

Fall 2008

## Course Description

Damen

The Ancient Near East: Mesopotamia and Egypt  
(<http://www.usu.edu/markdamen/ANE/coursedescription.htm>)

HIST 3110 (43952)

TR 12:00-1:15; ENGR 318

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**Purpose.** The purpose of this class is to review the course of human development in two of the so-called “cradles of civilizations,” Ancient Mesopotamia and Ancient Egypt. We will look with varying degrees of depth into the political, military, social and artistic evolution of these closely situated and associated cultures in an effort to see what patterns and interconnections the evidence affords. Also, insofar as much of this forms the backdrop of those Ancient Israelite texts which have come to be called The Old Testament, we will also address their relevance to our understanding of the inter-cultural milieu that comprised the “trade basin” of the Ancient Near East. All in all, we will be investigating the very furthest horizon of history from which we today have our best picture of one cultural font where nothing less than Western civilization itself arose. The view that emerges from this highly fragmented picture of a huge expanse of history depends largely on how one reads the evidence, and so we will also address by necessity fundamental questions about historiography and what may be construed from the motley variety of sources we are left with. In other words, this class is about not only what happened but also how we today reconstruct what happened.

**IMPORTANT NOTE:** Because so much documentation and textual information has been lost or is lacking, the study of Ancient Near Eastern civilization necessitates close examination of the iconographic information which forms the basis of much of our knowledge and appreciation of this corner of antiquity. Without some understanding of what art and archaeology have brought to us concerning the lives and times of the peoples of the Ancient Near East, one cannot claim to have any real grasp of their world. Thus, much class time and a full section on the Final Exam will entail discussion and analysis of the material remains of Mesopotamian and Egyptian culture as opposed to the sort of documentary data with which the majority of historical researchers are most familiar. In other words, traditional students of history may find the approach to studying the past in this class a conceptual challenge. You have been forewarned!

**Texts:** William H. Stiebing Jr., Ancient Near Eastern History and Culture (Longman, 2003)  
J.B. Pritchard, The Ancient Near East, Volume 1: An Anthology of Texts and Pictures  
(Princeton, 1958)

A. George (trans.), The Epic of Gilgamesh (Penguin, 2000)  
A Guide to Writing in History and Classics [henceforth, The Writing Guide]  
(available on line: <http://www.usu.edu/markdamen/WritingGuide/00intro.htm>)

*Recommended Text:* G. Roux, Ancient Iraq, 3rd edition (Penguin, 1992)

**Required Texts.** Readings based on your texts (Stiebing; Pritchard; George) are *required*. Test material and data for written assignments will be drawn in part from them, in part from lectures.

William H. Stiebing, Ancient Near Eastern History and Culture (2003) is a standard, rather straightforward—and a bit dry, but history students will understand why—account of the evolution of Ancient Mesopotamia and Ancient Egypt laid out synchronically, for the most part.

J.B. Pritchard, The Ancient Near East, Volume 1: An Anthology of Texts and Pictures (1958) is a collection of original sources translated into English which you will read as they pertain to the class. For instance, when we study Mari (Section 4), you will read the Mari letters that are included in Pritchard.

A. George, The Epic of Gilgamesh (2000) is a translation of the most complete work of literature surviving from Mesopotamian culture, outside of the biblical tradition. We will read this work in conjunction with our study of the historical and literary heritage of Ancient Near Eastern civilization.

All reading assignments based on these texts should be completed **prior to class**. Throughout the term, I will give you the opportunity to demonstrate to me that you have been keeping up with the assigned reading by answering questions correctly on Pre-Tests (see below). It could not hurt to start the readings now and get ahead.

**Recommended Readings.** There are extra reading assignments listed under the “Articles” heading of each Section of the Course Outline (see below). These are not required but highly recommended for you to read, especially for those of you with an interest in the particular subject covered by the article. They also serve as the basis of Reactions (see below, Class Projects and Grading). Copies of these readings are on electronic reserve available through the web site of the USU library: <http://eres.usu.edu/>. *Please note that it is not permitted for you to include these works on reserve in your Annotated Bibliographies, Research Papers or any work outside of Reactions.*

**Grades.** The following are the maximum number of points awarded for the projects that will constitute your final grade:

Summary Paper	25 pts.
Pre-Tests (27)	405 pts. (15 pts. each)
Reactions (10)	500 pts. (50 pts. each)
First Essay	50 pts.
First Annotated Bibliography/WebSearch	150 pts.
Midterm Essay	100 pts.
First Draft of Research Paper	50 pts.
Individual Project (repeatable)	up to 250 pts. (variable credit)
Second Annotated Bibliography/WebSearch	200 pts.
Final Draft of Research Paper	150 pts.
Final Exam	300 pts.
Capstone Paper	250 pts.

The nature of these assignments is discussed below in the section entitled “Class Projects and Grading.” All tests and papers are cumulative; this includes the Final Exam. Missed work will count as zero. No make-ups will be given.<sup>1</sup> Work must be turned in as hard copy on or before its due date to receive full credit; late work will be reduced by 25% in total credit for every day (24-hour period) after the deadline, including weekend days and holidays. All written work must be typed and look professional in order to receive credit. I will not accept any work via email or through any electronic means. Cheating of any sort and to any degree will be prosecuted to the fullest extent possible. This includes plagiarism. If you are unfamiliar with the University’s definition of plagiarism, please read item 3 of the section entitled “Academic Honesty” on page 103 of the Schedule of Classes. Incompletes will not be given except in strict accordance with University policy. No finals will be given before or after the scheduled time (Thursday, December 11; 11:30 am -1:20 pm; ENGR 318).

**Grading Scale.** Final grades will be assigned according to the following scale. Numbers below refer to the total amount of points accumulated from the sum of all graded assignments.

[no A+]	999-980 = B+	899-880 = C+	799-780 = D+
above 1020 = A	979-920 = B	879-820 = C	779-700 = D
1020-1000 = A-	919-900 = B-	819-800 = C-	[no D-]

Below 700 is an F

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<sup>1</sup>If a student insists on a make-up, it will constitute a breach of the syllabus as described in the Syllabus and necessitate revising the basis on which the student’s final grade will be determined. This revision will entail returning to a more conventional grading structure in which there are not multiple opportunities for the acquisition of points but only a limited number of exercises (e.g. a comprehensive final and/or a research paper) which will be assessed within a traditional grading structure.

**Study Habits.** Because this is a class that requires a good deal of reading and memorization, it is imperative that you keep up with assignments. Cramming leads directly to failure. See me *immediately* if you are having troubles staying up with the class. I mean this. I am ready and willing to help you, but I can do nothing if you do not come to me first. Use your tuition and tax dollars wisely and see me if you think I can help.

**Required Recitation.** Once early in the term (Sep. 11) I will meet with you in class to cover an important matter that pertains to your performance in this course but not its content directly, namely, the style of writing used by professional historians. In my experience even the best-trained and most insightful students benefit from a clear and forthright presentation by their history instructor of the expectations for written work in a particular class, which is what I will do at the recitation. Thus, **I REQUIRE ALL STUDENTS TO ATTEND THIS RECITATION!** I *will* take attendance at the recitation. If you do not attend the recitation, I will NOT accept from you any written assignments for credit. If you believe that you do not need to be present at this recitation because of your mastery of historical style and you seek to be excused, please come and see me before the recitation. There will be no discussion about attendance or excuses accepted after the date of the recitation.

**Returning Graded Materials.** In order to ensure fair and equal treatment for all students, I will not return any materials to anyone until all assignments of the same kind have been graded. Unfortunately, that means there may be a delay in my returning certain materials to you, in particular, Annotated Bibliographies, Projects, Research Papers and other assignments entailing complex grading procedures. If you need to have materials graded and returned to you by a certain date (to assess, for instance, whether or not you need to do other assignments in the class), please turn them at least TWO weeks before the date on which you need to know your grade. That may involve handing in certain materials significantly ahead of the designated deadline. In sum, if your grade on a particular assignment is of that much concern to you, then you must give me the time to assess it properly. To put it another way, please do not ask me for your grade on any material the day after or even the week after you turn it in. Given the number of students and classes I am assigned, I cannot provide grades fairly in that sort of a time framework. Please understand I will work to get assignments graded and back to you as efficiently as possible, but I must also work within the constraints of class size and with an eye to equality and quality for all.

