
Term Information

Effective Term Spring 2026

General Information

Course Bulletin Listing/Subject Area Near Eastn Lang and Cultures
Fiscal Unit/Academic Org Near East S Asian Lang/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3804
Course Title Culture and Society in Ancient Egypt
Transcript Abbreviation AncntEgyptCultSoc
Course Description In this 4-credit-hour research intensive course, students will develop an advanced understanding of how cultural traditions and transformations over time impacted the daily lives of the ancient Egyptians. Topics include the land of Egypt and its people, art and writing, international relations, women and children, religion and ritual, the legacy of ancient Egypt and more.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1199
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Traditions, Cultures, and Transformations; Research Seminar

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Analyze ways in which ancient Egyptian culture shaped ideas and organizations of societal groupings.
- Interpret ancient Egyptian material culture (e.g., artifacts, texts, etc.) through the use of digital resources.
- Develop critical thinking skills about ancient Egyptian daily life through the investigation of a chosen artifact.
- Utilize critical and logical thinking through the creation of a replica of their chosen artifact.
- Critically examine a topic discussed during the semester through an in-depth research paper.

Content Topic List

- The Land of Egypt and its People
 - Art and Writing
 - Economics and International Relations
 - Women and Children
 - Religion and Ritual
 - Life after Death
 - The Legacy of Ancient Egypt
- No

Sought Concurrence

Attachments

- Research and Creative Inquiry inventory_Schellinger.pdf: HIP Rationale
(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)
- GE Traditions, Cultures, and Transformations submission_Schellinger.pdf: GE Rationale
(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)
- Islamic Studies Curriculum Map 2024.pdf: Major Curriculum Map
(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)
- NESAS3804_ 4-credit research focused TCT GE_Schellinger.pdf: Updated Syllabus (3/6/25)
(Syllabus. Owner: Carmichael, Phoebe Cullen)

Comments

- Please see Subcommittee feedback email sent 02/21/2025. *(by Hilty, Michael on 02/21/2025 05:49 PM)*

COURSE REQUEST
3804 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/09/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Carmichael, Phoebe Cullen	02/03/2025 01:58 PM	Submitted for Approval
Approved	Brenner, Naomi	02/03/2025 02:47 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/04/2025 02:15 PM	College Approval
Revision Requested	Hilty, Michael	02/21/2025 05:49 PM	ASCCAO Approval
Submitted	Carmichael, Phoebe Cullen	03/06/2025 05:32 PM	Submitted for Approval
Approved	Brenner, Naomi	03/07/2025 02:26 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/09/2025 04:54 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/09/2025 04:54 PM	ASCCAO Approval

Culture and Society in Ancient Egypt
Near Eastern and South Asian Languages and Cultures 3804
The Ohio State University

Instructor: Dr. Sarah Schellinger

Email: schellinger.1@osu.edu

Class time: Tuesdays and Thursdays from 12:10-2:00pm

Land Acknowledgement:

We acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Course Description:

Egypt is one of the most iconic civilizations from the ancient world: remembered for its bureaucratic systems that enabled the construction of large-scale temples and tombs with intricate decorative programs, military prowess, and international relationships. But what about the people who existed within these grander schemes? In this 4-credit-hour research intensive course, students will develop an advanced understanding of how cultural traditions and transformations over time impacted the daily lives of the ancient Egyptians. These traditions and transformations will be explored through six thematic modules: The Land of Egypt and its People, Art and Writing, Economics and International Relations, Women and Children, Religion and Ritual, and Life after Death and the Legacy of Ancient Egypt. Students will critically examine the key evidence of how cultural contacts caused Egyptian traditions to be transformed into new ideologies, gain experience with analyzing real ancient objects through digital museum collections, and share their research through a student-led symposium. By the end of this class, students will be able to describe the framework of ancient Egyptian society and social hierarchies, be familiar with the differences between gender roles and their relationship to societal interactions, have experience presenting original research through a presentation to their peers and research paper.

Course Objectives:

By the end of this course, students should be able to accomplish the following:

1. Analyze ways in which ancient Egyptian culture shaped ideas and organizations of societal groupings (ELO 1.1). Engagement with primary (texts in translation and artifacts) and secondary (modern) sources will enable students to cross-examine the characteristics of dominant and sub-groups in ancient Egypt to identify similarities and differences (ELO 3.3).
2. Interpret ancient Egyptian material culture (e.g., artifacts, texts, etc.) through the use of digital resources. Students will explore museum websites to recognize differences, similarities, and

disparities among institutions (ELO 4.1). Students will be expected to write a reflection following each virtual museum visit to demonstrate how these resources influenced them as a learner of ancient Egyptian daily life (ELO 2.2) Students will also utilize the museum databases to inform their research for their midterm papers and research projects.

3. Develop critical thinking skills about ancient Egyptian daily life through the investigation of a chosen artifact. Students will analyze how their chosen artifact was used by different groups, how cultural continuities and changes (ELO 3.4) and technological advancements (ELO 3.2) influenced the development of the artifact.

4. Utilize critical and logical thinking through the creation of a replica of their chosen artifact (ELO 1.1). Students will use modern materials but limited technology (e.g., electricity, internet, etc.) to mimic the ancient experience while reflecting on how technological advances have shaped their daily life in comparison to the daily lives of the ancient Egyptians.

5. Critically examine a topic discussed during the semester through an in-depth research paper (ELO 1.2). Students will be expected to illustrate how ancient Egyptian daily life, as explored through their chosen topic, was influenced by the changes and continuities over time.

