

SUL ROSS STATE UNIVERSITY
FALL 2026

Matthew G Marsh
HIST 4316 Sec W01
Web-Delivered

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Ancient Egypt – Readings & Research

Course Description: *Ancient Egypt – Readings & Research* (3-0). Ancient Egypt was one of the original early urban civilisations of the ancient world. This course provides an introduction to the historical trends, political, and social evolution of Ancient Egypt from the Neolithic to the end of the Hellenistic era. Students will complete readings not only into the history, but also the modern historiography of the period.

Required Texts: *Monarchs of the Nile*, 3rd Edition. Aidan Dodson. (Cairo: The American University in Cairo Press, 2015.) ISBN: 978-977-416-716-4
When Women Ruled the World: Six Queens of Egypt. Kara Cooney (Washington D.C.: National Geographic, 2018.) ISBN: 978-1-4262-2088-3
Red Land, Black Land: Daily Life in Ancient Egypt. Revised Edition. Barbara Mertz. (New York: William Morrow, 2008.) ISBN: 978-0-06-125274-7
Ancient Egyptian Warfare: Tactics, Weapons and Ideology of the Pharaohs. Ian Shaw. (Oxford: Casemate Publishers, 2018.)

Assignments:

Syntheses & Analysis (7)	Term Research Paper (1)
Primary Source Analysis (2)	Presentation (1)
Reel Views (2)	

**Student Learning
Outcomes:**

The graduating student with a B. A. in History will:

Develop an informed, critical and articulate approach to the study of history.

Marketable Skills: *Critical Thinking:* Absorption, comprehension, synthesis of Data
Ibid: Development of pattern recognition and causal skills.

Global Fluency: Ability to place the United States in a global context

The history student will demonstrate knowledge of American History, World History, and Non-American History

Marketable Skills: Students can meet deadlines in a successful manner.

Students can discharge responsibilities in an adequate manner.

Students can manage the absorption of data.

Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.

Marketable Skills: Professionalism: Knowledge and understanding of the civic roles and responsibilities of a United States citizen.

Critical Thinking/Professionalism: Ability to relate the importance of the historical past when considering public policy decisions.

The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

Marketable Skills: Students can utilize data to persuade various audiences.

Students can utilize data to generate and strengthen ideas.

Students can decipher stances adopted by various individuals.

The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content

Marketable skills: *Students can identify useful resources from a pool of data.*

Students can select and organize data in a relevant manner.

Students can make written presentations to various audiences

SLO's are assessed as follows:

Reading Syntheses & Analysis = SLOs 1-3 & 5	Term Research Paper = SLO's 1-5
Primary Source Analyses = SLO's 1-3 & 5	Presentation = SLO's 1-5
Reel Views = SLO's 1-4	

Course Learning

Outcomes

Students who complete HIST 4316 with a grade of "C" or higher will be able:

- ❖ Be able to trace the historical development of the states and society of Ancient Egypt through political, economic, socio-cultural developments.
- ❖ Be able to chart long-term historical & political trends in Egyptian history between 3000BCE to 31BCE.
- ❖ Demonstrate knowledge of key historical events, movements and in Egyptian history between 3000BCE to 31BCE.
- ❖ Understand the role that historical interpretation plays in the assessment of the past and be able to identify and critique various and differing interpretations of the past.
- ❖ The development of critical thinking and writing skills through essay test questions, a research paper and critical book reviews.

TEExES Standards:

Students seeking teacher certification in the History and Social Studies 7-12 areas will cover some or all of the following standards.

Core Subjects EC-6/4-8: Social Studies Standards IV, V, VII & IX

History 7-12: Standards II, IV, V & IX

Social Studies 7-12: Standards II, IV, V & IX

Course Requirements:

Academic Integrity – Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Academic Integrity and A.I. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Use of large-language model A.I. programs such as Chat GPT, Copilot, Lumo, or others to write essay assignments is considered a form of plagiarism and academic dishonesty. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

A. D. A. Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request each semester for each class. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the [Accommodation Request Form](#) located on our [website](#).

