

# CLAS 150C1 Pyramids and Mummies: The Pharaoh in Ancient Egyptian Society

## Fall Session 2023

General Education: Building Connections (Diversity & Equity, Writing)  
Asynchronous online

### Description of Course

Pyramids and Mummies focuses on the role of the pharaoh in ancient Egyptian Society and its portrayal in modern culture. It centers on the overarching question of how political rulers consolidate, exert, and maintain political power over their constituent populations. To do this, Pyramids and Mummies takes an interdisciplinary approach to Egyptian history, examining it from Natural Science, Social Science, Arts, and Humanities perspectives, assessing how Egyptian pharaohs utilized a diverse array of tactics to rule their kingdom. This course then moves from ancient to modern, analyzing the portrayal of ancient Egyptian kingship in the modern world, with a special focus on the ways in which issues of race, ethnicity, diversity, and equity are addressed in cinematic adaptations of ancient Egyptian culture and kingship. Upon completing this course, students will be able to critically analyze issues of political rule from a variety of disciplinary lenses, and synthesize these multifaceted strategies in clear, concise, and powerful written prose, and they will be able to address issues of race, equity, and inclusion in the reception and adaptation of ancient Egyptian culture.

### Course Prerequisites or Co-requisites

No prerequisites or co-requisites

### Instructor and Contact Information

Instructor: Dr. Robert Stephan

Office: Learning Services Building #211

Telephone: (520) 621-3019

Email: [rstephan@arizona.edu](mailto:rstephan@arizona.edu)

Online Office Hours: via Zoom by appointment, email professor

Teaching Assistants: Please find your TA information on the D2L course website.

Web Information: Course and Instructor websites are on D2L

Instructor Response Time: The instructor and TAs will respond to you within 2 business days. As a result make sure you ask any questions about upcoming assignments or exams more than 2 business days in advance.

### Instructor Biography

Hi there, my name's Rob Stephan. You can call me Dr. Stephan, Dr. S., or Dr. Rob. Really any combination of my first and last name as long as it's got a "Dr." in front of it. I'm an Assistant Professor in the Department of Religious Studies and Classics here at the U of A. My research focuses on the economy of ancient Rome, while my courses cover everything from western civ to ancient athletics to classical mythology. When I'm not droppin' knowledge in the classroom, I'm usually out in the desert hiking around or watching sports and eating profoundly unhealthy fried foods. In particular, I'm on the hunt for the best nachos in Tucson. If you enjoy this course, make sure to check out CLAS 160D2 (Classical Mythology) or CLAS 240 (Ancient Athletics) or HUMS 150B1 (Mind-Altering Substances in the Ancient World) or CLAS 160B1 (Meet the Ancients) in the summer and winter sessions.

## Course Format and Teaching Methods

The modality for this course is ASYNCHRONOUS ONLINE. What that means is that there is no set time for us all to meet together for lectures and activities. Instead, all lectures are prerecorded, and you can watch them whenever it works best for you. So convenient! There are, however, deadlines for assignments, quizzes, and exams for this course. The deadlines for all of these things can be found on the D2L website for the class.

Although this is an asynchronous online class, you're going to be expected to actively participate throughout the semester. In this class, you're going to learn through two methods: active learning and scaffolded assignments. What means, in short, is that you're going to create your own knowledge by embodying various disciplinary perspectives. You won't just listen to me talk about how a humanist thinks about the past - you'll practice thinking like a humanist yourself. Moreover, throughout the modules, you will acquire a series of skills that build upon one another. This is known as scaffolding. The skills you learn will then be combined at the end of the semester in a signature assignment that serves as a culmination of everything you've learned this semester.

## Course Objectives

- **Building Connections.** Students will demonstrate the ability to utilize multiple perspectives and make meaningful connections across disciplines and social positions, think conceptually and critically, and solve problems.
- **Diversity and Equity.** Students will demonstrate knowledge of how historical and contemporary populations\* have experienced inequality, considering diversity, power, and equity through disciplinary perspectives to reflect upon how various communities experience privilege and/or oppression/marginalization and theorize how to create a more equitable society.
- **Writing.** Students will demonstrate rhetorical awareness and writing proficiency by writing for a variety of contexts and executing disciplinary genre conventions of organization, design, style, mechanics and citation format while reflecting on their writing development.

