

HIS 362: Ancient Egypt

Fall 2015

TR, 3:30-4:45

Faculty Hall 505

Course Description:

A survey of Egyptian history from prehistoric times to the Late Period. Included are developments during the pre-and proto-dynastic periods, the formation and general history of the Old, Middle, and New Kingdoms, and the collapse of Egyptian society leading to the Persian conquest. Topics covered will include Egyptian religious beliefs, organization, daily life, and contributions to world culture. There are no prerequisites but History 300: Introduction to Historical Studies is recommended.

Course Objectives:

The student will be able to

- A. demonstrate a knowledge of the major events, milestones, and developments of ancient Egyptian history;
- B. assess the impact of Egyptian society, religion, culture, and science on civilizations of the ancient and modern world;
- C. comprehend the context, significance, and meaning of primary sources from periods of Egyptian history;
- D. analyze the nature of Egyptian civilization, its uniqueness and commonalities with other civilizations in the ancient world and;
- E. explore and develop a deeper understanding of the fascination with which both ancient and modern civilizations approached Egyptian cultural wonders such as the famous pyramids, mummification, and so on.

Course Requirements:

Required Texts:

Textbook: Marc Van De Mieroop, *A History of Ancient Egypt*. Wiley-Blackwell. 2011.

Sources: *The Literature of Ancient Egypt: An Anthology of Stories, Instructions, Stelae, Autobiographies, and Poetry*. William Kelley Simpson, ed. Robert Ritner, William Kelly Simpson, Vincent A. Tobin, Edward F. Wente, Jr., trans. New Haven: Yale University Press. 2003.

Attendance:

Attendance will be taken at the beginning of each lecture and is mandatory. Attendance is worth **10%** of a student's total grade in the course. Any student with 8 or more unexcused absences may forfeit their entire Attendance grade, dependent on the instructor's final decision. Habitual tardiness will likewise affect a student's final grade, dependent on the instructor's decision.

Readings:

Students will be assigned weekly readings from both the Textbook and Sources. These readings will inform students of the background and topics that will be covered in lectures and discussions, and will be the primary topic of written assignments and exams.

Reaction Papers:

For certain topics, lectures, discussions, or sources, students will be given a set of general questions or topics to respond to in a page of writing. The purpose of these assignments is to guide the student through the topics and sources, as well as highlight the major issues and concerns highlighted by historians and assist students in processing these problems. Reaction papers have no formal format, but are a very loose, generic piece written by the student exploring the topic and question in their own words and methods. Reaction papers should be typed in Times New Roman, 12 point font, double spaced, and need only be a page in length, though there is no formal page limit. These papers will be worth **20%** of a student's grade in the course, and will be graded and scored as the instructor sees fit.

Participation:

Participation in discussions and class activities is key to understanding the material covered. Students will be graded on their participation in small and class group discussions. A student's regular participation in these discussions will be worth **15%** of their grade in the course.

Map Quizzes:

Students will complete three map quizzes throughout the semester. These quizzes will be submitted in class on paper at the beginning of the class where they are due. The purpose of these map quizzes is to familiarize the student with the geography of ancient Egypt, the layout of the region, and the relative location of important sites. These quizzes will be worth a total of **5%** of a student's grade in the course.

Midterm Exam:

Students will complete a take-home midterm exam, covering materials from Week 1 through the first half of Week 8 (Prehistoric Egypt through *Pax Amoritica*). The exam will be released after class on Tuesday of Week 8, and student's will have 1 week to finish the exam and submit their papers online. The Midterm will be worth **25%** of a student's grade.

Final Exam:

Students will complete a take-home final exam, covering materials from Week 8 through the end of the Semester (Second Intermediate Period through Persian Conquest). While the sources and material used will focus on the second "half" of the course, still will be asked to comment on and utilize themes, topics, and concepts presented from throughout the Semester. The Final Exam will be released after class on the last day of the Semester, and student's will have 1 week to finish the exam and submit paper's online. The Final will be worth **25%** of a student's grade.

