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Faculty Senate

12-9-2022

SR 22-23-14 CC

Marshall University Faculty Senate

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University Curriculum Committee RECOMMENDATION

SR 22-23-14 CC

Recommends approval of the listed **UNDERGRADUATE COURSES ADDITIONS** in the following college and/or schools/programs:

College of Education and Professional Development

EDF 200 Pre-Residency Clinical

- **Rationale:** A pre-Residency Clinical Experience in an elementary, secondary and/or middle school. An opportunity to work with faculty, staff, and students in a teaching/learning environment.
- **Curriculum:** [COEPD-EDF 200-COURSE ADD.pdf](#)

Honors College

HON 489 Honors Internship

- **Rationale:** Mentored experiential learning opportunity contracted with a business enterprise, professional organization, or government agency and the Honors College for honors students in good standing. Requires mentor evaluation and student report.

Curriculum: [HON 489 Course Addition signed.pdf](#)

College of Liberal Arts

RST 260 Intro Anc Egyptian Relig & Culture

- **Rationale:** Treats the cultures and religions of Egypt from the Neolithic to Late Periods, and their impacts and receptions in ancient and modern cultures. Archaeology, art, literature, and history based.

Curriculum: [Undergrad Course Addition - RST 260 - signed.pdf](#)

**University Curriculum Committee
RECOMMENDATION**

SR 22-23-14 CC

FACULTY SENATE CHAIR:

APPROVED BY THE FACULTY SENATE:  DATE: 12/1/2022

DISAPPROVED BY THE FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED:  DATE: 12-12-22

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

NOTE: Recommendations should be sent to the Faculty Senate office via email. Recommendations longer than one page or those with attachments are to be sent in final format with this as a cover page. Any incomplete recommendations or those requiring extensive formatting changes will be returned to the recording secretary/committee.

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: COEPD Department/Division: CIF Alpha Designator/Number: EDF 200
 Contact Person: Dr. Paula Lucas Phone: 62882

NEW COURSE DATA:

Course Title: ~~Soph/Jr Clinical Experience~~ Pre-Residency Clinical (Limit of 30 characters & spaces.)
 Alpha Designator/Number: EDF 200
 General Education Designator(s) (check all that apply): CT INTL MC Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpiu/gened/core-ii-courses-info/>
 Catalog Description (Limit of 30 words): A pre-Residency Clinical Experience in an elementary, secondary and/or middle school. An opportunity to work with faculty, staff, and students in a teaching/learning environment
 Co-requisite(s): NA First Term to be Offered: Spring 2023
 Prerequisite(s): Sophomore or Junior status Credit Hours: 0
 Grading Mode: Graded: _____ Credit/No Credit: X
 Course(s) being deleted in place of this addition (must submit course deletion form): NA

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>Paula Lee Lucas</u>	Date: <u>9-29-2022</u>
Registrar: <u>[Signature]</u> 422804	Date: <u>6/29/2022</u>
College Dean: <u>Feresia Cagle</u>	Date: <u>9-29-2022</u>
College Curriculum Chair: <u>Paula Lee Lucas</u>	Date: <u>9-29-2022</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>10/21/22</u>
Faculty Senate Chair: <u>[Signature]</u>	Date: <u>12/01/2022</u>
VP Academic Affairs/VP Health Science: <u>A. Murkhyjee</u>	Date: <u>12/9/2022</u>

* - Signature necessary only if course is to be Core Curriculum Course

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: COEPD Department/Division: CIF Alpha Designator/Number: EDF 200

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

This is a clinical course, so the SCOPES Office staff will be responsible for student placement at

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

NA

3. If this course will be required by a department/division other than your own, identify by name.

NA

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

NA

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

NA

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

NA

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

NA

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

EDF 200
Pre-Residency Clinical Experience
(Sophomore/Junior semesters)
Course Syllabus

Text: Handbook of Clinical Experience-available online at <http://www.marshall.edu/coepd/plc/>

INSTRUCTOR:

Mrs. Amanda Preece

amanda.preece@marshall.edu

Student Center of Professional Education Services (S.C.o.P.E.S.):

201C Education Building

Phone: 304-696-3100

Office Hours: 8:00 a.m.-4:00 p.m.

COURSE DESCRIPTION: Pre-Residency Clinical Experience (0 credit hours). A pre-Residency Clinical Experience in an elementary, secondary and/or middle school. An opportunity to work with faculty, staff, and students in a teaching/learning environment.

