Report Comments

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
What is literature, and how might its definition be different when applied to ancient Egyptian texts as opposed to modern texts? We learned how genres in ancient Egypt are both similar and different to those found today, and we conversed about how it is important to find a happy medium between relatability and important cultural separation when translating and interpreting ancient texts. We talked a lot about didactic wisdom literature, propaganda (or the lack of it), the role of the king, and performative literature.
This course provided me with an excellent foundation for understanding Ancient Egyptian culture and modes of thought. I especially liked the exposure to many different points of view in the secondary readings. I started to experience name recognition of the secondary reading authors as well, which is extremely important to me as it has helped me identify contemporary Egyptologists to read.
The most important things I learned in this course include critical analysis of ancient texts, belle letres vs propaganda, narrative structure, history of Ancient Egypt, and analytical writing. I also feel a heightened interest in learning about Ancient Egypt.
Reading primary egyptian texts plus some historical context of the different periods pieces were set in.
Knowledge of ancient Egyptian texts, and how to think about ancient literature
How to interpret literature from the past and understand the nuances of literary classifications
I learned about how Egyptian literature evolved from the Old Kingdom to the Greco–Roman period. Relatively little firm knowledge was given due to the lack of lectures or actual teaching. Honestly, I don't feel like I gained much in terms of any actual skills or knowledge.
Ancient Egyptian Literature
I learned about the different dynasties in Ancient Egypt. The amount of different genres involved in writing was cool to see as well.
How to read and analyze ancient Egyptian texts. Various concepts of literature, genre, etc. and how to critically discuss them in a historical context. General understanding of different eras of Egyptian language and literature.

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
Student presentations gave in–depth context to and analysis of the assigned readings, and Prof. Geoga's additional lectures enhanced that context. Large– and small–group discussions allowed students to share ideas and develop deeper understanding of the literature. The midterm and final exam are short answers/essays that require students to recall details of texts we read for class and provide our own analyses based on class discussions.
The small group discussions were very enjoyable and allowed me to engage with my peers' opinions and learn more about how they experienced and interpreted the texts. Whole–group discussions were fruitful as well. I was less enthusiastic about the requirement to move seats sometimes, but it wasn't a big trouble.
Lectures were especially helpful in understanding the texts deeper because they provided context and discussion questions to talk deeply about the literature. The presentation assignment allowed me to dive into a specific text, King Khufu and the Magicians, and learn about the evolution of lector priests and magicians in this era of time. The final project was really fun (time–consuming though) and helped me create something I was proud of that also explored a text, The Tale of the Two Brothers, in an interesting way.
Lectures were pretty helpful for understanding more challenging texts and getting more background in the subject.
Professor Geoga is a talented lecturer, and brilliant!
Discussion in class were pretty good.
The lectures were super interesting and I loved that Professor Geoga often split us up into smaller groups to discuss
The exams, requiring you to write two essays in 80 minutes, taught me to skim the material enough to be able to summarize it when you need to make a point. Discussions were really not that helpful, and Professor Geoga rarely lectured herself, instead having students give presentations on the readings that didn't necessarily help that much.
The discussion/presenration in the lecture is useful for helping me understand the historical background and the main theme of the works we have read.
The presentations by students gave background knowledge and bits of analysis in an engaging way.
Class time was used pretty effectively, with student presentations, lectures from Professor Geoga, and time for discussion. I feel like we got enough background information to make discussions productive — good balance between lecture and discussion.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.08	4.00	0.00%	7.69%	7.69%	53.85%	30.77%
I understood the purpose of this course and what I was expected to gain from it.	4.54	5.00	0.00%	0.00%	7.69%	30.77%	61.54%
I understood the standards for success on assignments.	4.08	4.00	7.69%	0.00%	15.38%	30.77%	46.15%
Class time enhanced my ability to succeed in graded assignments.	4.23	5.00	0.00%	7.69%	15.38%	23.08%	53.85%
I received feedback on my performance that helped me improve my subsequent work.	4.46	5.00	0.00%	0.00%	15.38%	23.08%	61.54%
My work was evaluated fairly.	4.46	5.00	0.00%	7.69%	7.69%	15.38%	69.23%
I felt respected in this class.	4.77	5.00	0.00%	0.00%	0.00%	23.08%	76.92%
Overall, this was an excellent course.	4.31	5.00	0.00%	7.69%	23.08%	0.00%	69.23%