## Expected Learning Outcomes

- Broadly reconstruct the history of ancient Egypt from the pre-dynastic period to the Roman period from lecture and reading source material.
- Apply a variety of disciplinary lenses (i.e. Natural Sciences, Social Sciences, Arts, and Humanities) to identify and analyze strategies that ancient Egyptians pharaohs used to consolidate and exert power over their constituent populations.
- Employ archaeological (material) and historical (textual) evidence to create and support arguments about ancient Egyptian kingship and its impact on social, political, cultural, and economic history.
- Interpret texts from a foreign culture in light of their author, audience, genre, and context, and leverage those texts in support of an argument.
- Reflect on and discuss modern adaptations of ancient Egyptian pharaohs and compare and contrast these adaptations with historical evidence for Egyptian kingship.
- Critically analyze issues of race, ethnicity, gender, and equity in modern film adaptations of ancient Egyptian kingship and culture.
- Compose written texts that critically analyze and synthesize evidence from multiple disciplinary perspectives to make arguments about the nature of pharaonic power.

## Outcomes and Assignments

The chart below shows how the Student Learning Outcomes are articulated with the Course Objectives, Class Activities, and Graded Assignments for this course.

<i>Learning Outcomes</i>	<i>Building Connections</i>	<i>Writing</i>	<i>Diversity and Equity</i>
<i>Course Objectives</i>	Disciplinary Perspectives Evidentiary Support Critical Reading Thoughtful Reflection Academic Writing	Evidentiary Support Critical Reading Thoughtful Reflection Academic Writing	DEI in Film Academic Writing Thoughtful Reflection
<i>Class Activities</i>	Lectures Academic Readings Disciplinary Overviews	Lecture Notes Reading Response Outlines Movie Review Brainstorms	Movies about Egypt Readings on DEI
<i>Graded Assignments</i>	Disciplinary Perspectives Reading Responses Signature Assignment	Disciplinary Perspectives Reading Responses Exams Signature Assignment	Disciplinary Perspectives Movie Reviews Signature Assignment

## Absence and Class Participation Policy

### University-level Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at:  
<http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

### Religious Beliefs

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

### Dean's Excuse

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See:  
<https://deanofstudents.arizona.edu/absences>

### Course-level Policy

The modality for this course is ASYNCHRONOUS ONLINE. What that means is that there is no set time for us all to meet together for lectures and activities. Instead, all lectures are prerecorded, and you can watch them whenever it works best for you. So convenient! There are, however, deadlines for assignments, quizzes, and exams for this course. The deadlines for all of these things can be found on the D2L website for the class.

To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or [drc-info@email.arizona.edu](mailto:drc-info@email.arizona.edu). If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

### Makeup Policy for Students Who Register Late

Students who register late will be able to submit makeup work in accordance with the course late work policy. Any late work penalty will apply.

## Course Communications

Course communication will occur via EMAIL and D2L ANNOUNCEMENTS. Please set your D2L notifications so that D2L Announcements are automatically sent to your email.

## Required Texts or Readings

*Readings.* Instead of using some overpriced textbook, the readings from this course are all going to be ancient sources (in English). You'll learn about ancient Egypt from the words of the ancient Egyptians themselves. Best part? It's all free! I'll provide all the readings for you via a link to a translation or via PDF. If feel like the translations are particularly difficult, you can always get a more modern one out of the U of A Library.

*Multimedia.* For each module in this class, you'll be watching a modern movie about ancient Egypt. When possible, I'll provide a Panopto link to the media selections. For most of the movies, however, it will be necessary for you to rent the selections from YouTube or Amazon. The total cost for all rentals should be less than \$25.

## Technical Prerequisites

In order to succeed in this fully-online course, you must be comfortable working with technology. At a minimum, you should possess the following requisite skills:

- Ability to use the internet in an effective and efficient manner, including installation and management of browser plug-ins and add-ons and conducting searches;
- Basic knowledge of the operation of a computer, file management, and software installation, including copying and pasting, and sending and receiving emails with file attachments;
- Basic knowledge of creating and submitting files using Microsoft Office, Adobe Acrobat, or similar programs.

If you feel that you are missing any of these skills, please contact your instructor immediately.

## Required Technology

In order to succeed in this fully-online course, you must be comfortable working with technology. At a minimum, you should possess the following requisite skills, software, and hardware:

- Computer that meets the minimum tech requirements;
- Reliable internet connection that you can access on a regular basis;
- Webcam, microphone, and headphones;
- Adobe Acrobat (or the ability to read and create PDF files), Microsoft Word (or the ability to open and read MS Word files), Microsoft PowerPoint (or In order to succeed in this fully-online the ability to open and view PPTX files), software that allows for movie creation (e.g., PowerPoint, iMovie, Windows Movie Maker, Adobe Premiere, etc.);
- Ability to use the internet in an effective and efficient manner, including installation and management of browser plug-ins and addons and conducting searches; Basic knowledge of the operation of a computer, file management, and software installation, including copying and pasting, and sending and receiving emails with file attachments;
- Basic knowledge of the operation of a computer, file management, and software installation, including copying and pasting, and sending and receiving emails with file attachments;
- Basic knowledge of creating and submitting files using Microsoft Office, Adobe Acrobat, iWork or similar programs.

