

**SUMMER 2013**  
**ANTHROPOLOGY 3329-090 (6492) & 6329-090 (6473)**  
**MIDDLE EAST 3753-090 (6477)**  
**ANTHROPOLOGICAL ARCHAEOLOGY OF ANCIENT EGYPT**  
**(3 credit hours; BF)**

**SYLLABUS**

**Instructor:** Dr. Ewa Wasilewska, Associate Professor/Lecturer,  
Dept. of Anthropology and Middle East Center

[Mike Geerlings, A Voluntary Undergraduate T.A.](#)  
[Dept. Of Anthropology and Middle East Center](#)

**Contact info.:** Office: Stewart 101. By appointment only.  
Office phone: 801-581-6251. Please call between 8:00 a.m. and  
5:00 p.m. and leave your name, phone number, and course number  
so the instructor can call you back. Telephone appointments are  
acceptable.  
Ewa's home phone #: 801-596-3105. For emergencies only, unless  
a telephone appointment is arranged.  
Ewa's email: [Mruczek@AOL.com](mailto:Mruczek@AOL.com)  
Website: [www.ewas.us](http://www.ewas.us)  
Mike's email: [u0760472@utah.edu](mailto:u0760472@utah.edu)

**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 the surrounding areas of 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 (5000 if we have graduate students who will have to do more) 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. Mike will also be available through the internal Canvas email as well as through personal email at: [u0760472@utah.edu](mailto:u0760472@utah.edu)

### **Communication with the Instructor and Voluntary Undergraduate T.A.:**

We will check the class email as well as our personal emails on regular basis. The response time will be no more than 48 hours but usually we respond within 12 hours. If you don't hear from us within 48 hours, it means that we didn't get your message so send it again or contact us through other means. Face-to-face interaction with us is also possible by scheduling an appointment in the Department of Anthropology, Stewart Building 101; live meetings can be arranged via phone or Skype (we will provide the Skype number once we set it up).

### **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 also broken down into a convenient week-by-week format. IF you do NOT see any readings, powerpoints, 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)

Don't contact Ewa as I am not very good with any technical explanations. At worst case, contact Mike.

### **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 us 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.

### **Orientation Mandatory Quizzes:**

These are nothing to fear. You will not be graded on them but you MUST take them so we will know whether you understand the syllabus (syllabus quiz) and whether you have the most basic information about Egypt. Based on this information, we would adjust whatever seems to be necessary. Thus, before you will be able to unlock other sections, you need to spend a few minutes on this one.

### **Overview of Assignments:**

This course is designed to maximize your learning experience by using different means of testing. There are five (5) testing “themes” in this class, each graded separately. The first three (3) will be challenging but also a lot of fun. The last two are standard requirements. 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 (2-3 assignments; on Canvas – under “Assignments”):**

You will be provided either with a link to an article or a statement or a picture of someone or something to answer this question. 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? (2-3 assignments; on Canvas – under “Assignments”):**

- You will be provided either with a link to an article or a statement or a picture of someone or something to answer this question. 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. **Tell me a story... (1 assignment; on Canvas – under “Assignments”)**  
You will be provided with a general question that will offer you instructions how to proceed. *Example: “Who is your mummy?” Explanation: find an Egyptian mummy on Internet who sparks your interest; provide basic, factual information (who, when, where, etc.); create a story based on known factual data on the subject, not necessarily on the mummy alone.*
  4. **Four (4) tests (on Canvas – under “Quizzes”) with eight (8) or so questions (the final test will have ten [10] or so)** for which a short, but not too short, answer (one paragraph or even two might not be enough for a good grade) is required. Midterm and final exams seem to be very stressful for many students. Consequently, we 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.
  5. **A final research paper(on Canvas – under “Assignments”).** You select a topic of your interest as long as it focuses on Ancient Egypt. This topic cannot be a repetition of the class material. Thus, you are required to have the topic accepted by me. The paper should be no less than seven (7) pages, double space, plus bibliography. Bibliography must include at least five sources in addition to class material if you are using it. Only scholarly books and articles are acceptable – Wikipedia is NOT accepted as a scientific source. Any format is acceptable as long as consistency is preserved. This website [http://www.dartmouth.edu/~writing/materials/student/ac\\_paper/what.shtml](http://www.dartmouth.edu/~writing/materials/student/ac_paper/what.shtml) provides you with an excellent overview how to write an academic paper.