Additional comments about the course:

Comments
The professor fostered a very positive atmosphere in the course and all verbal contributions to discussions felt appreciated and respected. I liked that there was a focus on trying to draw differing views from the group too.
I really enjoyed learning about ancient Egypt and some of the texts that people were writing/reading in that time period! It's really interesting to me how media evolved because it started as didactic in nature but became more mythological, playful, and narrative as time went on.
If you are super interested in the topic, I'd go ahead and take this course. Geoga is super knowledgable and I certainly learned a lot. However, if you are a stem major just trying to get your civ done I would honestly wait until the next quarter in the spring. There was a significant jump in workload (and grading difficulty tbh) from Paulus' Mesopotamia class. I didn't love exams over essays (didn't feel like they made as much sense for a class like this) and there was honestly just too much work. Having a lengthy presentation, a midterm exam, a final project (with a 3–4 page proposal and 4–5 page reflection) AND a final exam felt like way too much. At the very least we could have been given less reading while having to work on the final project. Towards the end of the quarter I wasn't able to finish all the readings which felt bad (never had to do this for sosc, hum, or last quarter of civ). Also, being marked late for coming in to class at 9:31 for a 9:30 (and participation docked) felt a bit ridiculous. I get that getting to class on time is important when people are presenting, but seriously a 2–3 minute grace period wouldn't be the end of the world.
Please lecture more on the literary qualities of the works, and less on their historical contexts. For example, we never really got an in–depth discussion of Amenemhat, which is Professor Geoga's area of expertise. I would have loved to hear her talk more about it! Still an excellent course.
If you're interested in ancient literature, great course, if not, probably don't take.
Though I enjoyed this course, I do think that having a final project with a written portion (+ written proposal) AND a final written exam was a little bit of overkill. The readings were manageable and the midterm was fair, but the assignments for the last bit of the class were too much.
My biggest problem with this course was the assignments. We were evaluated on the basis of our in–class presentation, a creative project, and the midterm and final exams, both of which were based on writing two essays in 80 minutes. The in–class presentation was fairly reasonable beyond the fact that they constituted the bulk of the information taught in the course and the teacher herself provided essentially nothing. There was a lot of opaqueness in regard to the grading of the creative project, with expectations raised after grading that were not communicated beforehand, either in the syllabus or in the feedback on the project proposal. The expectations were too high for the depth of analysis able to be given in the course of the exams—with 10 minutes to write each paragraph, one sheet of notes allowed, and a large number of texts covered in the course, the expected detail required to be used in each essay was simply unreasonable. I could not with any honesty say that the grading in this course was fair or reflective of the knowledge each assignment should have been assessing. I also, as somebody who actually did all the readings, feel like I gained almost nothing from the course. Minimal teaching or historical background was given, and the prompts for class discussion were shallow enough as to simply be assessing reading comprehension, rather than teaching us anything about how to discuss or analyze Egyptian literature. The content was not difficult, and I did all I could to gain something from this because I was genuinely interested in the readings, but ultimately this class failed both to fairly assess students and to actually teach anything of substance.

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	8.33%	91.67%
Anyone interested in the topic	8.33%	91.67%