If you feel that you are missing any of these skills, please contact your instructor immediately.

## Technology Support

**24/7 IT Support.** Technical assistance is available 24 hours a day, with the exception of University observed holidays. 24/7 can help you with troubleshooting hardware, software, and any special course technology you are using. Available by phone, chat, or help ticket. Website: <https://it.arizona.edu/service/247-itsupport> Phone: (520) 626-TECH (8324)

**D2L Help.** If you are looking for a quick answer to a D2L question, D2L Support has created several tool manuals, tutorials and an in-depth FAQ for many of the common issues and questions related to our learning management system, Desire2Learn. <http://help.d2l.arizona.edu/student/student-home> Need to talk to someone for more in-depth support? Various aspects of D2L are supported by different groups across campus, so D2L Help has put together a handy resource for finding quick and comprehensive support for any questions and issues that you may have. <http://help.d2l.arizona.edu/form/student-contact-us>

## Technology Resources

**Free Software.** UA Software Licensing serves the University of Arizona campus community by providing public domain, bulk purchase, volume, and site-licensed software. <https://softwarelicense.arizona.edu/students>

**Computer-Based Training.** The University of Arizona's UACBT service (Computer-Based Training) offers 24/7 availability of FREE online training to over 1000+ courses and 98,000+ video tutorials, covering a broad range of topics and applications. Most tutorials have between five and fifteen hours of content. Each tutorial is divided into lessons from 2-10 minutes long on average. Each lesson is available as a Flash, QuickTime, Adobe Air, or Adobe Air for Linux movie. You can stop, start, rewind, and review each lesson as often as desired.

<http://uits.arizona.edu/services/uacb>

**Connecting to VPN.** For some of your online classwork, a VPN connection may be required for full access to certain UA resources such as the library databases. A Virtual Private Network (VPN) provides a secure connection from your computer to the network you are connecting to. The VPN client is the piece of software that handles the connection between your home computer, laptop, or mobile device and the UA network. Instructions for downloading and installing the free software can be found on the Information Security website and 24/7 IT Support can assist you with the install.

## Assignments and Examinations

### Reading Responses

- **Overview.** Each module you'll be reading an excerpt from an ancient source. This is cool! You're going to be engaging with texts that were composed more than 2,000 years ago. They can be tricky and difficult, and foreign, but reading the words of Julius Caesar or Herodotus or Homer or Augustus will give you a waaay better sense for Classical antiquity than reading some white-washed version written by a modern author. For each text, I'm going to put up a question to respond to. Post your response to the discussion question as a MS Word file or a PDF.
- **Assessment.** To be eligible for full credit, the response must be at least 300 words, make a powerful argument, contain strong evidentiary support, cite the ancient sources at least 3 times, follow all formatting guidelines, and be turned in on time. The reading responses will be assessed as follows. Grading Rubric can be found on D2L.

### Disciplinary Perspectives

- **Overview.** As a "Building Connections" general education course, you'll be investigating the disciplinary perspectives of the Natural Scientist, Social Scientist, Humanist and Artist - and then you'll synthesize

those perspectives in an interdisciplinary approach to kingship in ancient Egypt. For modules 1-4, you will be watching a mini-lecture on a particular disciplinary perspective. Linked to the lecture is a PlayPosit quiz, which builds the quiz questions directly into the lecture. Answer them as you go. For modules 5-6, you will have short writing assignments that ask you to synthesize the perspectives you learned about in modules 1-4.

- **Assessment.** The PlayPosit quizzes are autograded. You can retake them as many times as you want. To be eligible for full credit on the written assignments, the response must be at least 200 words, make a powerful argument, contain strong evidentiary support, follow all formatting guidelines, and be turned in on time. The module 5 and 6 disciplinary perspectives activities will be assessed as follows.

## Lecture Quizzes

- **Overview.** There are 6 content modules and 2 exam/project-based modules in this online course, each of which would correspond to 2 weeks in a normal semester-long course. For the content-based modules, you'll have several traditional online lectures. Take good notes during these lectures, as you'll be able to use them on the quizzes and exams. For each module there will be a D2L quiz at the end. These questions are your "lecture quiz". Also, you have a great and benevolent professor! I'm letting you take the quiz as many times as you want AND I'm allowing you to use your notes on it.
- **Assessment.** Each quiz is worth 10 points and you get one point for each question you get correct. Quizzes are automatically scored and entered into the gradebook instantly.