Grading:

Quizzes:	5%
Reaction Papers:	20%
Participation:	15%
Attendance:	10%
Midterm:	25%
Final:	25%

Academic Honesty:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

Non-Discrimination Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

HIS 362 Fall 2015 Schedule

Week 1

Tuesday: Intro to Course, The Study of Ancient Egypt

Thursday: Prehistoric Egypt

Textbook: 1-23

Week 2

Tuesday: The Old Kingdom

Thursday: Old Kingdom Government and Administration

Sources: *Three Autobiographies of the Old Kingdom (401-413)*

Textbook: 27-40

MAP QUIZ 1 DUE TUESDAY

Reaction Paper 1: Examining the autobiographies of the Old Kingdom officials, comment on the nature of the Old Kingdom government as revealed in the text: how it functioned, who ran the government, and how they saw themselves and their positions of authority.

Week 3

Tuesday: Writing and Foreign Influences

Thursday: Discussion: Writing and Society

Sources: *Satire on the Trades (431-437), Instruction of Hardedef, Maxims of Ptahhotep, Teaching for Vizier Kagemni (125-151)*

Textbook: 42-49

Reaction Paper 2: Why is writing such a big deal? Examine the assigned sources and comment on the usage and purpose of writing, what writing allows you to do, and why the Egyptians held the position of scribe in such high regard.

Week 4

Tuesday: Egyptian Religion

Thursday: The Pyramids

Textbook: 52-74

Week 5

Tuesday: The First Intermediate Period

Thursday: Discussion: The First Intermediate Period

Sources: *The Teaching for King Merikare (152-165), The Admonitions of an Egyptian Sage (188-210), The Lamentations of Khakheperre-sonbe (211-213)*

Textbook: 78-95

Reaction Paper 3: Looking at the sources from and about the First Intermediate Period, comment on what “chaos” looks like to the Egyptians. What happens when Ma’at is lost, how is chaos described, and in turn what comments do these sources allow you to make about the concept of Ma’at and civilization?

Week 6

Tuesday: The Middle Kingdom

Sources: *The Stela of Tjeti, Amenemhet and Khnumhotep II at Beni Hasan, The Stela of Iykhernofret (414-428)*

Thursday: Discussion: Middle Kingdom Literature

Sources: *The Teaching of King Amenemhat I for His Son Senwosret, The Loyalist Instruction, The Instruction of a Man for His Son, The Man Who Was Weary of Life (166-187)*

Textbook: 97-113

MAP QUIZ 2 DUE TUESDAY

Reaction Paper 4: Compare the accounts of the Middle Kingdom government officials with those from the Old Kingdom. What similarities exist? What differences? Beyond the change in Dynasties, what marks the Middle Kingdom as different than the Old Kingdom?

Reaction Paper 5: Comment on the stories, what stands out to you, what elements seem confusing, what elements seem familiar, etc.

Week 7

Tuesday: Discussion: More Middle Kingdom Literature

Sources: *The Tale of the Eloquent Peasant (pg. 25-44), The Story of Sinuhe (pg. 54-66)*

Thursday: NO CLASS

Textbook: 114-125

Reaction Paper 6: Comment on the stories, what stands out to you, what elements seem confusing, what elements seem familiar, etc.

MIDTERM RELEASED AFTER CLASS ON TUESDAY

Week 8

Tuesday: The Middle Bronze Age and *Pax Amoritica*

Thursday: Discussion: Amorite Documents

Sources: *The Enuma Elish, Code of Hammurabi: Prologue (ONLINE)*

Textbook: 126-150

Reaction Paper 7: Examining the documents coming from Amorite society in the Near East, comment on Amorite society, what seem to be the differences in leadership, organization, ideology, religion, etc., between the incoming Amorite/Hyksos and native Egyptian populations? What similarities, if any, can be seen between the two peoples?