*Qualified students with disabilities may be eligible for reasonable accommodations. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.*

**All of this is subject to change. Students are responsible for incorporating in this syllabus all alterations in scheduling, deadlines and assignments announced in class.**

## Class Projects and Grading

Final grades will be determined on the basis of a student's performance on any of the following papers, projects, and tests, each worth a maximum number of points as stated below. Students may do any number of the assignments described on the following pages. Final grades will depend on how many points students have achieved in the assignments they have chosen to do. Thus, students do not have to do any specific assignment, but to get credit toward their final grade they must choose to do some and, whatever they choose, must turn them in on time. Remember that full credit will *not* be given for any late work nor will there be make-ups of any sort (see above, Grades). All work must be completed within the parameters stated below. In general, no two projects (First ABWS, Second ABWS or Individual Project) may center around the same topic.

**Summary Paper** (25 pts.): Due at the end of the second week of class (September 4).

This is a one-to-two-page paper summarizing the course content covered in the third class meeting. You are simply to write up what you saw as the highlights of the course that day (Introduction to the Ancient Near East: Geography and Archaeology). The purpose of the summary paper is not so much to review the material (thus, anything mentioned in lecture or the assigned readings is acceptable), but to familiarize you with the formal style of writing expected of historical researchers. What I will be looking for in reviewing these papers is not content but grammatical and stylistic features consistent with professional writing in this field as outlined in The Writing Guide (especially Sections 1-20 which we will review the second day of class). By giving you the opportunity to do this paper, I want to provide you the chance to make sure that the mechanics of your writing are up to where they should be for a class of this type. Given that, I will be looking for errors such as dangling participles, spelling mistakes, misuses of punctuation, sentence fragments and the like. If you believe your skills are sound in this respect, feel free to bypass this assignment and begin working on other projects.

**Pre-Tests** (405 pts.; 27 x 15 pts. each): Administered at the very beginning of every class meeting (after the first class meeting).

As a way for you to demonstrate your preparation for class, I will administer a brief Pre-Test at the very beginning of class on every day after the first class meeting. On each of these Pre-Tests there will be FIVE (5) fill-in-the-blank statements with answers drawn from the reading assignment(s) for that day. You will have two or three minutes at most to supply the correct answer and turn in the Pre-Test. Possible answers are prefixed with an asterisk in the list of "Terms, People, Places and Things to Know" which follows each Section in the Course Outline (see below). Any asterisked term(s) or part of a term may serve as an answer. For every correct response (including the proper spelling of the term/s) you will earn 3 points toward your

final grade total. I reserve the right to deduct credit for incorrect spelling (any accepted spelling is permitted). There will be *no* make-ups for students who are absent or late to class.

**Reactions** (500 pts.; 10 x 50 pts. each): Due at the beginning of the class period following the end of each Section (see Syllabus for the due-dates of individual Reactions).

A Reaction is a two-page summary and analysis of one of the articles which I have placed on electronic reserve (<http://eres.usu.edu/eres/>). It must be properly formatted (see Section 18 of The Writing Guide) and follow the strictures of style explicated in Sections 1-20 of The Writing Guide. A word count must be appended to the end of the Reaction consisting of at least 500 words. At the top of each Reaction should be three single-spaced lines with the following information: on the first line, the student's name; on the second, the article being reviewed; and on the third, the Section of the class and the date on which the Reaction was turned in. The rest of the Reaction should be double-spaced and there should be no title or title page. *Any Reaction which does not conform to the standards of The Writing Guide will be returned for no credit. In such an instance, students MUST meet in person with me to discuss why the Reaction received no credit before another Reaction will be accepted. Please bring the Reaction (the one with my comments) to our meeting.*

A Reaction should spend at least one full page paraphrasing—not quoting! (see Section 19 of The Writing Guide)—the material and argument of the article under review and another full page analyzing and evaluating the merit of the author's argument. These sections should be clearly designated as such in the Reaction (i.e. write "Summary" at the top of the summary and "Analysis" at the top of the analysis). In the Analysis portion of the Reaction, you should focus on the content of the article (i.e. the author's point) over its style or how well it "teaches" the facts. In this half of the Reaction, you may also use the first person to express your opinion of the article, though you should avoid this wherever possible and keep first-person forms (I, me, my, we, us, our, etc.) to a minimum. Reactions will be assessed for the completeness and incisiveness of the writer's understanding and commentary of the article under consideration. Credit may be reduced for errors of style or misapprehension/misstatement of fact, as well as an unconvincing expression of opinion. *Students may do only one Reaction per Section of the class.*

**First Essay** (50 pts.): Due at the beginning of the fifth week of class (September 25).

Like the Summary Paper, the First Essay is another "trial" attempt at writing in a manner suitable for historical researchers. The purpose of this exercise is to familiarize you with the type of composition generally employed in the field. And as with the Summary Paper, your grade will rest largely on your turning in the essay by the deadline in an adequate fashion, not on its content *per se*. However, as opposed to the Summary Paper, the focus of my assessment of your work on this essay will rest largely on how you express the argument you're making, both in terms of organizing content and deploying professional style. In other words, I will read your essay for its

logical coherence, namely, the quality and force with which you express the theme of your essay. For further clarification about what constitutes excellence in historical argumentation, see Section 2 ("Content") in The Writing Guide. The mandatory recitation which will be held two weeks before this essay is due should also be of some use to you in writing this essay.

The First Essay should be 750+ words—include a word count at the end of the essay—with sentences numbered according to the scheme outlined in class (<http://www.usu.edu/markdamen/WritingGuide/sentences.pdf>). It must address directly the thesis topic below.

**Thesis Topic for the First Essay** (you must argue *in support of* this statement): Argue that our sources for the history of the ancient world do, in fact, give us a fuller and more rounded view of life in the day than it might seem at first glance. Demonstrate that, though we would always like to know more, clues in the existing data show us much about aspects of ancient life that appear to be omitted from the sources (e.g., the lives of commoners, women, foreigners, children, immigrants, etc.). That is, show that we can deduce far more about life in the ancient world than it might seem from the miserable scraps and shards left to us.

**First Annotated Bibliography/WebSearch (ABWS 1) (150 pts.):** Due at the end of the ninth week of class (October 23).

A review of modern scholarship (found in libraries and on the web) relating to a particular topic concerning the Ancient Near East (Mesopotamia, Ancient Egypt, Ancient Israel). You may search through all available databases and investigate a topic of interest to you that is suitable for this class (e.g., palace architecture, women's roles, Akhenaten's reforms, prehistoric chronologies, Sea-Peoples, etc.). *Topics must be approved by me in advance.* Bibliographies and websearches based on unsuitable topics will receive no credit. A student may do only one First ABWS.

You will then obtain the scholarly works (books, articles, site reports, web sites and so on) you have found in your search, read and summarize the authors' arguments. This may not include primary sources, e.g. the Bible, the Epic of Gilgamesh, the Book of the Dead, etc. Instead, all works should be by modern authors (after 1900 CE) analyzing documents or artifacts from the historical period we are studying. *Any articles or textbooks found among the materials of this class (our textbook, assigned readings, articles on reserve, etc.) may not be used on this annotated bibliography or any research work for this course.* Please be aware that finding original secondary scholarship acceptable for research assignments may entail visiting other libraries (UofU, BYU) or ordering works through InterLibrary Loan, which may involve time. I advise you then to begin as soon as possible the process of determining a topic and searching for related scholarship and a feasible theme to argue. All bibliographical citations must be full and in a standard format (e.g., MLA). For websearches, include the address of the web site and, if available, its author, the institution with which it is associated and the latest date at which it was updated. *Include in the ABWS only pertinent materials which have advanced in some way your*

*understanding of the chosen topic.*

ABWS topics may not overlap with other research done in the class (e.g. Individual Projects), but may lead to a Research Paper or tie into Capstone Papers (see below). An ABWS must strike a balance between printed and web-based materials, containing at least thirty percent of sources drawn from each category.