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

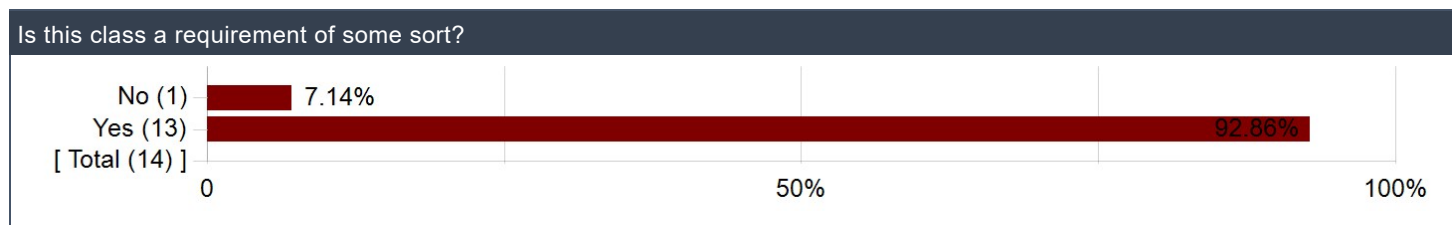| Comments |
|---|
| The student presentations were a really great idea, because I didn't often spend a lot of time thinking about the readings after I'd read them before class, and getting more context and exposure to multiple interpretations of the texts definitely made them more interesting to me. It was also just fun to see all the different ideas other students had. |
| There were some subjects, in particular the Amarna period, in which her lecture seemed to reflect a strong interest in the subject. This interest was infectious and prompted me to research some of the things she had mentioned in my free time, independent of any need for a grade. |
| Dr. Maggie Geoga is a great lecturer and also fun to talk with outside of class. She brings a very passionate and fun energy to class, including the ways she presents the course materials and how she answers challenging questions. I also really like how she structured the readings and discussions, like the order that things were read in made sense to me. Outside of class, she was also very helpful in giving me the directions to look for my presentation, and she also highlighted specific parts of the texts to point out and analyze. |
| Lectures were useful, along with when we'd have mini discussions with the people around us. |
| Lectures and discussions worked well together. The presentations were also very effective for learning. |
| Professor Geoga's lectures were fantastic! |
| She didn't do much teaching, but the few lectures she did prepare helped marginally in providing background on the readings. |
| The lectures the instructor prepares and the discussion the instructor leads |
| She definitely knows her stuff. Walked around and discussed thoughts with students. |
| Professor Geoga presented useful lectures that provided both important historical context and insight into how modern egyptologists interpret texts and artifacts. She facilitated great discussions, I especially appreciated the smaller group discussions every class: I found them very engaging! |

What could the instructor modify to help you learn more?

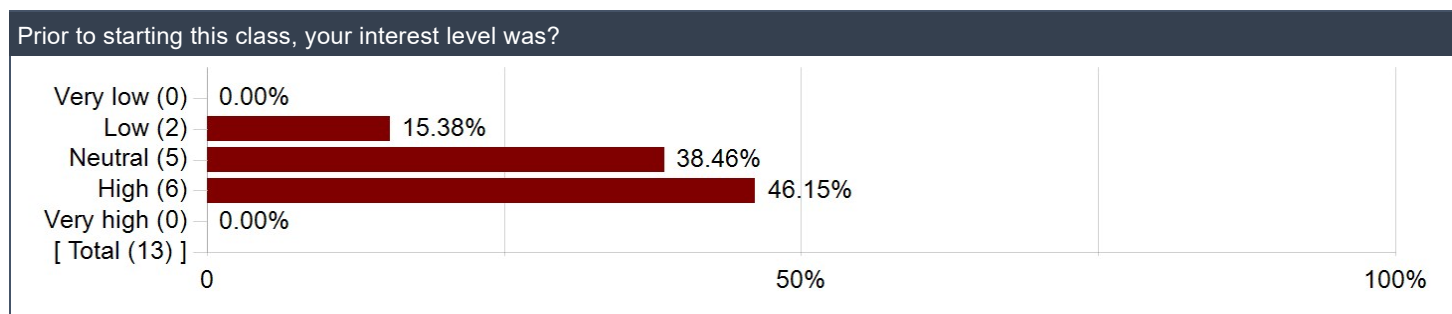| Comments |
|---|
| I wish we'd switched the timelines of the final project and final exams, because finding time to work on a huge creative project during 8th and 9th weeks has been exceedingly difficult, whereas preparing a note sheet for an in–class short writing is much more manageable. I would've preferred having reading period to work on my project. |
| I don't recall any instruction on performing Egyptological research, especially regarding outside materials for the presentation and the final project. Some elements of research might be straightforward, but some early tips from an Egyptological perspective would have been helpful and greatly enhanced my ability to search for and access new materials. |
| I am confused why the maximum score for assignments is 95? It would make more sense for a perfect score to be possible so that it's easier to get a better grade. Otherwise the course is great! |
| Essays comparing literature rather than in person writing exams – at that point I believe it is less of a test of how well you can analyze the texts but more of a race just to get everything completed. I really disliked this element of the course. |
| No need to have a final project and final exam. If you want to make sure we are engaging with the end of the quarter material I'd just have a 7th week essay where you have to write on texts NOT in your final project. |
| I would have much preferred a final paper rather than a creative final project. |
| It would have been great if Professor Geoga posted the slides she used in class. They would have been very helpful when reviewing for the midterm and final. |
| Giving the background lectures on texts herself instead of relying on students to do it, giving clear and reasonable expectations for assignments, facilitating more in–depth discussions of the texts. |
| N/A |
| Not much comes to mind, I think this course was structured well. I did find the format of the midterm and final exams (written by hand in class) a bit frustrating, but I understand the reasoning behind it. I do think I would have benefitted from a more traditional paper assignment in order to spend more time narrowing in on themes from the course of personal interest. While there is a great opportunity to do this with the final project, it would have been nice to begin developing those considerations with a midterm paper. I don't think the short answer exam contributed as much to my overall gain from the course, but again, I see why it was a useful assessment tool for the instructor. |