6. Participate in a student-led conference that will highlight their research papers. Students will be expected to argue how their chosen topic engages with ancient Egyptian daily life with regard to race, ethnicity, and gender (ELO 4.2). Students will also be expected to discuss how ancient Egyptian daily life compares and contrasts with their own lived experiences in present-day society (ELO 3.1).

GE Objectives:

This course is part of the University's General Education ("GE") requirement for "Traditions, Cultures, and Transformations." Below are the university-defined "goals" and "expected learning outcomes" for each.

TRADITIONS, CULTURES, AND TRANSFORMATIONS:

Successful students will analyze "Traditions, Cultures, and Transformations" at a more advanced and in-depth level than in the Foundations through the following:

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

- 1.1 Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3 Examine the interactions among dominant and sub-cultures.
- 3.4 Explore changes and continuities over time within a culture or society.
- 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.

HOW NESA 3804 FULFILLS THESE GE CATEGORIES:

This course requires students to analyze and evaluate the ways in the ancient Egyptians maintained and adapted their cultural ideologies throughout its 3,000-year history. Students will explore how different aspects of ancient Egyptian culture (e.g., role of women, literacy and education, trade and technology, religion and ritual, etc.) were viewed through a societal lens. Students will explore cultural transformations through the analysis of primary source material (in translation) and material cultural remains (through museum databases) in order to investigate social networks in ancient Egypt. Students will reflect on how the ancients blended their traditions with new ideologies as they had increased contact with outside cultures through daily lectures, discussions, and reflections. Students will also consider how cultural traditions have permeated into modern ideologies through an ancient artifact midterm essay and a semester-long research project.

Required Course Textbooks:

All reading materials will be made available through Carmen.

Course Outline:**MODULE 1: THE LAND OF EGYPT AND ITS PEOPLE****Week 1: Introduction to Ancient Egypt and Egyptology****1.1 Introduction to Ancient Egypt**

Readings: Szpakowska, “The Setting,” pp. 1-22; Bard, “Egyptian Archaeology: Definitions and History,” pp. 1-21.

1.2 Introduction to Egyptology

Readings: Brewer and Teeter, "An Egyptian Revival," pp. 1-16; Thompson, "Egyptology Comes to America," pp. 193-225.

Week 2: Who's Who in Ancient Egypt

2.1 The Population of Ancient Egypt

Readings: Brewer and Teeter, "Society and its Expectations," pp. 110-126; Grajetzki, "Position and Possessions," pp. 180-199; Loprieno, "Slavery and Servitude" from UCLA Encyclopedia of Egyptology.

2.2 Ethnicity and Identity in Ancient Egypt

Readings: Wendrich, "Identity and Personhood," pp. 200-219; Riggs and Baines, "Ethnicity" UCLA Encyclopedia of Egyptology; Meskell, "Material Memories: Objects as Ancestors," pp. 59-85.

Due: Museum reflection #1

Week 3: Cities, Towns, and Villages

3.1 Urban Architecture in Ancient Egypt

Readings: Smith, Monica, "Introduction: The Social Construction of Ancient Cities," pp. 1-36; Strouhal, "Homes and Communities," pp. 63-77; Crocker, "Status symbols in the architecture of el-'Amarna," pp. 52-65.

3.2 Reconciling with the Archaeological Record

Readings: Bietak, "Urban Archaeology and the 'Town Problem' in Ancient Egypt," pp. 97-144.

Due: Ancient Artifact submission for approval

Due: Research paper idea

MODULE 2: ART AND WRITING

Week 4: Ancient Egyptian Visual Culture

4.1 How to Read and Understand Ancient Egyptian Art

Readings: Drenkhahn, "Artisans and Artists in Pharaonic Egypt," pp. 331-343; Robins, "Understanding Egyptian Art," 12-29.

4.2 Art as a Form of Communication in Ancient Egypt

Readings: Baines, "Communication and Display: The Integration of Early Egyptian Art and Writing," pp. 471-482; Strouhal, "Immortality through Art," pp. 157-168; Szpakowska, "The Stuff of Life," pp. 64-80.

Due: Museum reflection #2

Week 5: Literacy and Education

5.1 Language and Writing in Ancient Egypt

Readings: Ray, "The Emergence of Writing in Egypt," pp. 307-316; Allen, "Language" & "Writing" & "Ancient Egyptian History," pp. 1-11.

5.2 Language and Literacy in Ancient Egypt

Readings: Strouhal, "Education and Learning," pp. 31-38; Janssen and Janssen, "The Schoolboy," Szpakowska, "Education" & "Non-literate Professions," pp. 102-112.

Due: Preliminary bibliography and thesis statement

MODULE 3: ECONOMICS AND INTERNATIONAL RELATIONS

Week 6: Craft Production and Trade

6.1 The Economy of Ancient Egypt

Readings: Kemp, "The Bureaucratic Mind," pp. 111-137; Kemp, "The Birth of Economic Man," pp. 232-260; Haring, "Economy," from *UCLA Encyclopedia of Egyptology*. Adams, "Household Silos, Granary Models, and Domestic Economy in Ancient Egypt," pp. 1-23.

6.2 Crafts and Craft Production in Ancient Egypt

Readings: Szpakowska, "Crafts and Trades," pp. 81-101; Strouhal, "Craftsmen at Work," pp. 136-155; selections from Cooney, *The Cost of Death: The Social and Economic Value of Ancient Egyptian Funerary Art in the Ramesside Period*.

Due: Museum reflection #3

Due: Elevator pitch

Week 7: Subsistence Strategies and Food Production

7.1 Subsistence Strategies in Ancient Egypt

Readings: Strouhal, "The Bounty of the Black Earth," pp. 91-108; Strouhal, "The Ancient Egyptians' Diet," pp. 125-136.

