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

Contact info.: Ewa’s home phone: 801-560-4949. For emergencies only. Ewa’s email: Mruczek@AOL.com Preferable for all contacts. Website: 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. 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. Face-to-face interaction with me is also possible by scheduling an appointment in person or via phone.

**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
  - 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. We will post course content and/or assignments at least one week in advance so you can plan accordingly.

**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 several questions to select from** – a short, but not too short, answer (one page or even two for a question might not be enough for a good grade) is required. Midterm and final exams seem to be very stressful for many students. Consequently, I have decided to have more but shorter tests after a couple or a few sections. 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, the instructor and her T.A. at all time: no shouting, no swearing, no name calling, etc.

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

**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.

<table>
<thead>
<tr>
<th>Letter Scale</th>
<th>4 Point Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>4</td>
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</table>
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. 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/](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**
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:
Each week is associated with a specific Ppt/pdf (see your modules). The content of these Ppts/pdfs is copyrighted so, please, do not copy it. These Ppts/pdfs are very inclusive and detailed – use them wisely since they provide you with both 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 through the whole syllabus.

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 Ppts/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, we 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.

WEEKLY SCHEDULE OF TOPICS AND DATES:

Week # 1: Of January 8, 2018
Introduction.
Terminology and geography. Egyptian archaeology, Egyptology, and Egyptomania. “Exploration:” ten tombs per day or one tomb per ten years?

Readings for Week #1:

   This chapter is important for other lectures too!


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


Wasilewska, Ewa: Lecture #1.

Assignment: Why is this controversial? # 1
This assignment will be available at 11:59 p.m. on Friday, January 12, 2018. You must provide your answer by 11:59 p.m. on Saturday, January 20, 2018.

Week # 2 and 3: Of January 15, 2018 and Of January 22, 2018
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 and 3:


   This chapter is important for other lectures too!

Optional but helpful:

News/updates:

Wasilewska, Ewa: Lecture #2 and 3.

Assignment: Test # 1.
This assignment will be available at 11:59 p.m. on Friday, January 26, 2018. You must provide your answers by 11:59 p.m. on Saturday, February 3, 2018.

Week # 4: Of January 29, 2018
How old is the Sphinx?

Readings for Week # 4:


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


Supplemental readings for your assignment (also useful for other meetings):
Crazy Corner #1


Wasilewska, Ewa: Lecture #4.

Assignment: Crazy corner # 1.
This assignment will be available at 11:59 p.m. on Friday, February 2, 2018. You must provide your answer by 11:59 p.m. on Saturday, February 10, 2018.

Week # 5 and 6: Of February 5, 2018 and Of February 12, 2018

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 #5 and 6:


Not required but very helpful:
Ancient Egyptian Writing at http://www.touregyPT.net/magazine/ancienteGYPTwriting.htm

News/updates:

Wasilewska, Ewa: Lecture #5 and 6.

Assignment: Test # 2.
This assignment will be available at 11:59 p.m. on Friday, February 16, 2018. You must provide your answer by 11:59 p.m. on Saturday, February 24, 2018.

Week # 7 and 8: Of February 19, 2018 and Of February 26, 2018

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 # 7 and 8:**


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

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

Wasilewska, Ewa: Lecture #7 and 8.

**Meeting # 9: Of March 5, 2018**
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 # 9:**


**Wasilewska, Ewa: Lecture #9.**

**Assignment: Test # 3.**
This assignment will be available at 11:59 p.m. on Friday, March 9, 2018. You must provide your answer by 11:59 p.m. on Saturday, March 17, 2018.

**Week #10: Of March 12, 2018**
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 #10 and #12:**


**News/updates:**


**Wasilewska, Ewa: PowerPoint # 10 and 12.**
WEEK #11: Of March 19, 2018
SPRING BREAK! ENJOY!

Week #12: Of March 26, 2018
See Week #10

**Assignment: Crazy corner # 2.**
This assignment will be available at 11:59 p.m. on Friday, March 30, 2018. You must provide your answer by 11:59 p.m. on Saturday, April 7, 2018.

Week # 13 and 14: Of April 2, 2018 and Of April 9, 2018
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 # 13 and 14:**


**Suggested book for the future:**

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**Wasilewska, Ewa: Lecture #13 and 14.**

**Assignment: Why is this controversial? # 2**
This assignment will be available at 11:59 p.m. on Friday, April 13, 2018. You must provide your answer by 11:59 p.m. on Saturday, April 21, 2018.

Week # 15 and 16: Of April 16, 2018 and Of April 23, 2018.
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 #15 and 16:**


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/

Jimmy Dunn writing as Monroe Edgar: *Temples of Egypt.*
http://www.touregypt.net/featurestories/temples.htm

**News/updates:**


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Wasilewska, Ewa: Lecture #15 and 16.

**Assignment: Test # 4.**
This assignment will be available at 11:59 p.m. on Tuesday, April 24, 2018. You must provide your answer by 11:59 p.m. on Monday, April 30, 2018.

**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/oee/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)

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.