**COURSE DESCRIPTION**

This course will cover the history of ancient Egypt, from its unification in approximately 3200 BCE to the 5th century CE when hieroglyphs (ancient Egyptian writing) and Egyptian temples finally fell into disuse. The foundation of this course is Egypt’s political history, but we will try to balance this narrative by also exploring some of the texts, artifacts, and behavioral traces left behind by non-royal, “average” ancient Egyptians. Special emphasis will be placed on the methodological and historiographical challenges facing students and scholars of ancient Egyptian history. Human remains, texts, art, artifacts, and architectural remnants will be investigated in order to better understand the ancient Egyptians, their culture and society.

**COURSE OBJECTIVES AND GOALS**

**Course-Specific Student Learning Goals**

By the end of this class, students will…

I. Have knowledge of ancient Egypt’s geography, climate, and ecology and be able to articulate its influence on ancient Egyptian society, religion, and politics.

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1 For the foreseeable future all office hours will be held remotely via Zoom. Students are encouraged to sign up for a time slot, but this is not required.
II. Take a diachronic approach, being introduced to the major periods of ancient Egyptian history so that they will be able to summarize the major events and developments of those periods, and critically consider the significance of changes over time.

III. Take a synchronic approach, and through thematic lectures, be introduced to and be capable of analytical discussion of topics relating to ancient Egyptian society, religion, and reception.

IV. Discuss the colonial, racist, and elitist history of Egyptology as a discipline and relate how this has affected Egyptological scholarship. Students will also be able to disrupt this “traditional” paradigm with de-colonized scholarship.

V. Understand and be able to communicate the main elements of ancient Egyptian kingship, and how the relationship between ruler and ruled changed over the course of Egyptian history.

VI. Be able to discuss the main elements of ancient Egyptian religion and discuss some of the major ways in which it changed over Egyptian history.

VII. Develop a working knowledge of ancient Egyptian social organization.

VIII. Be able to effectively analyze how ancient Egyptian religion, society and politics influenced each other.

IX. Be introduced to, and be able to analyze, the varied ways in which ancient Egyptian culture influenced, and was influenced by, interactions with foreign societies such as the Nubians, Hyksos, Mesopotamians, Greeks, Romans, and others.

X. Further develop their critical thinking skills, their ability to critically analyze primary and secondary sources, and effectively communicate analysis through oral presentations and written assignments.

**COURSE REQUIREMENTS & EVALUATION**

**Readings**
All other assigned readings will be provided electronically on our Blackboard website.

**Assessment**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes &amp; Exams</td>
<td>25%</td>
<td>250</td>
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<tr>
<td>Discussions &amp; Participation</td>
<td>30%</td>
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<tr>
<td>Essays</td>
<td>20%</td>
<td>200</td>
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<tr>
<td>Final Research Paper</td>
<td>25%</td>
<td>250</td>
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<td>+ Service Learning Project</td>
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**Total** 100% 1000 points possible

Students enrolled in the graduate section, HST 632, will have mostly the same assignments, but will be held to a higher standard of academic excellence on par with expectations of a MA-level graduate student. Notably graduate students will be required to prepare discussion questions for the class in addition to normal discussion participation. I expect students enrolled in HST 632 to be role models in the classroom, coming to class fully prepared, readings completed, and assignments done on time, etc.
Quizzes & Content Exams (25%)

- There will be no midterm or final examination. Instead there will be a series of quizzes and four content-driven examinations.
- The quizzes may cover topics related to the syllabus, plagiarism awareness and citing, map-based questions, and questions drawn from the textbook/secondary source readings and assigned primary sources. The quizzes are ‘pop’ in that they are not all pre-assigned to specific weeks, but I will always give adequate time for completion to accommodate diverse schedules. I will make an effort to provide an online alternative to quizzes given in class.
- The content exams are, unsurprisingly, content-driven. They are designed to ensure students are understanding key terms and ideas (see weekly schedule for a list of important terms and concepts). For each week/module there will be a handful of important terms. These, in addition to the primary sources listed in the syllabus, will be the term pool from which the exams will draw. Exams will include terms listed on the day of the exam.
- The exams will ask students to ID (contextualize and present the historical significance) about 10-15 terms and may include an essay component and/or a map based portion. Content exams are not cumulative, though some ideas/places/things may bridge across different time periods.
- All exams will be taken on Blackboard, as will some quizzes. Blackboard-based assignments will be posted and a due date will be set, usually within 2-5 days from the posting. You may take these exams on your own schedule as long as they are finished before the final due date; however, once you start a quiz or exam there will be a time limit set on Blackboard. The time limit will be made clear in the description, but in general you will have 15-30 minutes for the quizzes, and 45 minutes-1.5 hours for the exams. Some exams may be broken up into 2 elements if there is an essay component. All of this will be made very clear on Blackboard.
- Exams and quizzes are open-note and open-book (unless clearly stated otherwise), however there will be a lot of questions to complete within the time limit set. This means that you should expect to study and be well-prepared for all of these assignments. It will not be possible to look up all of the answers on the spot.
  o At no time should you use the internet to find answers to the quizzes and/or exams.
  o I will only give credit to responses that capture how the terms/ideas/places are described in class lectures and in our readings. Even though technically you may be right if you find a definition/description of a term online, you may not receive points for it, if it does not relate to how we specifically have dealt with the term in our class.