7.2 Food Production in Ancient Egypt

Readings: Delwen, "Ancient Egyptian Cereal Processing: Beyond the Artistic Record," pp. 276-283; Delwen, "Bread Making and Social Interactions at the Amarna Workmen's Village, Egypt," pp. 121-144; Eyre, "The Water Regime for Orchards and Plantations in Pharaonic Egypt," pp. 57-80.

Due: Ancient Artifact midterm paper

Week 8: Egypt and the Outside World

8.1 Diplomatic and Trade Relations

Readings: Wilkinson and Doyle, "Between Brothers: Diplomatic Interactions," pp. 79-92;
Mark, "The Long Arm of Merchantry: Trade Interactions," pp. 115-132;
Shaw, "Technology in Transit: The Borrowing of Ideas in Science and Craftwork," pp. 167-182.

8.2 Religious Interactions and Interconnections

Readings: Howley, "Egypt and Nubia," pp. 219-228; Cornelius, "'From Bes to Baal':
Religious Interconnections between Egypt and the East," pp. 209-218;
Marinatos, "Religious Interaction between Egypt and the Aegean in the
Second Millennium BCE," pp. 229-240.

Object Recreation in-class workshop

Due: Museum reflection #4

MODULE 4: WOMEN AND CHILDREN

Week 9: Marriage, Love, and the Status of Women

9.1 Sex and Gender in Ancient Egypt

Readings: Voss and Schmidt, "Archaeologies of Sexuality: An Introduction," 1-34;
Sweeney, "Sex and Gender," from *UCLA Encyclopedia of Egyptology*;
Meskell, "Re-em(bed)ding Sex: Domesticity, Sexuality, and Ritual in New
Kingdom Egypt," pp. 253-262.

9.2 The Status of Women in Ancient Egypt

Readings: Watterson, "Women of Power," pp. 109-128; Robins, "Marriage" & "The
Economic and Legal Position of Women," pp. 56-74 and 127-141.

Due: Annotated bibliography and revised thesis statement

Week 10: Birth and Childhood

10.1 Early Life in Ancient Egypt

Readings: Strouhal, "The Start of Life," pp. 11-20; Robins, "Fertility, Pregnancy, and
Childbirth," pp. 75-91.

10.2 Children and Childhood in Ancient Egypt

Readings: Janssen and Janssen, "The Baby" & "The Realm of Childhood," pp. 14-25 and
42-54.

Due: Object Recreation

MODULE 5: RELIGION AND RITUAL

Week 11: Religion, Ritual, and Personal Piety

11.1 State Religion in Ancient Egypt

Readings: Szpakowska, "Religion," pp. 122-149; Baines, "Religious Experience and Piety: Early Evidence," pp.172-178.

11.2 Household Religion and Personal Piety in Ancient Egypt

Readings: Ritner, "Household Religion in Ancient Egypt," pp. 171-196; Friedman, "Aspects of Domestic Life and Religion," pp. 95-118; Luiselli, "Personal Piety" from *UCLA Encyclopedia of Egyptology*.

Due: Panel proposal

Week 12: Magic and the Medical Arts

12.1 Magicians and Magic in Ancient Egypt

Readings: Pinch, "Egyptian Magic," & "Magicians and Priests," & "Magical Techniques," pp. 9-18, 47-60, and 76-89; Muhlestein, "Execration Ritual," from *UCLA Encyclopedia of Egyptology*; Borghouts, "Magical Practices among the Villagers," pp. 119-130.

12.2 Medicine in Ancient Egypt

Readings: Szpakowska, "Sickness," pp. 150-178; Strouhal, "For Every Malady a Cure," pp. 243-252; Allen, *The Art of Medicine in Ancient Egypt*, pp. 9-13 and explore the catalog; Brier and Hobbs, "Medicine and Mathematics," pp. 223-242.

Due: Detailed outline

MODULE 6: LIFE AFTER DEATH AND THE LEGACY OF ANCIENT EGYPT

Week 13: Preparing for the Afterlife

13.1 End of Life in Ancient Egypt

Readings: Janssen and Janssen, "Perceptions of the Older Generation," & "Care of the Elderly," pp. 142-150 and 220-230.

13.2 Death and the Afterlife in Ancient Egypt

Readings: Szpakowska, "Death," pp. 179-207; Ikram and Dodson, "The Ancient Egyptian Burial" & "Mummies and the Art of Mummification," pp. 15-60 and 103-136.

Week 14: Ancient Egypt Then and Now: Museums and Egyptomania

14.1 The Legacy of Ancient Egypt

Readings: Brewer and Teeter, "Cultural Death or Transformation of a Civilization," pp.

208-210; Brier, "Rome and the Birth of Egyptomania," pp. 19-41; Brier, "The Future of Egyptomania," pp. 193-203.

14.2 The Future of Ancient Egypt and Egyptology

Readings: Kozloff, "Ancient Egypt in Museums Today," pp. 144-162; Wilkinson, "The Past in the Future: Egyptology Tomorrow," pp. 248-250.