Tiffany Telesca, M.Ed./LPC
SRSU Accessibility Services Director
Counseling and Accessibility Services,
Ferguson Hall 112
Mailing Address: P. O. Box C-122; Alpine, TX 79832
Phone: (432) 837-8203
E-mail: tiffany.telesca@sulross.edu

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

A.I. and Sul Ross State University

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Appealing the Final Grade: If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

Attendance - It is highly recommended you attend class. In an online anytime course, attendance is considered logging into the course, completing and participating in assignments, and submission of required assignments.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Contacting the Instructor: My office telephone number and e-mail are included for

emergencies. E-mail is the preferred method of communication. Please use the following format in your subject line for any e-mail communications: YOUR NAME: HIST 4316-Subject of E-mail.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and International students.

Late Assignments: Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. After 4 days you will receive a grade of “F”.

Libraries: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

On Writing Well: The members of the history faculty believe that it is important that students be encouraged to write well in classes other than English. To that end, each examination will contain essay questions; while major assignments such as readings questions, concise historical notebooks, and a critical book review will be required. Writing is expected to be your own and not generated using a Generative A.I. program such as ChatGPT, Copilot, etc.). Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (HINT: Use **Spelling & Grammar Check**).

SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and

software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Student Responsibilities - All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

Writing Tutoring: Students needing assistance with writing are urged to use the services of the **SRSU Writing Centre**, found in Blackboard. If logged into Blackboard click: <https://shsu.blackboard.com/ultra/organizations/1957981/cl/outline>. Please note that while the writing tutors can help you with grammar, structure, formatting and citations they will not write assignments for you nor are they editors.
Contact: Robin Alvarez, Writing Center Coordinator, rka19ro@sulross.edu

Students in Alpine may also visit the **Lobo Den Tutoring Centre**, part of the Lobo Den Advising Centre, located in the Bryan Wildenthal Memorial Library first floor. The Tutoring Centre provides guidance in Writing, mathematics, Science, Spanish, and more.

Contact: Anthony Quintana, Coordinator of Tutoring Services,
anthony.quintana@sulross.edu

Student

Responsibilities:

You are responsible for attending all lectures, taking notes and completing the readings.

You are responsible for getting notes from a missed class from a classmate.

You are responsible for turning in assignments on time.

You are responsible for being in class to take quizzes and exams

You are responsible for verifying your enrollment in or withdrawal from the course. If you quit the class, but your name still appears on the Banner grade sheet at the end of the semester you will receive an “F” for the course.

Instructor

Responsibilities:

Mr. Marsh will know the course content; explain relevant concepts and principles; facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.

Mr. Marsh will field any question on the course content

Mr. Marsh will return assignments in a reasonable amount of time.

Mr. Marsh will hold office hours and answer student e-mails on the course.

Course Assignments:

Reading Syntheses & Analysis: History is a discipline based around the written word, which makes reading the text a critical part of understanding the material and successfully completing the course. With each chapter you will write a one-to-two page synthesis based on the readings for that lesson. Second, you must also analyse, based on your reading and synthesis, what the main thesis of the chapter is. *See Appendix I for Complete Details*

Term Research Paper:

Each student will complete a 8-10 page research paper on a topic of Ancient Egyptian history. Topics will be chosen from a provided list of research topics. Finished essays will be uploaded to Blackboard and run through SafeAssign. (*See Appendix II for further Details*).

Primary Source – Short Essays: To introduce to you to working with primary source documents, and basic historical research writing, two 500-700-word short essays are required in this class. With each essay assignment you will read a primary source and answer a constructed response question in a short essay. Finished essays will be uploaded to Blackboard and run through SafeAssign. (*See Appendix III*).