## Movie Reviews

- **Overview.** For each module you will produce a 150 word written movie review based on a prompt question or questions. Your written responses will be submitted as discussion posts, either by clicking on the "Discussions" tab on D2L or going directly to the relevant post via each week's module content page. This is also your opportunity to engage with your classmates' ideas. For odd numbered modules, students with last names A-L will post an original review, while students with last names starting with M-Z will respond to someone else's review. For even-numbered modules it's the opposite. Discuss whether you agree or disagree and why, feel free to include your own opinions and ideas as well.
- **Assessment.** Your movie reviews will be graded on a credit/no-credit basis. This is to encourage you to be thoughtful, opinionated, and creative without the fear of having to be "right". We will be checking to see if you've provided an on-topic, thoughtful answer, but this isn't a "right" or "wrong" sort of situation.

## Exams

- **Midterm Exam.** The midterm exam is going to occur after the 3rd module of the course. It's going to consist of factual multiple choice questions and one essay question. The multiple choice questions will test you on factual knowledge from the lectures, while the essay questions will ask you to synthesize material from across lectures. Oh, and you can use your notes on this as well! You'll have a time limit on the test, but feel free to use your notes along the way to help you with both the questions and the essays. Each of the multiple choice questions on the midterm exam will be worth 2.5 points and automatically graded. The essay question will be worth 50 points and graded based on the quality of the content (the precision and strength of the argument, the quality and quantity of the evidence backing up the argument, the quality of the prose putting forth the argument).
- **Final Exam.** The final exam is going to occur after the 6th module of the course, after all the full modules have been completed. It will cover the entirety of the course. It's going to consist of factual multiple choice questions and one essay questions. The multiple choice questions will test you on factual knowledge from the lectures, while the essay question will ask you to synthesize material from across lectures. Oh, and you can use your notes on this as well! You'll have a time limit on the test, but feel free

to use your notes along the way to help you with both the questions and the essays. Each of the multiple choice questions on the final exam will be worth 2.5 points and automatically graded. The essay question will be worth 50 points and graded based on the quality of the content (the precision and strength of the argument, the quality and quantity of the evidence backing up the argument, the quality of the prose putting forth the argument).

- *U of A Exam Regulations*. Find the official University of Arizona exam policies [here](#).

## Signature Assignment

- *Overview*. As a "Building Connections" general education course, you'll be investigating the disciplinary perspectives of the Natural Scientist, Social Scientist, Humanist and Artist - and then you'll synthesize those perspectives in an interdisciplinary approach to kingship in ancient Egypt. For modules 1-4, you will be watching a mini-lecture on a particular disciplinary perspective. Linked to the lecture is a PlayPosit quiz, which builds the quiz questions directly into the lecture. Answer them as you go. For modules 5-6, you will have short writing assignments that ask you to synthesize the perspectives you learned about in modules 1-4. Then, for the Signature Assignment Final Project for this course, you will build upon the research and writing skills you have developed to synthesize the information and strategies from multiple disciplinary lenses (e.g., the social sciences, humanities, natural sciences, and arts) in order to put together a multi-faceted plan worthy of your position as pharaoh. Essentially, create a 500+ word written text (with images as well) that describes your keys to successful Pharaonic rule. In doing so, make sure to include strategies from all 4 disciplinary perspectives.
- *Assessment*. 60% of the Signature Assignment grade will be based on the module-level assignments (the PlayPosits and short writing assignments). 40% of your grade will be based on the final project. You will be graded on the quality and quantity of your project. This will include assessment of the persuasiveness of your ruling strategies, your justification of those strategies based on prior pharaonic precedent, your selection of iconography to support your strategies, and the diversity of strategies (drawing on all four disciplinary perspectives). Your project must be more than 500 words to be eligible for full credit.

## Final Examination and Signature Assignment

- *Final Exam*. The final exam is going to occur after the 6th module of the course, after all the full modules have been completed. It will cover the entirety of the course. It's going to consist of factual multiple choice questions and one essay questions. The multiple choice questions will test you on factual knowledge from the lectures, while the essay question will ask you to synthesize material from across lectures. Oh, and you can use your notes on this as well! You'll have a time limit on the test, but feel free to use your notes along the way to help you with both the questions and the essays. Each of the multiple choice questions on the final exam will be worth 2.5 points and automatically graded. The essay question will be worth 50 points and graded based on the quality of the content (the precision and strength of the argument, the quality and quantity of the evidence backing up the argument, the quality of the prose putting forth the argument).
- *Signature Assignment*. As a "Building Connections" general education course, you'll be investigating the disciplinary perspectives of the Natural Scientist, Social Scientist, Humanist and Artist - and then you'll synthesize those perspectives in an interdisciplinary approach to kingship in ancient Egypt. For modules 1-4, you will be watching a mini-lecture on a particular disciplinary perspective. Linked to the lecture is a PlayPosit quiz, which builds the quiz questions directly into the lecture. Answer them as you go. For modules 5-6, you will have short writing assignments that ask you to synthesize the perspectives you learned about in modules 1-4. Then, for the Signature Assignment Final Project for this course, you will build upon the research and writing skills you have developed to synthesize the information and strategies from multiple disciplinary lenses (e.g., the social sciences, humanities, natural sciences, and arts).

arts) in order to put together a multi-faceted plan worthy of your position as pharaoh. Essentially, create a 500+ word written text (with images as well) that describes your keys to successful Pharaonic rule. In doing so, make sure to include strategies from all 4 disciplinary perspectives.