Week 15: Project Presentations

Due: Research papers on Carmen

Methods of Evaluation:

1. Attendance (5%)

To get the most out of this class, students are required to attend all lectures and do the readings in the syllabus *before* each class. **If a student cannot attend class for any reason (e.g., illness, job interview, family emergency, etc.), the student is responsible for communicating with the instructor in advance of the class meeting. There is no option to Zoom in synchronously and the lectures are not recorded.**

2. Participation (15%)

Participation in discussion sessions or in-class activities is an important contribution to the class. Students are expected to arrive ready to discuss the assigned readings and have the readings available during class to consult. All readings are selected to introduce students to different "approaches or experiences" related to traditions, cultures, and transformations in ancient Egypt (ELO 2.1). During each class meeting, students are expected to answer questions posed by the instructor, answer questions posed by their fellow students, and ask questions about the readings or topics being discussed in order to earn participation credit. If a student does not engage with the material or class on a daily basis, they will not receive participation credit for those days.

PARTICIPATION GRADE	Check Plus (participates often)	Check (participates some)	Check Minus (rarely participates)
ABSENCES ↓			
0-2	60/60	54/60	52/60
3-4	50/60	48/60	42/60
5-6	40/60	36/60	30/60

3. Ancient Artifact Midterm Project (35%)

In a multi-part process, students will be guided to identify an ancient artifact and analyze it with the context of ancient Egyptian daily life. This includes three parts:

1. Digital Egypt Reflections (5%)

Over the course of the semester, we will be visiting museum collections through their online databases. These visits will provide you with the opportunity to look at objects that can inform your research for your Ancient Artifact midterm as well as your final Research Project. Following each digital museum visit, you will submit a reflection paper (minimum 750 words) addressing what you learned from the visit. Be sure to include your thoughts on how the museums acquired their Egyptian collections, the breadth and/or depth of particular types of artifacts, and the similarities and differences between US and non-US-based institutions (ELO 4.1). You will also be expected to address how your research has been impacted by the information you have gained (positively, negatively, or both!) and how you have been influenced as a learner of ancient Egyptian daily life (ELO 2.2). These museum visits and subsequent reflections will also provide a starting point for in-class discussions about museum collecting practices, the impact of colonialism on museum collections, and repatriation of indigenous artifacts to their home countries or cultures.

2. Ancient Artifact Midterm Paper (20%)

Students will choose an ancient artifact using the weekly topics as a guide and write a paper contextualizing it within its function as an object of daily life. This paper will allow students to consider how items of daily life were used in ancient Egypt and how they evolved through the advent of other materials and technologies while maintaining a comparable function (ELO 3.2 and 3.4). For example, the ancient Egyptians placed funerary figures (called *shawabtys*) inside their tombs to assist the deceased with work to be done in the afterlife. These objects were made from various materials (e.g., wood, stone, faience, etc.) over the course of their usage and could be placed in tombs of elite and non-elite peoples. A paper discussing this type of artifact would allow students to analyze why certain objects were universal regardless of a person's social status or gender vs. other objects that were reserved for specific groups (ELO 3.1). Each student must have their ancient artifact approved. A handout with detailed instructions will be provided and discussed in class.

Length: 1000-1200 words (approx. 4-5 double spaced pages) long (not including bibliography and image appendix)

3. Object Recreation (10%)

Based on their chosen ancient artifact, students will use modern materials to recreate their object. You may employ whatever skills you have. It does not need to be an elaborate reproduction and should not be expensive (\$20 maximum). In order to develop a sense of appreciation for the craftsmanship and skillsets of the ancient artisans, you will not be permitted to use modern conveniences (e.g., electricity, internet, etc.) (ELO 3.2). You will need to complete this project during the day and possibly outside to maximize light. After you complete your reconstruction, you will write a reflection about the experience (minimum 1000 words). This reflection should include a discussion the physicality of the experience and what you learned about the differences in materials between the ancient artifact and your modern reconstruction. Finally, you should provide a self-reflection (minimum 500 words) about the use of modern technology vs. ancient technology and how that impacted your understanding of the object's creation and ancient Egyptian daily life (ELO 2.2). Students must have their proposed reconstruction approved before proceeding. An in-class workshop to discuss and plan your object recreations will be held in

Week 8. During the workshop we will also discuss the types of materials that would be appropriate for your reconstructions as well as where you might be able to acquire them.

6. Research Project (25% total)

Submission of idea (5 points)

Preliminary bibliography and thesis statement (10 points)

Annotated bibliography and revised thesis statement (20 points)

Detailed outline (15 points)

Research paper (50 points)

In a multi-part process, students will be guided to identify a research question, critically use a variety of sources, and synthetically use the sources to create a unique academic argument that contributes to scholarly discussions on the topic (ELO 1.1 and 1.2). This includes four parts:

1. Each student must have a **topic approved** by the instructor. This approval must be secured via a *scheduled face-to-face meeting with me in-person* (not an email or a quick chat before or after class).

2a. Submission of a **preliminary bibliography** of at least 10 non-internet sources (digitized versions of print materials are acceptable). Approximately 5 of the sources should relate directly to the topic chosen and 5 others may address broader issues related to the topic (e.g., geographic variations, social status, gender roles, etc.) (ELO 3.1).

2b. Along with a preliminary bibliography, students must submit their **thesis statement** to show how their sources support their argument.

3a. Submission of an **annotated bibliography** based on updates of the preliminary bibliography following instructor and peer review comments (ELO 2.1).

3b. Along with the annotated bibliography, students must submit their **revised thesis statement** to show how their sources support their updated argument (ELO 2.2).

4a. Submission of a detailed outline of your paper. Your outline should clearly show the development of your topic and arguments supporting your thesis statement. **Remember to incorporate my comments from your Bibliographies and Thesis Statements** (ELO 2.2).

4b. Submission of a **research paper (12-15 pages)** that articulates an original argument and reflects original research (ELO 1.1 and 1.2).