When you have finished your research, organize your ABWS in the following way:

1. Synopsis. An overview of your work. Summarize (a) your initial purpose in doing this exercise (e.g., an interest in women in ancient Mesopotamia) and the reason you chose to explore that particular area, and (b) the result of your efforts, i.e. how the topic changed as you investigated the field and what topic you ended up investigating (if different from your first intention). HINT: Write the synopsis last, when you are certain where you are going!

2. Body. The books, articles or sites listed individually with two paragraphs of commentary on each. Review (a) the basic nature of the source (its general content), (b) the author's stated purpose, intended audience and approach to the material, (c) the author's conclusions or basic thrust and (d) the impact the source had on you (i.e. what you learned from it). Finally, explain how the source advanced your understanding of the topic at hand and how you would use it in a research paper, in particular, how it makes your theme more cogent. You should have at least SEVEN sources.

3. Conclusion. An assessment of your efforts. You should conclude by summarizing your view on the state of scholarship concerning your chosen topic and by laying out how you would now write a research paper on this subject. *You MUST include the argument you would make in the research paper, i.e. what side of what issue you would argue in favor of.* To report just the facts is to write a "book report," and I am asking more of you than that in this exercise. Please note that all arguments must build from issues discussed in sources you have found and must have historical validity, that is, argue in favor of something "reasonable" where there is a valid counter-argument. For example, it is not "reasonable" to argue that Hatshepsut was really a man since there is definitive evidence she was a woman. Nor is it "reasonable" to argue that she was a woman, since the counter-argument that she was a man has no credible merit. A valid historical argument focuses on a narrow theme based on well-documented data and circulates around a debatable topic arising from the evidence, e.g. that depictions of Hatshepsut show a subtle use of attributes associated with each gender in a clear effort to take full advantage of the roles that both men and women could assume in seizing and holding power during the New Kingdom. *The conclusion is the most important part of this exercise. Put some time and effort into it!*

Evaluation of ABWS's will be based on thoroughness and originality of research, incisiveness of analysis, proper presentation and fullness of conclusion. Depending on the quality of execution, the Synopsis is worth 30 pts., each source entry in the Body of the ABWS 10 pts., and the

Conclusion 50 pts. (up to a maximum of 150 pts.). For those of you who are interested in composing an Annotated Bibliography/WebSearch, I have in my office copies of some that were well executed (and some that weren't so well executed, so you can see what I don't like, too!). You may come by and look at them as examples of what you should be aiming at.

**Formatting an ABWS.** In the top right-hand corner of the first page of the ABWS must be (a) the title of the subject under review, (b) your name and (c) the date on which you turned in the ABWS. These three items of information should be on separate lines single-spaced. The synopsis which begins the ABWS should be double-spaced, as should the conclusion which ends it. In between these, the ten or more articles, web sites and books under review should be cited by author, title and source (single-spaced) and numbered. There should be an empty line separating the author/title/source from the two paragraphs following which assess the piece. The first paragraph should review the content of the piece (see above, 2.a), the author's approach (2.b) and conclusions (2.c); the second should articulate its impact on your thinking (2.d) and how it advanced your understanding of the topic at hand. These paragraphs should be single-spaced and not separated from each other by an empty line. After them, there should be two empty lines before the title of the next work or, in the case of the last bibliographical item, the conclusion.

**Midterm Essay** (100 pts.): Due at the beginning of the tenth week of class (October 28).

In this full-credit essay, grades will be based on the excellence of writing and argumentation in the context of historical studies, as articulated in The Writing Guide (Sections 1-30). Midterm Essays must address directly and without obfuscation one (and only one!) of the three theses (themes) below. The data cited in support of these theses should be drawn from as wide a swathe of course material as possible, inasmuch as one of the points of this exercise is to review and consolidate the information presented in the class to date, so you need not seek outside sources (library or web-based materials). Another goal of this exercise is, of course, to work on refining formal argumentation. Thus, as with all written work in this class, the essay should be handed in as hard copy and must be neatly typed and look professional. It should be between three or more pages in length (750+ words; please include a word count at the end of the essay) and utilize the system for numbering sentences outlined in class for persuasive writing (<http://www.usu.edu/markdamen/WritingGuide/sentences.pdf>).

**Theses for the Midterm Essay (choose ONE):**

1. Argue that internal elements (e.g., socio-political evolution, changes of kingship, natural resources, etc.) rather than external forces (i.e., invaders, immigrants, climate, etc.) exerted more influence on the long-term development of the societies we have studied in Ancient Egypt and Ancient Mesopotamia. That is, defend the idea that ancient societies for the most part directed their own destinies and were not swept along in the greater course of events in the wider

world. [NOTE: You may reverse the thesis and argue that external forces predominated and ancient societies did not for the most part direct their own destinies but were swept along in the greater course of events outside their world.]

2. Defend the non-literary arts (e.g. painting, architecture, ceramics, statuary, stonework, etc.) as a historical medium which can indicate political and social changes in Ancient Egypt and Ancient Mesopotamia, even where historical and literary texts for such change are lacking. That is, demonstrate that we can make reliable deductions from the graphic and plastic arts about facets of ancient life not directly connected to artwork. To put it another way, show that art history can be as much history as art.

3. Attack the conventional periodization of ancient history. In other words, challenge the notion that ages such as the Old Kingdom and Middle Kingdom of Egypt or ED II and ED IIIA of Mesopotamia are truly discrete periods. Suggest a better way to organize ancient history. [NOTE: Conversely, you may argue in behalf of our continued employment of the conventional periods, and explain why we should maintain them in both scholarship and pedagogy.]

**Project Prospectus:** Due at the beginning of the eleventh week of class (November 4).

See below, Individual Project/s.

**First Draft of Research Paper** (50 pts.): Due at the beginning of the thirteenth week of class (November 18).

A draft of a standard paper employing historical research to argue for a particular view of ancient history. *It must follow from a First Annotated Bibliography/WebSearch on the same subject, and the copy of that ABWS which was returned to you in class with my comments attached **must** be turned in along with the draft.* It should be formal in style (like essays) and at least seven full pages long utilizing no fewer than ten sources. The draft cannot fall short of these standards in any way, or there is no point in my reviewing it for areas which need improvement. Among such changes, students are encouraged to review the sources they had cited in the First ABWS and remove those which were noted as unsuitable, replacing them with more and better sources. Items found among the resources provided in class, for example, the bibliography on reserve—but NOT our textbook!—may now be used as part of your research, if one of these works is crucial to the topic you have chosen. Of course, too heavy a reliance on sources which I have provided for you will warrant a reduction in credit.

As with all work done for this class, a Research Paper must concern the area and time period covered in the class, i.e. prehistory to 500 BCE in some part of the Ancient Near East or

its environs, but within these geographical and chronological constraints you may delve into any aspect of life in the Ancient Near East. *No Research Paper will be accepted if I have not seen a draft of it by the beginning of the thirteenth week!* You may, of course, turn the draft in before that time. Credit up to 50 points will be awarded based on improvements made in the Final Draft from the suggestions I have appended to the First Draft. *As such, First Drafts **must** be turned back in with the Final Draft.* Points will be deducted for failure in the Final Draft (see below) to correct mistakes noted or address issues raised in my commentary appended to the First Draft.

**Individual Project/s** (up to 250 pts.): Prospectus due on November 4; Project due on the last day of class (December 4).

A project of your own inspiration designed in collaboration with me. Because of your interest in a particular field (e.g., Art, Costume History, Architecture, Linguistics, Political Science, Social History, Secondary Education, etc.), you may see a type of project which is applicable to this class but is not the usual sort of work done in history classes. Students in past classes have constructed scale-models of buildings or equipment, assembled archaeological site-reports, written detailed analyses of particular artifacts, and prepared materials for teaching in secondary school. It will earn you more points if your Individual Project "argues" for something, i.e., like other assignments in the class (e.g., ABWS, Midterm Essay), it demonstrates the validity of one perspective on Ancient Near Eastern studies which has been articulated in scholarly discussion about this historical period.

