Ancient Near East M105 / Anthropology M119E

Archaeology of Egypt and Sudan

Also valid for the Digital Humanities Minor.

Lecture and Lab: class (Tuesday morning 9.30-10.45 in YRL 11630 F) with 3 hour digital lab component (Tuesday afternoon 2:00-5:00 in the YRL Research Commons).

Winter 2014 Subject:

Predynastic Period in Egypt and Sudan
Class description:
Ancient Egypt is well known from iconic archaeological sites such as the Giza Pyramids and the Tomb of Tuthankhamun. From these, and the thousands of less well known sites, an enormous variety of archaeological information can be gained. Through the discussion of particular archaeological themes, regions or sites students are made familiar with methods of prehistoric and historic archaeology, and how archaeological information contributes to our understanding of social, political and religious history. The Tuesday lectures provide the background for the development of group research projects. Finding resources, data gathering, analysis, interpretation and presentation are part of fundamental training on how to embark on research in this field. The class includes a cooperative lab component in which student research is performed and presented in a time map. The class is, therefore, also valid for the Digital Humanities minor. The core subject of this class varies yearly and the class can be repeated for credit.

Lab assignments in the first half of the quarter familiarize students with the tools to enable them to add information. In the second half of the quarter, after the midterm presentation of the projects the lab time is mostly used to continue work on the group project and prepare for the final presentation. Attendance of the lectures and active participation in the lab component is mandatory. If during the quarter you are not able to attend one of the classes or the lab, please inform the instructor immediately and an alternative assignment will be given to make up.

Educational goal:
Familiarizing students with aspects of the history, archaeology and culture of Ancient Egypt, teaching students a critical approach to the use of archaeological data and providing undergraduate students with the opportunity to produce knowledge in an online cumulative resource in which they present and share their research.

Bibliographic and online resources will be introduced during lecture classes and the lab hours. Instead of writing a paper, students are defining a research topic and work on a group project to present their results online in a meaningful and innovative way. Students will maintain a weekly blog in which they outline their particular activities during each week and the group will maintain a group blog in which the progress of the project and the contribution of each of the team members is recorded.
Grading:
Grading a cooperative project is not straightforward, because it is not only the end result that counts, but also the way the group works together, and the contribution of individual group members to the process and the end result. The grading is therefore divided into five parts:

- Participation in group (individual) 20%
- Blog (individual) 20%
- Blog (group) 20%
- Midterm Project (group) 20%
- End Project (group) 20%

The grade for the midterm and end project may differ for various group members, under influence of the individual participation grade (e.g. participation = 100 and project grade is 90 out of 100, then the individual grade is 100% of 90; participation = 50 and project grade is 90, then the individual project grade is 50% of 90=45). Participation involves more than just being present at all lectures and lab sessions.

Class schedule
Tuesdays from 9.30-11.45 in YRL 11630, 2:00-5:00 pm in YRL Research Commons

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<th>Morning lecture</th>
<th>Afternoon lab</th>
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<td>January 7</td>
<td>Intro into the class structure</td>
<td>Groups work together in pods</td>
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<td>Demonstration UEE and</td>
<td>Intro to pod technology – Jonathan Wilson</td>
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<td>ShadowUEE</td>
<td>Read up on your subject</td>
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<td>Tasks at hand</td>
<td>Discuss group subjects</td>
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<td>Group reports vs. individual blogs</td>
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<td>Intro in Predynastic Period</td>
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<td>Division of groups</td>
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<td>Group subject suggestions:</td>
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<td><strong>Excavation history</strong></td>
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| January 14 | Lecture: Digital Humanities  
Division of tasks within groups:  
Each group consists of 6 specialists:  
**Project Coordinator**  
**Content Developer**  
**Copy Editor**  
**Image Coordinator**  
**Metadata specialist**  
**Markup specialist**  
Brainstorm on ideas: how is the group's subject best presented using the UEE time map structure.  
Further reading on group subject |
| January 21 | Intro into UEE place name database and metadata  
Lecture: time and space  
Group work  
Meeting of the project coordinators to compare approach, set deadlines (cf. midterm presentation). |
| January 28 | Intro in DLCS image database, image copyrights.  
Group work  
First selection of imagery  
Check copy right situation.  
Image coordinator has access to DLCS.  
Meeting of image coordinators |
| February 4 | Midterm reports  
Each group gives a 15 minute presentation on where they stand. This will be continued in the afternoon  
Midterm reports  
Discussion of progress so far  
Determination of what still needs to be done.  
Group work |
| February 11| Intro in TEI mark up  
(Kandace Pansire)  
Group work  
Group determines relevant metadata  
Practical training in Oxygen  
Meeting of Markup specialists to compare notes between different groups. |
| February 18| Metadata for article texts  
**February 24 final texts submitted**  
Group work |
| February 25| Revision of mark up and metadata  
Group work |
| March 4    | Group presentation run through  
Group work |
| March 11   | Public project presentation |