PURPOSE: This 40-hour clinical experience includes observation, tutoring, working with individuals and/or small groups at the appropriate grade level(s) in a public/private school setting. The purposes of this junior/sophomore level clinical experience are:

- To provide a window through which pre-Resident students in the COEPD can view students and classrooms from the teacher's perspective.
- To assist pre-Resident students in gaining teaching skills through participation in tutoring, teaching and other activities as appropriate in the classroom, and
- To provide pre-Resident students with the opportunity to observe students' developmental levels.
- To provide a classroom setting in which pre-Resident students can practice various strategies and skills learned/discussed in education courses being taken during the same semester as EDF 200.

****EDF 200** (40-hour clinical; CR/NC) will be taken by the pre-Resident student **EVERY** semester as a sophomore and junior. A minimum of 4 sections of EDF 200 are required to be taken BEFORE Residency I.

GRADING POLICY:

EDF 200 is a Credit/No Credit course. To receive credit for the course the pre-Resident student must:

- Complete 40 clinical hours in a public/private school classroom.
- Receive a passing score from the cooperating teacher on the evaluation form (no ratings of unsatisfactory)

ATTENDANCE:

Pre-Resident students are expected to be present and on time for the clinical experience **every day** for which they have been assigned to the classroom, from the beginning date to the ending date. If an emergency occurs, the student must immediately inform the cooperating teacher and the SCoPES Office.

Important Note: Pre-Resident students who do not begin the clinical on the appointed date or who are absent or tardy excessively may be removed from the clinical and will need to re-enroll in a subsequent semester.

BACKGROUND CHECK: The SCoPES Office staff **must** authorize all students representing Marshall University **prior** to entering a school.

West Virginia law mandates that all persons entering a school or having contact with students must have completed a background check and have not been found on the sexual offender registry prior to entering a school. Each county and school can also use the results of that background check as a basis for admitting or denying admittance. It is the procedure of the Marshall University College of Education and Professional Development that every student will obtain a background check prior to being placed in a school setting.

Marshall University has chosen CastleBranch.com as an approved provider of background checks for our students. You must obtain a background check at CastleBranch.com or another third party vender (approved by the SCoPES Office staff) to be permitted into a school. All results must be received by the second week of the semester in order to be eligible for any clinical assignment. CastleBranch charges \$46.00 for this service. All fees are the responsibility of the students. If you have any questions about your background check, contact the SCoPES Office.

POLICY STATEMENTS:

- The SCoPES office staff will assign teacher candidates to schools and teachers.
- Changes will not be allowed unless approved in writing by the SCoPES Office.
- Experiences in unauthorized settings will not be counted as credit toward fulfillment of the 40-hour requirement.

UNIVERSITY POLICIES: By enrolling in this course, you agree to the University Policies.

Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

MARSHALL UNIVERSITY E-MAIL ACCOUNTS: You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

BIBLIOGRAPHY

- Beattie, M. (2001). The art of learning to teach: Pre-service teacher narrative. Columbus, OH: Merrill/Prentice Hall.
- Enz, B., Kortman, S., & Honaker, C. (2002). Trade secrets: For primary and elementary teachers. Dubuque, Iowa: Kendall/Hunt Publishing Company.
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- Kaplan, L. & Edelfelt, R. A. (1996). Teachers for the new millennium: Aligning teacher development, national goals, and high standards for all students. Thousand Oaks, CA: Corwin Press.
- Martin, D. B. (1999). The portfolio planner. Columbus, OH: Merrill.
- Marzano, R. J. (2000). Transforming classroom grading. Alexandria, VA: Association for Supervision and Curriculum Development.
- Moffatt, C. & Moffat, T. (2003). Handbook for the beginning teacher: An educator's companion. Boston: Pearson Education, Inc.
- Posner, G. J. (1996). Field experience: A guide to reflective teaching. White Plains, NY: Longman.
- Powell, R. P. (1996). Field experience: Strategies for exploring diversity in schools. Englewood Cliffs, NJ: Merrell/Prentice Hall.
- Reed, A. J. & Bergman, V. E. (2001). A guide to observation, participation, and reflection in the classroom. Boston: McGraw Hill, Fourth Ed.
- Reimen, A. & Sprinthall, L. (1998). Mentoring and supervision for teacher development. New York: Addison Wesley Longman, Inc.
- Ryan, M. (2003). Ask the teacher: A practitioner's guide to teaching and learning in the diverse classroom. Boston: Pearson Education, Inc.
- Silverman, R., Welty, W. M. & Lyon, S. (1996). Case studies for teacher problem solving. New York: McGraw Hill.
- Slavin, R. (1995). Cooperative learning. Boston: Allyn and Bacon.
- Wandberg, R. & Rowher, J. (2003). Teaching to the standards of effective practice: A guide to becoming a successful teacher. Boston: Allyn & Bacon.

