

COLLEGE OF CHARLESTON
GRADUATE SEMINAR: LIFE AND TIMES IN ANCIENT EGYPT

Dr. Peter A. Piccione

Office: Maybank 314

Office Hours: T, Th 2:00-5:00 p.m., W 3:00-4:00 p.m. (and by appointment)

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History 670.090

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E-mail: piccionep@cofc.edu

Wednesday 4:00-6:45 p.m., Maybank 105

Course Web Page: URL <http://www.cofc.edu/~piccione/hist670/>

Username: +++++ Password: +++++ (necessary for accessing Web readings and images)

Course Description: This course deals specifically with the life of the common person in Egyptian society from the Old Kingdom through the end of the Persian Period (c. 2600-332 BC). It combines the traditional textual criticism-based methodologies of historians with the archaeological and philological methods of the Egyptologist to explore ancient Egyptian social history. Topics are arranged conceptually, not chronologically, to provide insight into Egyptian life and society and social institutions. The course emphasizes the interdisciplinary methodologies used by Egyptologists to understand Egyptian civilization. Topics of study revolve around the reading list of books (see below), as well as outside articles assigned from journals and collected studies (see Web pages). They include: development of political history (as a basis), geography and environment, using archaeology to reconstruct social history, Egyptian language and writing, structure of society, literacy and education, social initiation, economic structures and institutions, occupations and divisions of labor, function and practice of religion, medicine and medical magic, and the role and status of women.

Each student is required to write a research paper (20-25 pages long) on a viable topic related to ancient Egyptian social history, life and society. Here the student will formulate a specific topic in consultation with the professor from the range of themes and issues provided in the readings. The student will proceed in a methodical manner to research and write the paper over the length of the term, beginning with general readings, formulation of the topic, composing an annotated bibliography, outlining the paper, authoring first and second drafts, and completing the final draft. In the second-draft stage, the student will present a formal oral report to the seminar on issues and findings for group discussion. At all points of the process, the student will remain in close consultation with the professor.

The seminar is not a lecture course; however, due to the arcane character of the material and most students' inexperience with the subject, the professor will take time in each session to present basic historical information relevant to the specific topic. The professor will function as a guide in the research and writing process, but he will not hold the students' hands through the process.

Course Requirements

Research Paper: Final Copy Due April 21 (last day of class). Students will complete a research paper (20-30 pages) as a piece of historical research, for which topic-options and format are noted in the section, "Paper Requirements," below. Over the course of the term, students will submit to the instructor a **thesis statement, outline and two drafts of the bibliography** of their papers on

dates noted in the "Reading Assignments"-schedule. On the last class day of the term, they must submit the final and completed version of the paper. *Completion of the research paper is an absolute requirement to pass this course. No exceptions or extensions can be made.*

Oral Reports on Research Paper: Toward the middle of the term, as students are completing first drafts of their papers, they must give an **informal talk to the class on their topic**, including their research efforts, strategies, preliminary findings, and where they think they are heading with the paper, in order to generate a discussion on the subject. **At the end of the term, students will present a formal presentation on the final copy of their paper.** Here they do not actually read the paper to the seminar. Copies of the paper should be distributed to the class for reading ahead of time, and each student will then summarize the main points and lead a class discussion on the content and method of their topic.

Book Review/Criticism Papers. Students are required to complete six (6) book reviews or criticism papers (2-3 pages each, single spaced) on selected secondary sources from the course textbook list (see below). These exercises in textual criticism should include a general discussion of the content and methodology of the book and a critique of the overall findings. Reviews are required only for those books in the list designated "Requires Book Review." Book reviews can be submitted in paper format or electronically via e-mail. *They are due the evening in which they are scheduled for class discussion.*

Text Discussion Leaders: The professor will formulate specific discussion topics for the seminar, and he will assign readings to facilitate these discussions. For each topical unit, one student will serve as leader of the discussion. Topics are based around each of the required secondary sources (see textbook list). The list of topics and units is found in the "Reading Assignments"-page on the course Web pages. Students can volunteer as leaders for the topics of their choice, or else they will be assigned by the professor.

Examinations: No examinations or quizzes are given in this seminar.

Reading-Assignment Schedule: See "Reading Assignments"-page on the course Web pages for the schedule of assigned readings, examinations, and other important dates.

Participation: Discussion figures very prominently in the seminar program, and class participation constitutes a significant percentage of the course grade. All students are expected to contribute actively to all discussions. Any who consistently slack in this area will be contacted by the instructor.

