

**CLCV 3307/ARTH 3105 B/ RELI 3733A, Winter Term 2025**  
**The College of the Humanities**

**Exploring Ancient Egyptian Civilization**  
Dr. Ibrahim Noureddine

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**Objective**

The course provides a comprehensive overview of the history, culture, and achievements of ancient Egyptian civilization. It explores various aspects of Egyptian society, including its political structure, religious practices, artistic expressions, daily life, and contributions to science. Students will study the pharaohs, Egyptian architecture, the significance of hieroglyphics, and the mythology of ancient Egypt. While the course will touch on the basics of hieroglyphic writing and its cultural importance, the focus will be on understanding its role in shaping Egyptian society and history. Through lectures, readings, and interactive discussions, students will gain a deeper understanding of ancient Egyptian civilization that thrived for thousands of years along the Nile River.



## Course Syllabus

Week 1	Jan 07	Introduction to Ancient Egyptian Civilization and Chronology the Political Landscape: Pharaohs and Power. Discussions-questions
Week 2	Jan 14	The Old Kingdom: Age of the Pyramid Builders (3rd–6th Dynasties)
Week 3	Jan 21	The First Intermediate Period: Collapse and Regional Powers (7 <sup>th</sup> –11th Dynasties)
Week 4	Jan 28	The Middle Kingdom: Renaissance of Egyptian Culture (11th–13th Dynasties)
Week 5	Feb 04	The Second Intermediate Period: The Hyksos and Political Fragmentation (14th–17th Dynasties)
Week 6	Feb 11	The New Kingdom: Egypt's Golden Age (18th–20th Dynasties)
Week 7	Feb18	<i>Winter break-No Class</i>
Week 8	Feb 25	The Third Intermediate Period: Decline and Foreign Influence (21st–25th Dynasties) <b>Midterm paper</b>
Week 9	Mar 04	Religion and Mythology: Gods, Goddesses, and the Afterlife Across Dynasties
Week 10	Mar 11	Art and Architecture: From Old Kingdom Pyramids to New Kingdom Temples (Case study: Thutmosis III Funerary Temple)
Week 11	Mar 18	Daily Life Through the Ages: Society, Economy, and Family in Ancient Egypt
Week 12	Mar 25	Engineering and Innovation: Monumental Constructions Across Dynasties
Week 13	Apr 01	Course Summary. Discussions-questions, <b>Final paper Due</b> by the end of the day

## Evaluation

- Participation/Discussions: 12% Active engagement and contributions to in-class discussions.

- Paper: 38% (Short essay, 5–10 pages) or in-class presentation (TBD)
- Final Essay: 50% (Short essay, 5–10 pages) or in-class presentation (TBD)

### **Essay/Final Paper Guidelines**

The topic should be chosen from the syllabus. However, if you are interested in a different topic, we can discuss it either in person or via email. Each essay should be 5–10 pages in length (typed, 12-point font, standard margins) and primarily based on 6–10 academic references related to your chosen topic. Citation style must be consistent throughout.

**Week 1:** Introducing the course syllabus and providing an overview of Ancient Egyptian civilization, with a focus on its cultural, religious, and political heritage. We will explore Egyptian chronology, key dynastic periods, and the role of pharaohs in shaping the political landscape. Discussions will examine how pharaohs consolidated power through religion, military campaigns, and monumental architecture, as well as the complexities of rulership and the dynamics within Egyptian society.

**Week 2:** This lecture focuses on the Old Kingdom, the "Age of the Pyramid Builders," from the 3rd to 6th Dynasties. We will explore the centralization of power under the pharaohs, the construction of the pyramids, and their role in reinforcing royal authority. Discussions will cover the political, economic, and religious structures of the time, as well as the eventual decline of the Old Kingdom and its impact on Egyptian society.

**Week 3:** This lecture covers the First Intermediate Period, a time of political fragmentation following the collapse of the Old Kingdom. We will explore the rise of regional powers, the weakening of central authority, and the emergence of local rulers. Discussions will focus on the social, economic, and cultural changes during this period, as well as the factors that contributed to Egypt's eventual reunification under the Middle Kingdom.

**Week 4:** This lecture explores the Middle Kingdom, a period of political reunification and cultural renaissance. We will examine the stabilization of central power under the 11th to 13th Dynasties, the expansion of Egypt's influence, and significant cultural and artistic developments. Discussions will focus on the pharaoh's role in restoring Egypt's prosperity and the lasting impact of this period on Egyptian civilization.

**Week 5:** This lecture covers the Second Intermediate Period, a time of political fragmentation and foreign invasion by the Hyksos. We will explore the rise of the Hyksos rulers, their influence on Egyptian culture, and the challenges faced by native Egyptian dynasties. Discussions will focus on the impact of the Hyksos presence on Egypt's military, politics, and society, leading up to the eventual reunification under the New Kingdom.

**Week 6:** This lecture focuses on the New Kingdom, Egypt's period of imperial power and cultural flourishing. We will explore the expansion of Egypt's territory, the wealth and monumental architecture of the 18th to 20th Dynasties, and the role of powerful pharaohs like Hatshepsut, Thutmose III, Akhenaten, and Ramses II. Discussions will cover the military, religious reforms, and artistic achievements that defined this era as Egypt's golden age.