I invite you to come and see me at my office hours and consult with me about any such venture. You will find me open to all sorts of historical investigation and any viable project, with one important exception: the topic of your Individual Project may not overlap significantly with the topic of any other work you've done or plan to do in the class (e.g., an ABWS, a Research Paper, another Project, etc.). When you meet with me, we will discuss the nature of your proposed Individual Project and establish the maximum number of points it will be worth (up to 250 points). You will then write up a Prospectus (a one-page overview of what the project entails) and turn it in to me as a record of our agreement. The Prospectus is due at the beginning of the eleventh week of class. No Project may be done without having a Prospectus approved first.

At the time the Project is due, you must also turn in a written summary of your work, outlining the reasoning behind it, what it "proves," how it unfolded, what the end product represents, how it meets the criteria established in the Prospectus and a bibliography of all the sources you consulted in the process of its creation. The evaluation of an Individual Project will be based on its inherent difficulty, the thoroughness of the research underlying it, the quality of the final product, the cogency of any argument inherent in its design, and the amount of work that was necessary to complete it. Students may do more than one Individual Project, but if so, the Projects must center around different topics and have no overlapping subject material or bibliography.

**Second Annotated Bibliography/Websearch (ABWS 2)** (200 pts.): Due on the last day of class (December 4).

A second Annotated Bibliography/Websearch. You may do this **ONLY IF YOU HAVE DONE A FIRST ANNOTATED BIBLIOGRAPHY/WEBSEARCH**. It should follow the same guidelines as the First Annotated Bibliography/Websearch, but should be longer (between ten and fifteen sources balanced between printed and web-based materials in the same proportion as with the First ABWS) and better managed, showing that you learned something meaningful from your previous attempt at this type of research. The Second ABWS may not cover the same topic as the First ABWS; thus, no source included on the First ABWS may be re-used on the Second ABWS. A student may do only one Second ABWS. *The copy of the First ABWS to which my comments were attached **must** be turned in with the Second ABWS.*

**Final Draft of Research Paper** (150 pts.): Due on the last day of class (December 4).

A final, revised form of the Research Paper incorporating both my corrections and comments returned with the First Draft of the paper and any new information garnered since the draft was turned in. Grades will be based on thoroughness of research and excellence of argumentation. *No Research Papers that have not been reviewed in draft form will be accepted! All Final Drafts of Research Papers **must** be accompanied by the First Draft including my comments and corrections.*

**Final Exam** (300 pts.): To be administered at the time scheduled for the Final Exam (Thursday, December 11; 11:30 am -1:20 pm; ENGR 318).

This is a fact-based test. It will be comprehensive, including material from the entire class. The test will be constructed around lectures, artwork and terms cited in course materials, readings and other assignments. A handout is available on line to help you prepare for the Final Exam (<http://www.usu.edu/markdamen/ANE/finalrev.pdf>). No Finals will be given before or after the scheduled time.

**Capstone Paper** (250 pts.): Due at the time of the Final Exam (Thursday, December 11; 11:30 am -1:20 pm; ENGR 318).

A paper on a specific topic of general application to the entire class. Topics are at the student's discretion, but if you have any reservations about your choice of topics you should check it out with me. Those which reflect an unscholarly and unprofessional approach to course material will be deemed unworthy of evaluation and no credit will be given. All in all, the focus of this paper should be your own view of the material in the class and the way in which you

make it cohere for yourself, that is, what overarching trend you see in the evolution of ancient Afro-Asiatic civilization. Or, the paper may address a topic of particular interest to you as long as it is suitable for a class of this sort and spans the various periods of ancient history we have covered in the course.

Because it needs to be comprehensive, I ask that you note in parentheses the Section of the course to which the data you cite belong. That is, if you discuss the Pyramids, please append a notation of this sort (2E), which signifies that this piece of information comes from Section 2, Egypt (the Old Kingdom). Please use this system of notation: E=Egypt, M=Mesopotamia, I=Israel, and the Section numbers as listed in the Course Outline. There is available on line a full list of abbreviations and the Sections to which they pertain (<http://www.usu.edu/markdamen/ANE/capstoneabbreviations.htm>). The comprehensiveness of a Capstone (i.e. how many times it references each Section) will be one important criterion in its ultimate evaluation.

The express purpose of a Capstone Paper is for you to "package" the course material for your own future study (i.e., what you have found most significant and are likely to remember from what was covered in this class) and to find a means by which you can assimilate the disparate and sometimes confusing array of data that comprise an understanding of this field. As such, Capstones do not absolutely require citation of outside bibliography, but since they may be done in conjunction with an ABWS on the same general subject, they are certainly not restricted from including bibliography and outside scholarly sources. But please note that, while personal, these papers should not be "diaries," that is, unscholarly or informal in any fashion. What beliefs you hold beyond the scope of historical inquiry and that lack adequate basis in fact have no part here. A Capstone should reflect your work in this course—a history class!—and be substantive and critical in its approach to course material. It should be about ten pages long.

In addition to comprehensiveness, the evaluation of Capstones will rest on the criteria used in all writing projects done for this class: sound reasoning, reliable use of data and clarity of expression and argumentation. One exception: you may write in the first person sometimes, inasmuch as this is a personal reflection of a scholarly viewpoint. Remember, however, that the balancing of your own and general scholarly concerns is critical to your success in this project. So, do not overuse the first person and, as always, avoid the second person. In general, never go where no sensible historian would follow.

Fall 2008

**SYLLABUS**

Damen

This syllabus provides a tentative, preliminary and cursory overview of the class. Please note that ASSIGNMENTS are noted below in CAPS next to their non-negotiable deadlines. Should Ishtar smile upon us, the course will proceed as follows:

<b><u>Date</u></b>	<b><u>Subject</u></b>
Aug 26	Introduction to the Class; Historical Overview of Ancient Mesopotamia and Egypt, Part 1
Aug 28	Historical Overview of Ancient Mesopotamia and Egypt, Part 2; <b>WRITING RECITATION I: A Guide to Writing in History and Classics, Sections 1-20 (Style)</b> ( <a href="http://www.usu.edu/markdamen/WritingGuide/00intro.htm">http://www.usu.edu/markdamen/WritingGuide/00intro.htm</a> )
Sep 2	<u>Section 1</u> : Introduction to the Ancient Near East: Geography and Archaeology
Sep 4	<u>Section 1</u> : Mesopotamian Prehistory; <b>SUMMARY PAPER</b>
Sep 9	<u>Section 1</u> : Egyptian Prehistory
Sep 11	<u>Section 1</u> : Egyptian Chronology; <b>WRITING RECITATION II (Attendance is mandatory!): A Guide to Writing in History and Classics, Sections 21-30 (Content)</b> ( <a href="http://www.usu.edu/markdamen/WritingGuide/00intro.htm">http://www.usu.edu/markdamen/WritingGuide/00intro.htm</a> )
Sep 16	<u>Section 2</u> : Sumer I; <b>REACTION (SECTION 1)</b>
Sep 18	<u>Section 2</u> : Sumer II
Sep 23	<u>Section 2</u> : Old Kingdom Egypt
Sep 25	<u>Section 2</u> : Pyramids; <b>FIRST ESSAY</b>
Sep 30	<u>Section 3</u> : Akkadians; <b>REACTION (SECTION 2)</b>
Oct 2	<u>Section 3</u> : The Third Dynasty of Ur
Oct 7	<u>Section 3</u> : Middle Kingdom Egypt
Oct 9	<u>Section 4</u> : Old Babylonians I; <b>REACTION (SECTION 3)</b>
Oct 14	<u>Section 4</u> : Old Babylonians II
Oct 16	<i>NO CLASS (FOLLOW A FRIDAY SCHEDULE)</i>
Oct 21	<u>Section 4</u> : The Hyksos
Oct 23	<u>Section 5</u> : The Kassites and the Hittites (I); <b>REACTION (SECTION 4); FIRST ABWS</b>

