

HIS 3120: Ancient Egypt

Spring 2017

Dr. Lee E. Patterson

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Office: Coleman 3781

Office Hours: TTh 9:30-11:00, 2:00-3:00 and by appointment

Class Meeting Times/Location: Coleman 2741, TTh 11:00-12:15

Texts:

Shaw, Ian, ed. *The Oxford History of Ancient Egypt*. Oxford. 2004.

Simpson, William Kelley, ed. *The Literature of Ancient Egypt: An Anthology of Stories, Instructions, Stelae, Autobiographies, and Poetry*. 3rd edition. New Haven. 2003.

Additional readings on D2L.

Catalog Description: The course surveys the history, culture, literature, and institutions of ancient Egypt, beginning with the Predynastic period and finishing with the coming of the Romans.

My Description: I put in that catalog description because they made me do it. Here is a fuller explanation. This course surveys the remarkable civilization of ancient Egypt, from the forerunners of the pharaonic regime (starting c.5000 BCE) to the period of Egypt as a province of the Roman Empire (early centuries CE). While primarily concerned with political history, we will also consider Egyptian literature, religion, mythology, and other areas. We will ask important questions about how to use primary sources, investigate Egypt's interactions with the outside world, and assess Egyptian conceptions of divinity, the soul, kingship, and other key ideas. This course is also designed to help you enhance a number of important transferable skills that will be useful to you in and beyond this class.

Learning Objectives:

- 1) identify and describe major figures, events, and developments in Egyptian history
- 2) examine and analyze primary sources in order to use texts and material culture as historical evidence
- 3) apply and synthesize information through papers, exams, and other assignments in order to draw conclusions about Egyptian history

Communications: When e-mailing me, please only use Panthermail, not D2L. Please identify yourself and indicate what class you're in. Also, employ correct etiquette by starting your message with a proper salutation, like "Dear Dr. Patterson" or even "Hi, Dr. Patterson." If you e-mail me after 10 p.m., do not expect a response until the next day.

Grading:	Participation:	10%	Exam #1:	10%
	Royal Profiles:	15%	Exam #2:	15%
	Term Paper:	25%	Final Exam:	25%

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F

Participation: Participation consists mainly of regular contributions to class discussions that are prompted by questions I will pose before most classes. These discussions will be intermixed with lectures. I'm not grading on whether you're right or wrong, though regular demonstration of the former is certainly better than that of the latter; rather the grade reflects your level of engagement with the material. In other words, a higher grade usually means that you did the reading, made an honest effort to understand the material, and have demonstrated this in class.

Transferable Skills: This is your class. The working methodology is for you to engage the material as much as you can and employ a set of transferable skills that are essential for your development as a student, a citizen of the world, and a human being. The following skills will be especially important in this class:

Critical Thinking: There is more to reading a text than gaining knowledge. How do you use the text to understand better the civilization you are studying? Critical thinking skills allow you to interpret and evaluate evidence (literary, material, etc.) produced by a culture, to gauge its usefulness for forming historical arguments, and to assess the viability of your interpretations. These texts are generally divided into two categories. Primary texts were produced by the civilization under study. As they were not written for us and often reflect a world view very different from our own, they require special care. Secondary texts can help in this endeavor. These are generally modern scholarly treatments of the subject matter. But modern scholars are not without their own biases, so you must also apply critical thinking skills to their arguments as well.

Writing Skills: Clear and effective written communication is one of the most important skills to have for professional success and personal fulfillment. In a typical class, students are at different levels in their command of grammar, mechanics, vocabulary, syntax, clarity of expression, and so on. Whatever your level, I hope your writing skills will be enhanced in this class. Your main opportunity will come in the term paper, a 10-12 page research paper examining issues arising from your examination of primary sources, literary and/or material. See also Royal Profiles below.



Visual Literacy: Only some of the evidence we will consider is text-based; for ancient Egypt material culture is no less important a primary source. It is usually an essential tool for better understanding Egyptian history and society. Pay special attention to any visuals provided in the books and my PowerPoints.

Royal Profiles: Let's face it, there are a lot of names in this course that will sound exotic to our ears. Given the nature of Egyptian civilization (as well as the evidence), most individuals that will draw our attention will be royal figures. To help keep them straight, students will write profiles of selected individuals that will outline such basic information, as much as the evidence will allow, as their regnal dates, dynasty, circumstances of ascension and end of reign, and key events of reign. These profiles must be typed but can be written in bullet form. Each profile will generally run half a page to a full page, but not exceeding two pages in each case. Figures to be profiled are indicated in the schedule *in italics* at the appropriate assignment. These figures will also be indicated by asterisks in the Names and Questions handouts. Profiles will be submitted in sets, whose due dates are also indicated in the schedule. These due dates will be strictly enforced, with a 10% penalty for every day the assignment is turned in late. All sets will be uploaded to the Dropbox on D2L.