Reel Egypt: Part of being a historian is opening history up to a broader audience. Students will create and record two 2 minute videos on a specific topic of Ancient Egypt. (*See Appendix IV*)

Presenting the Kingdoms: Students will complete a presentation over one of the historical periods of Ancient Egypt. The presentation is designed to allow students to explore the information on a specific period of interest in Ancient Egypt and practice basic research, writing and presentation skills. (*See Appendix V*)

Grading Breakdown:

Assignment	Number	Points Ea.	Assignment Total Points
Research Paper	1	25+75+50+100pts	250 pts
Reading Syntheses & Analyses	7	25 pts	150 pts
Primary Source Analyses	2	75 pts	150 pts
Reel Views	2	50 pts	100 pts
Presentation	1	100 pts	100 pts
Attendance & Participation	1	50 pts	50 pts
			1000 Total Points Possible

Grade System:

A = 1000 - 900

B = 899 - 800

C = 799 - 700

D = 699 - 600

F = 599 - 0 points

Schedule of Lectures & Readings

Week I

Assignment: Introduction

Reading: Van De Mieroop, *History of Egypt*; Dodson, *Monarchs*; Cooney, *When Women Ruled the World*

Week II

Assignment: Research Paper Topic, Reading Synthesis & Analysis #1

Reading: Dodson, *Monarchs*; Cooney, *When Women Ruled the World*

Week III

Assignment: Reading Synthesis & Analysis #2

Reading: Dodson, *Monarchs*; Cooney, *When Women Ruled the World*

Week IV

Assignment: Reading Synthesis & Analysis #3,

Reading: Dodson, *Monarchs*; Cooney, *When Women Ruled the World*

Week V

Assignment: Reading Synthesis & Analysis #4

Reading: Dodson, *Monarchs*; Cooney, *When Women Ruled the World*

Week VI

Assignment: Reading Synthesis & Analysis #5, Research Paper – Annotated Bibliography

Reading: Dodson, *Monarchs*; Cooney, *When Women Ruled the World*

Week VII

Assignment: Reading Synthesis & Analysis #6

Reading: Dodson, *Monarchs*; Cooney, *When Women Ruled the World*

Week VIII

Assignment: Primary Source Analysis #1

Reading: Mertz, *Red Land, Black Land*; Shaw *Ancient Egyptian Warfare*

Week IX

Assignment: Critical Book Review

Reading: Mertz, *Red Land, Black Land*; Shaw *Ancient Egyptian Warfare*

Week X

Assignment: Reel Egypt #1 – Pharaohs & Pyramids

Reading: Mertz, *Red Land, Black Land*; Shaw *Ancient Egyptian Warfare*

Week XI

Assignment: Research Paper – Rough Draft

Reading: Mertz, *Red Land, Black Land*; Shaw *Ancient Egyptian Warfare*

Week XII

Assignment: Primary Source Analysis #2

Reading: Mertz, *Red Land, Black Land*; Shaw *Ancient Egyptian Warfare*

Week XIII

Assignment: Reel Egypt #2 – Daily Life

Reading: Mertz, *Red Land, Black Land*; Shaw *Ancient Egyptian Warfare*

Week XIV

Assignment: Presenting the Kingdom

Reading: Mertz, *Red Land, Black Land*; Shaw *Ancient Egyptian Warfare* (If not finished)

Week XV

Assignment: Term Research Paper

Reading: N/A

Note: Assignments and Readings are tentative and may be changed at the discretion of the Instructor

Appendix I: Reading Syntheses & Analysis

I: Learning Objective

The book readings are designed to introduce students to the world of Ancient Egypt, the socio-economic and political growth over three millennia, the daily life of Egyptians, and promote critical thinking. The reading synthesis is designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in Standard English.

II. Directions

For each chapter you will complete a reading synthesis & analysis. After reading the assigned pages, first, write a one-two page synthesis of the topics and information found in the readings. A synthesis is not designed to be exhaustive, but to give a brief overview of what is being covered. Look at what the main ideas and topics are in the chapter when beginning to outline your summary.

Second, you must also analyse what the main thesis or theses for the chapter. What is the author's argument or thesis for that chapter, how effective is it, does it support the overarching thesis of the book? Your analysis will be one page.

III. Format

Assignments need to be completed in Microsoft Word. All pages to be double-spaced and using 12pt Times New Roman or Cambria font.

