

ANAR 144  
***PHARAOHS, MUMMIES, AND PYRAMIDS:  
AN INTRODUCTION TO EGYPTOLOGY***

Fall Quarter, 2016  
Tuesday/Thursday 11:00-12:20 PM, SSB 106  
Professor Geoffrey E. Braswell, gbraswell@ucsd.edu  
Office Hours: T/Th 10:00-10:50 PM (before class), Social Science Research Building Room 348

**Introduction**

This lecture course is an introduction to ancient Egypt, with a historical focus on the men and women who shaped western civilization. Special attention will be given to the religion, art, architecture, and science of the first great nation on earth. Although we will discuss Egypt before the age of the pharaohs and after conquests by the Assyrians, Persians, and Greeks, we will concentrate on the apogee of Egyptian civilization, from approximately 3000 to 664 B.C.

**Course Requirements**

Your grade will be based on performance on a midterm exam (40% of letter grade) and a final exam (60% of letter grade). The midterm will be given in class on Tuesday, 25 October, and will cover materials in Chapters 1 through 7 of the textbook. The final will be administered on 7 December at 11:30 AM. Please plan to be on campus through that date. The final exam will cover materials from Chapter 8 through Chapter 10 and the epilogue.

In addition to these exams, you are required to attend all classes. If you will miss a class, please let me know by e-mail ahead of time. Although attendance will not be used to calculate your letter grade, *students who miss five or more classes will receive an F in the course*. Exceptions will be made for documented medical emergencies and family crises.

**Required Textbook**

Bard, Kathryn  
2015 *An Introduction to the Archaeology of Ancient Egypt*. Second Edition. Blackwell Publishing, Malden, Mass.

The paperback version is about \$28.22 to \$45.99 on line, which I hope is reasonable for you.

**Optional Textbook (very useful for slide portion of final exam!)**

Oakes, Lorna, and Lucia Gahlin  
2006 *Ancient Egypt*. Hermes House, London.

This huge coffee table book is sold online for under about \$30. I bought mine at B&N for \$5.

# Course Schedule

## Week 1: Sept 22

*Topics*—How do we study ancient Egypt? Who were the ancient Egyptians? Structure and focus of the course, Geography and the environment of Egypt, Napoleon & his savants, the translation of hieroglyphs, how hieroglyphs work

*Readings*—Chapters 1-2 (begin)

## Week 2: Sept 27 - 29

*Topics*—Egyptian gods, Egyptian myths, Egyptian beliefs, the Paleolithic period, The Neolithic period

*Readings*—Chapters 2 (finish)-3

## Week 3: Oct 4-6

*Topics*—Predynastic Egypt, the unification of Egypt, the Age of the Pyramids

*Readings*—Chapters 4-6 (begin)

## Week 4: Oct 11-13

*Topics*—The Sun Kings, The collapse of the Old Kingdom and the Middle Kingdom

*Readings*—Chapters 6 (conclude)-7 (begin)

## Week 5: Oct 18-20

*Topics*—The Hyksos and the beginning of the New Kingdom

*Readings*—Chapters 7 (finish)-8 (begin)

## Week 6: Oct 25-27 \*\*\*\*\*MIDTERM EXAM on Tuesday, 25 October (Chapters 1-7)\*\*\*\*\*

*Topics*—The female pharaoh & the expansion of Egypt

*Readings*—Chapter 8 (continue)

## Week 7: Nov 1-3

*Topics*—The heretic and the boy king

*Readings*—Chapter 8 (continue)

## Week 8: Nov 8-10

*Topics*—The age of temples, Ozymandias, *Shemot*, and Egypt's highwater mark

*Readings*—Chapter 8 (continue)

## Week 9: Nov 15-17

*Topics*—Libyan pharaohs

*Readings*—Chapter 9

## Week 10: Nov 22 \*\*\*\*\*NO CLASS Thursday, 24 November\*\*\*\*\*

*Topics*—Nubian pharaohs

*Readings*—Chapter 9

## Week 11: Nov 29-Dec 2

*Topics*—Assyrians, Persians, & Greeks

*Readings*—Chapter 10

\*\*\*FINAL EXAM ON 7 December 11:30-2:29 P.M\*\*\*

## *ANAR 144 – Pharaohs, Mummies, & Pyramids*

Fall Quarter 2016

*This is a DETAILED STUDY GUIDE that tells you how to do DO WELL ON EXAMS!*

The exams in this course—indeed all my undergraduate courses—follow a very basic and old-fashioned pattern. The midterm is structured in three sections: (1) identifications; (2) short answers; and (3) synthetic essay. The final exam has these and another part: (4) slide ids. Slide ids have been an integral part of college art history exams since the invention of the camera. Let's begin with some general ideas about "how to do well" and then move on to each part.