- *Final Exam Regulations and Final Exam Schedule*, <https://registrar.arizona.edu/faculty-staff-resources/room-class-scheduling/schedule-classes/final-exams>.

## Academic Support Service

### Think Tank Writing Center

The Writing Center offers free consultations by appointment with trained and certified peer tutors. Our tutors offer helpful feedback on any kind of writing at any point in the process—even before there are words on the page. During each session, tutors get acquainted with the student's writing, answer questions, identify patterns, make recommendations, and help the student come up with a plan for moving forward. Tutors can serve as a second set of eyes on personal statements, application essays, lab reports, theses, dissertations, resumes, creative writing, and even professional emails.

### Writing Skills Improvement Program

By Appointment: One free, 50-minute session every other week during the regular academic year. To schedule an appointment, return to our home page and follow the directions under Register for Tutoring. If you are new to WSIP be sure to register first. Drop-in Tutoring: Free 20-minute sessions available twice weekly during the regular academic year; no appointment needed. Small Group Tutoring: One free, 120-minute session every other week during the regular academic year. NEW: Participation in groups is free for 2 academic semesters. After that, a small fee applies.

## Grading Scale and Policies

### University Policy

University policy regarding grades and grading systems is available at  
<http://catalog.arizona.edu/policy/grades-and-grading-system>

### Grading Scale

A ≥ 90; B ≥ 80; C ≥ 70; D ≥ 60; E < 0

### Grade Composition

Reading Responses = 20%

Lecture Quizzes = 20%

Movie Reviews = 20%

Signature Assignment = 20%

Exams = 20%

### Incomplete (I) or Withdrawal (W):

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

### Dispute of Grade Policy

If you disagree with a grade you've received please undertake the following procedure. First, email your TA, describing who you are, what assignment/exam you're referencing, what grade you received, and why you disagree with that grade. Your TA will respond with an email describing why you received the grade you received. If you still disagree, schedule a meeting with your TA, and verbally discuss the assignment and grade. If you still disagree after emailing and meeting with your TA, then email me and cc your TA.

The three of us will then meet together to discuss the grade. Reassessment by the professor will only occur after the student has met with the TA to discuss the assignment and grade.

## Expected Grading Time

You can expect weekly assignments to be graded within one week. You can expect larger assignments, exams, or projects to be graded within two weeks. Any late work submitted will be graded by the end of the semester.

## Honors Credit

This course will accept honors contracts for students in the honors college. The honors assignment will be posted on D2L. To enroll for honors credit, please apply and upload the assignment at the following link: <https://www.honors.arizona.edu/honors-contracts>.

## Classroom Behavior Policy

### Recommended language:

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

### Additional recommendations depending on instructor preferences:

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

### Alternate language for those who want to restrict computers and laptops to an area of the classroom:

Some learning styles are best served by using personal electronics, such as laptops and iPads. These devices can be distracting to other learners. Therefore, students who prefer to use electronic devices for note-taking during lecture should use one side of the classroom.

### Alternate recommended language for those who do not wish to permit laptops in the classroom:

The use of personal electronics such as laptops, iPads, and other such mobile devices is distracting to the other students and the instructor. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period.

## Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See

<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

## Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

## **Accessibility and Accommodations**

Recommended language is provided on the Disability Resource Center website:

<http://drc.arizona.edu/instructors/syllabus-statement>.

## **Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:

<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

## **Avoiding Plagiarism**

The University Libraries have some excellent tips for avoiding plagiarism, available at

<http://new.library.arizona.edu/research/citing/plagiarism>.

## **Selling Class Notes**

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

## **Nondiscrimination and Anti-harassment Policy**

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. For more information, including how to report a concern, please see

<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

## **Additional Resources for Students**

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

### **Campus Health**

<http://www.health.arizona.edu/>

Campus Health provides quality medical and mental health care services through virtual and in-person care.

Phone: 520-621-9202

### **Counseling and Psych Services (CAPS)**

<https://health.arizona.edu/counseling-psych-services>

CAPS provides mental health care, including short-term counseling services.

