

# HISTORY 770: ANCIENT HISTORY READINGS SEMINAR

*Topic:* Religion as Historical Catalyst in Ancient Egypt  
Dr. Julia Troche | Missouri State University | Spring 2022



*Figure 1: Scene from the KV 57, the tomb of Eighteenth Dynasty King Horemheb, showing Horemheb (right) offering to the god Osiris (left).*

**Professor:** Dr. Julia Troche  
**Email:** JuliaTroche@MissouriState.edu

**Office:** Strong Hall 433  
**Office Hours<sup>1</sup>:** Mondays 11-1; Tues & Thurs 2-3

## COURSE DESCRIPTION

Recommended Prerequisite: HST 701. Readings in chosen periods and topics in world history, comparative history, or a study involving at least two global areas such as diaspora studies. May be repeated up to 9 hours.

## COURSE OBJECTIVES AND GOALS

In this class students will learn about ancient Egyptian history through the lens of religion. We will focus on the Old through New Kingdoms (c. 2700-750 BCE), but will also include modules on multiculturalism (notably in the Late Period and Third Intermediate Period), and entanglement in Hellenistic and Roman Egypt (c. 323 BCE – 200 CE). In addition to learning about ancient Egyptian history (e.g. historical content), this course will introduce students to a number of theorists who have influenced the study of religion and history in antiquity, such as Bell, Geertz, and Smith. By the end of this course, students will be expected to not only speak about ancient Egyptian history and the influences of Egyptian religion on historical change but also contextualize this discussion within the methodological and theoretical frameworks of modern scholarship presented here.

## COURSE REQUIREMENTS & EVALUATION

We will have a number of articles and books assigned in this course.

### Articles

Students should plan in advanced to find and get a copy of all assigned readings. I will sometimes give you a pdf of an article or book chapter--I will denote this in the syllabus by [PDF]; other times I may give you the bibliographic information and expect you to use online library resources to find the article—I will denote this in the syllabus typically, by [JSTOR], or other reference—no denotation means you are expected to find it on your own.

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<sup>1</sup> Office Hours will be in person by default, but I am happy to meet during these times over zoom as well. If meeting over zoom, we will meet in [this zoom room](#) (ID: 958 6166 4705; Passcode: S@rgon!). I won't have the zoom room open though automatically (it is too easy to miss people coming in), so just email me if you want to meet online and I will open up this room. If meeting in person, **masks will be required** for the entirety of the semester, regardless of general changes to the campus masking policy. If you have any issues with this, I suggest setting up a virtual, zoom meeting with me to meet virtually instead. Students who are unwell are also required to meet via zoom. If I am sick, I will move all office hours to zoom and will announce this via BB announcements.

## Books

Students may elect to purchase books, as they are required readings, but students may alternatively borrow books from the library at Missouri State or through Interlibrary Loan (ILL)/Mobius/local libraries. Please give yourself at least 3 weeks to receive the books you need through ILL or other library borrowing networks. You are expected to have access to the following four books:

Jan Assmann (trans. David Lorton). *The Search for God in Ancient Egypt*. ISBN: 9780801487293

~~Bodel and Olyan (Eds). *Household and Family Religion in Antiquity*. ISBN: 9781118255339 [I have been told this is out of stock. Let me know if you have gotten a copy or not!]~~

Dunand and Zivie-Coche (trans. David Lorton). *Gods and Men in Egypt*. ISBN: 9780801488535

Erik Hornung (trans. John Baines). *Conceptions of God in Ancient Egypt: The one and the many*. ISBN: 9780801483844

## ASSESSMENT

Syllabus & History/Geography Quizzes (5)	125 points possible
Discussions Boards (11)	150 points possible
Discussion Leader/CRR	50 points possible
Module Essays (2)	100 points possible
Final Essay (1)	75 points possible
	<b>500 points possible</b>