Discussions (30%)

- We will have discussions for most weeks of the semester.
- Discussions may take two forms: in-class discussion and online discussion boards.
- For online discussions, each student is expected to post twice during the week. First, a response to one of the week’s questions. Second, a response to another student’s post. The first post and first response will be graded each week. Beyond this, students are especially encouraged to engage in dialogue with your fellow classmates and continue to post. These additional posts will not be individually grade; however, I will consider the final discussion grade holistically. Those who post more than the bare minimum and/or those whose posts are particularly thoughtful, insightful, and well-written, may receive extra points.
  o Directions Part I: For most weeks, there will be two discussion questions (Question A and B). For your first post, you may respond to either question A or B. This must be submitted sometime between Sunday and Tuesday (by 11:59pm) of the week.
Directions Part II: A second post, a reply to some else’s post, must be written and submitted between Thursday and Saturday (by 11:59pm). If your first post was in response to question A, then your reply must be to a post someone else wrote for question B. If your first post was in response to question B, then your reply must be to someone’s post who initially replied to question A.

- Note: Graduate students enrolled in this course will also act as discussion liaisons, and will be required once during the semester to develop their own discussion question for the class. These discussion questions are due 1 week before the discussion is assigned.

- Discussion grade breakdown is as follows:
  - 14 discussions (each week except for week 7 and 16). Students are expected to write a post and a response for each discussion, for a total of two submissions each week.
  - Each weekly discussion is worth 20 points: 10 points for the post; 10 points for the reply.
  - Students may drop 2 discussion grades
    - Exception: Discussion #1 (Week 1, introductions) and Discussion #11 (Week 11, Battle of Qadesh) cannot be dropped. A graduate student cannot drop a discussion for which they are assigned to develop a question.
  - 14 possible discussions – Disc #1 and #11 – 2 dropped discussions = 10 normal graded discussions. 10 x 20 points possible = 200 points.
  - Discussion #1: 10 points
  - Discussion #11: 40 points
  - Overall participation grade: 50 points
    - These points are assigned at my discretion at the end of the class based on overall participation and preparedness in the course. This takes your discussion posts holistically and considers, among other things, their thoughtfulness, insightfulness, preparedness, clarity in writing, and collegiality.
    - Graduate student discussion questions will fall under these points.

- Rubric & Etiquette: Each submission will be assessed by a rubric and all posts, whether explicitly graded or not, are expected to be written in standard academic English (full sentences, no ‘internet’ lingo, cited as necessary, etc.), and collegial. There will be no tolerance for bullying and/or demeaning remarks—such could result in a loss of points and eventual rejection from class discussion boards (and all of the points therein). No anonymous posting will be allowed. A discussion rubric and etiquette will be posted to the discussion page on Blackboard.

Historiographic Essays (20%)
- Two historiography essays will be assigned in this class.
- Essay 1 is due in Week 5. This essay asks you to consider different scholarly perspectives on Egypt, or Kemet, (and the people of ancient Egypt/Kemet) specifically from Eurocentric and Afrocentric approaches.
- Essay 2 will consider the Amarna period, and is due in Week 9. In this essay students will contrast and compare different scholarly perspectives on the Amarna Period, assess the evidence used (or not used) by each author, and will draw an opinion on the usefulness and applicability of the scholarship in history-writing. This essay will be fully written out (not outlined as essay 1) by each student. Though the task at hand is large, students will only have
3 double spaced pages with which to present their assessments of the scholarship. Concision and clarity in writing will be a notable portion of this assignment’s grade.