<b><u>Date</u></b>	<b><u>Subject</u></b>
Oct 28	<u>Section 5</u> : The Hittites (II) and the Middle Assyrians; <b>MIDTERM ESSAY</b>
Oct 30	<u>Section 6</u> : New Kingdom Egypt I; <b>REACTION (SECTION 5)</b>
Nov 4	<u>Section 6</u> : New Kingdom Egypt II; <b>PROJECT PROSPECTUS</b>
Nov 6	<u>Section 6</u> : New Kingdom Egypt III
Nov 11	<u>Section 7</u> : Late Egypt; <b>REACTION (SECTION 6)</b>
Nov 13	<u>Section 7</u> : Ancient Israelite Religion
Nov 18	<u>Section 8</u> : The Neo-Assyrians I; <b>REACTION (SECTION 7); RESEARCH PAPER DRAFT</b>
Nov 20	<u>Section 8</u> : The Neo-Assyrians II
Nov 25	<u>Section 8</u> : The Neo-Assyrians III
Nov 27	<i>NO CLASS (THANKSGIVING HOLIDAY)</i>
Dec 2	<u>Section 9</u> : The Neo-Babylonians; <b>REACTION (SECTION 8)</b>
Dec 4	<u>Section 10</u> : Mesopotamian Literature ( <i>Enuma Elish</i> ; <i>Gilgamesh</i> ); <b>REACTION (SECTION 9); PROJECT/S; SECOND ABWS; RESEARCH PAPER</b>
Dec 11 (11:30 am)	<b>FINAL EXAM; CAPSTONE PAPER; REACTION (SECTION 10)</b>

Fall 2008

## Course Outline

Damen

[Readings cited as "Texts" are from your textbooks: W.H. Stiebing, Ancient Near Eastern History And Culture (henceforth "WHS"); and Pritchard, The Ancient Near East: Volume 1 (henceforth "P"). Those cited as "Articles" are on electronic reserve (ERes; see above).]

### **Section 1: Prehistory (down to ca. 3000 BCE)**

**Assignment due:** Summary Paper (September 4)

\*\*\*\*\* **Mandatory Recitation:** Thursday, September 11, in class \*\*\*\*\*

General Geography and Chronology of the Near East  
The Mesolithic, Neolithic and Chalcolithic periods  
(Al-)Ubaid Culture  
Jemdet Nasr Culture  
The Unification of Ancient Egypt

#### **Principal Items to be covered in this Section of the class:**

**Sites:** Jericho, Çatal Hüyük, Al-Ubaid, Uruk, Jemdet Nasr, Abydos, Hierakonpolis, Qustal

**Architecture:** The Ur Temple, The White Temple

**Artifacts:** The Eanna Vase (Uruk Vase), The Narmer Palette, The Abydos Frieze

**Documents:** The Turin Royal Canon

#### **Readings for this Section of the class:**

**Texts:** WHS, Chpt. 1-2, pp. 1-50; Chpt. 4, pp. 103-123

**Articles:** F.A. Hassan, "The Origins of the Egyptian Civilization: A Working Model"; A. Gardiner, "The Land, Its Neighbours, and Resources" (in Egypt of the Pharaohs); J.R. Harris, "The Calendars and Chronology" (in The Legacy of Egypt); D. Schmandt-Besserat, "Tokens" (in How Writing Came About); D. Collon, "Seals in the Ancient Near East" and "The Evidence of the Designs" (in Interpreting the Past: Near Eastern Seals); J.N. Postgate, "Mesopotamia: the land and the life" and "Water and land" (in Early Mesopotamian: Society and economy at the dawn of history)

### Terms, People, Places and Things to know for Section 1:

\*\*\*Items marked with an asterisk can be found in assignments based on WHS. If you have problems locating the terms in your reading, look in the index at the back of WHS (pp. 336ff.). Asterisked items may appear on Pre-Tests (see above). Other items will be covered during in-class lectures.\*\*\*

#### Introduction to the ANE

\*Zagros Mountains  
\*Taurus Mountains  
\*Tigris River  
Lake Van

\*Euphrates River  
Al-Jazirah  
\*Irrigation  
Salinization  
\*Assyria

\*Akkad(ian)  
\*Sumer(ian)  
\*Archaeology  
“Recovered History”  
\*Chronology

#### Mesopotamian Prehistory

\*Neolithic Age  
\*V. Gordon Childe  
\*“The Neolithic Revolution”  
\*Jericho  
\*Kathleen Kenyon  
Bitumen  
Excarnation  
\*Çatal Hüyük  
\*Chalcolithic Age

\*(Al-)Ubaid 1-4  
“Eridu Culture”  
Buttresses  
Ur Temple  
“Lizard-Headed Statuettes”  
\*Hassuna  
\*Samarra  
\*Halaf  
Tel Arpachiyah  
Max Mallowan

\*Uruk/Warka/Erech  
\*Pictographs  
\*Cylinder Seals  
\*Jemdet Nasr  
Uruk Vase  
*Bibru*  
\*Inanna  
\*Tammuz/Dumuzi  
“Lady of Uruk”

#### Egyptian Prehistory

\*Upper Egypt  
\*Lower Egypt  
\*Libya  
\*Nubia  
\*Cataract  
\*Merimde (Beni Salama)  
\*Hierakonpolis

\*Nagada  
\*Abydos  
\*Faiyum/Fayyum  
\*Badarian  
\*Amratian (Naqada I)  
\*Gerzean (Naqada II)  
Libyan Palette  
\*(King) Scorpion Macehead

\*White Crown  
\*Red Crown  
\*Narmer  
\*Narmer Palette  
*Serekh*  
\*Horus  
\*Seth  
Qustal

#### Egyptian Chronology

\*Sed Festival (*heb-sed*)  
\*Abydos Frieze of Seti I  
(Abydos Table of Kings)  
\*Cartouche

\*Palermo Stone  
\*Turin Royal Canon  
\*Manetho  
\*Horus Name

\*Two Ladies Name  
(*Nepty* Name)  
\*Horus of Gold Name  
(Golden Horus Name)  
\*Dynasties

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## Section 2: Sumer and The Old Kingdom of Egypt (ca. 3000-2300 BCE)

**Assignments due:** Reaction, Section 1 (September 16); First Essay (September 25)

Early Dynastic Sumer  
Unification of Egypt and The Old Kingdom  
Early Writing

### Principal Items to be covered in this Section of the class:

- Sites:** Ur, Kish, Lagash, Girsu, Umma, Memphis, Saqqara, Giza
- Architecture:** The Square Temple, The Oval Temple, The Royal Cemetery of Ur, The Pyramids, The Sphinx
- Artifacts:** The Standard of Ur, The Stele of the Vultures
- Documents:** The Sumerian Kinglists, The Deluge, The Tradition of Seven Lean Years in Egypt, The Pyramid Texts

### Readings for this Section of the class:

- Texts:** WHS, Chpt. 2, pp. 37-64; Chpt. 4, pp. 103-138; P, pp. 24-30
- Articles:** S.N. Kramer, "Mythology of Sumer and Akkad" (in Mythologies of the Ancient World); H. Frankfort, "The Early Dynastic Period" (in The Art and Architecture of the Ancient Orient); J.N. Postgate, "The Temple" (in Early Mesopotamian: Society and economy at the dawn of history); K. Jackson and J. Stamp, "Chapters 7-9, including "The Origins of Modern Egyptology," "Egyptology Comes of Age," and "Pyramidology, Heretics, Mystics, and Cranks" (in Building the Great Pyramid); A.J. Spencer, "Chapter 4: The Early Dynasties" (in Early Egypt: The Rise of Civilisation in the Nile Valley)

### Terms, People, Places and Things to know for Section 2:

- |                          |                    |                 |
|--------------------------|--------------------|-----------------|
| <b>Sumer I</b>           | * <i>Lugal</i>     | *Kish           |
| *Sumerians               | * <i>Ensi</i>      | *"King of Kish" |
| "Agglutinative Language" | Antediluvian Kings | *Nippur         |
| *King-Lists              | *Kengir League     | *ED I           |