## Content-driven History and Map Quizzes

- There will be no midterm or final examination. Instead there will be 5 quizzes and a number of essay assignments (see below for information on essay assignments). Each quiz will be worth 25 points for a total of 125 points possible.
- Except for the syllabus quiz, the quizzes will be based on lectures I post and assigned readings. The purpose of these quizzes is to ensure a base level of historical background and comprehension is met so that students can accurately assess influences of religion on historical change in ancient Egypt.
- These quizzes will consist of fill in the blank questions, multiple-choice questions, matching questions, and the like (i.e. no short answer or written components).
- Students can take these quizzes on their own schedule, as long as all quizzes are completed by the end of week 5.
- All questions will be graded by Blackboard so pay attention to spelling, capitalization, and punctuation. Blackboard will inevitably mark some “correct” answers “wrong” due to things like spelling variations, etc. After all exams are completed in week 5, I will go through and make manual corrections, though a consistent disregard to spelling or other details may result in points not being awarded. Only **after** these corrections are made, if you still feel as though there are missed points on a quiz should you email me. In this email you should include the quiz number and specific question; for each you should identify the answer you provided and a brief (1 sentence or left) explanation as to why you think this is the correct answer.
- Quizzes may be open note, but students should **not** consult outside sources, including internet sources (unless explicitly assigned), which are often very wrong when it comes to ancient Egyptian history and religion. Students should only consult their notes, based on lectures I post, and the readings I assign in the course.
- Quizzes will be timed, so while it is possible to consult notes, students should study before beginning a quiz, as it will probably not be possible to look up every question in the allotted time.
- Students will typically have between 50-75 minutes to complete a quiz. Specifics will be provided on the description of each quiz. Please note this before beginning the quiz and ensure you have a quiet environment with secure internet access. See the heading “Technology Statement” below for more on technology requirements and expectations for this course.
- Because you have 5 weeks to complete these quizzes, no other extensions or make-ups will be allowed. You should, thus, plan your time accordingly and not wait until the last minute to take all of the quizzes. Blackboard sometimes unexpectedly goes down for short periods of time and I will not consider this a valid excuse for not completing quizzes or other assignments.

- j. If there are concerns about cheating, including using online or other resources not allowed, sharing information about quizzes, or if there are other issues or concerns, it is up to my discretion to ask students to take exams in a testing center. Online students are responsible for scheduling these in a timely manner and for all costs that may be accrued at testing sites (which usually run \$20-\$50 per exam). Students can take exams free of charge at Missouri State University's campus testing center. I do not plan on requiring students to go to testing centers, but I reserve the right to require this if necessary. Thus, you should locate a testing center within reasonable distance in case this comes up.

### Discussion Boards

- a. Throughout our class there will be 13 discussion boards, most worth 12 points (see "grading" note below in letter "j"). Students will be expected to write thoughtful, critical posts to the threads posted on these boards.
- b. Unless otherwise stated, students are expected to make an **original post to a minimum of two threads** in the discussion board; they are also expected to write a **reply to a minimum of two** other people's posts. You may of course post more than this, but these are the minimums for full credit.
- c. A discussion board rubric will be posted to BB, but in general a "critical" post is one in which a student does not simply summarize the reading but engages analytically with the reading. So, the reading says A and B—but what are the implications of this?
- d. If referring to specifics within the readings (as most posts should), the post should include page numbers referring to where the specifics are mentioned. This does not have to be a full Chicago Style citation, but can be an in-text parenthetical with the page number if the author and article/book is obvious by the context of the thread or post; for example, if discussing the only article assigned by Baines for that week we can simply include the page number at the end of the sentence (92). If we are reading more than one article or book by a single author, the post should include the date of the publication to make clear which is being referred, such as (Baines 1987, 92).
- e. While a student's reaction to the reading may be included in a post, it should not be the focus of the post. In terms of academic scholarship, I do not care how you *feel* about a reading, but I care how you can interpret, understand, and apply that reading. Therefore, phrases such as "I found interesting" should generally be avoided unless followed by a critical evaluation of why X was "interesting" historically or within the context of a theoretical debate.
- f. Similarly, reply posts that simply state a student's agreement or disagreement with the author of a reading or with another student is not complete—an explanation of why there is agreement or disagreement, based on available evidence, should be constructed.
- g. Additionally, students should avoid making comparisons between the readings and "today" or with another culture. Before effective comparisons can be made, you must first fully understand the culture of study. Otherwise comparisons are superficial, fail to communicate your understanding of the topic, and at worst imply that we should only care about ancient Egypt because of its relevancy to X or Y modern concept/event/culture. The purpose of this class is to study ancient Egypt in and of itself and to understand why and how things were happening in ancient Egypt—not to study how ancient Egypt affects us today.
- h. While a discussion board post may feel informal, your post is a formal submission in this class. Therefore, academic language should be used and the post should be thoughtful in its content and edited for grammar and spelling.
- i. I will grade your posts and replies for each week, but I may not give you detailed feedback on your discussion board post every week or for every thread. I will give you feedback at least every three weeks.
- j. Grading. There are 13 discussion boards. All students must complete Discussion Board #1. Of the other 12 discussions boards, students may drop 1. This may be a week the student does not participate at all, or for which they received a low grade.