**Most of these resources are 20+ years old, but they are key in the field of education and clinical experiences.

Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: Honors Department/Division: n/a Alpha Designator/Number: HON 489
 Contact Person: Brian A. Hoey Phone: 3046966405

NEW COURSE DATA:

Course Title: Honors Internship (Limit of 30 characters & spaces.)

Alpha Designator/Number: HON 489

General Education Designator(s) (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Catalog Description (Limit of 30 words): Mentored experiential learning opportunity contracted with a business enterprise, professional organization, or government agency and the Honors College for honors students in good standing. Requires mentor evaluation and student report.

Co-requisite(s): _____ First Term to be Offered: Spring 2023

Prerequisite(s): Admitted Honors College 1 Credit Hours: 1-4

Grading Mode: Graded: _____ Credit/No Credit: X

Course(s) being deleted in place of this addition (must submit course deletion form): n/a

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>n/a</u>	Date: _____
Registrar: <u>[Signature]</u> 240101	Date: <u>10/11/2022</u>
College Dean: <u>[Signature]</u>	Date: <u>10/12/22</u>
College Curriculum Chair: <u>n/a</u>	Date: _____
General Education Council Chair *: <u>n/a</u>	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>10/21/22</u>
Faculty Senate Chair: <u>[Signature]</u>	Date: <u>12/01/2022</u>
VP Academic Affairs/VP Health Science: <u>A. Muthurjee</u>	Date: <u>12/9/2022</u>

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: Honors Department/Division: n/a Alpha Designator/Number: HON 489

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

n/a

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

n/a

3. If this course will be required by a department/division other than your own, identify by name.

n/a

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

n/a

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

n/a

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

n/a

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

n/a

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
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4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: COLA Department/Division: Humanities Alpha Designator/Number: RST 260
 Contact Person: E. Del Chrol Phone: x64323

NEW COURSE DATA:

Course Title: Intro Anc Egyptian Relig & Culture (Limit of 30 characters & spaces.)
 Alpha Designator/Number: RST 260
 General Education Designator(s) (check all that apply): CT INTL MC Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>
 Catalog Description (Limit of 30 words): Treats the cultures and religions of Egypt from the Neolithic to Late Periods, and their impacts and receptions in ancient and modern cultures. Archaeology, art, literature and history based.
 Co-requisite(s): n/a First Term to be Offered: Spring 2023
 Prerequisite(s): None Credit Hours: 3
 Grading Mode: Graded: Credit/No Credit: _____
 Course(s) being deleted in place of this addition (must submit course deletion form): n/a

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>[Signature]</u>	Date: <u>16 SEP 22</u>
Registrar: <u>[Signature]</u> 3865201	Date: <u>9/16/2022</u>
College Dean: <u>[Signature]</u>	Date: <u>9/16/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>09/27/22</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>10/21/22</u>
Faculty Senate Chair: <u>[Signature]</u>	Date: <u>12/01/2022</u>
VP Academic Affairs/VP Health Science: <u>A. Mukherjee</u>	Date: <u>12/9/2022</u>

* - Signature necessary only if course is to be Core Curriculum Course

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: COLA Department/Division: Humanities Alpha Designator/Number: RST 260

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

Dr. Nikki Cummings

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

n/a

3. If this course will be required by a department/division other than your own, identify by name.

n/a

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

n/a

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

n/a

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

Classroom, Blackboard

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

N/a

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).