MIDTERM DUE ONLINE Tuesday

Week 9

Tuesday: Hyksos, Thebes, and the Second Intermediate Period

Thursday: Discussion: The Osiris Cult

Sources: *Selections from the Pyramid Texts, Selections from the Coffin Texts, Book of the Dead 125: "The Negative Confession" (245-277)*

Textbook: 151-180

Reaction Paper 8: Compare and contrast the texts, noting in specifics as well as in general content where the texts differ from one another, as well as the similarities shared. What elements of the Egyptian afterlife remain consistent over time? What changes?

Week 10

Tuesday: The 18th Dynasty and the New Kingdom Empire

Thursday: Discussion: New Kingdom Texts

Sources: The Instruction of Amunnakhte (pg. 221-222), The Kamose Texts, The Poetical Stele of Thutmose III (pg 345-355), Penitential Hymns, The Book of the Heavenly Cow (pg. 284-298)

Textbook: 184-198

Reaction Paper 9: Utilizing, as best as possible, only these primary source materials, present a rough outline of the characteristics of the New Kingdom, being sure to remark on the following:
The nature of kingship, including the role and position of the pharaoh in society.

The nature of society and personal identity.

The nature of the divinities that control the universe and the relationship between humanity and the gods.

MAP QUIZ 3 DUE TUESDAY

Week 11

Tuesday: The Cult of Amun and New Kingdom Religion

Thursday: The Late Bronze Age International System

Textbook: 199-209

Week 12

Tuesday: Discussion: Letters from the Egyptian Empire

Sources: *Letters from the Egyptian Empire 1 and 2 (Online files)*

Thursday: The Amarna Revolution

Source: *The Hymn to the Aten (pg. 278-283)*

Textbook: 213-239

Reaction Paper 10: In the midst of all of Rib-Hadda's many lengthy complaints, attempt to analyze what the Egyptian imperial system looks like. What are the expectations and pressures placed upon a servant of the Egyptian Empire like Rib-Hadda at the local level? What are the problems he is faced with? What are the expectations placed on the pharaoh as the head of the Egyptian Empire? In examining these texts, how does it appear the Egyptian Empire functions and justifies its existence?

Reaction Paper 11: Examine the Hymn to the Aten, written by Akhenaten himself to his new god and father. What is "Atenism" all about? What are the major ideas and theology? How does this religion differ from traditional Egyptian religion?

Week 13

Tuesday: Late New Kingdom to Ramesses II the Great

Thursday: Discussion: Ramesses II to Decline

Sources: *The Battle of Kadesh (Online), The Contendings of Horus and Seth, The Blinding of Truth by Falsehood (pg. 91-107), A Ghost Story, The Report of Wenamon (pg. 112-124), The Israel Stela (pg. 356-360)*

Textbook: 240-259

Reaction Paper 12: Examine Ramesses II's account of the Battle of Kadesh. What does the account reveal about Ramesses as an Egyptian pharaoh, and the responsibilities and expectations placed on him? Similarly, what does the account reveal about Ramesses as an individual, the type of person he is, and his own individual personality?

Week 14

Tuesday: The Ramessid Decline
Thursday: The Third Intermediate Period
Textbook: 260-271

Week 15

Tuesday: Special Guest Discussion led by Dr. Rachel Mittelman
Thursday: **HAPPY THANKSGIVING!**
Textbook: 272-282

Week 16

Tuesday: Discussion: Demotic and Late Literature
Sources: *The Bentresh Stela* (pg. 361-366), *The Prophecy of the Lamb* (pg. 445-449), *The Romance of Setna Khaemaus and the Mummies* (pg. 453-469)
Thursday: The Late Period
Reaction Paper 13: Compare these texts to the pieces of Egyptian literature we have read from the beginning of the semester. What elements continue to mark these literary creations as uniquely Egyptian? What differences can be seen, besides the change in language, that mark these texts as distinct from what came previously?
Textbook: 283-315

Finals Week