Phone: 520-621-3334

### **The Dean of Students Office's Student Assistance Program**

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Student Assistance helps students manage crises, life traumas, and other barriers that impede success. The staff addresses the needs of students who experience issues related to social adjustment, academic challenges, psychological health, physical health, victimization, and relationship issues, through a variety of interventions, referrals, and follow up services.

Email: [DOS-deanofstudents@email.arizona.edu](mailto:DOS-deanofstudents@email.arizona.edu)

Phone: 520-621-7057

### **Survivor Advocacy Program**

<https://survivoradvocacy.arizona.edu/>

The Survivor Advocacy Program provides confidential support and advocacy services to student survivors of sexual and gender-based violence. The Program can also advise students about relevant non-UA resources available within the local community for support.

Email: [survivoradvocacy@email.arizona.edu](mailto:survivoradvocacy@email.arizona.edu)

Phone: 520-621-5767

## Campus Pantry

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. In addition, the University of Arizona Campus Pantry is open for students to receive supplemental groceries at no cost. Please see their website at: [campuspantry.arizona.edu](http://campuspantry.arizona.edu) for open times.

Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

## Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct instructors on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me directly in class or via email (instructor email). If you wish to change your preferred name or pronoun in the UAccess system, please use the following guidelines:

**Preferred name:** University of Arizona students may choose to identify themselves within the University community using a preferred first name that differs from their official/legal name. A student's preferred name will appear instead of the person's official/legal first name in select University-related systems and documents, provided that the name is not being used for the purpose of misrepresentation. Students are able to update their preferred names in UAccess.

**Pronouns:** Students may designate pronouns they use to identify themselves. Instructors and staff are encouraged to use pronouns for people that they use for themselves as a sign of respect and inclusion. Students are able to update and edit their pronouns in UAccess.

More information on updating your preferred name and pronouns is available on the Office of the Registrar site at <https://www.registrar.arizona.edu/>.

## Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

## Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

## Schedule of Activities, Assignments, and Deadlines

Schedule of Activities, Assignments, and Deadlines		Deadline (all deadlines at 11:59pm AZ time)
Activities and Assignments		Deadline (all deadlines at 11:59pm AZ time)
<b>Course Introduction</b>		
<ul style="list-style-type: none"><li>• Read the Syllabus</li><li>• Review the Course Website (D2L)</li><li>• Ensure Tech Requirements</li><li>• Complete Syllabus Quiz</li></ul>		August 27
<b>Module 1: Egypt's Earliest Days</b>		
<p>Historical Lectures</p> <ul style="list-style-type: none"><li>• Lecture 1.1: The Birth of Ancient Egypt</li><li>• Lecture 1.2: Egypt's First Pharaohs</li><li>• Lecture 1.3: Narmer:: Unifier of Egypt</li><li>• Lecture 1.4: Hierakonpolis: City of the Falcon</li><li>• QUIZ: MODULE 1 LECTURE QUIZ</li></ul>		August 27
<p>Ancient Readings</p> <ul style="list-style-type: none"><li>• Manetho's <i>Aegyptiaca</i></li><li>• Herodotus' <i>Histories</i></li><li>• Diodorus Siculus' Library of History</li><li>• ASSIGNMENT: MODULE 1 READING RESPONSE</li></ul>		August 27
<p>Disciplinary Perspectives &amp; Signature Assignment</p> <ul style="list-style-type: none"><li>• Signature Assignment Overview</li><li>• Signature Assignment Module 1</li><li>• Overview: The Natural Scientist's Perspective</li><li>• MINI-LECTURE AND PLAYPOSIT: THE NATURAL SCIENTIST'S PERSPECTIVE ON THE PAST</li></ul>		August 27
<p>Diversity &amp; Film</p> <ul style="list-style-type: none"><li>• Resources: Check Review Prompt</li><li>• Read: Orientalism (Said 1978)</li><li>• Watch: Chuck Russell's The Scorpion King (2002)</li><li>• DISCUSSION POST: MODULE 1 MOVIE REVIEW</li></ul>		
<b>Module 2: Age of the Pyramids</b>		
<p>Historical Lectures</p> <ul style="list-style-type: none"><li>• Lecture 2.1: The Old Kingdom: Age of the Pyramids</li><li>• Lecture 2.2: The First Intermediate Period</li><li>• Lecture 2.3: Djoser: Egypt's First Pyramid Builder</li><li>• Lecture 2.4: The Giza Plateau</li><li>• QUIZ: MODULE 2 LECTURE QUIZ</li></ul>		September 3
<p>Ancient Readings</p> <ul style="list-style-type: none"><li>• The Pyramid Texts of Unas (5th Dynasty)</li><li>• The Autobiography of Harkhuf (6th Dynasty)</li><li>• ASSIGNMENT: MODULE 2 READING RESPONSE</li></ul>		
<p>Disciplinary Perspectives &amp; Signature Assignment</p>		