**Week 7:** Winter Break

**Week 8:** The Third Intermediate Period marks a time of political decline and fragmentation following the peak of the New Kingdom. During the 21st to 25th Dynasties, Egypt experienced internal strife and the growing influence of foreign powers, including the Libyans, Nubians, and Assyrians. This period saw the weakening of central authority, the rise of regional rulers, and Egypt's shifting political and cultural landscape. Discussions will focus on the impact of foreign domination, the decline of the pharaoh's power, and the social and economic challenges of this turbulent time.

**Week 9:** Religion and mythology were central to Egyptian life, with gods and goddesses playing key roles in both daily existence and the afterlife. Across the dynasties, religious beliefs evolved, but the core concepts of divine kingship, cosmic order (*Maat*), and the afterlife remained constant. This lecture explores the major deities worshipped throughout Egypt's history, including Ra, Osiris, Isis, and Horus, and examines the complex rituals associated with death and the journey to the afterlife. Discussions will focus on how religion shaped both the political landscape and personal lives of ancient Egyptians.

**Week 10:** Egyptian art and architecture evolved significantly over the dynasties, from the monumental pyramids of the Old Kingdom to the grand temples of the New Kingdom. This lecture examines the architectural achievements of ancient Egypt, focusing on the development of royal tombs, temples, and monuments. The case study of Thutmose III's funerary temple will highlight the blend of religious significance, political power, and artistic expression in New Kingdom architecture. Discussions will explore the symbolism behind these structures and their role in reinforcing the divine status of the pharaohs.

**Week 11:** Daily life in ancient Egypt was shaped by social structures, economic activities, and family dynamics. The roles of various classes, from the elite to laborers, were influenced by religion, politics, and the economy. Key aspects include the agricultural economy, trade, craftsmanship, as well as family life, marriage, and gender roles. These elements evolved across the dynasties, contributing to the stability and cultural richness of Egyptian society. Discussions will focus on how these aspects shaped both personal and collective experiences in ancient Egypt.

**Week 12:** Monumental constructions in ancient Egypt, such as the pyramids, temples, and obelisks, demonstrate the advanced engineering skills and innovations of each dynasty. From the precision required in the Old Kingdom pyramids to the grandiose temples of the New Kingdom,

these structures highlight the Egyptians' mastery in architecture, materials, and construction techniques. The organization of labor, tools, and resources played a crucial role in these achievements. Discussions will focus on the technological advancements, engineering methods, and the cultural and religious significance behind these monumental projects across different dynastic periods.

**Week 13:** The final class will review the key themes and topics covered throughout the course, with a focus on the evolution of ancient Egyptian civilization across dynasties. Discussions will explore the political, cultural, and technological advancements, as well as the significant figures and events that shaped Egypt's history. Students will have the opportunity to ask any remaining questions and reflect on the connections between the various periods studied. The final paper or presentation, which will summarize your insights on a chosen topic from the course, is due by the end of the day.

**Textbook:** Shaw, I. (Ed.). (2000). *The Oxford History of Ancient Egypt*. Oxford: Oxford University Press. Edited by Ian Shaw, with contributions from various scholars.

*New average price: 40 CAD*

*Used average price: 12 CAD*

Supplementary reading:

- **Bryan, B. (1991).** *The Reign of Thutmose III*. Oxford: Wiley-Blackwell.  
*New average price: 75 CAD*  
*Used average price: 25 CAD*
  
- **Bard, K. A. (2008).** *An Introduction to the Archaeology of Ancient Egypt*. Oxford: Wiley-Blackwell.  
*New average price: 57 CAD*  
*Used average price: 16 CAD*
  
- **Kemp, B. J. (2006).** *Ancient Egypt: Anatomy of a Civilization (2nd ed.)*. London: Routledge
- *New average price: 71 CAD*  
*Used average price: 28 CAD*
  
- **Dodson, A, and Dyan Hilton D, (2010).** *The Complete Royal Families of Ancient Egypt*. London: Thames & Hudson.
- *New average price: 61 CAD*  
*Used average price: 35 CAD*
  
- **Pinch, G. (2002).** *Egyptian Mythology: A Guide to the Gods, Goddesses, and Traditions of Ancient Egypt*. London: Thames & Hudson.  
*New average price: 25 CAD*  
*Used average price: 15 CAD*

# University Regulations for All College of the Humanities Courses

(Updated November 22,2024)

## Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

## Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

## Online Learning Resources

[On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

## Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own

- failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

### **Co-operation or Collaboration**

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

**Group Work:** There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate. **More information on the process [here](#).**

## **Academic Accommodations**

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

## Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the

University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](mailto:equity@carleton.ca) at [equity@carleton.ca](mailto:equity@carleton.ca).

## Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

## Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

## Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.



## Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's selfdeclaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate | Graduate](#)).

## Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the

accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

## Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

## Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

## Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

### Emergency Resources (on and off campus)

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

### Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

### The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous

students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

## Department Contact Information

**Bachelor of the Humanities** 300 Paterson Hall [CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)

**Greek and Roman Studies** 300 Paterson Hall [GreekAndRomanStudies@cunet.carleton.ca](mailto:GreekAndRomanStudies@cunet.carleton.ca)

**Religion** 2A39 Paterson Hall  
[Religion@cunet.carleton.ca](mailto:Religion@cunet.carleton.ca)

**Digital Humanities (Graduate)** 2A39 Paterson Hall [digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

**Digital Humanities (Undergraduate Minor)** 300 Paterson Hall [digitalhumanities@carleton.ca](mailto:digitalhumanities@carleton.ca)

**MEMS (Undergraduate Minor)** 300 Paterson Hall  
[CollegeOfHumanities@cunet.carleton.ca](mailto:CollegeOfHumanities@cunet.carleton.ca)