Attendance and Make-Up Policy: Regular attendance should be considered a top priority. Roll will be taken at the start of each class, and late arrivals may count as absences. Make-ups for exams are only possible if your absence on that day was absolutely unavoidable (e.g., a serious medical condition, a serious accident, etc.), and you will need to provide written documentation. Make-ups are not possible unless these two conditions are met. No exceptions! (Believe me when I say this: if you are not totally committed to the class and attend regularly, chances are you will not get the grade you want.)

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Additionally, serious violations such as plagiarism and cheating may result in a course grade of F.

Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by 9th Street Hall, Room 2006, or call 217-581-6583 to make an appointment. *Waiting to the last minute to make requests is strongly discouraged.*

In-Class Protocols: Do not start to put away your notes, books, etc. until class is properly finished. It is disruptive in the last few minutes of class, not to mention disrespectful. Do not have smart phones and other portable devices out during class. If you're more interested in what's on your little screen than what's going on in the classroom, don't take my class! During exams, all phones and other portable devices must be turned off and stowed away at all times. When taking exams, always remember to bring a blue book, which can be purchased in the book store. Blue books will always be required for exams in this class. Each blue book you bring must be fresh with no writing in it.

D2L: All students are required to access the course web page on D2L regularly. I will be using this resource to post key names and questions (*which are required viewing before each class*), lecture outlines (PowerPoints), assigned readings, and other materials. You will also submit written assignments to the Dropbox and will be able to check your grades regularly. This syllabus will also be posted on the web site, disallowing any excuse for losing the syllabus.

Tentative Schedule (subject to change):

You are responsible for keeping track of all assignments, test dates, and due dates. Any changes will be announced ahead of time.

Note: Shaw is the editor of the *Oxford History*. Most of the chapters are written by other authors. Nonetheless, assignments below are rendered using “Shaw.”

Unit I: Preliminaries

Week 1

T Jan 10: Introduction; Sources; Overview of Egyptian History (Shaw pp. 1-15)

Th Jan 12: Badarian and Naqada I, II, III Cultures (Shaw pp. 36-63)

Profiles (Set 1): Scorpion, Narmer

Week 2

T Jan 17: Early Dynastic Egypt, Dynasties 1-2 (Shaw pp. 63-82)

Profiles (Set 1): Khasekhemwy

Unit II: Old Kingdom

Th Jan 19: Dynasties 3-4 (Shaw pp. 83-99; Sources: Famine Stela, Simpson pp. 386-91)

Profiles (Set 2): Djoser, Khufu, Khafra, Menkaura

Week 3

M Jan 23: Profile Set #1 Due (in the Dropbox on D2L)

T Jan 24: Dynasties 5-8 (Shaw pp. 99-107)

Th Jan 26: Old Kingdom Literature (Sources: The Maxims of Ptahhotep, Simpson pp. 129-48; Pyramid Texts, Simpson pp. 247-62)

Week 4

M Jan 30: Profile Set #2 Due (in the Dropbox on D2L)

T Jan 31: **Exam #1**

Th Feb 2: First Intermediate Period, Dynasties 9-11 (Shaw pp. 108-36)

Profiles (Set 3): Intef II, Mentuhotep II

Unit III: Middle Kingdom

Week 5

T Feb 7: Dynasty 11 (Shaw pp. 137-45)

Th Feb 9: Dynasty 12 (Shaw pp. 145-59; Sources: Semna Stela, Simpson pp. 337-38)

Profiles (Set 3): Amenemhat I, Senusret III, Sobekneferu

Week 6

T Feb 14: Dynasty 13 (Shaw pp. 159-71)

Th Feb 16: Middle Kingdom Literature (Sources: The Story of Sinuhe, Simpson pp. 54-66; The Teaching of King Amenemhet I for his Son Senwosret I, Simpson pp. 166-71; Coffin Texts, Simpson pp. 263-66; Songs in Honor of Senwosret III, Simpson pp. 301-06)

Week 7

M Feb 20: Profile Set #3 Due (in the Dropbox on D2L)

T Feb 21: Second Intermediate Period, Dynasties 14-17 (Shaw pp. 172-203; Sources: Kamose Texts, Simpson pp. 345-50; Josef Wegner, "A Royal Necropolis at South Abydos: New Light on Egypt's Second Intermediate Period" on D2L)
Profiles (Set 4): Ahmose I

Th Feb 23: Class Cancelled for History Careers Day (more information coming soon)