Course Textbooks

Required Primary Sources:

McDowell, A. G. *Village Life in Ancient Egypt: Laundry Lists and Love Songs*. Oxford: Oxford Univ. Press 2001. Paperback. ISBN: 0199247536.

Simpson, W. K., ed. *The Literature of Ancient Egypt: An Anthology of Stories, Instructions, Stelae, Autobiographies, and Poetry*. R. K. Ritner, V. A. Tobin, E. Wente Jr., trans. 3rd ed., revised & enlarged. New Haven: Yale University Press, 2003. Paperback. ISBN: 0300099207.

Required Secondary Sources:

Brewer, D. J. and E. Teeter. *Egypt and the Egyptians*. 2nd ed. Cambridge Univ. Press 1007. Paperback. ISBN: 0521616891.

Butzer, K. *Early Hydraulic Civilization in Egypt: A Study in Cultural Ecology*. Chicago: University of Chicago Press, 1976. (Digital copy; available as needed for download on the Web). ISBN: 0226086356. **[REQUIRES BOOK REVIEW]**

Hornung E. *The Ancient Egyptian Books of the Afterlife*. D. Lorton, trans. Ithaca: Cornell University Press, 1999. Paperback. ISBN: 0801485150. **[REQUIRES BOOK REVIEW]**

Kees, H. *Ancient Egypt: A Cultural Topography*. Reprint edition. Chicago: University of Chicago Press, 1978. Paperback. ISBN: 0226429148. **[REQUIRES BOOK REVIEW]**

Meskell, L. *Archaeologies of Social Life*. Oxford and Malden, Mass.: Blackwell Publishers. Paperback. ISBN: 063121299X. **[REQUIRES BOOK REVIEW]**

Nunn, J. F. *Ancient Egyptian Medicine*. London: British Museum Press, 1997. Paperback. ISBN: 0714119067. **[REQUIRES BOOK REVIEW]**

Robins, G. *Women in Ancient Egypt*. Cambridge, Mass.: Harvard University Press, 1993. Paperback ISBN: 0674954696. **[REQUIRES BOOK REVIEW]**

Recommended:

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Chicago: University of Chicago Press, 1996.

Web Readings:

A variety of monographic extracts, primary texts, book chapters, and journal articles of historical and historiographical nature are also required reading for this course. Most of these readings are available for downloading and printing from the course Web pages, or might be distributed in class.

Grading Policy

Final course-grades will be constituted according to the following formula: bibliographies and thesis statement 20%, book reviews 30% (=5% ea.), research paper 25%, attendance, presentations, & participation 25%.

Grades in this course are issued according to the following numerical scale: A = 95-100 [extraordinary!]; A- = 90-94 [superior]; B+ = 87-89 [very good]; B = 85-86 [good]; B- = 80-84

[satisfactory] C+ = 77-79 [above average]; C = 75-76 [average]; C- = 70-74 [unsatisfactory]; D+ = 67-69 [poor]; D = 65-66 [very poor]; D- = 60-64 [ugh!]; F = 0-59 [fail].

Paper Requirements

Research Paper. Due date: April 21. Length: 20-25 pages. The final version of the research paper is due on the last day of class. Paper presentations will occur on April 20 and 27 according to the alphabetical order of the students' family names. Because For possible topics, see course readings and the instructor.

Bibliographies and Thesis Statement. While researching their paper topic in consultation with the professor, the students will prepare and submit over the course of the term in the following order: (1) **thesis statement and preliminary bibliography**; (2) **annotated bibliography and outline**; (3) **final version finished paper**. Paper must adhere to proper Turabian/Chicago style and format. The deadlines for submission are noted in the "Reading Assignments"-page.

Submission, Late Policy, etc. *Late submissions will be penalized 5 points for each day late up to three days, after which they are graded no higher than a 59% (F).* Drafts and final papers must be submitted *in person* to the professor or to the History Department (Maybank 203), where the departmental administrator will accept and date-stamp their arrival. Students should not leave papers at the professor's office when he is absent or shove them under his door. Regrettably, such papers cannot be deemed to have been accepted on time.

Form and Format. All research papers must be submitted in paper format. Papers submitted electronically via e-mail or on disk usually are unacceptable.

See course Web page, "Paper Requirements"-link, for detailed information and requirements for form, format, and grading criteria for the research paper. The paper must contain 1-inch margins on all sides, top and bottom. It should be printed double space in a 12-point Times Roman type or equivalent. It must include proper citations (in the form of footnotes) plus a separate "Bibliography" at the end of the paper. It must also include a separate cover page.

