the Egyptian throne and power struggles.

**Readings for Week # 7:**

Brewer Douglas, J. and Emily Teeter: 5. The Government and the Governed. In *Egypt and the Egyptians*. Cambridge University Press. 2007. Pp. 79-97.

Loon van, A.J. (2014): Chapter 1 - Pharaonic Egypt. In *Law and Order in Ancient Egypt. The Development of Criminal Justice from the Pharaonic New Kingdom until the Roman Dominate*. MA Thesis. Ancient History, Leiden University. Pp. 6-20.

Müller-Wollermann, R. (2015): Crime and Punishment in Pharaonic Egypt. In *Near Eastern Archaeology*, Vol. 78, No. 4, Special Issue: Crime and Punishment in the Bible and the Near East (December 2015), pp. 228-235.

Quirke, Stephen: 3. Preserving the Universe. In *Ancient Egyptian Religion*. Dover Publications, Inc.: New York. 1997. Pp. 70-104.

Wilkinson, Toby A. H.: Chapter 6. Kingship. In *Early Dynastic Egypt*. Routledge: London & New York. 2000. Pp.183-229.

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**Wasilewska, Ewa: Lecture #7.**

**Assignment: Test # 3.**

This assignment will be available at 11:59 p.m. on Friday, June 26, 2020. You must provide your answer by 11:59 p.m. on Saturday, July 4, 2020.

**WEEK #8: Starting with June 29, 2020**

Of bureaucracy and its excess...

Management and labor. Is a hangover a good excuse to miss work? Did slaves build the pyramids? Policy of entitlements and the funds to pay for it.

**Readings for Week #8:**

Bard, Kathryn A.: 6. The Old Kingdom and the First Intermediate Period. In *An Introduction to the Archaeology of Ancient Egypt*. Blackwell Publishing. 2008. Pp. 121-166.

Dodson, Aidan & Salima Ikram: Chapter 3. Construction and Decoration (pp.31-54). Chapter 7. The Old Kingdom (pp. 142-185). In *The Tomb in Ancient Egypt. Royal and Private Sepulchres from the Early Dynastic Period to the Romans*. Thames & Hudson. 2008.

Ward, C. (2006): Boat-building and its social context in early Egypt: interpretations from the First Dynasty boat-grave cemetery at Abydos. In *Antiquity* 80. Pp. 118-129.

**News/updates (click on links if you see a “sad face”):**

Ancient Egyptian treasures uncovered in tomb near Valley of the Kings. In *The Guardian*. Sept. 9, 2017. At <https://www.theguardian.com/science/2017/sep/09/mummies-tomb-ancient-egypt-valley-of-the-kings>

Greshko, M. (2017): Mysterious Void Discovered in Egypt’s Great Pyramid. In *National Geographic*. Nov. 2017. At <https://news.nationalgeographic.com/2017/11/great-pyramid-giza-void-discovered-khufu-archaeology-science/>

Marchant, J. (2017): Cosmic-ray particles reveal secret chamber in Egypt’s Great Pyramid. In *Nature*. December 2017. At <https://www.nature.com/news/cosmic-ray-particles-reveal-secret-chamber-in-egypt-s-great-pyramid-1.22939>

Rohan, B. (2017): Scientists discover hidden chamber in Egypt’s Great Pyramid. In *Phys.Org*. Nov. 2, 2017. At <https://phys.org/news/2017-11-scientists-hidden-chamber-egypt-great.html> (includes a short movie by Calif Al-Mamun).

INQUISITR: Here’s The Archaeological Discoveries You Need To Look Out for in 2019. Jan. 1, 2019. <https://www.inquisitr.com/5231210/heres-the-archaeological-discoveries-you-need-to-look-out-for-in-2019/>

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**Wasilewska, Ewa: PowerPoint # 8.**

**Assignment: Crazy corner # 2.**

This assignment will be available at 11:59 p.m. on Friday, July 3, 2020. You must provide your answer by 11:59 p.m. on Saturday, July 11, 2020.

**Week #9: Starting with July 6, 2020**

**And**

**Week #10: Starting with July 13, 2020**

A civilization without cities...

Pyramid towns, Nubian forts, and workers’ villages. Cities of the dead and the divine vs villages of the living.

**Readings for Week #9 and 10:**

Bard, Kathryn A.: 7. The Middle Kingdom and the Second Intermediate Period. In *An Introduction to the Archaeology of Ancient Egypt*. Blackwell Publishing. 2008. Pp. 167-206.

Dunn, J. (as John Warren) (2011): An Overview of the Cities and Towns of Ancient Egypt. In *Tour Egypt* at <http://www.touregypt.net/featurestories/cities.htm>

Gates, Charles: Chapter 6. Egyptian cities, temples, and tombs of the second millennium B.C. In *Ancient Cities. The Archaeology of Urban Life in the Ancient Near East and Egypt, Greece, and Rome*. Routledge: London. Pp. 99-119.

Redford, Donald B.: The Ancient Egyptian "City": Figment or Reality? In *Urbanism in Antiquity*. Aufrecht, Walter E., Neil A. Mirau & Steven W. Gauley eds. Sheffield Academic Press. 1997. Pp. 210-220.