- Your Name, Date, HIST 4316 and the assignment week need to be in the upper right-hand corner of the page.
- Original title for the summary on next line, centred
- Body of the synthesis
- NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SYNTHESIS

IV. Discussion Board Grade Sheet

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
Evidence of Reading	4	3	2.5	2
Recognizes and Discusses Primary Themes of Reading	6	5	4.5	4
Recognizes and discusses impact of major historical figures	6	5	4.5	4
Evidence of Synthesis and Interpretation	4	3	2.5	2
Analysis – Identifies the main thesis of the chapter.	5	4	3.5	3
Analysis – Examines and discusses the thesis, its effectiveness and support of the overall thesis of the book.	15	12	10.5	9
Formatting	10	8	7	6
	50pts	40pts	35pts	30pts

Appendix II: Term Research Paper & Presentation

I: Learning Objective

The term research paper is designed to build knowledge and skills related to the study of history including but not limited to: research skills, knowledge of library resources in historical research, evaluation of sources, historical interpretation and synthesis, reading comprehension, critical thinking, time management and writing in standard English, public speaking and presentation skills.

II. Research Paper Directions

- Each student will write an original research paper on one of the following topics in Ancient Egyptian History
 - **Approved Topics**
 - Development of Egyptology; Prehistoric Egypt; Pyramids in Egyptian Society; Intermediate Periods – Catastrophe, Change, or What?; The Hyksos; Amarna Period; Egypt, the Sea Peoples, and End of the Bronze Age;
 - A minimum of ten sources must be used in the paper. Sources must be available in print or EBSCO E-book/article format from the Bryan Wildenthal Memorial Library or via Inter-Library Loan (ILL).
 - WIKIPEDIA OR OTHER ONLINE SOURCES MAY NOT BE USED IN THIS PAPER.
 - Use of generative AI in paper.
 - Students may use a LLM AI tool in the formatting of the paper, bibliographic citations, and in creating an outline of the research paper ONLY.
 - All annotations of the bibliography, and all content in the research paper must written by the student.
 - Annotated Bibliography of Sources
 - After selecting the sources for the research paper, each student will complete an annotated bibliography of the sources.
 - The research paper must be a minimum of 8 pages long.
 - The 8 pages DOES NOT include the title page or the bibliography.
 - Research Paper must include an introduction, a conclusion beginning with “In Conclusion” and a thesis (topic) statement.
 - The research paper is an individual assignment. No co-written papers.

III. Annotated Bibliography Directions

1. Each student will create an annotated bibliography of the sources selected to write the Research Paper. An annotated bibliography is designed to showcase information about your research process and ensure that you have chosen sources that will support research of your chosen topic.
2. The bibliography must be formatted using Turabian Format for Bibliographies.
3. Each citation must be followed by a brief 100-200 word annotation that explains the book, how the student plans to use the source, and how it aided in understanding the topic.
4. Annotations MUST be in your own words, not created through use of an AI tool.
5. Must include a cover page with your paper’s original title, Annotated Bibliography, your name, HIST 4316, and the date.

IV. Research Paper Format

- Turabian format and footnote citation will be used.
- All pages must be double spaced and in 12 pt. font, either Time New Roman or Cambria.
- **Title Page:** Must include original title, name and date centred on page

- **Main Text:** Must include an introduction and conclusion. All source citations whether directly quoted or paraphrased must be cited in footnotes. Page numbers in upper right corner. Conclusion must begin with “In conclusion.”
- **Bibliography:** Minimum of 10 sources. Hard copy or EBSCO E-Books/Articles only.
WIKIPEDIAS AND ONLINE SOURCES ARE PROHIBITED.

V. VI. **Easy Ways to Fail the Research Paper**

- Turning another students paper as your own = F
- Stealing work off the internet and turning it in as your own (plagiarism) = F
- Using a generative AI to write the content of your research paper = F
- Turning in the same paper as another student in class = F
- No Bibliography + no sources cited = plagiarism = F
- No citation of sources = F

VII. **Stages of Development**

Sections of the research paper will be due on the following schedule:

- ❖ Monday 31 August – Research Topic chosen (25pts)
- ❖ Monday 5 October – Annotated Bibliography turned in (75 pts)
- ❖ Monday 9 November – First draft of research papers turned in (50 pts)
- ❖ Friday 4 December – Research Papers Due by 11:59PM.