The Instructor . . .

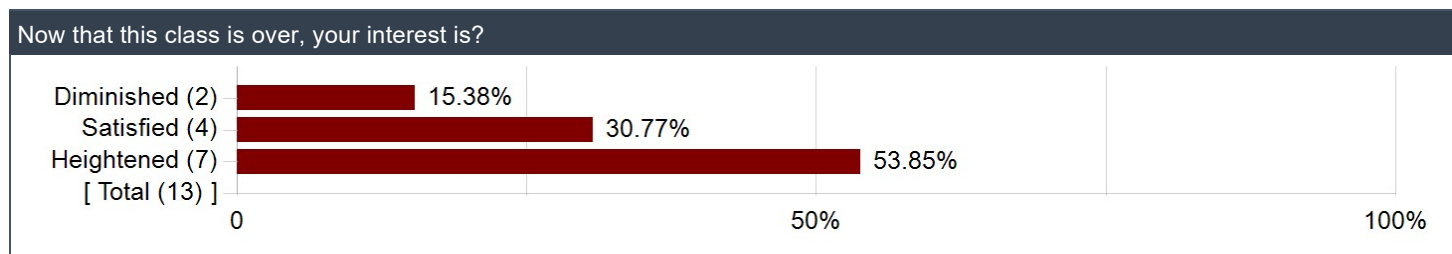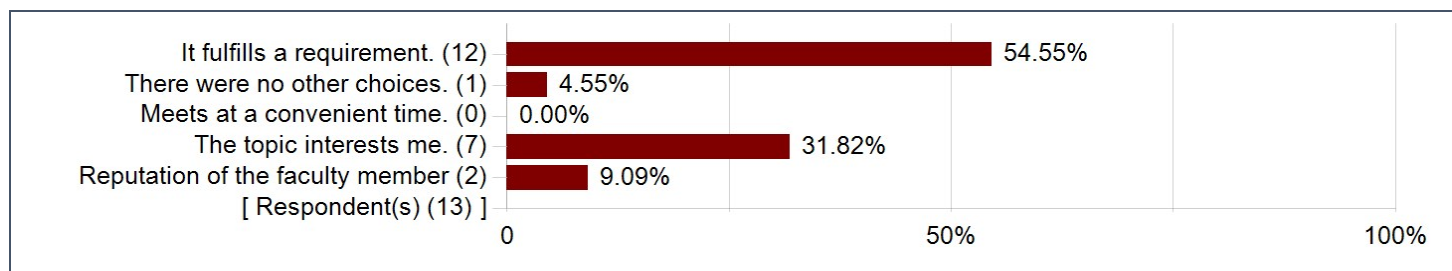|	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.38	4.00	0.00%	0.00%	7.69%	46.15%	46.15%	0.00%
Presented lectures that enhanced your understanding.	4.46	5.00	0.00%	7.69%	0.00%	30.77%	61.54%	0.00%
Facilitated discussions that were engaging and useful.	4.38	5.00	7.69%	0.00%	0.00%	30.77%	61.54%	0.00%
Stimulated your interest in the core ideas of the course.	4.31	5.00	0.00%	15.38%	0.00%	23.08%	61.54%	0.00%
Challenged you to learn.	4.38	5.00	0.00%	7.69%	0.00%	38.46%	53.85%	0.00%
Helped you gain significant learning from the course content.	4.31	5.00	0.00%	7.69%	7.69%	30.77%	53.85%	0.00%
Was available and helpful outside of class.	4.62	5.00	0.00%	0.00%	7.69%	23.08%	69.23%	0.00%
Motivated you to think independently.	4.31	5.00	0.00%	7.69%	15.38%	15.38%	61.54%	0.00%
Worked to create an inclusive and welcoming learning environment.	4.54	5.00	0.00%	0.00%	7.69%	30.77%	61.54%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.38	5.00	0.00%	7.69%	7.69%	23.08%	61.54%	0.00%