Final Research Paper + High-Impact Service-Learning Project (25%)

- Students will submit a final research paper (in lieu of a final examination). Paper is due Wednesday December 9 by 11:59pm to Blackboard.
- Part 1: Write an analytical research paper (on ancient Egypt) in which you use secondary sources to provide context, and analyze primary sources to arrive at a novel argument or interpretation. This paper will be approximately 15-18 pages, approx. 3800-4500 words, in length (not including the bibliography).
- Part 2: Complete a “high-impact service learning” project. All projects must be shared with the wider community either via self-publishing, permission to publish on ARCE-MO’s website (pending approval) or similar. All projects must also include a reflective essay that discusses the project, your experience, and intentions for the project. This project will take the form of one of the following:
  - Design a class lesson plan for a middle or high school class (grades 7-12).
  - Record a podcast (approximately 5 minutes in length) on the topic of your research paper
  - Create a video that highlights aspects of your research for a general audience
  - Build a 3D model of an ancient Egyptian artifact with layered notation (similar to: https://sketchfab.com/3d-models/painted-chest-of-tutankhamen-0e1cd153f72f4af29df9adb71d147b14 )
  - Build a virtual environment, game, experience, or similar (ideally that can run on Oculus Go)
  - Develop an ancient Egypt themed app for smart phone/similar.
  - Other project approved by me in writing.
- Students should follow the Chicago Manual of Style (a guide is available here: Website for Chicago Manual of Style Quick Guide). All writing assignments must include citations in Chicago style. Footnotes are preferred (though I will allow author-date in-text citation on an individual basis if you can explain why this system is more appropriate for your work).
- You will submit all assignments for your final research project via Blackboard (if you built a 3D model or similar we can arrange for alternative delivery of the final project), and all assignment submissions will be run through plagiarism detection software.
- Note that I have a zero-tolerance policy on plagiarism. Papers that show evidence of plagiarism (which the online system finds or that I find independent of the software) will be assigned a “0” grade and the case will be forwarded to the office of academic integrity. If there is evidence of a student trying to cite, but not doing it correctly, I will sometimes allow a student to re-do parts of the assignment, but this is only in exceptional cases. In general plagiarism is a black and white issue and I do not consider intent. As this is a 500-level history course, you are expected to fully understand what constitutes plagiarism—if you are unsure, find out now. I am more than happy to help educate you on this topic. More on this policy under “policies” below.

- Included in this assignment, are sub-assignments:
  - Paper Proposal (due in Week 7)
(a) Topic and Project ID: In this submission, students must identify their paper topic and high impact service learning project. After this point, major changes to topic or project cannot be made.

(b) Research Q: While a thesis will not yet be formed, students need to identify a nuanced, specific research question.

(c) Abstract: The proposal should include 1-2 large paragraphs describing the topic of the research and identifying the methods and sources that will be used to investigate the topic.

(d) Annotated Bibliography: This proposal should also include an annotated bibliography in Chicago style. A minimum of three primary sources (at least one must be visual and at least one must be textual), and three scholarly secondary sources (at least one must be an academic journal article) are required—for a total of six entries minimum. The textbook may be used in the paper, but does not count as a secondary source for this assignment. You may use the source book (Simpson) for primary sources, but only two of your three primary sources may be drawn from this (or the textbook). At least one primary source must be found through other research means.

(e) Project Skills and Resources: Students should make a list of skills and resources (and potential associated costs) associated with their high impact service-learning project, and identify which skills/resources are already in their possession and how they will gain access to any others.

(f) Timeline: A timeline for the paper, with specific internal deadlines for research, writing, and editing, should be drawn up.

- Paper Outline + Timeline (due in Week 14)

In this assignment, students are expected to turn in a detailed outline of their research paper, including a fully articulated thesis. An updated timeline should also be included, as well as an updated bibliography (not annotated) in Chicago style. Optional: Students may submit a completed first draft of the paper (with bibliography and citations) for consideration in lieu of an outline and updated timeline.

Parameters for all writing assignments
- All written assignments in this class should abide by the following parameters (points will be take off if they do not and/or an assignment may not be accepted): typed, double spaced, 12-point font, 1 inch margins, Times New Roman. Word doc or pdf submissions only.
- All writing assignments must include footnote citations and a bibliography in Chicago style. Bibliographies do not count towards total page or word mins/max.