### Discussion Leader

Each student will be "discussion leader" for one week of discussion. Some weeks there may be multiple students assigned as "discussion leader", other weeks there will be only one, but the expectations will remain the same.

- a. During the week: A discussion leader is responsible for moderating the discussion boards—pushing discussions forward, acting as an "expert" for that week's readings, answering questions that other students may have, and letting the professor to any potential issues in the discussions boards (major disagreements, bullying, boards that have no posts, etc.).
- b. By Wednesday\*: The leader is also responsible for ensuring that there is at least one post for each thread before Wednesday. \*the only exception to this is week 12 when posts are due on Tuesday due to the Spring holiday.
- c. By Sunday (FOLLOWING the week assigned): Discussion leaders will submit **via Blackboard** ("Discussion Leader Critical Reading Response" tab) a critical reading analysis of their assigned article (c. 3-4 pages, or 1000 words). This critical reading response will be a mini-historiography essay, summarizing the main argument of the author, critically analyzing the evidence used, contextualizing the article within larger scholarship, analyzing the breadth of the topic

covered in the article, the strengths of the article, and any academic/scholarly weaknesses in the article (e.g. the author only considers visual sources and does not consider textual evidence). Robust citations expected in Chicago footnote style.

### Module Essays

- a. Twice during the semester students are expected to write an essay in response to a prompt that I will post, each worth 50 points.
- b. Essays should be approximately 4 pages in length (c. 1000 words), not including bibliography, and submitted to the appropriate Blackboard assignment page as a word doc or pdf.
- c. You will have two weeks to write the essay, so you should be up to date on all of the readings in preparation.
- d. Essay prompts can draw from any of the four modules before the essay assignment (Essay 1 considers modules 1-4; Essay 2 considers modules 5-8).
- e. You will not be expected to do additional reading or research for these essays—in fact I want you to **only use course reading materials**. Do not use internet sources, unless explicitly assigned for this class. Use any and all readings and resources assigned in class (coming from any week).
- f. Essays should be precise and specific in their response to the prompt. You will be graded on the content of your response, but also the precision and concision of your writing and the effectiveness of your argumentation.
- g. Essays should be analytical. Focus on what you can prove with the support with evidence found in the readings.
- h. Citations (footnotes) and Bibliography should follow the Chicago Manual of Style (a guide is available here: [Website for Chicago Manual of Style Quick Guide](#)).