Is this class a requirement of some sort?

Is this class a requirement of some sort?

No (1) — 7.14%
Yes (13) — 92.86%
[Total (14)]

(scale: 0, 50%, 100%)

Prior to starting this class, your interest level was?

Prior to starting this class, your interest level was?

Very low (0) — 0.00%
Low (2) — 15.38%
Neutral (5) — 38.46%
High (6) — 46.15%
Very high (0) — 0.00%
[Total (13)]

(scale: 0, 50%, 100%)

Now that this class is over, your interest is?

Now that this class is over, your interest is?

Diminished (2) — 15.38%
Satisfied (4) — 30.77%
Heightened (7) — 53.85%
[Total (13)]

(scale: 0, 50%, 100%)

Why did you choose to take this course? (Select all that apply)

It fulfills a requirement. (12) — 54.55%
There were no other choices. (1) — 4.55%
Meets at a convenient time. (0) — 0.00%
The topic interests me. (7) — 31.82%
Reputation of the faculty member (2) — 9.09%
[Respondent(s) (13)]

(scale: 0, 50%, 100%)

How many hours per week outside of attending required sessions did you spend on this course?

How many hours per week outside of attending required sessions did you spend on this course?

- <5 hours (4) — 30.77%
- 5-10 hours (6) — 46.15%
- 10-15 hours (3) — 23.08%
- 15-20 hours (0) — 0.00%
- 20-25 hours (0) — 0.00%
- 25-30 hours (0) — 0.00%
- >30 hours (0) — 0.00%
- [Total (13)]

What proportion of classes did you attend?

What proportion of classes did you attend?

