Spring 2022
Anthropology 342
ARCHAEOLOGY OF EGYPT AND THE NEAR EAST
Tuesday/Thursday 10:00-11:20 am
McKenzie 240A

Dr. Stephen Dueppen
Office Hours (Condon 252): Tuesday and Thursday 11:30 am-12:30 pm and by appointment
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GE: Tiyas Bhattacharyya
Office Hours: Tuesday 4:30-5:30 pm and Wednesday 2:00-3:00 pm
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Required Course Materials:
Leick is available for purchase online and through the Duckstore. Wendrich 2010 and Bard 2015 are available as full-access ebooks through the University of Oregon library.

Leick, Gwendolyn 2002, Mesopotamia: The Invention of the City, Penguin, New York (MIC)
Wendrich, Willeke (editor) 2010, Egyptian Archaeology, Wiley-Blackwell, Malden (EA)

Additional Readings will be available as PDF files through the course canvas site.

Course Description: The archaeological sequences of Near Eastern and Egyptian civilizations are some of the best known in the world, and their study has contributed heavily to the development of both the methods and theory of archaeology as a discipline. In this course, we will explore the roots of both developmental trajectories, from the origins of agriculture and emergence of village communities, to the rise of states and empires. In so doing, we will study topics such as the origins of writing, elaboration of temple complexes, the history and use of pyramids and beliefs of the afterlife, and the development of ancient cities. Students will gain a basic understanding of the life of ordinary people and elites in these two regions over the past 12,000 years.

Expected Learning Outcomes: Following successful completion of this course, students will be able to:

• Describe the timing and nature of major transformations in society in the Near East and Egypt from the first agricultural communities through the Achaemenid Empire.
• Explain diverse ways that ideologies influenced both elite power structures and non-elite daily life in the ancient Near East and Egypt.
• Evaluate the evidence used to support reconstructions of major archaeological sites and regions.
• Explain how archaeologists employ analyses of both textual and non-textual material culture to understand the past.
Grading: Your final grade for this course will be based on the following:

- Exam 1 and 2 (on Near East) and Exam 3 and 4 (on Egypt): 60% (3 highest scores, 20% each)
- Article Analysis Paper 1 (on Near East): 10%
- Article Analysis Paper 2 (on Egypt): 10%
- Discussion Section: 20%

Exams: Four non-cumulative essay exams will be given through canvas. Exams will be given in weeks 3, 5, 8, and 10. Each exam will be made available at 5:00 pm on Friday and will be due at 11:59 pm the following Monday. Exam 4 will be due at 10 am on Friday, June 10. We will drop your lowest exam score; you do not need to take an exam to drop the grade.

Article Analysis Papers: You must complete two papers, based on primary archaeological literature (an article or book chapter). These are short (1000 word) papers that synthesize the article and connect it to the course material. These will be due in weeks 4 and 9.

Attendance and Participation in Section: Attendance requires arriving on time and staying through the end of the section meeting. Participation requires engagement in section activities. If you miss a section, you will be able to complete an alternate assignment to earn the missed points for up to two sections. These assignments will be available Fridays at 5:00 pm and will need to be submitted by the following Thursday at 11:59 pm.

Late Assignment Policies
The following scale for late penalties applies to the article analysis papers and section make-up assignments

- up to 10 minutes late: grace period, no penalty
- up to 2 hours late: 5% penalty
- up to 24 hours late: 10% penalty
- up to the final day of the course: 20% penalty

Exams may not be taken after the deadline. If you miss an exam, you may complete an alternative essay assignment with a 20% penalty.

Penalties are taken off the maximum possible score (e.g., 10% penalty on a 20 point assignment is 2 points).

No assignments may be turned in after the final course deadline (Friday, June 10 at 10 am).

Technical Difficulties
If you run into technical difficulties and are unable to upload/submit an assignment on time, please email them directly to either Tiyas or myself to timestamp your completion of the assignment, then continue to work on getting them uploaded through canvas. Emailed assignments will follow the same late penalties described above.