**Grading Scale**

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<tr>
<th>Grade</th>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<td>B</td>
<td>84-86</td>
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<td>B+</td>
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<td>D</td>
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<td>D+</td>
<td>67-69</td>
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I do not round grades. To get an A, for example, you must earn a 94.0 or higher. A 93.99 is an A-.

To receive a “Pass” Grade students must achieve a 64% or above.
Service-Learning Component

1. Integrated Course Description: This course is a service learning integrated course. This means that service learning is integrated into the course, as a fixed component of it. The goal for this course is to enable students to apply their knowledge of the ancient world towards efforts to provide educational opportunities to members of our Springfield, Missouri in person and virtual community, notably children in elementary/middle/high schools and their teachers.

2. Course Statement: Integrated Service-Learning (ISL) that incorporates a community service experience with classroom instruction has been integrated into this course to provide a community-based learning experience. Service-Learning addresses the practice of citizenship and promotes an awareness of and participation in public affairs. Through this experience students gain an understanding of how their work is connected to sustainable efforts (social, economic, environmental) to addresses problems/issues in the community they serve. The Integrated Service-Learning Course requires a minimum of 15 hours of unpaid service to a not-for-profit community organization, government agency or public service provider. The community partners for this course are various Title I school teachers throughout southwest Missouri (and elsewhere when material is offered virtually) and/or others as approved by the CASL office and course instructor. The community service placement will relate to the course learning objectives as outlined in this syllabus. Reflection assignments are assigned to help students understand discipline concepts and develop higher order critical thinking skills. Additionally, this course provides students with real world experience that can be included on resumes, offers the ability to test career choices, to apply theories and concepts learned in class and make connections to the real world, and the opportunity to have a positive impact in our community. To assess the integration of the service-learning portion of this course, CASL staff will administer an assessment during the last three weeks of the semester (either online or in person). The evaluation results will assist your instructor in the further development of this course, especially as it relates to the service-learning project. Results are provided to your instructor after the grades are submitted to the Registrar’s Office.

3. Required Reflection Tools: Each student will be required to have a ‘service learning’ journal in which they write about and reflect upon their experiences. This can be typed as an essay, or can be a visual essay combining images and text, (e.g. powerpoint). This is due when our final research paper is due during Finals Week.

4. Requirements: Every student will select a service-learning project and communicate how they will complete their project as part of their paper prospectus. Students are expected to dedicate 15 hours, across the semester, to this project. Projects can take one of the following main forms:

   a. Design a class lesson plan for an elementary through high school class (grades 1-12).
   b. Record a podcast (approximately 5 minutes in length) on the topic of your research paper geared at a general audience and/or for classroom curricular enhancement.
   c. Create a video that highlights aspects of your research for a general audience and/or for classroom curricular enhancement.
d. Build a 3D model of an ancient Egyptian artifact with layered notation (similar to: https://sketchfab.com/3d-models/painted-chest-of-tutankhamen-0e1cd153f72f4af29df9adb71d147b14)
e. Build a virtual environment, game, experience, or similar (ideally that can run on Oculus Go)
f. Develop an ancient Egypt themed app for smart phone/similar.
g. Other project approved by me in writing.

5. Grade Percentage Statement: Service learning components will account for 15% of the student’s total grade in this course (this is built into the join service learning + final research paper project in the grade breakdown). Students are evaluated according to their effectiveness in integrating course material and the community service activity, not just for completing the required service.

6. Course Goals and Objectives: see above.

OFFICE HOURS
All office hours for Fall 2020 will be held remotely. You can reach me through numerous means:

1. Email. I regularly check and respond to email. Check email etiquette and remember to include all relevant information and to email only from your Missouri state email. JuliaTroche@MissouriState.edu.

2. Google Chat (ProfessorJuliaTroche@gmail.com). During office hours I will also be available over gchat (note that a record will be kept of all conversations). I will not respond to emails sent to this address or messages sent not during office hours. Because you must message me through google to take advantage of this communication (and not through your official Missouri state email) I will not discuss anything specific relating to class or grades. This is best used for quick content-driven questions. I know some people may not always be able to access a quiet place for video conferencing, so gchat can be an alternative option (but again no grades can be discussed though in this format).