<ul style="list-style-type: none"> <li>• Signature Assignment Module 2</li> <li>• Overview: The Social Scientist's Perspective</li> <li>• MINI-LECTURE AND PLAYPOSIT: THE SOCIAL SCIENTIST'S PERSPECTIVE ON THE PAST</li> </ul> <p>Diversity &amp; Film</p> <ul style="list-style-type: none"> <li>• Resources: Check Review Prompt</li> <li>• Read: Orientalism and the Representation of "Others" in the Mummy</li> <li>• Watch: Stephen Sommers' The Mummy (1999)</li> <li>• DISCUSSION POST: MODULE 2 MOVIE REVIEW</li> </ul>	
<p><b><i>Module 3: Shepherd of the People</i></b></p> <p>Historical Lectures</p> <ul style="list-style-type: none"> <li>• Lecture 3.1: The Middle Kingdom: Golden Age of Culture</li> <li>• Lecture 3.2: The Second Intermediate Period</li> <li>• Lecture 3.3: Amenemhat III: Shepherd of the People</li> <li>• Lecture 3.4: Abydos: City of Osiris</li> <li>• QUIZ: MODULE 3 LECTURE QUIZ</li> </ul> <p>Ancient Readings</p> <ul style="list-style-type: none"> <li>• The Instructions of Amenemhat (12th Dynasty)</li> <li>• The Dispute between a Man and His Ba (12th Dynasty)</li> <li>• The Tale of the Eloquent Peasant (12th Dynasty)</li> <li>• ASSIGNMENT: MODULE 3 READING RESPONSE</li> </ul> <p>Disciplinary Perspectives &amp; Signature Assignment</p> <ul style="list-style-type: none"> <li>• Signature Assignment Module 3</li> <li>• Overview: The Humanist's Perspective</li> <li>• MINI-LECTURE AND PLAYPOSIT: THE HUMANIST'S PERSPECTIVE ON THE PAST</li> </ul>	September 10
<p>Diversity &amp; Film</p> <ul style="list-style-type: none"> <li>• Resources: Check Review Prompt</li> <li>• Read: Gods of Egypt is Gloriously Gonzo AND Gods of Egypt is the Most Racist Film Ever</li> <li>• Watch: Alex Proyas' Gods of Egypt (2016)</li> <li>• DISCUSSION POST: MODULE 3 MOVIE REVIEW</li> </ul>	
<p><b><i>Midterm Exam</i></b></p> <p>The midterm can be found under "Quizzes" or under the "Midterm Exam" tab on the D2L Website.</p>	September 17
<p><b><i>Module 4: Egypt as Empire</i></b></p> <p>Historical Lectures</p> <ul style="list-style-type: none"> <li>• Lecture 4.1: The New Kingdom: 18th Dynasty</li> <li>• Lecture 4.2: The New Kingdom: 19th and 20th Dynasties</li> <li>• Lecture 4.3: Akhenaten: The Heretic King</li> <li>• Lecture 4.4: Thebes: City of Amun</li> <li>• QUIZ: MODULE 4 LECTURE QUIZ</li> </ul> <p>Ancient Readings</p> <ul style="list-style-type: none"> <li>• The Battle of Kadesh (19th Dynasty)</li> <li>• The Book of the Dead</li> <li>• ASSIGNMENT: MODULE 4 READING RESPONSE</li> </ul> <p>Disciplinary Perspectives &amp; Signature Assignment</p> <ul style="list-style-type: none"> <li>• Signature Assignmetn Module 4</li> <li>• Overview: The Artist's Perspective</li> <li>• MINI-LECTURE AND PLAYPOSIT: THE ARTIST'S PERSPECTIVE ON THE PAST</li> </ul> <p>Diversity &amp; Film</p>	September 24