- None (0) — 0.00%
- 25% (0) — 0.00%
- 50% (0) — 0.00%
- 75% (1) — 7.69%
- All (12) — 92.31%
- [Total (13)]
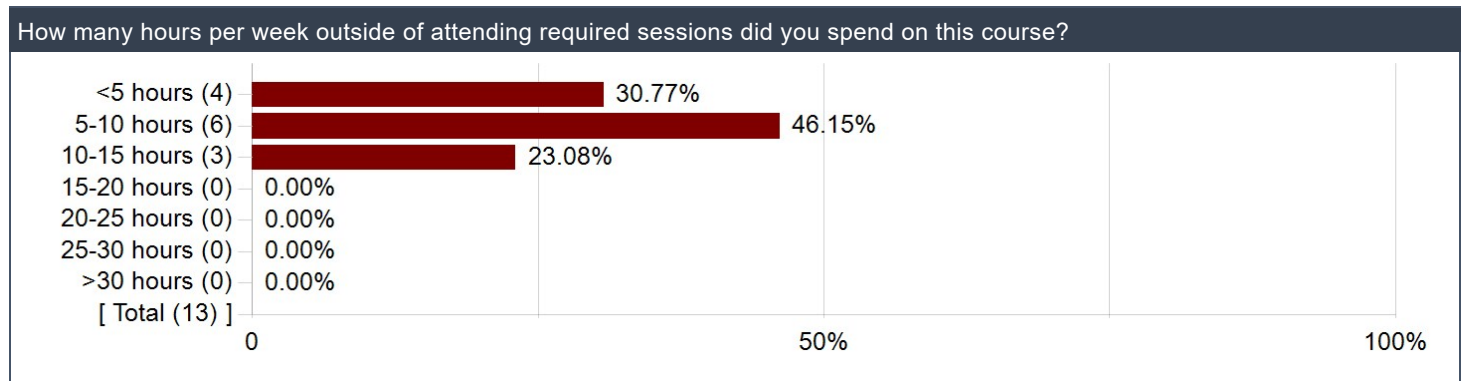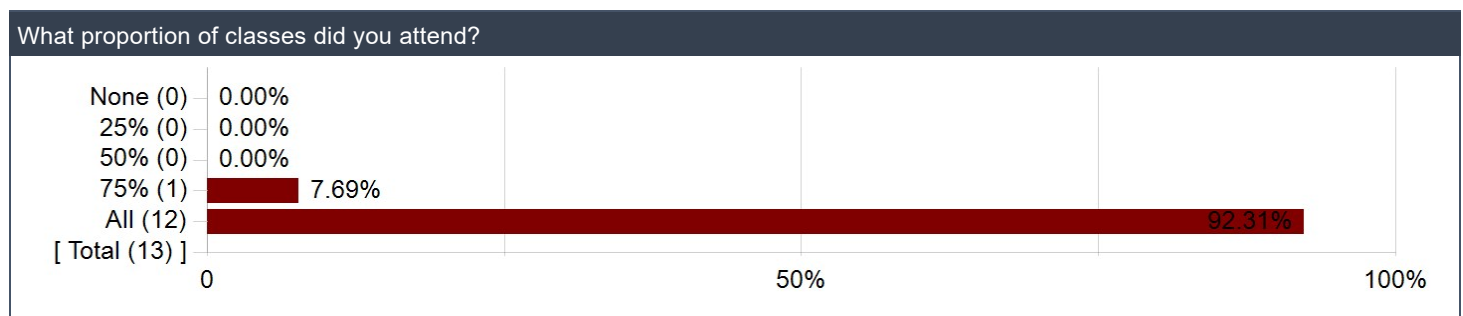
Please comment on the level of difficulty of the course relative to your background and experience.

Comments
I'd taken Ancient Hittite Literature in the NEHC 20000s civ sequence before, and this class was definitely more time–consuming than that. I wasn't really interested in Egyptian literature prior to the class, but it did end up being very interesting. The volume of assigned readings was a bit much coming from a STEM major, but the secondary literature was the only difficult part, as the actual ancient texts were often pretty fast reads.
The material was easy to understand and the concepts easy to grasp.
This course is not very difficult at all! There are no requirements for previous experience in Ancient Egypt, as everything is pretty self–contained in the course.
I have extensive experience from all other core classes – this was the hardest. Don't take this class unless you're willing to dive fully into Egyptology thought and lit – this is NOT a history class, which is what I expected initially. Dr. Geoga is sweet but a very harsh grader – she also seems to expect specific answers in class discussions which caused many people, including myself, to stay silent after asking questions.
Definitely more difficult than the Mesopotamian class in this sequence.
A bit more difficult than 20004.
Not too bad; more clear grading expectations than Paulus, and more engaging lecturer
Not too bad. Readings are not that long.
The content and complexity of the course was not remotely difficult relative to my background, but the unreasonable expectations for assessment made it more difficult than it should have been; one could (and I did) spend immense amounts of time preparing for the assignments and exams, but it did not seem to make much of a difference.
No background needed.
A good amount of reading to do and gets difficult toward the end when you have a project and then a final.
I have no background in studies of Ancient Egypt, and this was the first course from this Civilizations sequence that I took. I found the course quite accessible to my experience level; I think Professor Geoga presented a very helpful introduction at the beginning of the course that allowed me to engage with the texts and the class more effectively from the beginning.