VIII. **Term Research Paper Grade Sheet**

ASSIGNMENT GRADE TOPICS	Accomplished	Proficient	Developing	Needs Improvement
INTRODUCTION				
Introduces topic, coverage, and scope of the book	15	12	10.5	9
Details main topics of paper	10	8	7	6
CONTENT OF RESEARCH PAPER				
Clear thesis statement	20	16	14	12
Develops thesis throughout paper through historical argument.	30	24	21	18
Uses sources to support thesis arguments	25	20	17.5	15
Shows ability to offer synthesis of historical material	15	12	10.5	9
Integrates sources into paper	15	12	10.5	9
Conclusion				
Begins with “In Conclusion”	5	4	3.5	3
Effective restatement of the primary thesis of research paper.	15	12	10.5	9
BIBLIOGRAPHY				
MS PPT presentation.	5	8	7	6
Clear thesis statement	15	12	10.5	9
Presentation supports thesis argument.	25	20	17.5	15
Supports presentation with appropriate visual documentation	5	4	3.5	3
	200pts	160pts	140pts	120pts

Appendix III: Primary Source Essays

I: Learning Objective

Primary source papers are designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, historical interpretation and synthesis, factual analysis, critical thinking, time management and writing in standard English.

II. Directions

For each of the three primary source papers a short excerpt from a written source from the time-period we are studying in that lesson will be provided. Using the provided primary source excerpt, answer the provided constructed response question in a 1000 word essay. Because you are constructing an argued question, you may quote from the primary source in your essay to support a statement.

III. Format

Assignments need to be completed in Microsoft Word. Times New Roman or Cambria 12 point font only.

1. Your Name, Date, HIST 4316-W01 and the assignment week need to be in the upper right-hand corner of the page.
2. Original Title for the Primary Source Essay
3. Body of the Essay

IV. Primary Source Essay Grade Sheet

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
Recognizes and discusses primary components of reflection question.	15	12	10.5	9
Answers all components of the reflection question	10	8	7	6
Answers are historically/factually accurate and appropriate to question	10	8	7	6
Evidence of Reading	10	8	7	6
Formatting	5	4	3.5	3
	50pts	40pts	35pts	30pts

Appendix IV: Reel Egypt

I: Learning Objective

Reel Egypt assignments are designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, critical thinking, interpretation and synthesis, research skills, presentation and video skills, time management, and visual literacy.

II. Directions

Each student will complete two video assignments (ala IG Reels, TikToks, Video Recordings) on aspects of Ancient Egypt. With a video assignment you are creating a 2min video to present factually accurate information about Ancient Egypt, but for a non-academic audience. Using the readings from Dodson, Cooney, Mertz, and Shaw, plus the available print & electronic library resources to research the topic. Take that information and create a 2 minute video.

III. Video Topics

- Reel Egypt #1 – Pharaohs and Pyramids
 - Two things are most commonly known about Ancient Egypt – that they were ruled by Pharaohs, and they built Pyramids. In this reel introduce your audience to what the Pharaoh was to Old Kingdom Egypt, why they were important, and what the great pyramids they built were used for, how do we think they may have been built, etc.
- Reel Egypt #2 – Daily Life in Ancient Egypt.
 - While powerful pharaohs and giant pyramids loom large in common thoughts about Ancient Egypt, that is only a small part of Egyptian society. In this reel, choose two themes from Mertz *Red Land, Black Land* and use the information from those chapters to introduce your audience to how ordinary Egyptians lived, thought, believed, survived, or died during the long millennia of Egyptian civilization.