*ED II	Tell Asmar	<i>Baetyl</i>
*Enma-baragesi	Square Temple	<i>Kaunakes</i>
Abu	“Bent-Axis”	Hierarchical Perspective
*Enlil		
<b><u>Sumer II</u></b>		
*ED III (A/B)	*Mes-kalam-dug (PG 755)	*Girsu (El Hibbeh)
*Gilgamesh	*Pu-abi	*Eannatum
Oval Temple	*“Ram in the Thicket”	*Lugalzagezi
*Elam	*Standard of Ur	*Umma
*Royal Cemetery	*Ur	*“Stele of the Vultures”
*Leonard Woolley	The First Dynasty of Ur	Boundary Stones
	*Lagash	* <i>Edin</i>
<b><u>Old Kingdom Egypt</u></b>		
*Menes	*Peribsen	*Pepy II
*Memphis	*Khasekhem	*Vizier
*Dynasty 0	*Djoser (Netjerykhet)	C Group
*Sinai	*Imhotep	Kermah
A Group	*Cheops/Khufu	Harem Conspiracy
	*Re/Ra	
<b><u>Pyramids</u></b>		
Mennufer	*Meidum	*Chephren/Khafre
*Step Pyramid at Saqqara	*Bent Pyramid	*Sphinx
* <i>Mastaba</i>	*Giza	
*Snefru	*Great Pyramid ( <i>Akhet-khufu</i> )	

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### Section 3: Akkad and The Middle Kingdom of Egypt (2300-1900 BCE)

**Assignment due:** Reaction, Section 2 (September 30)

The Akkadian Conquest

The Third Dynasty of Ur

The First Intermediate Period and the Middle Kingdom of Egypt

#### Principal Items to be covered in this Section of the class:

**Sites:** Agade, Ebla, Thebes, Deir-el-Bah(a)ri, Punt, Faiyum (Fayyum)

**Architecture:** The Palace at Tell Asmar, The Ziggurat of Ur, The Mortuary Temple of Mentuhotep

**Artifacts:** The Bust of Sargon, The Victory Stele of Naram-Sin, The Gudea Statues, The Ur-Nammu Stele, The Statue of Sennuwy, The Bust of a Middle-Kingdom Princess

**Documents:** The (Birth) Legend of Sargon, Akkadian Observations on Life, The Tale of Sinuhe, Egyptian Execration Texts, The Prophecy of Nefer-Rohu (Nerferti), The Lamentation Over the Destruction of Ur (WHS, p. 80)

### Readings for this Section of the class:

**Texts:** WHS, Chpt. 2, pp. 36-40, 46-50; Chpt. 3, pp. 65-86; Chpt. 5, pp. 139-152; P, pp. 5-11, 85-86, 225-226, 250-257

**Articles:** A.K. Grayson and D.B. Redford, ". . .in the Stories of Those Who Were Aforetime," (in Papyrus and Tablet); M. Lichtheim, "Literary Genres and Literary Styles (in Ancient Egyptian Literature); W.S. Smith, "Part Three: the Growth of the Middle Kingdom and Its Collapse" (in The Art and Architecture of Ancient Egypt); D. Collon, "Cylinder Seals in History, Periods I-III" (in First Impressions: Cylinder Seals in the Ancient Near East); A. Erman, Chpts. 14-15: "Learning" and "Literature" (in Life in Ancient Egypt); H.J. Nissen, "The Period of the First Territorial States (ca. 2350-2000 B.C.)" (in The Early History of the Ancient Near East, 9000-2000 B.C.)

### Terms, People, Places and Things to know for Section 3:

#### Akkadians

\*Akkadians  
\*Semitic  
\*Sargon (*Sharru-kin*)  
\*Ishtar  
\*Agade  
\*Ebla (Tell Mardik)

#### "Empire Period"

\*Enheduanna  
\*Rimush  
\*Manishtusu  
\*Naram-Sin  
\*Lullubi  
\*Guti

#### Palace at Tell Asmar

\*Bronze Head of an Akkadian King (Sargon?)  
\*Victory Stele of Naram-Sin  
Shamash  
Akkadian inscriptions  
Monumentality

#### The Third Dynasty of Ur

\*Gudea of Lagash  
\*Gudea statues  
\*Utuhegal of Uruk

\*Ur-Nammu  
\*Third Dynasty of Ur  
\*Ziggurat of Ur  
Ur-Nammu Stele

\*Shulgi  
\*Amar-Sin  
\*Ibbi-Sin  
\*Ishbi-Erra

#### Middle Kingdom Egypt

\*Herakleopolis  
\*Nomarchs  
\*Mentuhotep II

\*Mentuhotep III  
\*Mortuary Temple of Mentuhotep  
\*Deir-el-Bah(a)ri

\*Punt  
\*Execration Texts  
Hekanakht  
\*The Prophecy of Neferti

*Amenemhet/Ammenemes I	*Itjtawy	<i>Waret</i>
*Amun	*Senusret/Sesostris I	*Osiris
*Karnak	*Co-regency	* <u>The Tale/Story of Sinuhe</u>



## Section 4: The Old Babylonians and The Second Intermediate Period of Egypt (1900-1600 BCE)

**Assignment due:** Reaction, Section 3 (October 9)

The Rise of the Amorites  
 The Isin-Larsa Period  
 The Old Assyrian Kingdom  
 Hammurabi  
 The Hyksos

### Principal Items to be covered in this Section of the class:

**Sites:** Babylon, Mari, Isin, Larsa, As(s)hur, Kanesh (Kültepe), Avaris

**Architecture:** The Palace of Zimri-Lim at Mari

**Artifacts:** The Law-Code Stele of Hammurabi, The Investiture Fresco

**Documents:** The Laws of Eshnunna, The Code of Hammurabi, *Enuma Elish*, The Hymn to Ishtar, The Mari Letters

### Readings for this Section of the class:

**Texts:** WHS, Chpt. 2, pp. 37-39, 58-61; Chpt. 3, pp. 85-94; Chpt. 5, pp. 152-161; P, pp. 133-167, 231-233, 260-262

**Articles:** A. Heidel, "*Enuma Elish*," (in The Babylonian Genesis); E.A. Wallis Budge, "Chapter 6: The Decipherment of Egyptian Hieroglyphics" (in The Rosetta Stone); G. Robins, "Royal women and queenship" and "Queens, power, and the assumption of kingship" (in Women in Ancient Egypt); W.V. Davies, "The Language" and "The Scripts" (in Egyptian Hieroglyphics); A. Erman, Chpts. 8-10: "Family," "The House," and "Dress" (in Life in Ancient Egypt); J. Bourriau, "Chapter 8: The Second Intermediate Period" (in The Oxford History of Ancient Egypt, ed. I. Shaw)

### Terms, People, Places and Things to know for Section 4:

#### Old Babylonians I

\* Amorite(s)  
\* Babylon  
\* Mari  
\* Isin

\* Larsa  
“Isin-Larsa Period”  
\* Aleppo  
\* Subartu  
\* As(s)hur

\* Shamshi-Adad I  
\* *Karum*  
Cappadocia  
\* Kanesh (Kültepe)

#### Old Babylonians II

\* Zimri-Lim  
Palace at Mari  
“Investiture Fresco”  
\* Hammurabi

\* Old Babylonian  
(language)  
\* Marduk  
\* The Poem/Epic of  
Creation

\* Law-Code (Stele) of  
Hammurabi  
\* *Mushkenum*  
\* Samsu-iluna

#### The Hyksos

*Medjay*  
\* Hyksos

\* Josephus (Against  
Apion)  
\* *Hekua + Khowse/Khasut*  
\* Avaris (Tell ed-Dab’a)

\* Levant (the Syro-Palestinian  
area)

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### Section 5: Disorder in Mesopotamia (1600-1200 BCE)

Assignments due: Reaction, Section 4 (October 23); First ABWS (October 23)

Fringe Civilizations: Mitanni, Yamhad, Sea-Land Dynasty  
The Sack of Babylon  
The Kassite Period  
The Middle Assyrian Kingdom  
The Hittites