### Final Essay

- a. Unlike your module essays, your final essay will draw on the assigned readings, but will also require you to do some additional research.
- b. The final essay should be approximately 10-12 pages in length, or 2500-3000 words, not including a bibliography.
- c. You will submit your final essay to the appropriate Blackboard assignment page as a word doc or pdf.
- d. Essay must include citations and bibliography in Chicago footnote style.
- e. All students will need to submit a prospectus outlining their intended topic for the final paper and an annotated bibliography with a minimum of five (secondary) sources—two of which must be found by the student and cannot be from assigned readings. Of the two sources you find on your own, at least one must be an academic journal article, published in the past 30 years.

### PARAMETERS FOR ALL WRITTEN ASSIGNMENTS (EXCEPT DISCUSSION BOARD POSTS)

- a. All written assignments in this class (except for discussion board posts) should abide by the following parameters (points will be taken 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.**
- b. All written assignments must be submitted to their appropriate Blackboard assignment page and will not be accepted by email or any other means. In the case that Blackboard is temporarily down or not working, you may email me a copy of your assignment to time stamp its completion, but you must still upload the assignment to Blackboard for it to be graded. Failure to do so may result in a “0” grade.
- c. All written assignments must include footnote citations and a bibliography, both in Chicago Style. You should cite direct quotes and paraphrased statements and general references. Bibliographies do not count towards total page or word mins/max.
- d. Do not include a cover page or large heading: In a single line at the top right of the first page (this can be a header, or simply written at the top of the first page), write your first and last name, and the name of the assignment, e.g.: Julia Troche, Module Essay 1.
- e. All submissions should include page numbers.
- f. 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.
- g. 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 only on the earlier assignments, and never on the final essay), 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 graduate 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.

- h. You are responsible for all submitted materials; it is your responsibility to double or triple check what you are submitting is the correct document and that your document includes citations. Accidentally submitting notes or other materials without citations could result in a plagiarism case.
- i. All written assignments for this course must be wholly original. This means you may not use an assignment from another class unless you have received written approval from both me and the professor of the class whose work you wish to use. This also means your assignment should be no more than about 10% quotations. Quote directly only when absolutely necessary, and instead paraphrase (and still cite!) when possible to make the writing your own. If quoting yourself, you still must cite. You can plagiarize yourself if not properly cited.

### GRADING SCALE

90-93 = A-	94-100 = A	
80-83 = B-	84-86 = B	87-89 = B+
70-73 = C-	74-76 = C	77-79 = C+
	60-66 = D	67-69 = D+
	0-59 = F	

Note: I do not round grades. A 93.99% is an A-. An A is a 94.0 and above. The same goes for + and – of other letter grades.

### TECHNOLOGY STATEMENT

- a. This is an online course and, thus, requires certain technologies, such as computer access and stable internet. These resources can be accessed free of charge on Missouri State University campus. If you are not near Missouri State’s campus, you take full responsibilities for any costs that may occur related to these technology requirements. If this presents a problem for you, I suggest you re-consider taking this online course.
- b. Your computer should be able to play YouTube videos, have up-to-date Flash, read Acrobat pdf’s, read Microsoft Word Documents, and access Blackboard and all of its resources. Be aware that cloud-based tablets and computers often have problems with the activities required in online courses.
- c. You should plan your time accordingly and not wait until the last minute to complete your work. Blackboard sometimes unexpectedly goes down for short periods of time and I will not consider this a valid excuse for not completing quizzes or submitting other assignments.
- d. You should identify a back-up option in case of technical failure (bad internet, computer crash, etc.). Find a library nearby where you may use a computer and internet for cheap/free. If you are nearby Missouri State University’s campus, the Meyer Library offers free access to computers and internet. If you are not nearby and have a laptop, identify local internet hotspots, etc.

### EMAIL ETIQUETTE & EXPECTATIONS

The primary mode of communication in this course will be Blackboard and email. I will post all major course updates and any changes to the Blackboard Announcements page; important messages will also be emailed out. The best way to reach me is via email: [JuliaTroche@MissouriState.edu](mailto:JuliaTroche@MissouriState.edu). I usually respond to emails within 2-3 days during the work week. During holidays and over the weekend, I may take longer to respond. Please do not send multiple emails on the same topic within 48 hours. Our communications are professional, and they should be written, then, with care, respect, and professionalism (this goes both ways). Please address all emails with appropriate salutation (this is true for all emails you send to all your professors and university personnel); for me this would be “Dr. Troche” or “Professor Troche”. In your emails make sure to make explicit the course in which you are enrolled and to include your full name (and M# depending on what you are requesting/asking about).