Marshall University

College of Liberal Arts
Humanities Department
Classical and Religious Studies

Introduction to Ancient Egyptian Religion and Culture

RST 260: SEC #, CRN #, MC, Spring 2023

Professor: Dr. Marie N. Pareja Cummings (Doc)

Email: cummingsma@marshall.edu

IG: @artnarch19

Course Description

This course begins by searching for commonalities between the ways that important literature, subjects, activities, sites, and objects are treated and discussed both within religious and secular literature. Such topics include the *sacred mountain* concept, ethnocentricity, liminality, and coming-of-age ritual behaviors. Students will first contextualize each work of literature that we cover, first discussing the general culture, time period, and location to include political, social, and economic factors. Students then become familiar with critical architecture, art, religion(s), religious figures, rulers, and authors from the periods in which the works were written. The course will focus on *Gilgamesh*, *Confessions* of St. Augustine, *The Prophet*, *Bhagavad Gita*, and Snorri Sturluson's accounts of Norse myth, so that students will not only compare writing styles – both the ‘preserved’ words and ideas -- but they will be able to understand the ways in which our knowledge is limited, why its limited, and how to identify, engage with, learn from (and when possible avoid) biased understandings and interpretations.

Credits

3 cr.; undergraduate.

Prerequisites

None.

Term/Year

Spring 2023 (9 January – 21 April)

Format

This course is offered fully in-person, in a face-to-face format. The class meets on Day/time/room. Feel free to bring lunch, snacks, and/or beverages, so long as masking is optional. When masking is mandatory, please do not remove your mask.

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (<https://www.marshall.edu/academic-calendar/>).

Instructor

Dr. Marie N. Pareja Cummings (Doc)

Contact Information

- Office: HH 412
- Office Hours: Tuesday 11.00am – 3.00pm; Wednesday 8.00am-2.00pm; by appt
Please email Doc by 5 pm the night before to make an appointment. This allows for us all to honor one another's time!
- Office Phone: n/a (yet).
- Marshall Email: cummingsma@marshall.edu

Preferred Communication Method and Expected Response Time

Preferred: Email; Expect 24-48 hours for a response. If Doc takes more than 48 hours to respond, please *politely* forward your initial email to her and as a gentle reminder.

About Me

If you want to learn a little more about me, feel free to check out my website:

<https://marienicolepareja.wixsite.com/home>.

COVID-19 Related Information

Marshall's COVID-19 protocols are [online](https://www.marshall.edu/coronavirus) (<https://www.marshall.edu/coronavirus>). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information.

Key policies at the start of the Spring 2023 semester include the following:

- **Masks are required for everyone in all public indoor spaces on university property, regardless of one's vaccination status.** These spaces include classrooms, labs, office suites, hallways, lobbies, stairwells, etc. Instructors may choose to teach either while wearing a mask or face shield or while standing behind the plexiglass barrier in the classroom.
- **In order to remain in in-person classes, students must sign the Marshall Return to Campus Student Agreement** that outlines public health expectations and [University COVID-19 policies](https://bit.ly/2VPENaa) (<https://bit.ly/2VPENaa>).
- **In order to remain in in-person classes for the Fall 2021 semester, students must submit their current vaccination status** in the online [Student Vaccination Registry](https://mubert.marshall.edu/vaccinerecord.php/) (<https://mubert.marshall.edu/vaccinerecord.php/>). The

registry offers several possible responses, including an option to not disclose vaccination status.

- **Students will disinfect their personal workspaces and virtual learning hubs** with disinfectant wipes provided nearby.
- **Students who are unable to follow University requirements due to a disability** should seek reasonable accommodations from the Office of Disability Services (ODS) during the first week of class.

Required/Recommended Texts and Materials

Required:

The Oxford History of Ancient Egypt by Ian Shaw. ISBN: 0192804588

Recommended:

When Women Ruled the World by Kara Cooney. ISBN: 9781426219771

Pharaoh's Land and Beyond by Creasman and Wilkinson. ISBN:
9780190229078

All other course materials will be free and readily available online, whether as PDFs posted to Blackboard or weblinks to articles, museum websites, excavation websites, or YouTube videos.

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see “Get Connected” and “Internet Browser” at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#) (<https://www.marshall.edu/design-center/students/> and <https://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the [Blackboard Browser Checker](#) and ensure that you set permissions properly and have all the necessary plug-ins. (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- This course will require a webcam and microphone to use Microsoft Teams (or Zoom, with permission from IT) for synchronous meetings.
- [Adobe Acrobat Reader](#) may be needed to read some files. This plug-in is available free. (<https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students will be required to submit assignments as Microsoft Word documents (.docx) or as PDFs, using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](#) (<https://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

If you have technical problems, please contact one or more of the following:

- [Blackboard Support](https://www.marshall.edu/design-center/support-ticket/) (https://www.marshall.edu/design-center/support-ticket/)
- Marshall [Information Technology \(IT\) Service Desk](https://www.marshall.edu/it/departments/it-service-desk/) (Help Desk) (https://www.marshall.edu/it/departments/it-service-desk/)
 - Huntington: (304) 696-3200
 - South Charleston: (304) 746-1969
 - [Email the IT Service Desk \(itservicedesk@marshall.edu\)](mailto:itservicedesk@marshall.edu)

Course Purpose

Trigger Warning: Many of the themes and topics covered in this class are not for children. They include the best and worst of human behaviors, including but not limited to violence, murder, incest, rape, slavery, misogyny, class warfare, infanticide, the sexualization of youth, abuse, and many other such themes. If you are sensitive to a particular topic, please privately notify Doc so that we can design an alternate assignment or lesson for you as appropriate.

One final warning: If you do not think you can engage with adult themes thoughtfully, critically, respectfully, as an adult, then please enroll in a different course.

The purpose of this course is to familiarize students with Ancient Egyptian religions, histories, and (largely material) cultures. As such, we begin by studying the earliest evidence for spiritual/religious behaviors and beliefs in North Africa, particularly in the Nilotic region. Students will learn about the formation of and practices in Ancient Egyptian polytheistic beliefs while also contextualizing these aspects with seemingly disparate texts and imagery, as well as broader material (cultural), social and political spheres.

Students will learn about the various types of systems at work in Ancient Egypt: polytheism, monotheism, theocracies, and the myths and stories that sustain, reinforce, and overthrow them. Such stories can help us better understand the roles of storytelling in identity formation, the establishment of tradition and lineage, and the way we envision success, power, and the divine even today.

We will proceed chronologically, in order to most clearly understand the ways that formal (and sometimes not-so-formal) religious, iconographic, social, and political structures change. Students will consider possible differences between traditionally “western” concepts of power and the subtly-evolving misogynist systems at work in Ancient Egypt. We will begin with a general introduction to Ancient Egypt’s history, iconography, and religious structure, in order to build a firm visual and textual foundation. During the second half of the term, we engage more deeply with particular issues, including but not limited to the Hittite invasion, deliberate employment of queens and their subsequent erasure from the King List, as well as Ancient Egypt’s involvement within the broader Bronze Age, Classical, and Hellenistic worlds. Critical themes in these discussions include the deep roots and long histories of power, sexuality, damnation, conquest, lineage, longevity, authenticity and ethnocentricity, as well as notions surrounding the foreign and exotic. By understanding our past, we earn a deeper and more nuanced understanding of our choices as societies, families,

and individuals.

Assignments in this class will include readings, quizzes, written assignments, and presentations.

Course Objectives/Outcomes

The student will be able to:

- Identify and distinguish Ancient Egyptian material culture, religion, and myth from different religious traditions throughout time.
- Contextualize Ancient Egypt by understanding social, historical, and political spheres based on surviving texts and material culture.
- Interpret the ways in which Ancient Egypt influenced some aspects of other contemporary cultures, as well as modern cultural beliefs and peoples.
- Analyze *why* particular practices and attitudes have survived thousands of years, from their (seemingly) earliest inceptions to modern day.
- Understand with greater depth and nuance the multifaceted nature of human choices and behaviors, and the ways in which these are perceived by a far-removed, contemporary audience.

Desired Learner Outcomes

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Identify and distinguish Ancient Egyptian material culture, religion, and myth from different religious traditions through time.	Group work, discussion, in-class exercises, low-stakes writing.	Quizzes, writing assignments, projects, presentations, and class participation.
Contextualize Ancient Egypt by understanding social, historical, and political spheres based on surviving texts and material culture.	Discussion, in-class exercises, low-stakes writing.	Short writing assignments, projects, presentations, and class participation.
Interpret the ways in which Ancient Egypt influenced some aspects of contemporary cultures, as well as modern cultural beliefs and peoples.	Discussion, in-class exercises, group work.	Short writing assignments, Projects, presentations, and class participation.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Analyze why particular practices and attitudes have survived thousands of years from their (seemingly) earliest inceptions to modern day.	Discussion, in-class exercises, group work, low-stakes writing.	Short writing assignments, projects, presentations, class participation.
Understand with greater depth and nuance the multifaceted nature of human choices and behaviors, and the ways in which these are perceived by a far-removed, contemporary audience.	Discussion, in-class exercises, group work, low-stakes writing.	Short writing assignments, projects, presentations, class participation.