#### Principal Items to be covered in this Section of the class:

**Sites:** Hattusas, Ebla, Dur-Kurigalzu, As(s)hur, Car-Tukulti-Ninurta

**Architecture:** The Ishtar Temple

**Artifacts:** Yazilikaya reliefs, *Kudurru*, The Cult-Pedestal of Tukulti-Ninurta I

**Texts:** The Telepinus Myth, Treaty Between Hattusilis II and Ramesses II (WHS, pp. 197)

### Readings for this Section of the class:

**Texts:** WHS, Chpt. 3, pp. 94-102; Chpt. 7, pp. 193-205, 212-222; P, pp. 87-91

**Articles:** O.R. Gurney, "Literature" (in The Hittites); O.R. Gurney, "Religion" (in The Hittites); D. Collon, "Trade and Diplomacy: the 2<sup>nd</sup> Millennium BC" (in Ancient Near Eastern Art); H.W.F. Saggs, "Kassite Kings" (in Babylonians); A.L. Oppenheim, "Chapter 4 (Religion)" (in Ancient Mesopotamia: Portrait of a Dead Civilization)

### Terms, People, Places and Things to know for Section 5:

#### Kassites and Hittites I

\*Hurrians

\*Mitanni

\*Yamhad

Orthostates

\*Sealand (Dynasty)

\*Kassites

Dur-Kurigalzu

\**Kudurru*

\*Hittite(s)

\*Nesite(s)

\*"Hatti"

\*Hattusilis I

\*Mursilis I

#### Hittites II and Middle Assyrians

\*Tudhaliyas I

\*Suppiluliumas I

\*Muwatallis II

\*Battle of Qadesh

\*Yazilikaya

\*Ass(h)ur

\*Adad-Nirari I

\*Shalmaneser I

\*Tukulti-Ninurta I

Car-Tukulti-Ninurta

\*Tiglath-Pileser I

Ishtar Temple

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### Section 6: The New Kingdom of Egypt (1500-1200 BCE)

Assignments due: Midterm Essay (October 28); Reaction, Section 5 (October 30); Project Prospectus (November 4)

The Rise of Imperial Egypt  
Akhenaten and Egyptian Monotheism  
The Ramessids

### Principal Items to be covered in this Section of the class:

**Sites:** Akhetaten (El-Amarna), Karnak, Valley of the Kings, Pi-Ramesse, Qadesh

**Architecture:** Mortuary Temple of Hatshepsut, Ramesseum, Abu Simbel

**Artifacts:** Akhenaten reliefs, artifacts from Tutankhamun's Tomb, Abydos Frieze of Seti I

**Documents:** The Expulsion of the Hyksos, The "Annals" of Tuthmosis III, Praise of Pi-Ramesse, Hymn to the Aton, The Amarna Letters

### Readings for this Section of the class:

**Texts:** WHS, Chpt. 5, pp. 155-158; Chpt. 6, pp. 162-192; Chpt. 7, pp. 205-208; P, pp. 173-183, 226-230, 258-259, 262-277

**Articles:** M. Liverani, "'Irrational' Elements in the Amarna Trade"; M. Liverani, "Pharaoh's Letters to Rib-Adda"; P.J. Frandsen, "Egyptian Imperialism"; W.Y. Adams, "The Viceroyalty of Kush" (in Nubia: Corridor to Africa); J. Ray, "Hatshepsut: The Female Pharaoh"; J.H. Taylor, "Nubia in the Egyptian New Kingdom" (in Egypt and Nubia); D.B. Redford, "Chapter Nine: The Spiritual Milieu of Akhenaten's Reaction" and "Chapter Ten: The Object of Akhenaten's Worship" (in Akhenaten: The Heretic King); C. Aldred, "Chapter 17: The Amarna Letters" and "Chapter 21: The Heresy" (in Akhenaten King of Egypt)

### Terms, People, Places and Things to know for Section 6:

#### New Kingdom Egypt I

\*Kamose  
\*Ahmose  
\*Ugarit  
\*Amenhotep/Amenophis I  
\*Tuthmosis/Thutmose I

\*Tuthmosis/Thutmose II  
\*Hatshepsut  
\*Senenmut  
\*Mortuary Temple of  
Hatshepsut

\*Tuthmosis/Thutmose III  
"Annals"  
\*Battle of Megiddo  
\*Amenhotep II

#### New Kingdom Egypt II

\*El-Amarna Tablets/Letters  
"Brother of the King"  
\*Byblos  
Rib-adda  
\*Amurru  
\*Canaan  
Apu

\*Habiru/Hapiru  
\*Tuthmosis/Thutmose IV  
\*Amenhotep III  
\*Tiy(e)  
\*Ay  
\*Amenhotep IV  
\*Akhenaton/Akhenaten  
\*El-Amarna

Amarna Period  
Re-Horakte  
\*Aton/Aten  
*Ankh*  
*Uraeus*  
\*Akhetaton/Akhetaten  
\*Nefertiti

#### New Kingdom Egypt III

\*Smenkhare  
\*Tutankhaton/Tutankhaten  
\*Tutankhamun

\*Howard Carter  
\*Horemheb  
\*Ptah  
\*Ram(es)es I

\*Seti I  
\*Ram(es)es II  
\*Pi-Ramesse  
\*Abu-Simbel

\*Ramesseum

Ozymandias

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## Section 7: The Dark Age: The Sea-Peoples, the Third Intermediate Period of Egypt and the Early Israelites (1200-900 BCE)

Assignment due: Reaction, Section 6 (November 11)

The Sea-Peoples

The Aramaeans

The Rise of the Israelite State

Ancient Israelite Religion

### Principal Items to be covered in this Section of the class:

**Sites:** Deir-al-Medinah, Jerusalem

**Architecture:** The First Temple (of Solomon)

**Artifacts:** The Sea-Peoples Frieze, The Megiddo Ivory, Stele of the Weather-god

**Documents:** Ramses III's Inscription, The Israel Stele (Merneptah's Victory Stele; WHS, p. 209), The Moabite Stone (Victory Stele of Mesha), Canaanite and Aramaic Inscriptions, Hittite Suzerainty Treaty, The Journey of Wen-Amon to Phoenicia

### Readings for this Section of the class:

**Texts:** WHS, Chpt. 7, pp. 208-222; Chpt. 8, pp. 225-262; Chpt. 9, pp. 286-292; P, pp. 185-187, 209-224, 231

**Articles:** N.K. Sandars, "The Crisis in the East Mediterranean," (in The Sea Peoples); R. de Vaux, "The Religion of the Patriarchs" (in The Early History of Israel); R. de Vaux, "The Religion of Moses" (in The Early History of Israel); Y. Kaufmann, "Israelite Religion" (in The Religion of Israel); H. Ringgren, "God" (in Israelite Religion); H. Ringgren, "The Cult" (in Israelite Religion); T.H. Gaster, "The Religion of the Canaanites" (in Ancient Religions); H.H. Nelson, "The Egyptian Temple," A.L. Oppenheim, "The Mesopotamian Temple," and G.E. Wright, "The Temple in Palestine-Syria" (in Biblical Archaeologist Reader I); H.W.F. Saggs, "Aramaean and Other Migrations" and "The Aramaic Language and Ancient Libraries" (in Babylonians); E. Zangger, "Who Were the Sea People?"