3. Video meeting through Zoom. You must register (and be signed in) to a zoom account in order to join these office hour meetings. You can register for a free zoom account by visiting: https://zoom.us/signup. Please make sure you register with your full name (and not a nickname). I will only admit students whose names I can confirm are on my roster (to ensure there is no “zoom bombing”). Do not share an account with a family member or roommate. All zoom meetings are automatically recorded. If you have a problem with this let me know when you are first admitted to the call, or email me ahead of time.
For Monday Office Hours (Mondays 2-3):

**Link:**
https://missouristate.zoom.us/j/92680758357?pwd=Y3BKNXRZaEZlMVNFRIZyZUZSTkJjdz09  
Meeting ID: 926 8075 8357 ; Passcode: Naramsin

For Tuesday Office Hours (Tuesdays 11-3):

**Link:**
https://missouristate.zoom.us/j/94759118300?pwd=ZW5PQWdBa1RDQzBSRlpDVXFnRF6dz09  
Meeting ID: 947 5911 8300 ; Passcode: Naramsin

I encourage students to sign up for a time slot, but this is not required. Students will be kept in a virtual waiting room and will be “let in” to the zoom meeting once I am done meeting with the previous student. Just like in normal, in person office hours, you may show up to a line of students waiting to talk with me (but you won’t be able to see this virtual line) so please be prepared to wait a few minutes. Be aware—the way zoom works is that when I admit you to the meeting from the waiting room, you do not get a warning; if you have enabled video and audio it automatically turns on and I can see and hear you. So, I suggest not doing or saying anything you wouldn't normally say or do in the hallway, in person, outside of my office.

**ACCOMMODATIONS AND POLICIES**

Note my attendance and grading policies are also discussed above.

**STATEMENT ON REQUIRED FACE COVERING:**
In accord with the MSU Mask and Face Covering policy (https://www.missouristate.edu/Coronavirus/masking-policy.htm), Greene County Health Department (https://www.springfieldmo.gov/5140/Masks-and-Face-Coverings), and the Springfield City Ordinance (https://www.springfieldmo.gov/AgendaCenter/ViewFile/Item/14780?fileID=203417), masks or face coverings must be worn at all times during a traditional (seated) class. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC) guidelines (https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html). Face shields are not considered masks or face coverings for purposes of this requirement.

Students who cannot wear a mask or face covering due to a disability must contact the Disability Resource Center (DRC) (https://www.missouristate.edu/disability/) to initiate the interactive accommodation process.

In the absence of an approved accommodation, a student’s refusal to wear a mask or face covering will be considered a classroom disruption, consistent with Op3.04-11 Class Disruption, and may result in the student being administratively dropped from the class section.

**CHPA Masking Policy specifics**
1. Class cannot commence until all students are wearing face coverings
2. If students are noncompliant, they will be given a warning, either directly or in the form of a general warning/reminder to the entire class.
3. If students remain noncompliant, they will be asked to discuss the masking policy immediately with Department Head of CHPA Dean
4. If student is noncompliant, faculty member should notify his/her department head and dean with student’s name, who will be warned that noncompliance will lead to an administrative drop from the course. Student will also be reported to the Student Conduct Office.
5. If noncompliant student refuses to leave, faculty have been told to contact campus security.
6. If a multiple students are noncompliant an entire class may be canceled as a last resort.

ACADEMIC DISHONESTY:

All students are responsible for understanding and following the university’s academic integrity policies and additional policies for specific classes. The University policy, formally known as “Student Academic Integrity Policies and Procedures” are available at the Reserves Desk in Meyer Library and online, at http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm. The student code of conduct is available online at https://www.missouristate.edu/StudentConduct/12331.htm. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

This includes, but is not limited to, cheating and plagiarism. Cheating and/or plagiarism will be reported to university officials in every single case whether intent is clear or not. There is zero tolerance for cheating or plagiarism. Cheating and plagiarism can take many forms, including (but not limited to): using notes or resources when otherwise not allowed; facilitating cheating for someone else (telling someone what is on an exam who hasn’t taken it yet); copying and pasting text from the textbook or any other source without quotation marks and a citation; copying someone’s (including the textbook) argument, which includes general organization and structure; paraphrasing without citation; poor “paraphrasing” in which a student changes only one or two words or re-orders sentences. Cheating and plagiarism is not limited to these infractions.