Course Policies

By enrolling in this course, you agree to the course policies included throughout this syllabus.

Attendance/Participation Policy

Attendance will be determined by a student's logging into the Bb and then each component of the unit, as well as in-class attendance and earnest, open communication and contribution to class discussions. Incomplete access means a lower attendance grade.

Participation will be determined by a student's timely submission of work, as well as clear evidence that students completed the readings and paid attention to the videos while viewing them.

Online Communication Expectations

For netiquette, or online communications etiquette, please refer to the document called *Online Communication* on Blackboard.

Grading Policy

Grading Scale

Final Project Presentation: 10%

Written Work: 30%

Presentations: 10%

Quizzes: 20%

Participation (readings and lectures accessed and completed on time): 30%

A=90-100, B=80-89, C=70-79, D=60-69, F>59

Late Work Policy

A unit will close after the due date has passed. Unless extensions are approved by the instructor at least 48 hours before the due date, no late work will be accepted. In extenuating circumstances, the instructor is willing to grant an incomplete grade to students who communicate openly about difficulties as soon as they arise. For example, a student who communicates difficulties in week 3 will receive flexibility in due dates and potentially an incomplete (if necessary); a student who fails to communicate such difficulties and requests an incomplete on the last day of class will not receive such accommodation.

If Doc agrees to accepting late work, then 10% will be deducted for each day that the work is late. For instance, if an assignment is due on Monday and submitted on Wednesday, the maximum score possible is an 80%. If the assignment is submitted on Friday, the maximum score possible is a 60%, and so on.

Anticipated Response Time for Grading and Feedback

Quizzes should be automatically and immediately graded. Please provide 2-3 days for the instructor to grade Discussion Board or Reflection Assignments. The instructor will return assignments that build upon one another (like those for the final presentation) in 24-48 hours.

Evaluation Criteria

Each rubric will be posted with the assignment submission.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/policies/). (<https://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Students with Disabilities

For University policies and the procedures for obtaining services, please go to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/policies/) and read the section, **Students with Disabilities**. (<https://www.marshall.edu/academic-affairs/policies/>)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365) (<https://www.marshall.edu/it/office365>).

Course Structure and Schedule

**This course is organized into week-long units presented in folders in Blackboard. Each unit consists of readings, quizzes, short writing assessments, and discussion/participation. Please note that each unit will be one week long, and this schedule may change at any point – changes will be discussed together in class.*

Unit 1: Setting the Stage. 22 August – 26 August. We get to know one another while creating the foundations for understanding the role that material culture plays in ancient and modern societies. Assignments include a short (writing) reflection assessment. Assignments are due no later than 11.59 pm EST on 26 August.

Readings: Shaw: Chapter 1

Unit 2: Chalcolithic and Late Neolithic Egypt. 29 August – 2 September. Students will first begin with a general introduction to the roots of Ancient Egyptian Culture. Assignments include two readings and a quiz. Assignments are due no later than 11.59 pm EST on 2 September.

Readings: Shaw: Chapter 2

A stellar [article](#) on early Egyptian groups on The Conversation. The Met explains [Neolithic Egypt](#). Poke around the website a bit, and be ready to discuss the items you see and the way they shape your thinking.

Extra Credit: Creasman and Wilkinson - Chapter 7: The Long Arm of Merchantry: Trade Interactions (5 minute pres)

Unit 3: Predynastic, Early Dynastic. 5 September – 9 September. This week will be spent practicing active reading, looking for connections between historical/archaeological context and the text, and analyzing the use of key symbolism while learning about the early stages of Ancient Egyptian religion and culture. These are all skills that will be necessary throughout the course. Assignments include one reading, a quiz, and a [Brainstorming](#) assignment. Assignments are due no later than 11.59 pm EST on 9 September.

Readings: Shaw – Chapters 3, 4

Explore the British Museum Website on [Early Egypt](#).

Unit 4: Old Kingdom, First Intermediate Period. 12 September – 16 September. The closed development of the Old Kingdom and subsequent First Intermediate Period will be considered, with particular emphasis on identity formation and tradition. Assignments include one reading, a quiz, and a reflection assignment. Assignments are due no later than 11.59 pm EST on 16 September.