7. Culture and Society in Ancient Egypt Conference (20%)

Elevator pitch (5 points)

Panel proposal (15 points)

Presentation (40 points)

The purpose of this conference is to provide students with an academic experience similar to what their instructors do as scholars on a regular basis. The purpose of an academic conference is to create a forum for scholars who work on similar topics and explore similar themes to engage with one another's research. Based upon your original research paper, you will form yourselves into panels of 4-5 students and present your work on a panel. This includes three parts:

1. Through a 90-second **Elevator Pitch**, students will learn about their classmates' topics and start forming their own panels.
2. The students who decide to form a panel together will then write a **250-word panel proposal**, in which they articulate what the research question is, why it is important, and how all of the papers in the panel are in conversation with one another and collectively contribute to a deeper or newer understanding of the research question (ELO 3.2), and create a title for the panel that encompasses all of the topics to be presented (*further details will be discussed in class*).
3. Students will **orally present their original research** in an 10-12-minute presentation on the panel that they formed. Students will be expected to argue how their chosen topic engages with ancient Egyptian daily life with regard to race, ethnicity, and gender (ELO 4.2). Students will also be expected to discuss how ancient Egyptian daily life compares and contrasts with their own lived experiences in present-day society (ELO 3.1). Afterwards, students will actively participate in audience Q & A and discussion. Each student will be expected to ask at least two (2) questions during the Q & A for each presentation day. Faculty and advanced graduate students from the University will be invited to attend and provide feedback to the presenters.

Grade Calculation Summary:

Attendance	5%	20 points
Participation	15%	60 points
Digital Egypt Reflections	5%	20 points (5 points each)
Ancient Artifact midterm paper	25%	100 points
Ancient Artifact recreation	10%	40 points
Research Project	25%	100 points total (see above for details)
Culture and Society Conference	15%	60 points total (see above for details)
Total	100%	400 points

Grading scale:

A: 372 and above	B-: 320-331.5	D+: 268-279.5
A-: 360-371.5	C+: 308-319.5	D: 240-267.5
B+: 348-359.5	C: 292-307.5	E: 239.5 and below
B: 332-347.5	C-: 280-291.5	

Supplementary Statements:

Respect for Each Other Policy:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit to us all. It is my intent to present materials and activities that are respectful of diversity, including but not limited to: gender identity, sexuality, accessibility, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, for other students, or for student groups.

It is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for each other in class. Please let me know if something said or done in the classroom, by either myself or other students, that is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbcs.osu.edu>).

Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Technology in the Classroom:

The use of laptops in class is allowed for note taking and for referencing class readings. Surfing the web, checking emails, checking Facebook, online shopping, etc. is prohibited. Such activity is disruptive to the individual, the instructor, and to the remainder of the class. However, I would highly encourage students to take notes in class by hand, as numerous studies have shown handwritten notes to be far more useful for students than typed notes. If I do find a student using a laptop for any purpose other than note taking or in-class assignment, the privilege of using the laptop in class will be revoked after one warning.

Please silence your cellphones before class begins.

Note: PDFs of the lecture slides will be posted *after* class. Please note that for reasons of privacy as well as protection of copyright, unauthorized photographs, video, or audio recording in the classroom is prohibited.

Plagiarism: The representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this. All suspected cases are reported to the Committee on Academic Misconduct, in accordance with university rules. Substantiated cases would mean a failing grade in the course and possibly expulsion, according to university rules. I use anti-plagiarism software to check for undocumented source material.

Collaboration and sharing ideas from others, however, is a good thing. We learn by building on each other's ideas. Just make sure you acknowledge your sources. Also, do something with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them.

Simply put: Give credit where credit is due.

Use of AI:

All work submitted for this course must be your own. Any use of generative AI tools, such as ChatGPT, when working on assignments is forbidden. Use of generative AI will be considered academic misconduct and subject to investigation

The assignments in this class have been designed to challenge you to develop creativity, critical-thinking, and problem-solving skills. Using AI technology will limit your capacity to develop these skills and to meet the learning goals of this course.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Academic Accessibility Policy:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness

interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Health and Safety:

Academic well-being:

There are many resources available at OSU for students who would like academic support, including the Writing Center, Dennis Learning Center, and other services. If you find yourself in circumstances that pose a serious challenge to your ability to keep up academically (e.g., ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.

- Writing Center: <http://cstw.osu.edu>
- Dennis Learning Center: <http://dennislearningcenter.osu.edu>
- Student Advocacy: <http://advocacy.osu.edu>
- An overview of student academic services and other direct links can be found here: <http://advising.osu.edu/welcome.shtml>

Personal well-being:

As a student you may experience a range of issues that can cause barriers to 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 or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

An overview of student well-being services can be found here: <http://ssc.osu.edu>.

Healthcare is available for all students at the Wilce Student Health Center on campus and accepts many insurance plans; it is mostly free for those on OSU student health insurance. If you are ill, they can give you an absence excuse as well as treatment. Same-day weekday appointments are available. After hours and on weekends, there are OSU urgent care facilities near campus that accept insurance; see <https://shs.osu.edu/emergencies/after-hours-care/>.

Increasing numbers of students are finding themselves without adequate food. The Buckeye Food Alliance (<https://www.buckeyefoodalliance.org>, 614-285-4067) runs a free food pantry for OSU students in Lincoln Tower, Suite 150, that is open four days a week.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. **Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.**

Please do not hesitate to reach out if you are struggling and need help finding assistance.

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	

Research and Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc).

Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Research and Creative Inquiry Courses

Course subject & number

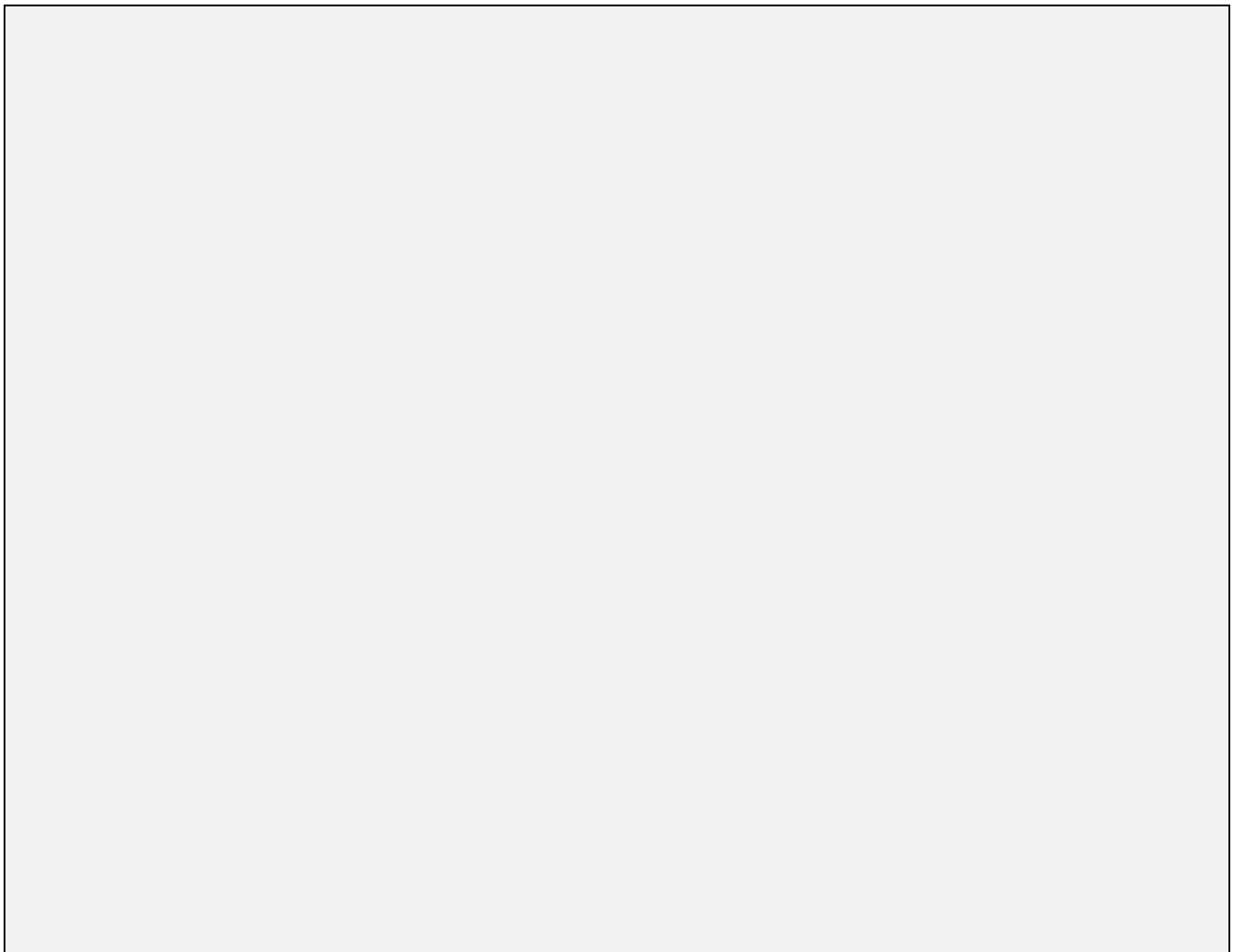
Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an *original* intellectual or *creative* contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, *or* (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.

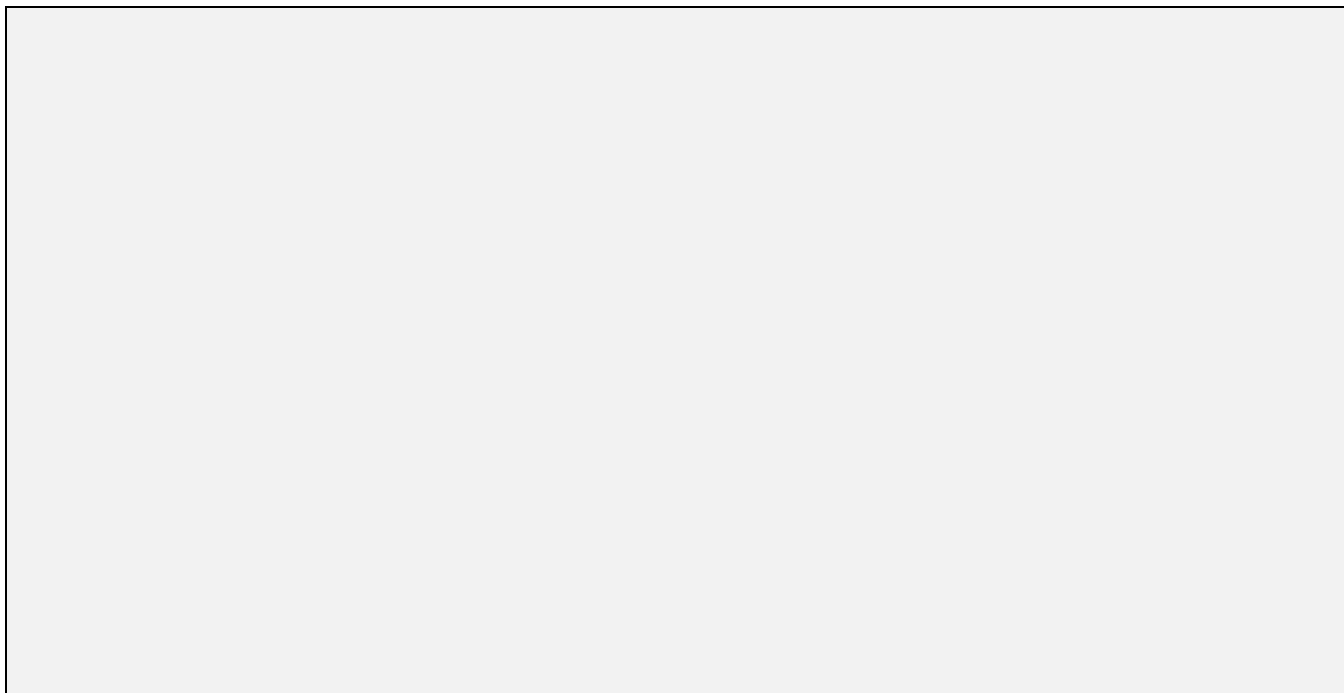
Further comments and clarifications:

- The Creative Inquiry or Research component should be integrated throughout a *substantial* portion of the course (not just at the very end, for example).
- The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.

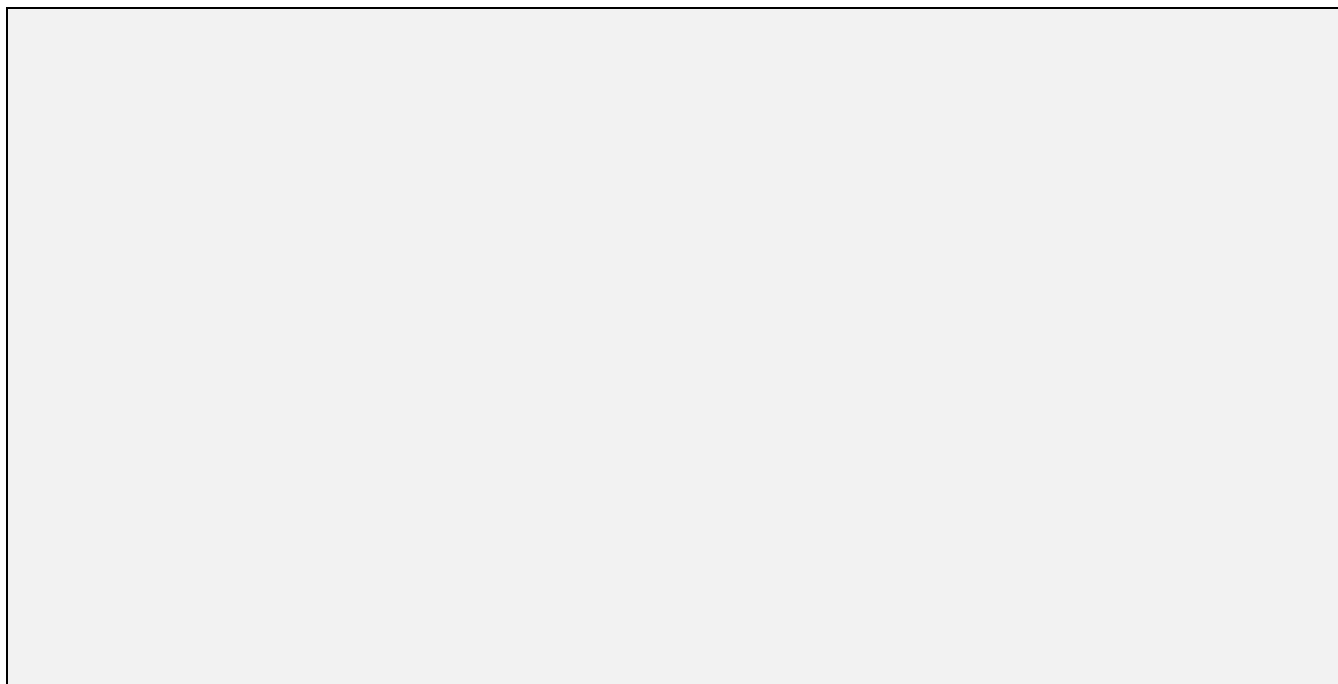
1. Disciplinary expectations and norms: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)