VERY IMPORTANT! README: In the preparation and execution of the research paper, students are required to follow the format presented by **Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press, 1996)**, especially in regard to the style of block quotations, footnotes and bibliographies. Look over Chapters 8-11 on how to cite references and bibliography. See chapter 11 (pp. 185-213) to compare their forms and styles. Use footnotes only; parenthetical references are prohibited.

Students are not permitted to use "parenthetical references" and "reference lists" and "Works Cited" lists for any paper or essay in this course. Neither may they--under any circumstances--employ MLA style of notes and references. Feel free to consult the professor at any time for advice on preparing the papers or about writing strategies.

Using the World Wide Web for Research and as a Source of Quotations

One does not do research merely by sitting at a computer and surfing the Web. One does research by paging through books and journals, by following their bibliographies, and by backtracking sources from one footnote to another through a stream of relevant publications. Students should confine the bulk of their research to printed publications (although this also includes electronic versions of professional journals and books). They may use the World Wide Web *selectively to help research* the paper topic. Beware! There is a great deal of pseudo-historical trash on the Web that does not conform to modern academic standards. The Internet contains three types of materials pertaining to ancient Egypt and the Near East:

1. primary sources, i.e. collections of original historical documents and inscriptions;
2. synthetical reports and essays, including old books out of copyright and written by Egyptologists, archaeological reports and field data which are usually published in professional Internet-based journals or the official Web sites of approved projects;
3. unvetted idiosyncratic essays and polemical tracts of minimal or uneven quality, prepared by non-professionals, dilettantes, hobbyists, radical Afro-centrists, and self-proclaimed prophets of the New Age revelation.

Sadly, the latter crypto-Egypto trash [no. 3] constitutes the bulk of Egyptological materials on the open World Wide Web. Publicly available primary sources on the Web [no. 1] are usually out-of-copyright obsolete translations now superceded by more modern translations in print.

On the other hand, a number of professional peer-reviewed Egyptological journals [no. 2] are also available on the Internet, and they are collected together into digital archives and electronic databases for easy searching and consultation. The college library subscribes to these archives and databases (e.g., Jstore®, Project Muse™, Infotrac™ and others.), and they are located on the College's computers and can be searched in the library catalogue under the headings, "Databases" and "e-journals" (http://library.cofc.edu/search_collection/databases.html).

Students may never quote from any general dictionaries and encyclopedias, such as *Wikipedia*, *Encyclopedia Britannica*, etc. Of course, they may always quote freely from on-line sources found in the library catalog of electronic databases and e-journals (as noted above). However, students may not quote from any open or public Web pages, including unvetted translations, reports, and essays without the written prior approval of the instructor. Each violation of this rule found in a paper will receive a 10-point grade reduction.

While students may not *quote* from any public Web source without permission, they may still *freely consult* reliable Web pages (i.e., those that are authored by professionals) in order to identify issues, books, and other *printed* sources of information, which they could quote in their papers. Use public Web pages to identify issues and printed books. Reliable Web pages are usually identifiable by the domain-markers ".edu" or ".ac.uk" or ".org" in their Web addresses, while much less trustworthy pages are often—but not always—identifiable by the domain-markers ".com" or ".net" in their Web addresses. If in doubt about the appropriateness of any research source—either on the Web or in print—so consult the professor, and run these pages by him.

Policy on Plagiarism, Cheating, and Disruptive Behavior

Plagiarism. As you prepare your papers for this course, be careful not plagiarize any of your sources. Plagiarism is copying or paraphrasing the words of others and passing them off as your own or misleading the reader into thinking that the words and ideas of other writers are your own. Any plagiarism, whether intentional or unintentional, whether blatant or merely inappropriate paraphrasing, will not be tolerated.

WARNING: Never ever(!) copy and paste from the Internet !!

If you have any questions as you prepare your assignments, please feel free to ask the instructor. **If in doubt about anything, quote it--even indirect quotations!** The Honor Code of the College of Charleston strictly prohibits plagiarism and cheating. It includes cheating with cell phones, attempted cheating, and aiding to cheat. Students found by the instructor to commit or abet these offenses will automatically fail the course with an "F", or else they will be reported to the College Honor Board and receive an "XF"-grade ("Failure due to Dishonesty"), which will appear as such on the college transcript. Additional penalties can include suspension or expulsion from the college at the discretion of the Dean and/or Honor Board. For definitions of these offenses and explanations of sanctions, see the *College of Charleston Student Handbook*, pp. 11-12 (<http://www.cofc.edu/about/handbook.pdf>). You are responsible for informing yourself of all definitions and regulations on this subject. Ignorance is not an acceptable excuse before the College Honor Board. Protect yourself; when in doubt footnote it! For examples of proper and improper quoting and paraphrasing, see also "A Guide to Freshman English" (http://www.cofc.edu/~english/freshman_writing_guide.html), word-search: "plagiarism" and "paraphrasing." For examples of proper and improper quoting and paraphrasing, see "A Guide to Freshman English" on the English Department web pages (http://www.cofc.edu/~english/freshman_writing_guide.html).