Reading: Shaw – Chapters 5, 6

Poke around the [Cairo Museum Website](#). Think about the ways each museum website uses different designs, and how user-friendly (or not) each one is.

Extra Credit: Creasmin and Wilkinson - Chapter 6: Armies of Re (5 min pres)

Unit 5: Middle Kingdom, Second Intermediate Period. 19 September – 23 September. The Middle Kingdom and its explosion of experimentation and exchange will be discussed in this unit, as well as the infiltration of the Hyksos to northern Egypt. Assignments include one short video, a quiz, and a [Background Section](#) paper. Assignments are due no later than 11.59 pm EST on 23 September.

Reading: Check out the Met on the [Middle Kingdom](#).

Optional – Shaw: Chapters 7, 8

Watch: Give your eyes a break and check out this short video on the [Second Intermediate](#) period, and this one on the [Hyksos](#). Please note that the fellah in the second video isn't great with pronunciation – we can talk about this more together in class!

If you find yourself very interested in this, check out Chapter 7 from Creasman and Wilkinson!

Unit 6: New Kingdom. 26 September – 30 September. The Amarna Period, resolution of the Hyksos invasion, and the subsequent growth and expansion of Late Bronze Age Egypt will be reviewed this week. Assignments include a reading, a quiz, and a reflection writing assignment. Assignments are due no later than 11.59 pm EST on 30 September.

Reading: Shaw: Chapters 9, 10

Extra Credit: Tel Dab'a and/or Near East (5 min pres)

Unit 7: Third Intermediate and Late Period. 3 October – 7 October. In this unit, students will learn about the end of Ancient Egypt's full independence, and before beginning to learn (briefly!) about Hellenistic Egypt. Assignments include a reading, a quiz, and a [Detailed Outline](#). Assignments are due no later than 11.59 pm EST on 7 October.

Reading: Shaw – Chapters 12, 13

Watch: Check out The Egyptian Museum on the [Late Period](#).

Unit 8: Midterm. 10 October – 14 October. The first class day will be spent briefly discussing Egypt's role(s) for Greece and Rome, as well as reviewing for the Midterm. This week's assignments include readings and a midterm. Assignments are due no later than 11.59 pm EST on 14 October.

Reading: Shaw – Chapters 14, 15

MIDTERM EXAM.

Unit 9: Mythologies. 17 October – 21 October. This week, we will discuss origin stories and creation myths in Ancient Egypt. Assignments include one reading, quiz, and short reflection assessment. Assignments are due no later than 11.59 pm EST on 21 October.

Reading: *The American Research Center in Egypt* published some great work on [Ra and creation!](#)

The Glen Cairn Museum also does a great job of summarizing different [myths](#).

Unit 10: Mythologies Continued. 24 October – 28 October. Sit back, relax, and put your feet up! This week, Doc takes the reins while you get a break from reading. She'll tell you some of Egypt's best known myths, and review some of their most beloved deities. Assessments include *no readings* (you get a break this week!), a quiz, and a reflection writing assessment. Assignments are due no later than 11.59 pm EST on 28 October.

Unit 11: Life, Death, and Mummification. 31 October – 4 November. This week, the importance of death and death-related rituals and rites will be reviewed, as will the process of mummification for humans and animals, and the various parts of an individual and what happens to them after death. Assignments include Two Arguments paper. The assignment is due no later than 11.59 pm EST on 4 November.

Reading: *Divine Creatures* excerpt - Ikram (Bb)

Unit 12: Invisible Queens. 7 November – 11 November. In this unit, students will examine the complex roles assumed by ruling queens, the dangerous paths they must walk as rulers, and the misogynist erasure of their rulership after their deaths. Assignments include one reading and reflection writing assignment. The assignment is due no later than 11.59 pm EST on 11 November.

Reading: *When Women Ruled the World* excerpt - Kara Cooney (Bb).

Unit 13: Contextualizing Egypt. 14 November – 18 November. Assessments include watching a recording, a short quiz, and a reflection assessment. Rough Drafts are due no later than 11.59 pm EST on 18 November.

Reading: Creasman and Wilkinson: Chapter 4 – Children of Other Gods

Unit 14: Then and Now. 28 November – 2 December. Assignments included are reading, a quiz, and a short reflection paper. All assignments are due no later than 11.59 pm EST on 2 December.

Reading:

**Final Papers are due no later than 11.59 pm EST on
Thursday, 8 December 2022.**