Unit IV: New Kingdom

Week 8

T Feb 28: Dynasty 18: Ahmose (Shaw pp. 203-26)

Profiles (Set 4): Amenhotep I, Thutmose I

Th Mar 2: Dynasty 18: Hatshepsut and Thutmose III (Shaw pp. 226-46; Sources: Book of the Dead 125, Simpson pp. 267-77; Poetical Stela of Thutmose III, Simpson pp. 351-55)

Profiles (Set 4): Thutmose III, Hatshepsut

Week 9

M Mar 6: Profile Set #4 Due (in the Dropbox on D2L)

T Mar 7: **Exam #2**

Th Mar 9: Dynasty 18: Amenhotep III (Shaw pp. 247-64; Sources: Amarna Letters, D2L)

Profiles (Set 5): Amenhotep III

Spring Break: March 13-17

Week 10

T Mar 21: Dynasty 18: Akhenaten and Tutankhamun (Shaw pp. 265-86; Sources: Hymn to the Aten, Simpson pp. 278-83)

Profiles (Set 5): Akhenaten, Tutankhamun, Horemheb

Th Mar 23: Dynasty 19: Rameses II (Shaw pp. 286-96; Sources: Kadesh Inscriptions of Ramses II, D2L; Israel Stela, Simpson, pp. 356-60)

Profiles (Set 6): Sety I, Rameses II

F Mar 24: **Thesis Statements due** (in the Dropbox on D2L)

Week 11

M Mar 27: Profile Set #5 Due (in the Dropbox on D2L)

T Mar 28: Dynasty 20: Rameses III (Shaw pp. 296-307, 321-23; Sources: Sea People Relief of Rameses III, D2L)

Profiles (Set 6): Rameses III

Th Mar 30: Ramessid Literature (Sources: The Contendings of Horus and Seth, Simpson pp. 91-103; A Ghost Story, Simpson pp. 112-15; Scribal Traditions in the Schools, Simpson pp. 438-41)

F Mar 31: **Bibliographies due** (in the Dropbox on D2L)

Unit V: Third Intermediate Period

Week 12

T Apr 4: Dynasties 21-24: Libyan Period (Shaw pp. 324-45; Sources: Report of Wenamon, Simpson, pp. 116-24)

Profiles (Set 6): Sheshonq I

Th Apr 6: Dynasty 25: Kushite Period (Shaw pp. 345-63; Sources: Victory Stela of Piye, Simpson, pp. 367-85)

Profiles (Set 7): Taharqo, Psamtek I

F Apr 7: **Questionnaires due** (in the Dropbox on D2L)

Unit VI: Late Period

Week 13

M Apr 10: Profile Set #6 Due (in the Dropbox on D2L)

T Apr 11: Dynasty 26: Saite Period (Shaw pp. 364-74; Sources: Tale of Amasis and the Skipper, Simpson pp. 450-52)

Th Apr 13: Persian Period: Dynasties 27-31 (Shaw pp. 374-87; Sources: Herodotus 3.1-29, D2L);

Profiles (Set 7): Cambyses, Nectanebo II

F Apr 14: **Recommended due date for Optional Rough Drafts**

Week 14

T Apr 18: Persian Period II; Alexander the Great in Egypt (Shaw pp. 388-89; Sources: Plutarch, *Alexander* 26-27, D2L)

Profiles (Set 8): Alexander the Great, Ptolemy I

W Apr 19: Profile Set #7 Due (in the Dropbox on D2L)

Th Apr 20: Ptolemaic Period (Shaw pp. 389-413; Sources: [Rosetta Stone](#), click to follow link)

Profiles (Set 8): Cleopatra VII

F Apr 21: **Final chance to submit Optional Rough Drafts**

Week 15

T Apr 25: Roman Period (Shaw pp. 414-36)

W Apr 26: Profile Set #8 Due (in the Dropbox on D2L)

Th Apr 27: Final Reflections

F Apr 28: **Final Drafts due** (in the Dropbox on D2L)

Final Exam: Tuesday, May 2, 2:45-4:45 p.m.

This last page of the syllabus is to be returned to me. Please fill out the following questionnaire and return to me by Thursday, January 12.

Name (please print or type) _____

Major _____

Minor(s) _____

This course is about the history of ancient Egypt. Please indicate how familiar you are with it as you begin this class, whether through study in high school, previous college courses, popular media (films, TV, etc.), and so on.

I am very interested in knowing what your goals are as you come into this class. Why did you choose HIS 3120 and, other than a good grade, what do you hope to get out of it?

I appreciate your taking the time to fill out this questionnaire. Please sign below to indicate that you have read the syllabus completely, including all policies and requirements.

Signature _____