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

**Graduate students** – in addition to the above requirements you will have to provide **a report on a site** of your choosing in Egypt (*on Canvas – under “Assignments”*).

The following information **must** be included and discussed in the site report:

1. General description of the site: location, size, nature of a settlement, its significance.
2. A short summary of history of excavations: who, when, what (archaeological periods).
3. Architectural features of one specific period: settlement layout, defense, public structures (e.g., palaces, temples), residential quarters, etc. Their identification (e.g., artifacts) and interpretation (spatial relationship, function, etc.).
4. Selected installations important for interpretation of the site: altars, fireplaces, ovens, wells, etc. Their relationship to architectural structures (see above) and function.
5. General description of the most important artifacts and their interpretation.
6. Length – at least ten (10) pages, double space plus bibliography.

7. Bibliography: must include at least five sources in addition to class material if you are using it. Only scholarly reports, books and articles are acceptable – Wikipedia is NOT accepted as a scientific source. Any format is acceptable as long as consistency is preserved. This website [http://www.dartmouth.edu/~writing/materials/student/ac\\_paper/what.shtml](http://www.dartmouth.edu/~writing/materials/student/ac_paper/what.shtml) provides you with an excellent overview how to write an academic paper. Remember, to adjust your academic paper to include points listed above.

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

**Discussions:**

We will open a discussion forum for assignments categorized as “Crazy corner,” “Why is this controversial,” and “Tell me a story...” All students are encouraged to participate in these discussions but such participation is not required. This would be your opportunity to communicate with other students, share ideas, and learn even more, this time from your peers. Since you will be sharing information and ideas, make sure that you will NEVER copy and paste anything from these discussions, either yours or somebody else’s, because this will be classified as plagiarism by both plagiarism checking software and us. In simple terms, I don’t want for students to have same answers, or even sentences and phrases when submitting an assignment. This means you have to formulate your answers in as individualistic manner as possible that would reflect your and your opinion only, written in your style of writing. This is VERY important. We will be monitoring these discussions. Whenever we see that you are on the wrong track, we will interfere trying to lead you in the right direction by using hints, etc. 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.

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**Grading:**

**Attention:**

**All final research papers and site reports** must be turned in electronically as well as **hard copies on time**. You can bring your hard copy to the Department of Anthropology at the University of Utah, Stewart Building 102; you can mail it to the same Department (270 S. 1400 E., Room 102; Salt Lake City, Utah 84112) or directly to me (710 East 200 South #4G, Salt Lake City, Utah 84102). I will make exceptions with students who are abroad or have a verifiable hardship allowing them to email their academic papers to me so I can print them out. All corrected final papers will be turned in to the Department of Anthropology, Stewart 102, so you can reclaim them after final grading is done. If you want me to send them back to you, please enclose a self-addressed, big size envelope with proper amount of stamps with your submission of the final assignment.

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

“Crazy corner” and “Why is this controversial” sections count for total of 25%; i.e., each assignment is valued at 5% (graduate students – total 20%)

- “Tell me a story...” – 10% (graduate students – 5%)
- Tests – total of 30% i.e., each test is valued at 7.5% (graduate students – total 25%)
- Final academic paper – 25% (graduate students – two academic papers for total of 50%)

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.

<u>Letter</u> <u>Scale</u>	<u>4 Point</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. 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.**

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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:**

Each week is associated with a specific PPT (see your modules). The content of these PPTs is copyrighted so, please, do not attempt to download it or copy it. These PPTs 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.](#)

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### **Optional Readings:**

These are readings that you may find helpful but they are not required. In most cases they will help you to organize your thoughts, etc. Just glance through them when in doubt.