Routledge, Carolyn. Temple as the Center in Ancient Egyptian Urbanism. In *Aufrecht, Walter E., Neil A. Mirau & Steven W. Gauley eds. Urbanism in Antiquity*. Sheffield Academic Press. 1997. Pp. 221-235.

**Suggested book for the future:**

Snape, S. (2014): *The Complete Cities of Ancient Egypt*. Thames & Hudson.

**Update:**

Hidden Ancient Egyptian Paintings Revealed Thanks to New Digital Imaging Tool. At *IFLScience*. 2016. <https://www.iflscience.com/technology/hidden-features-of-ancient-egyptian-paintings-revealed-thanks-to-new-digital-imaging-tool/>

May, K. Torgovnick (2016): Gallery: Archaeological mysteries hidden in satellite images. At IDEAS.TED.com <https://ideas.ted.com/gallery-archaeological-mysteries-hidden-in-satellite-images/>

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[Wasilewska, Ewa: Lecture #9 and 10.](#)

**Assignment: Why is this controversial? # 2**

This assignment will be available at 11:59 p.m. on Friday, July 17, 2020. You must provide your answer by 11:59 p.m. on Saturday, July 25, 2020.

**Week #11: Starting with July 20, 2020**

**And**

**Week #12: Starting with July 27, 2020**

Internationalism and cosmopolitanism.

At the top of the world: Golden Age of the New Kingdom. At the bottom of the world: Pesky foreigners and their interest in Egypt.

**Readings for Week #11 and 12:**

Bard, Kathryn A.: 8. The New Kingdom. In *An Introduction to the Archaeology of Ancient Egypt*. Blackwell Publishing. 2008. Pp. 207-262.

Bard, Kathryn A.: 9. The Third Intermediate Period and Late Period. In *An Introduction to the Archaeology of Ancient Egypt*. Blackwell Publishing. 2008. Pp. 263-288.

Redford, Donald B.: Introduction (pp. 1-4). 1. Egyptians and Nubians (pp. 5-10). 2. The Problem of Frontiers (pp. 11-18). In *From Slave to Pharaoh. The Black Experience of Ancient Egypt*. The John Hopkins University Press. 2004.

Spalinger, Anthony J.: Warfare in Ancient Egypt. In *A Companion to the Ancient Near East*. Daniel C. Snell, ed. Blackwell Publishing. 2008. Pp. 245-257.

Weiss, D. (2015): The Cult of Amun. In Archaeology. April 17. At <https://www.archaeology.org/issues/174-1505/features/3146-sudan-nubia-dangeil-cult-of-amun-ra>

**You may want to check the following websites too (sort of summaries):**

*10 Most Impressive Ancient Egyptian Temples* <http://www.touropia.com/ancient-egyptian-temples/>

**News/updates:**

AP: Archaeologists discover two ancient tombs in Egypt. Dec. 9, 2017. At <https://nypost.com/2017/12/09/archaeologists-discover-two-ancient-tombs-in-egypt/>

Bain, M. (2017): Photos: Two ancient Egyptian tombs were just opened in Luxor. In *Quartz*, Dec. 9, 2017. At <https://qz.com/1152397/photos-of-the-two-ancient-tombs-just-been-opened-in-luxor-egypt/>

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[Wasilewska, Ewa: Lecture #11 and 12.](#)

**July 30-31, 2020. Final exam period.**

**Assignment: Test # 4.**

This assignment will be available at 11:59 p.m. on Tuesday, July 21, 2020. You must provide your answer by 11:59 p.m. on Friday, July 31, 2020.

**NO PLAGIARISM OR CHEATING IN ANY SHAPE OR FORM!!!**

**ADA Statement:**

“The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.” ([www.hr.utah.edu/oeo/ada/guide/faculty](http://www.hr.utah.edu/oeo/ada/guide/faculty))

**Faculty Responsibilities:**

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from and class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.” ([www.admin.utah.edu/ppmanual/8/8-12-4.html](http://www.admin.utah.edu/ppmanual/8/8-12-4.html))

**Academic Misconduct:**

Please familiarize yourself with the University of Utah CODE OF STUDENT RIGHTS AND RESPONSIBILITIES (“STUDENT CODE”) at

<http://www.admin.utah.edu/ppmanual//8/8-10.html>

The following is an excerpt from this CODE explaining specific actions that won't be tolerated in this class.

“2. ‘Academic misconduct’ includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

a. ‘Cheating’ involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

b. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

c. ‘Plagiarism’ means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

d. ‘Fabrication’ or ‘falsification’ includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.”

So: **NO PLAGIARISM OR CHEATING IN ANY SHAPE OR FORM!!!**

**Remember**, four (4) or more words in the same **order of someone** else's work, without providing references to the original work, constitute plagiarism.

It doesn't matter whether you plagiarize 1% or 20% of your assignment – the outcome will be the same.

The first (proven) offense: an “E” for the assignment.

The second offense is your last in this class: an “E” for a semester and report to the U of U authorities that make decision about any action to be taken.

#### **Non-Contract Note:**

This syllabus is not a binding legal contract. It may be modified by the instructor when the student is given a reasonable notice of the modification.