Furthermore, all work for this course is required to be original and wholly your own. This means, for example, you may not submit for this class work that was submitted for another course or purpose, nor may you submit an assignment simultaneously in two classes without written explicit consent by all involved parties. Your work should be wholly originally, meaning it should be approx. 90% your own words. Quotations should account for 10% or less of your written work. Use quotes only when absolutely essential to your argument. Otherwise cited paraphrasing is preferred. You will not receive credit for an assignment that is entirely, or majority, composed of quotes.

Note that all paper assignments will be run through plagiarism detection software that compares your submission to published works, online sources, and other students’ papers. Seek help before an assignment is submitted and double check that you are submitting your intended assignment. Once your work is submitted you are held responsible for that submission.

Every student is responsible for understanding the full extent of plagiarism and academic honesty, which is outlined in the policy mentioned above. Discovery of academic dishonesty usually results in you failing the assignment and/or class, but actions could be more severe. You cannot drop a course to avoid a charge of academic dishonesty. You do have the right to appeal a charge of academic dishonesty.

ATTENDANCE AND MAKE-UP POLICY:

- Due to the unusual nature of this semester, I will have a more flexible attendance policy than is normal; specifically, I will not be assigning any points based purely on attendance. There are some class days (such as discussion days), however, in which attendance will be required to receive participation points. All students can drop two discussions, though (not including discussion #1 or #11). If you miss more than 2 discussion days for an excused absence alternative arrangements may be made, such as participating in an online discussion or writing a critical response to one of the assigned readings—this will be made in consultation with the professor and permission to make up missed points must be received in writing (email) by me.
- Consistent attendance is strongly encouraged for student success in this class.
- Prolonged absences (due to covid/quarantining/other) must be communicated to the Professor as soon as you know about the absence—usually this is BEFORE the absence happens, and rarely within 48 hours after the absence begins. Most assignments can be completed online and therefore extensions will
not be provided. In the event of an extreme medical emergency, or similar, adjustments to this policy may be made.

▪ For students who know they will have extended, excused absences, such as having to quarantine, I will make available video lectures that cover similar material to what will be discussed in class lecture. Students will be encouraged to also get notes from a classmate. In most instances students will be expected to continue completing assignments that are online (such as exams and discussions boards) unless we have made alternative arrangements (confirmed in writing, via email).

▪ If you miss more than 3 classes in a row without, for any reason, you will be reported for non-attendance, unless you have communicated to me the reason for your absence and I have approved it as “excused”.

▪ **As a rule, there will be no make-up options.** Plan your time accordingly. If you get sick the day before an essay is due you will not get an extension. You should be working on these assignments leading up to their due date.

▪ A make-up/extension may be granted only if you contact me at least one week prior to the assignment due date with a legitimate reason (as determined by me). If you do not contact me before the assignment is due, I will only give a make-up in an extraordinary circumstance (e.g. medical emergency).

▪ If you miss an exam or assignment due to a medical emergency (and so you were not able to contact me ahead of time), you must email me as soon as is reasonably possible—this will depend on your situation but normally this is within 24-48 hours. I will also always require documentation from your doctor or a medical professional. Students have a right to privacy, so your doctor does not need to give me details, but they will need to explicitly state that you were under their care during the time of the exam/assignment.

**EMAIL ETIQUETTE, OFFICE HOUR COURTESY, AND PHONE CALLS:**

Only use your official Missouri State email for university matters (the exception to this is contacting me via gchat for only general class content questions and similar). I will only reply to a university email. When you need to get in contact with your Professor, please include, in your email subject, the class number or class name and section number. I will not search through all of my class lists to find you. I will simply not respond or I will reply and request you to re-send with relevant information included. All emails should begin with a salutation and title (e.g. Dear Dr. Troche/Hello Professor Troche). It is professional to refer to all of your professors by “Professor” or “Dr.” Avoid using “Mr.” “Mrs.” “Mam” and the like. Be patient. I try to return emails within 48 hours, during the work week, between the hours of 8am-5pm. I may or may not check email over the weekend; I may or may not check emails after 5pm. Plan accordingly; do not send multiple follow up emails within 48 hours.

I encourage all students to stop into office hours (now via Zoom). If you want to talk about a grade or something specific to you, you may want to email me ahead of time to say you will be stopping in—this will give me time to try and look over things before our meeting. I will generally limit office hour meetings to 10-15 minutes.