### Terms, People, Places and Things to know for Section 7:

#### **Late Egypt**

\*Israelite Stele (Merneptah's Victory Stele)

\*Merneptah

\*Sea-Peoples

\*Sherden/Shardana

\*Lukka

\*Ekwesh/Akawasha

\*Teresh/Tursha

\*Shekelesh

\*Ram(es)ses III

\*Ram(es)ses III's Temple Relief (WHS, p.211)

\*Peleset/Philistine(s)

\*Tjeker

\*Denyen

\*Wesh(m)esh

\*Alashiya

\*Neo-Hittites

\*Aramaean(s)/Aramaic

Seti II

Viceroy of Kush

Deir-al-Medinah

\*Amun priesthood

Tomb Robberies

\*Wenamun (Wen-Amon)

Mysticism

\*Sheshonq I

#### **Ancient Israelite Religion**

"Ancient Hebrew Scriptures"

\*J

E

\*El

\*Ba'al

P

D

\*Deuteronomy

Henotheism

Monolatry

\*Monotheism

\*Moabite Stone (Victory Stele of Mesha, WHS p.255)

\*Chemosh/Kemosh

\*Mesha

\*The First Temple

(Solomon's Temple)

*'Ulam*

*Hekal*

*Devir*

\**Cherub(im)*

Megiddo Ivory

Canaanite Temple at Hazor

\**Asherah (Asherah)*



### Section 8: The Neo-Assyrians (900-600 BCE)

**Assignments due:** Reaction, Section 7 (November 18); Draft of Research Paper (November 18)

The Rise of the Neo-Assyrian Empire

The *Pax Assyriaca*

#### Principal Items to be covered in this Section of the class:

**Sites:** Nimrud (Kal[k]hu), Fort Shalmanezzer, Dur-Sharukkin (Khorsabad), Nineveh

**Architecture:** The Northwest Palace, Sargon's Palace at Khorsabad, The North Palace of Ass(h)urbanipal III

**Artifacts:** *Lamasu* Orthostates, The Black Obelisk, The Balawat Gates, The Nimrud Reliefs of Tiglath-Pileser III, The Khorsabad Reliefs, The Nineveh Reliefs, The

Lionhunt Reliefs

**Documents:** Assyrian Campaign Records

### Readings for this Section of the class:

**Texts:** WHS, Chpt. 1, pp. 8-10; Chpt. 8, pp. 223-229, 233-241; Chpt. 9, pp. 263-278; P, pp. 170-172, 188-202

**Articles:** H. Frankfort, "The Late Assyrian Period" (in The Art and Architecture of the Ancient Orient); J.M. Russell, "The Message of Sennacherib's Palace" and "Palace Without Rival" (in Sennacherib's Palace Without Rival at Nineveh); D.C. Snell, "Trends and Implications" (in Life in the Ancient Near East); D.C. Snell, "Appendix: Theories of Ancient Economies and Societies" (in Life in the Ancient Near East); A.L. Oppenheim, "Chapter 6 (Learning)" (in Ancient Mesopotamia: Portrait of a Dead Civilization)

### Terms, People, Places and Things to know for Section 8:

#### The Neo-Assyrians I

\*Tukulti-Ninurta II  
\*Ass(h)urnasirpal II  
*Razzia*  
\*Kal[k]hu (Nimrud)  
Austen Henry Layard  
Hormuz Rassam

Loftus Ivories  
Northwest Palace  
*Lamasu*  
\*Shalmaneser III  
\*Black Obelisk  
Fort Shalmaneser  
Balawat Gate (Imgur-Bel)

\*Shamshi-Adad V  
\*Adad-nirari III  
\*Sammuramat/Semiramis  
\*Shalmaneser IV  
\*Ass(h)ur-Dan III  
\*Ass(h)ur-nirari V

#### The Neo-Assyrians II

\*Tiglath-Pileser III  
\*Urartu/Urartians  
Nimrud Reliefs  
\*Sargon II

\*Merodach-baladan  
\*Dur-Sharukkin  
(Khorsabad)  
Paul Emile Botta  
Khorsabad Palace Reliefs

\*Sennacherib  
\*Nineveh  
"Theme Rooms"  
\*Til Barsip

#### The Neo-Assyrians III

\*Esarhaddon  
\*Taharqa  
\*Bit-reduti

\*Ass(h)urbanipal III  
\*Lionhunt Reliefs (WHS,  
p. 278, fig. 9.3)  
The North Palace

\*Medes  
\*Phoenicians  
Pazuzu  
\*Limmu

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## Section 9: The Neo-Babylonians, The Babylonian Captivity and the Persians (600-300 BCE)

**Assignment due:** Reaction, Section 8 (December 2)

The Fall of Assyria and the Rise of the Chaldaean Babylonians  
The Babylonian Captivity  
The Later Ancient Near East

### Principal Items to be covered in this Section of the class:

**Sites:** Babylon

**Architecture:** The Ishtar Gate, Procession Street (The Processional Way), The (“Southern”) Palace of Nebuchadnezzar, *Entemenaki*, *Esagila*, The Hanging Gardens

**Artifacts:** The Stele of Merodach-baladan (Marduk-apal-iddina)

**Documents:** Babylonian Campaign Records

### Readings for this Section of the class:

**Texts:** WHS, Chpt. 8, pp. 223-225; Chpt. 9, 263-268, 279-292; Chpt. 11, pp. 323-328; P, pp. 202-208

**Articles:** H.W.F. Saggs, “The Neo-Babylonian Empire” (in Babylonians); J. Oates, “The Neo-Babylonian Dynasty, etc.” (in Babylon); J. Oates, “The Legacy of Babylon” (in Babylon); B. Kuklick, “Orientalists and Their Civilizations” and “Conclusion” (in Puritans in Babylon); J.N. Postgate, “Household and family” (in Early Mesopotamia: Society and economy at the dawn of history)

### Terms, People, Places and Things to know for Section 9 (Neo-Babylonians):

*Chaldeans ( <i>Kaldû</i> )	*Nabopolassar	*Babylonian Captivity
<i>Chaldaei</i>	*Cyxares	(Babylonian Exile)
Nabo-nassar	*Nebuchadnezzar	*Walls of Babylon
Stele of Merodach-baladan	*Sack of Jerusalem (June 586)	*Ishtar Gate

*Procession Street (The Processional Way)	*Hanging Gardens * <i>Entemenaki</i>	*Nabonidus *Belshazzar
*Palace of Nebuchadnezzar ("Southern Palace")	* <i>Esagila</i> (Temple of Marduk)	*Persians

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## Section 10: Mesopotamian and Biblical Literature

**Assignments due:** Reaction, Section 9 (December 4); Individual Project/s (December 4); Second Annotated Bibliography/WebSearch (December 4); Research Paper (December 4)

The Old Testament in its Historical and Literary Context

### Principal Items to be covered in this Section of the class:

**Documents:** The Creation Epic (*Enuma Elish*); The Epic of Gilgamesh

### Readings for this Section of the class:

**Texts:** WHS, Chpt. 2, pp. 46-50; P, pp. 31-75; Damen, web site on Ancient Literature and Language, Chapter 2 on *The Epic of Gilgamesh* (<http://www.usu.edu/markdamen/1320AncLit/chapters/02gilgam.htm>)

**Articles:** C.H. Gordon, "Canaanite Mythology" (in Mythologies of the Ancient World); T.H. Gaster, "The Comprehensive Poem of Baal" (in Thespis); S.N. Kramer, "The Poetry of Sumer: Repetition, Parallelism, Epithet, Simile" (in The Sacred Marriage Rite); S.N. Kramer, "The Sacred Marriage and Solomon's Song of Songs" (in The Sacred Marriage Rite); W.G. Lambert, "A New Look at the Babylonian Background of Genesis"; C. Loew, "The Emergence of the Cosmological Conviction," (in Myth, Sacred History, and Philosophy)

### Terms, People, Places and Things to know for Section 10:

Cultural Adaptation	* <i>Enuma Elish</i>	*An(shar)/*Ki(shar)
*Repetitive Parallelism	*Creation Stories	*Marduk
*Progressive Specification	(Cosmology)	*Tiamat
*Incremental Repetition	Lahmu/Lahamu	*Primeval Ocean (Primal)

Waters)	Battle of Sea and Storm	“Seventy Sons of
Tohu/Vohu	Thorkild Jacobsen	El and Asherah”
*Tehom ( <i>Tehom</i> )	*Epic	*Acculturation of Man
Storm-god(s)	* <u>The Epic of Gilgamesh</u>	* <i>Inbu</i>
<i>Sapparu</i>	*Gilgamesh	*Walls of Uruk
Division of the Waters	*Enkidu	*“demythologizes,
<i>Adam(ah)/Adom</i>	*Utana-pishti(m)	historicizes, moralizes”
Creation of Humankind	*Nephilim ( <i>Nephilim</i> )	

\*\*\*\*\* **FINAL EXAM:** (Thursday, December 11; 11:30 am -1:20 pm; ENGR 318 \*\*\*\*\*

**Assignments due at the time of the Final Exam:** Capstone Paper; Reaction, Section 10