### **Optional – Other Media:**

We are in the process of obtaining permits to streamline a few movies to be available to you. Whenever possible, we will provide you with links to websites with movies, clips, and pictures to enhance your learning process. You are always welcome to use and suggest other material.

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### **WEEKLY SCHEDULE OF TOPICS AND DATES (all dates are commencing with Monday, starting with the first week of the semester):**

#### **Week # 1: May 13, 2013**

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.

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

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

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

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

You must provide your answer by 11:59 p.m. of May 19, 2013.

#### **Week # 2: May 20, 2013**

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.

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

**Not required but helpful readings (sort of an easy summary):**

Seawright, Caroline: *Egypt: Upper Egyptian Neolithic and Predynastic Religion and Rulers, A Feature Tour Egypt Story*.

<http://www.touregypt.net/featurestories/predynastic.htm#ixzz2OzNJ4Xwi>

**Assignment: Test # 1.**

You must provide your answer by 11:59 p.m. of May 26, 2013.

**Week # 3: May 27, 2013**

How old is the Sphinx?

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

Discussion: Dating methods in archaeology: relative vs. absolute chronologies.

**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.

Weininger, Richard: The Nile, the Moon and Sirius: The Ancient Egyptian Calendar. In *Tour Egypt Monthly*. 2001. Vol. 2:3.

<http://www.touregypt.net/magazine/mag03012001/magf1.htm>

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

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

Chronology of Ancient Egypt: Towards a unified chronology. A new chronology. Etc.

[http://www.egyptologyonline.com/a\\_unified\\_chronology.htm](http://www.egyptologyonline.com/a_unified_chronology.htm)

Theban Mapping Project: Timeline.

<http://www.thebanmappingproject.com/resources/timeline.html?>

**Assignment: Crazy corner # 1.**

You must provide your answer by 11:59 p.m. of June 2, 2013.

**Week # 4: June 3, 2013**

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.

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

**Not required but very helpful:**

*Ancient Egyptian Writing* at <http://www.touregypt.net/magazine/ancientegyptwriting.htm>

**Assignment: Test # 2.**

You must provide your answer by 11:59 p.m. of June 9, 2013.

**Week # 5: June 10, 2013**

And to the Afterlife they've gone... (Part 1).

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:**

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.

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.

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.

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**Wasilewska, Ewa: PowerPoint # 5-6.**

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

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

**Assignment: Tell me a story #1.**

You must provide your answer by 11:59 p.m. of June 16, 2013.

**Week # 6: June 17, 2013**

And to the Afterlife they've gone... (Part 2).

How much do we really know about ancient Egyptian religion? The world of the sacred vs profane: or was there anything profane? Mummification and Egyptian tombs.

**Readings for Week #6 – see #5 above.**

**Meeting # 7: June 24, 2013**

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.

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: PowerPoint # 7.**

**Assignment: Test # 3.**

You must provide your answer by 11:59 p.m. of July 7, 2013.

**Week # 8: July 1, 2013**

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.

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

**Assignment: Crazy corner # 2.**

You must provide your answer by 11:59 p.m. of June 30, 2013.

**Week # 9: July 8, 2013**

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:**

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.

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.

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

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

You must provide your answer by 11:59 p.m. of July 14, 2013.

**Week # 10: July 15, 2013**

Internationalism and cosmopolitanism (Part 1).

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 #10:**

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.

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**Wasilewska, Ewa: PowerPoint # 10-11.**

**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>

**Assignment (your choice): Crazy corner # 3 or Why is this controversial? # 3**

You must provide your answer by 11:59 p.m. of July 21, 2013

**Week # 11: July 22, 2013**

Internationalism and cosmopolitanism (Part 2).

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. Sacral architecture.

**Readings for Meeting # 11 – see above #10.**

**Week # 12: Final exam period: Aug. 1-2, 2013**

**Final assignment: Test # 4.**

You must provide your answer by 11:59 p.m. of August 2, 2013.

**The final academic paper due by 11:59 p.m. of August 2, 2013. Graduate work is to be completed at the same time.**

**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.