IV. Format

- Record using Kaltura Capture, Blackboard Collaborate, or Power-point.
- Video must not exceed 2 minutes in length.
- Use free, stock, images of Ancient Egyptian artefacts, monuments, inscriptions, hieroglyphs, etc. to visually support your video.

V. Reel Egypt Grade Sheet

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
Recognizes and discusses primary components of video topic question.	15	12	10.5	9
Uses historically appropriate visual material from Ancient Egypt to support video.	10	8	7	6
Videos are historically/factually accurate and appropriate to question	10	8	7	6
Provides bibliography of supporting material.	10	8	7	6
Formatting	5	4	3.5	3
	50pts	40pts	35pts	30pts

Appendix V: Presenting the Kingdoms – Egypt through the Millennia

I: Learning Objective

Country reports are designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, critical thinking, interpretation and synthesis, research skills, time management, and visual literacy.

VI. Directions

Each student will complete a power-point presentation on one of the periods of Ancient Egyptian History – Early Dynastic, Old Kingdom, Middle Kingdom, New Kingdom, Late Kingdom. Use the readings from Dodson, Cooney, Mertz, and Shaw, plus the available print & electronic library resources to research the period of Ancient Egypt for information on key events, leaders, political structure, religious beliefs, and demographic information. Take that information and create a power-point presentation with a minimum of 10 slides.

VII. Format

Remember: Microsoft Office - Powerpoint is the only presentation software accepted. Font must be either Times New Roman or Cambria. Report must include the following:

I. Title Slide - slide must include an original title, your name, HIST 2302, and the date.

II. Required Main Slides

- a. Chronology of Key Historical Events (2 slide max.)
- b. The State
 - i. Type of Government (If multiple types, include all)
 - ii. Executive Functions/Legislative Functions
 - iii. Administrative Units (Provinces/States) and organization
- c. Military and Foreign Policy
 - i. Military organization
 - ii. Type of foreign policy
- d. The Culture
 - i. Main demographics of country (languages, ethnicities)
 - ii. Religious Divisions
 - iii. Radical movements and separatism
 - iv. Arts & Literature
- e. Economy
 - i. main industries and how they have changed
 - ii. major exports/imports
- f. Wild Card - Interesting Fact
- g. Annotated List for Further Reading (Minimum 3)

III. Must use audio and/or visual elements to illustrate your slides.

IV. Must provide narration to slides

V. Provide bibliography of sources consulted

VIII. Approved Periods

Early Dynastic, Old Kingdom, Middle Kingdom, New Kingdom, Late Kingdom.

IX. Presentation Grade Sheet

1) Preliminary Matter

A) Loss of 5 points for excessive spelling and grammar errors (10+) ____

B) Loss of 5 points for:

1) Not including title slide

2) Slides using a font other than Times New Roman

2) Formatting Requirements ____

A) Student has included narration to slides. (-50 points if not included)

B) Student has included visual materials. (-10 points if not included)

3) Substance of the Report

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
A) Chronology of Key Events	5	4	3	2
B) The State (15pts)				
B1: Shows knowledge of how nation's government was organised and functioned during the time period.	10	9	8	7
B2: Discusses national and lower level administration.	5	4	3	2
C) Military & Foreign Policy				
C1: Discusses composition of military	5	4	3	2
C2: Evaluates overall foreign policy of nation during the time period.	10	9	8	7
D) Culture of Nation				
D1: Describes and explains main demographic components of the nation or state.	5	4	3	2
D2: Evaluates type of religious policies used by the state, types of religious beliefs found in nation/state.	10	9	8	7
D3: Investigates any radical or separatist movements that appeared during the time period.	5	4	3	2
E) Economy				
E1: Student has evaluated what the main industries were, and any changes to them during the period.	5	4	3	2
E2: Illustrates what the main imports/exports of the nation or state were.	5	4	3	2
F) Wild Card				
Fact that interested the student the most on the nation or state.	5	4	3	2
G) Annotated List for Further Reading	10	9	8	7
H) Bibliography of Works Consulted	10	9	8	7
I) Formatting				
F1: Review Formatting	10	8	6	4
	100pts	85pts	70pts	55pts