### **Caveat**

I will not post notes, presentations, or slides on the web. Second, my Powerpoint notes are little more than skeletal bullets. You really need to hear the lectures to understand the ideas and details. Third, the Powerpoints and many photos are my property. I'm very happy to share them in class but not to put them on the web for anyone in the world to have and use. Fourth, I will show you a lot of images that I consider to be the property of other archaeologists. These show excavations in process, or may be maps, figures, or photos that carry a copyright. I cannot give them away. Finally, I ask that you please do *not* take photos of the slides shown in class.

### **General Ideas on How to Do Well**

(1) *Come to class and do your readings.* I cannot express how important it is to do both of these things. The author of your book concentrates on some things, and I will stress other ideas and interpretations. The most important things to learn are ideas/sites/time periods that are given emphasis by both of us. If we differ in opinions, try to concentrate on what I say in class.

(2) *Read over your notes each day and start lists.* In my presentations, I try to use a contrasting color to give emphasis to items (sites, buildings, particular artifacts, cultures, or time periods) that are particularly important. When you take notes in class or from your book, you might want to underline these. Start a list of these items (maybe even on note cards) and write very brief definitions that stress the important facts. This list will be critical for the id sections of your exams and also for the details in your short answers and essays. There are about 40 site names to learn, and unless you understand Arabic or ancient Egyptian, they can be a little confusing!

(3) *Identify the main ideas discussed in each lecture and chapter.* This might sound obvious, but a lot of people lose the forest for the trees. There are probably no more than a dozen "themes" or "big questions" that are emphasized in the course. It is very easy to figure out—in a general way—what essays and short answers will be about. Write outline essays for these themes!

(4) *Budget your time.* Each section of the exam is worth a certain number of percentage points. Make sure that you do not get bogged down in a section. For example, if the essay is worth 50%, dedicate half of the exam time to writing the essay.

### **Term Identifications**

The important idea behind this section is to show that you know what is important about each word or phrase. Do not worry about writing complete sentences. Use your list of terms to study for this section. While making your list, order what you think is most important for each item.

### **Short Answers**

These are usually designed to fill about one blue book page. Try not to write a long essay, although each of these themes could certainly be expanded to that length. In your short answer, be sure to: (1) actually address the question; (2) write in complete sentences; (3) cite examples that support your argument. The last is important. Do not be vague or try to glide through the question without hanging any meat on a skeletal answer. You will get points for naming the relevant sites, pharaohs, etc.

### **Essay Questions**

It is important to work on this part ahead of time when you study. The essay, of course, must be written in complete sentences and structured in a logical order. My questions will guide you in that structure. Keep these points particularly in mind:

- Many student essays do not address the question! Even if you write true things, you can't get points if your essay is about something else.
- Begin by carefully reading the question. Don't start writing until you understand it.
- Next, break down the question into its various parts.
- Make sure that as you write, you specifically answer each part of the question. Keep each part of the question in a different paragraph or set of paragraphs. Don't mix up each part.
- Be sure to illustrate your answer with specific examples. Don't be vague.
- End with a concluding paragraph that summarizes your argument. In many ways, this will resemble an abbreviated version of a "short answer."

As indicated above, there are not too many big questions/themes in this course. If you study and try to identify them ahead of time, you will do well on the essays. Again, write outlines for questions or topics to which I give particular import in my lectures. Organize these outlines for each theme with examples or data that can be used to make an argument one way or another.

### **Slide Identifications**

The purpose of the slide ids is very much the same as that of the word identifications. The difference is that this stimulates visual rather than verbal memory. Nonetheless, this section of the final often creates consternation and worry, especially for students who miss a lot of classes. Here are some easy tips on how to study for the slide identifications in the final exam:

- Come to every class! There are 19 classes and 20 slides to identify.
- Get the optional textbook. This huge coffee table book has pictures of everything in Egypt.
- Look at the pictures in your book(s) and compare them with your notes.
- Concentrate on images that appear in the book(s) and your class notes.
- Make a list of photos in the book(s) that show the same subject as what you have seen in class.
- Take notes on the pictures in your book(s) that you think I have shown.
- Use your list of terms to identify potential photos that are not in the book(s).
- Go online and search for additional images of things in your list of terms and your list of figures in the book. You probably won't have to do this (except for the Palaeo- and Neolithic periods) if you have the optional textbook.