To ensure student privacy and uphold FERPA regulations, I will only respond to university emails—I will not respond to student emails that come from personal servers, such as gmail. For similar reasons I try to avoid talking about grade specifics over email—Blackboard will always have the most up-to-date information on your grade, and it is via Blackboard that I will share feedback.

## ACCOMMODATIONS AND POLICIES

*Note my grading policies are also discussed above.*

Please review university syllabus policies found here: [SYLLABUS STATEMENTS WEBPAGE](#).

*Some will be highlighted below, but you are responsible for making yourself aware of all the policies found on the Provost's website, linked to above.*

### 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](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.

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.

### CHOSEN NAME & PRONOUNS STATEMENT

If you have a name you (prefer to) go by that is not reflected in the name listed in my registration list, please let me know. I will do my best to use your preferred names, and accurate names and pronouns. By the way—mine are she/her/hers, and I prefer to be addressed as either Dr. Troche or Professor Troche (pronounced Tro-shay). If I mispronounce your name or make a mistake, please correct me.

### ATTENDANCE AND MAKE UP POLICY FOR ONLINE CLASSES

#### Attendance Policy

- a. As this is an online course there is no formal attendance requirement. Students are expected to keep up with readings and assignments and participate on discussion boards. A student may be considered as in "non-attendance" if they fail to respond to emails and fail to engage with the online class platform for two weeks, or 14 consecutive days (excluding university holidays, but including weekends). Students are expected to regularly check university email and to be available to respond within 72 hours. No points will be awarded for attendance or participation.
- b. As a general rule, no make up's or extensions will be granted. Since this is an online class, most assignments are already built into the course with considerable flexibility and few time restraints; thus, I will rarely grant any sort of extension.
- c. The exception to this, would be in the case of a true medical emergency, or otherwise difficult to re-schedule medical appointment/event. In these instances, I require medical documentation (a vague note from a nurse or doctor is appropriate—I do **not** want or need specifics beyond the dates you were being seen and that it was due to an unforeseen medical event). In these sort of circumstances, I may only provide brief extensions, though, as students are expected to be working on assignments for many weeks, leading up to the due-date.
- d. Similarly, if there is a major life event (a death and/or funeral, birth, etc.) that considerably affects your ability to complete an assignment within the timeframe detailed in the syllabus, I may consider a brief extension on rare occasions.
- e. In general, if you contact me beforehand, I will be able to be more flexible and consider your case. Requests for an extension after-the-fact will almost always be rejected, except in the case of a medical emergency.
- f. I will not give an extension for general illness or sickness, computers crashing, or other extracurricular demands.

- g. If you do 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.

## **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](#).

**COVID CONTINGENCY PLAN:** In Spring 2020, we witnessed the University mostly shut down due to the covid-19 pandemic. As this is an online class, a similar event would have minimal effects on our class. Our class does require research that many students will access through the Missouri State University library or a neighborhood library. These resources may become limited in the event of a closure. Nevertheless, our research efforts will continue as many resources are available online and/or I may be able to make select resources available to students so that they can complete their research projects. If you have accommodations or wish to take your exams in a testing/proctoring center, covid may affect this. There have been new efforts by Missouri State University's testing center, though, to offer things such as Zoom-proctored exams, and the like to accommodate students who need to take exams remote either due to university closures, persons with underlying conditions, and/or persons exposed to or positive with covid who are quarantining. In all of the above circumstances, our class will push forward, though accommodations or changes may be made as necessary. Any changes to our course will be communicated clearly via email and the Blackboard course announcements page.