Due to the dynamic nature of technologies, if you wish to discuss FERPA matters (such as grades) please be prepared to recite your M-number and other relevant identifying information to confirm your identity.

**STATEMENT OF NONDISCRIMINATION:**

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor’s Department Head. Please visit the OED website at Missouri State Equity Statement Weblink.

**RELIGIOUS ACCOMMODATION:**
Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

**DISABILITY ACCOMODATION:**
If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) [Missouri State University Disability Resource Page], Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively. Note that the accommodations office normally requires 48 hours or more advance notice to set up an exam—do not expect to show up to the schedule exam and tell me then you have an accommodation, this is something you need to plan ahead for.

**CELL PHONE USE:**
As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University’s emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Computers and phones may be used during class at the discretion of the instructor. Normally I will allow students to use these devices for taking notes, reading assigned sources, etc. but if they become a distraction or I notice students surfing facebook, email, etc. I may revoke this at any time during the semester.

**DROPPING A CLASS:** It is your responsibility to understand the University’s procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. See Academic Calendars ([University Calendar](#)) for deadlines.

**AUDIO AND VIDEO RECORDING OF COURSE ACTIVITY:** Students who wish to record lectures or class activities for study purposes should inform the faculty member first. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9).
Course materials, including powerpoints, course notes, posted lectures, online materials, etc. are all governed by copyright laws and cannot be shared or distributed by students without explicit written permission. This includes any recordings and/or photographs and/or slides shared with the students by the instructor or taken by the student of course materials. These materials may not be shared or distributed without proper permissions. Of note, students may not take notes and sell or share those notes with students outside of class or to a third party (including online websites). While the notes belong to the student, the wording, organization, and/or structure being copied by the student is the unique intellectual creation of the professor and university. Notes posted online, distributed outside of the class, etc. generally do not follow intellectual property laws.

**EMERGENCY RESPONSE STATEMENT**
At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to Office of the Provost and Safety and Transportation Website and Emergency Operations Plan.

**MENTAL AND EMOTIONAL HEALTH**
As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at Counseling Center Website.

**FOR ALL OTHER POLICIES**
For all other policies, see the Provost’s syllabus statements webpage.

**History of Ancient Egypt | HST 532/632 | Troche**
**Contingency Plan-B in the Event Classes Move to Virtual Instruction due to COVID-19**

If the university requires that our course moves to a virtual setting, our plan is laid out here. Some minor changes may be made based on changing university policies and/or other extraordinary circumstances, but the following is my plan for our class. Please note that every class will have its own plan and so this is not a universal plan and you will need to check your other syllabus/professors for your other classes.

**How will class be taught? Will class be held at the same time as our seated class was scheduled (what is known as “remote” or “synchronous” learning) or will the class move entirely online (what is called “asynchronous”)?**

Entirely online/asynchronous. If our class transitions from seated instruction, our class will move entirely online. We will not have required synchronous, live meetings.

However, I plan on holding a few optional “live” lectures/q&a events (via Zoom) during regularly scheduled class. These may be on things such as how to start a research project; or how to cite in
Chicago style; or will simply be extended office hours held just for you all on the topics covered in class. If appropriate, I will record these sessions and make them available.

**What about Office Hours? How do I get in touch with you if we move to virtual instruction?**
Whether we are holding class seated or virtually, I will remain available via email, which I check regularly. I usually can respond to emails very quickly, but I make every effort to get you a response within 48 hours. Due to COVID-19 concerns, all of my office hours for the Fall semester will be held virtually (in real time). See the main syllabus discussion of office hours for more information and specifics.

**What additional technology will I need if seated classes are transitioned?**
None. That is no more than is required for your seated, in-person class. Due to the COVID-19 pandemic, there is a higher than usual technology requirement for all students even in seated classes to ensure access to class materials if students or the professor is sick. All class assignments will use Blackboard. If we move online, all class discussion will also use Blackboard. Exams will be taken online and require students to have a computer with stable internet access and a computer camera. See the technology statement in the syllabus for the full list of technology related requirements, help with technology, and related resources. Professor office hours and “live” instruction events will take place via Zoom. You will only need to sign up for a free Zoom account.

**What about attendance or participation grades?**
Students will be expected to participate fully and robustly in our online learning community, just as you are expected to do in our seated class, if we transition online.