Classroom Behavior. Students are reminded that eating, drinking, and smoking are prohibited in the classrooms of the College of Charleston. The classroom is an inappropriate venue for reading newspapers, personal grooming (such as combing hair, applying makeup, etc.), or even sleeping. The instructor reserves the right to expel any student from the classroom for unruly or disruptive behavior.

Computers in Class. Students are not permitted to employ laptop, hand-held computers, digital notebooks, voice recorders, *I-Pod's*, smart telephones, or any other electronic device, in class without prior permission of the instructor. Any authorized student who abuses this privilege by engaging in activity unrelated to the class (checking e-mail, surfing the Web, etc.) will forfeit permission to use the device (e.g., a computer) in class for the rest of the term and will receive a reduction in the class-participation grade.

Cell Phones in Class. Students may not make or receive cellular telephone calls, podcasts, text messages of any kind, or accept any electronic pages during the class period. Turn off all cell phones, pagers, *iPods*, etc. at the start of class. **Anytime a cell phone or pager goes off or is activated in class, it will result in a reduction in course-grade.**

Lectures and Reading Assignments

The class readings are located either among the course textbooks, or they are available for downloading and reading by linking to them from the "Reading Assignments"-web page. Over the course of the semester, the instructor might make others available through the Addlestone Library (reference, reserve, or periodicals sections). Those citations in the reading list below not found in the course textbooks are marked with the locator code: **RS** = Addlestone Library Reserve or **Ref** = Library Reference Room, **W** = "Reading Assignments"-Web page. Note also:

CANE Sasson, Jack M., editor-in-chief. *Civilizations of the Ancient Near East*. Four volumes. New York: Scribner, 1995 onward. (located in Library Reference)

Week 1: January 13

Introduction: Egyptology and the Reconstruction of Egyptian History

Week 2: January 20

Historiography: Methods and Approaches

- W** Piccione, "From Queries to Answers: A Taxonomy of Historical Questioning"
 Brewer-Teeter, "An Egyptian Revival," 1-15;
- W/Ref** H. Whitehouse, "Egypt in European Thought," in *CANE* 1, 15-31;
 Discussant: _____.

Ancient Egypt: Historical Overview I

- W/Ref** Brewer-Teeter, "A Chronology and History of Egypt," 30-59;
 W. Murnane, "The History of Ancient Egypt: An Overview," in *CANE* 2/5, 691-717;
- W/ELJ** K. Kitchen, "The Chronology of Ancient Egypt," *World Archaeology* 23/2 (October 1991): 201-208 (click to open).

Week 3: January 27

Geography and Environment of Egypt

- Kees, H. *Ancient Egypt: A Cultural Topography*
 Discussant: _____.
- W** M. Hoffman, "The Two Lands: An Ecological Perspective," in *Egypt before the Pharaohs*, 23-32 (click to open);

Week 4: February 3

Irrigation and History

- Butzer, K. *Early Hydraulic Civilization in Egypt: A Study in Cultural Ecology*
 Discussant: _____.

Week 5: February 10

Topic: TBA

Readings: TBA

Discussant: _____.

Thesis Statement and Preliminary Bibliography Due

Week 6: February 17

Topic: TBA

Readings: TBA

Discussant: _____.

(2/22) Last day to Withdraw with a "W"

Week 7: February 24

Topic: TBA

Readings: TBA

Discussant: _____.

Week 8: March 3

Topic: TBA

Readings: TBA

Discussant: _____.

Annotated Bibliography and Preliminary Outline Due

*** * * * SPRING BREAK: MARCH 7 - 13 * * * ***

Week 9: March 17

Topic: TBA

Readings: TBA

Discussant: _____.

Week 10: March 24

Topic: TBA

Readings: TBA

Discussant: _____.

Week 11: March 31

Topic: TBA

Readings: TBA

Discussant: _____.

Week 12: April 7

Topic: TBA

Readings: TBA

Discussant: _____.

Penultimate or Final Drafts Due for 4/14 Presentations

Week 13: April 14

Penultimate or Final Drafts Due for 4/21 Presentations
Formal Presentations of Research

Week 14: April 21 (Last Day of Class)

All Research Paper Final Drafts Due in Class
Formal Presentations of Research