<ul style="list-style-type: none"> <li>• Resources: Check Review Prompt</li> <li>• Read: An Egyptologist's Breakdown of Prince of Egypt</li> <li>• Watch: Disney's The Prince of Egypt (1998)</li> <li>• DISCUSSION POST: MODULE 4 MOVIE REVIEW</li> </ul>	
<b><i>Module 5: A Game of Thrones</i></b>	
<p>Historical Lectures</p> <ul style="list-style-type: none"> <li>• Lecture 5.1: The Third Intermediate Period</li> <li>• Lecture 5.2: Late Period Egypt</li> <li>• Lecture 5.3: Shoshenq of the Meshwesh</li> <li>• Lecture 5.4: Naukratis': First Greek Colony in Egypt</li> <li>• QUIZ: MODULE 5 LECTURE QUIZ</li> </ul>	
<p>Ancient Readings</p> <ul style="list-style-type: none"> <li>• Victory Stele of King Piye (Nubian)</li> <li>• Victory Stele of Esarhaddon (Assyrian)</li> <li>• Victory Stele of Psamtik II and Nectanebo I (Egyptian)</li> <li>• ASSIGNMENT: MODULE 5 READING RESPONSE</li> </ul>	October 1
<p>Disciplinary Perspectives &amp; Signature Assignment</p> <ul style="list-style-type: none"> <li>• Overview: Building Connections</li> <li>• Signature Assignment Module 5</li> <li>• SIGNATURE ASSIGNMENT COMPONENT 5: BUILDING CONNECTIONS THROUGH RULING STRATEGIES</li> </ul>	
<p>Diversity &amp; Film</p> <ul style="list-style-type: none"> <li>• Resources: Check Review Prompt</li> <li>• Read: Indiana Jones Must Retire AND Indiana Jones Denied Tenure</li> <li>• Watch: Steven Spielberg's Raiders of the Lost Ark (1981)</li> <li>• DISCUSSION POST: MODULE 5 MOVIE REVIEW</li> </ul>	
<b><i>Module 6: Greco-Roman Egypt</i></b>	
<p>Historical Lectures</p> <ul style="list-style-type: none"> <li>• Lecture 6.1: Ptolemaic Egypt: The Great Synthesis</li> <li>• Lecture 6.2: Roman Egypt: Emperors and Pharaohs</li> <li>• Lecture 6.3: Cleopatra: Last of the Ptolemies</li> <li>• Lecture 6.4: Alexandria: Jewel of the Mediterranean</li> <li>• QUIZ: MODULE 6 LECTURE QUIZ</li> </ul>	
<p>Ancient Readings</p> <ul style="list-style-type: none"> <li>• Plutarch's The Life of Antony (2nd c. CE)</li> <li>• Caesar's The Civil War (1st c. CE)</li> <li>• Egyptian Sources on Cleopatra (1st c. CE)</li> <li>• ASSIGNMENT: MODULE 6 READING RESPONSE</li> </ul>	October 8
<p>Disciplinary Perspectives &amp; Signature Assignment</p> <ul style="list-style-type: none"> <li>• Signature Assignment Module 6</li> <li>• Academic Example: An Educator's Handbook for Teaching about the Ancient World</li> <li>• SIGNATURE ASSIGNMENT COMPONENT 6: REFLECTION AND PEDAGOGY</li> </ul>	
<p>Diversity &amp; Film</p> <ul style="list-style-type: none"> <li>• Resources: Check Review Prompt</li> <li>• Read: Gal Gadot as Cleopatra is Causing Misplaced Outrage AND Gal Gadot as Cleopatra is a Backwards Step for Hollywood</li> <li>• Watch: Joseph Mankiewicz's Cleopatra (1963)</li> <li>• DISCUSSION POST: MODULE 6 MOVIE REVIEW</li> </ul>	
<b><i>Final Exam</i></b>	
The final exam can be found under "Quizzes" or under the "Final Exam" tab on the	October 11

D2L Website.	
<b><i>Signature Assignment Final Project</i></b>	
For the Signature Assignment for this course, you will build upon the research and writing skills you have developed to synthesize the information and strategies from multiple disciplinary lenses (e.g., the social sciences, humanities, natural sciences, and arts) in order to put together a multi-faceted plan worthy of your position as pharaoh.	October 11

## The Classics Major and Minor

The University of Arizona's interdisciplinary Department of Religious Studies and Classics offers a major (B.A.) and a minor in Classics, with options in Classical Civilization, Greek, or Latin. For more information on the Classics major and minor, see <http://classics.arizona.edu>.

Classics majors have pursued careers in a wide variety of fields, including business, government, law, medicine, education, and social services. Many students have paired the Classics major with majors in a wide range of fields, earning a double major or dual degree. This provides a comprehensive undergraduate education and gives graduates a competitive edge when applying for jobs or graduate studies.

For questions about the Classics major or minors and/or to declare a major/minor, contact the Classics undergraduate faculty advisor, Dr. Robert Stephan, at [rstephan@email.arizona.edu](mailto:rstephan@email.arizona.edu) or visit <https://classics.arizona.edu/declare>. You also can contact the College of Humanities Advising Office for any advising needs, at <http://advising.humanities.arizona.edu>.

The Department also offers a major (B.A.) and a minor in Religious Studies, as well as a minor in New Testament Language and Literature. For more information on these degree options, see [religion.arizona.edu](http://religion.arizona.edu) and [religion.arizona.edu/students/new-testament](http://religion.arizona.edu/students/new-testament).