**How will I know if things on the syllabus change?**
Blackboard and email. In our normal seated class, I will regularly post Announcements via Blackboard, that also get emailed out to students. I will continue using this method of communication if the class transitions. You are expected to check Blackboard and university email daily (and to read ALL communication CAREFULLY). I cannot stress this enough. I will try to not over burden your inboxes, which may cause some emails to be long and full of important information. Read all of them promptly and thoroughly. I promise to similarly read your emails promptly as they come in.

**How will assignments and exams be completed?**
Blackboard. If we transition to remote/online instruction, all assignments will be submitted via Blackboard typically as word documents or pdf’s. All exams will be taken online and will require you to use a Lockdown browser that monitors you as you take the exam. If the testing center on campus remains open and available to students, I will also allow exams to be taken in the Missouri State University testing center. All exams will be timed, but usually you will have at least 48 hours in which to take the exam (but once you start you will then be timed).

**What about grades?**
Regardless of if our class is held seated or remote/online, I will always keep the Blackboard gradebook up-to-date and give feedback to assignments via Blackboard.
Class FAQ

1. What technology, software, etc. do I need to be successful in this class?

Whether the class remains seated, shifts to hybrid or remote learning, or goes entirely only, the technology requirements for the class remain the same:

a. Stable, consistent internet access during class time and throughout the week. Most assignments are due on Blackboard just before class on Tuesdays, during class on Thursdays, or by Friday/end of the week.
b. You will need to regularly check university email and access Blackboard.
c. For office hours: You will need to sign up for a Zoom account—the free version will work. [https://zoom.us/signup](https://zoom.us/signup)
d. You will need to be able to watch YouTube videos.
e. You will need to have access to a computer that is not a Chromebook, and that has a video camera and microphone either built in or attached.
f. Optional: You will need to have a g-mail account (also available for free) if you wish to use the gchat communication option during office hours.
g. Additional tech is possibly required depending on the high impact service learning project you select.

2. What do I do, related to coursework, if I am sick (possible with Covid-19 or other contagious illness) and need to stay home while I am tested, and/or I received a positive test result and need to quarantine?

a. If you are feeling ill, follow the guidelines laid out by the University and make sure to contact the Covid-19 Taskforce: [https://www.missouristate.edu/Coronavirus/report-exposure-or-positive-test-result.htm](https://www.missouristate.edu/Coronavirus/report-exposure-or-positive-test-result.htm)
b. Email me ASAP to make arrangements for class/coursework.
   a. Most of the assignments in our class can be completed and submitted online. If you are quarantining, but are feeling well enough, you will be expected to continue to complete assignments and take exams on time.
   b. To ensure equity and fair treatment to all students in class, I will require a doctor’s note for students asking for an extension to a major assignment, which includes discussions, exams, and components of the final research paper and project. Students are allowed to drop two discussions (except discussion #1 and #11). If you are not feeling well and don’t get a doctor’s note, you can use one of these drops for a missed discussion.
   c. If you are missing only normal “lecture” days, you should still email me to let me know what is going on, but you are not required to get a doctor’s note as there are no points being made up (since I do not assign points based only on attendance). However, remember, after three missed classes you may be reported for non-attendance, so even if you are not asking to make up points, you should let me know if you will have a prolonged absence of more than 1 week.
   d. If your situation is unique, I will try to work with you to develop unique, individual solutions as long as the integrity of the course is kept to the same standard and such an arrangement is not inequitable or unfair relative to what is being asked of other students in the class.
   c. In most cases, I will be able to provide you with previously recorded video lectures that cover similar material to what is covered in class lectures. Many of our discussions will be online, so you will be able to participate from home. Exams will have synchronous online options for all students.
3. What happens if the Professor gets sick or has to quarantine?
This is likely to happen! I see over 100 students and faculty each day I am on campus, often without physical distancing. It is not a question of “if” but “when” I will feel under the weather. When this happens, I will not be allowed to come to campus! Depending on how fast testing can get processed, I may have to wait days, or longer, to receive a covid-19 test result.

Depending on how I feel during this time, I will either lead lectures and discussions live (synchronously) via Zoom or I will provide pre-recorded lectures for you to watch via Blackboard and YouTube. Discussions that were meant to be held in class, may be moved online for the days/weeks that I am not able to be on campus. Assuming I recover quickly, class will return “back to normal”. Exams will take place entirely online if I am no able to be on campus.