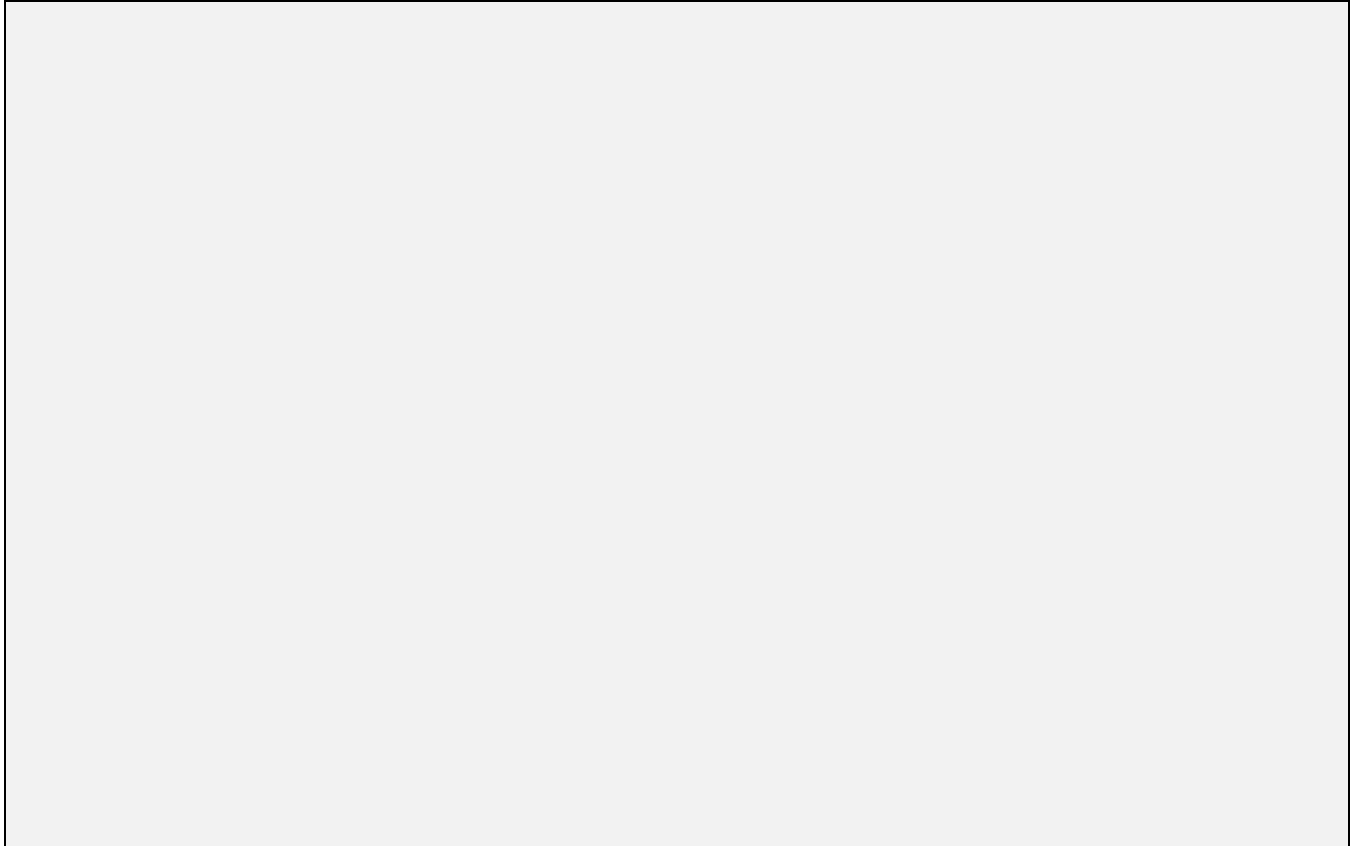
2. Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)



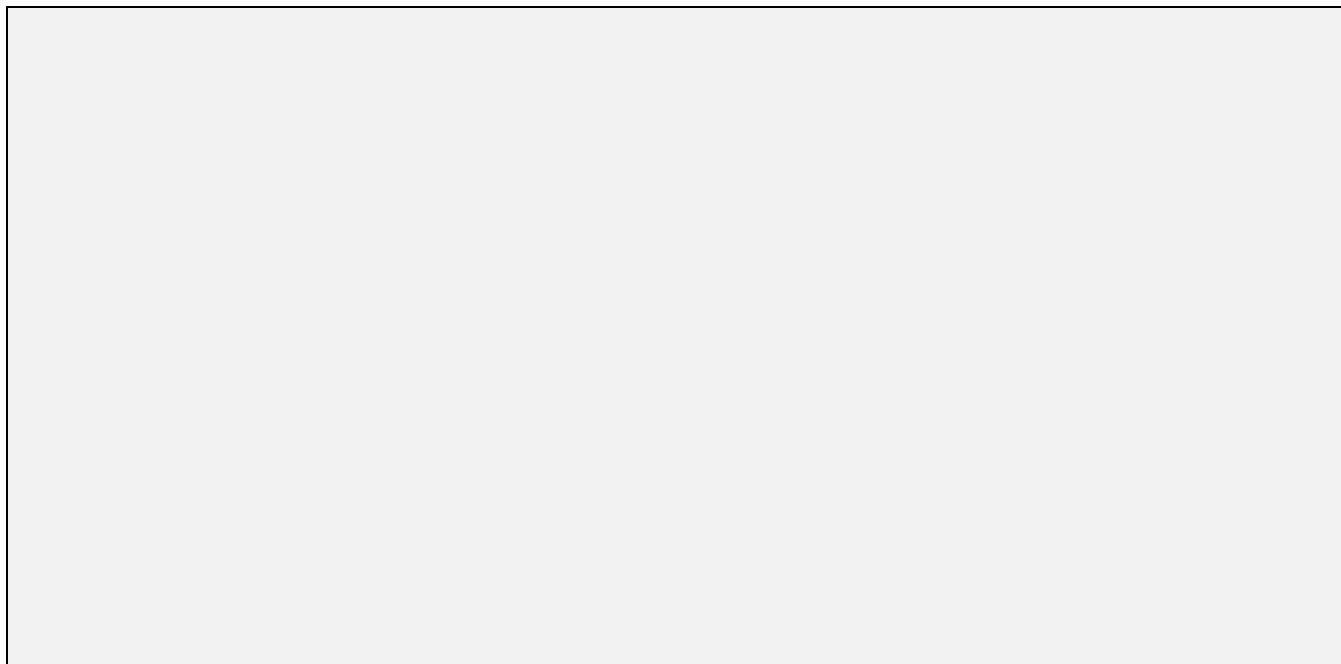
3. Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)



4. Demonstration of competence: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)



5. Scaffolding and mentoring: Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.)



6. Reflection: Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)