Incomplete Policy
Students are strongly discouraged from taking an incomplete in the course. Incompletes will only be given if:

- the student has completed course assignments with a total potential worth of at least 300 points (75% of the course)
- the student has unusual, unforseeable extenuating circumstances that prevent them from being able to complete the course assignments during the term

Students wishing to take an incomplete in the course are expected to proactively consult with Dr. Dueppen about their situation. Incompletes are given solely at the professor’s discretion.
Grading
This course is graded on a point scale. Grades will be assigned according to the total points earned in the class. Grades will be assigned as follows:

- A+ = 390-400
- A  = 370-389
- A- = 360-369
- B+ = 350-359
- B  = 330-349
- B- = 320-329
- C+ = 310-319
- C  = 290-309
- C- = 280-289
- D+ = 270-279
- D  = 250-269
- D- = 240-249
- F  = 239

If the class is taken P/NP, 280 points are required to pass the course.

Expected levels of performance:
A+ Quality of student’s performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.
A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.
D: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

Covid-Related Policies

Academic Disruption
In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

Staying Safe in Classes
As the University of Oregon continues in-person instruction, instructors and students play a key role in keeping our community healthy and safe.
Prevention: To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees must:

- Comply with vaccination policy
- Wash hands frequently
- Complete daily self-checks
- Say home/do not come to campus if feeling symptomatic
- Individuals with no symptoms or mild symptoms can get tested at McArthur Court through UO's Monitoring and Assessment Program. Masks are required at COVID-19 testing sites including in line outside.
- Visit the Exposure Scenario page for information on reporting cases.
Support: The following resources are available to you as a student.

- University Health Services or call (541) 346-2770
- University Counseling Center or call (541) 346-3277 or (541) 346-3227 (after hrs.)
- MAP Covid-19 Testing
- Corona Corps or call (541) 346-2292
- Academic Advising or call (541) 346-3211
- Dean of Students or call (541)-346-3216

Class and UO Policies and Resources

Inclusion Statement: The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance.

Reporting Obligations: I am an assisting employee. For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.

Accommodations: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course structure that result in disability related barriers to your participation. You may also wish to contact the Office of Accessible Education (346-1155, uoaec@uoregon.edu). Their advisers can help you acquire a letter verifying your disability.

Academic Integrity: The University Student Conduct Code defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course.

Classroom Behavior: Students are expected to be respectful to one another and to the professor in the classroom. Cell phones may not be used during class sessions.

Mental Health and Well-Being: University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).
**Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The **UO Basic Needs Resource Guide** includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

**Inclement Weather:** It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: [https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates](https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates)

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**CLASS TOPICS AND READINGS**

**Week 1: Introduction; Late Pleistocene Occupations in the Near East**

Readings:

Discussion Section: What can we learn from archaeology?

**Week 2: Early Village Life in the Near East**

Readings:
- Stein 2010 Local Identities and Interaction Spheres: Modeling Regional Variation in the Ubaid Horizon, in *Beyond the Ubaid: Transformation and Integration in the Late Prehistoric Societies of the Middle East* pp. 23-44. Edited by R. Carter and G. Philip. The Oriental Institute of the University of Chicago; Chicago Illinois

Discussion Section: Religion and Materiality
**Week 3: Complex Villages and the Origins of the City-State**

Readings:
- MIC: Chapters 1; 2

Discussion Section: Power and Ideology in Ancient Mesopotamia

Exam 1

**Week 4: Cities and States**

Readings
- MIC: Chapters 3; 5; 6

Discussion Section: Urbanism

Article Analysis Paper 1

**Week 5: Later States and Empires**

Readings:
- MIC: Chapters 4, 7, and 10

Discussion Section: Materializing Empire

Exam 2

**Week 6: Geography and Early Food Production in Egypt**

Readings:
- IAAE: Chapters 1, 2, 3, 4
- EA: Chapter 2

Discussion Section: Iconography and Style
Week 7: Predynastic Egypt and the Origins of the State

Readings:
- IAAE: Chapter 5
- EA: Chapter 3

Discussion Section: Portable Objects in Egyptian Culture

Week 8: The Old Kingdom & First Intermediate

Readings:
- IAAE: Chapter 6
- EA: Chapters 4 and 5

Discussion Section: Pyramids

Exam 3

Week 9: Middle Kingdom and Second Intermediate

Readings:
- IAAE: Chapter 7
- EA: Chapters 7, 8, and 9

Discussion Section: Temples

Article Analysis Paper 2

Week 10: New Kingdom

Readings:
IAAE: Chapter 8
EA: Chapters 6, 10, 11

Discussion Section: Mummification

Exam 4