

Course Syllabus

Spring 2025

Course Description

Call

The Ancient Near East: Mesopotamia, Egypt and Israel; HIST/ARTH 3110; TR 3:00-4:15; Main 326

Instructor: Dr. Rebekah Call

Contact: Canvas messaging



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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 Hebrew Bible/Old Testament, we will also address their relevance to our understanding of the inter-cultural milieu that was the matrix for that work and 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 from which 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 physical and 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 time and attention in class and assigned readings will be spent discussing and analyzing the material remains of Mesopotamian, Hebrew, 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 here a conceptual challenge.

Texts:

-  V.H. Stiebing Jr. & S.N. Helft, *Ancient Near Eastern History and Culture*, 4th Ed. (Longman, 2023)
 - *A Guide to Writing in History and Classics* [henceforth, *The Writing Guide*]
 (<http://www.usu.edu/markdamen/WritingGuide/00intro.htm> )

(<http://www.usu.edu/markdamen/WritingGuide/00intro.htm>.)

Recommended Texts:

- S. Helle (trans.), *Gilgamesh* (Yale, 2021)
- Roux, *Ancient Iraq*, 3rd edition (Penguin, 1992)
- J.B. Pritchard, *The Ancient Near East, Volume 1: An Anthology of Texts and Pictures* (Princeton, 1965)

Only one textbook (Stiebing and Helft; henceforth S&H) is required. All other course materials are optional. The course materials and data used in Lesson Quizzes, Tests and the Capstone Paper will be drawn in part from S&H and in part from lectures. All reading assignments based on S&H are designed to be read **immediately after the class on the date they are assigned**. 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 Lesson Quizzes (see below).

Readings and Videos for Reactions. Under “Files” on Canvas (look on the left-hand menu) are copies of articles and book chapters which may be used as the basis for Reactions (see below, Class Assignments and Grading). On the Canvas syllabus are links to videos which can be used for the same purpose. All these are broken into sections corresponding to the Sections of the syllabus (see below). A Reading or Video from one section cannot be used as the basis for a Reaction in a different section.


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

[no A+]	899-880 = B+	799-780 = C+	699-680 = D+
above 920 = A	879-820 = B	779-720 = C	679-600 = D
920-900 = A-	819-800 = B-	719-700 = C-	[no D-]
Below 600 is an F			

Grades. The following are the maximum number of points awarded for the assignments that can contribute to your final grade. Totals refer to the highest point value that will be awarded to an assignment. For most assignments, credit will be determined in proportion to the quality of the work. Assignments are listed in general accordance with their due dates (from earliest to latest).

- Syllabus Quiz 15 pts.
- Quiz on Formal Writing Style 25 pts.
- Lesson Quizzes (28) 420 pts. (15 pts. each)
- Reactions (6) 300 pts. (50 pts. each)
- Midterm Exam 120 pts.
- Final Exam 120 pts.
- Final Assignment 100 pts.

The nature of each assignment is discussed in “Class Assignments and Grading” (see below). Here are important points to note about grading:

- 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.
- Academic dishonesty 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 see Article VI of the Student Code (<https://www.usu.edu/student-conduct/student-code/article6>  (<https://www.usu.edu/student-conduct/student-code/article6>)), along with the comments appended to the end of the section on Style (after #20) in *The Writing Guide*.
- Incompletes will not be given except in strict accordance with University policy.
- All course work must be turned in by the time scheduled for the Final Exam (see Syllabus).

Final Assignments. Student may choose to complete any single one of the three options for a final assignment: (1) a Research Paper, (2) a Project or (3) a Capstone Paper. The nature of each is discussed below (see Class Assignments and Grading).

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 usually leads to failure. See me *immediately* if you are having troubles staying up with the class. I am ready and willing to help you, but I can do nothing if you do not come to me first.

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)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 into this syllabus and course description all alterations in scheduling, deadlines and assignments announced in class or via Canvas.

[For a day-by-day syllabus, see below.]

Class Assignments and Grading

Final grades will be determined on the basis of a student’s performance on the following written work, projects, and tests/quizzes, each worth a maximum number of points as stated below. Final grades will be calculated based on how many points students have achieved in the assignments they have done. All work must be completed within the parameters stated below and according to the schedule of deadlines on the syllabus. In general, all credit-bearing assignments must center on the period covering prehistory to 500 BCE in the immediate vicinity of the Near East.

Syllabus Quiz (15 pts.): Due in the second week of class.

Students will be asked to take a fifteen-question quiz which tests their comprehension of the nature of this class as outlined in the course syllabus and outline/description. This quiz is untimed, open-book and infinitely repeatable (only the highest score counts).

Quiz on Formal Style (25 pts.): Due in the second week of class.

Early in the term, students will be asked to take a quiz which tests their comprehension and mastery of formal style, the mode of writing that will be used throughout this class. Questions on this quiz will be based on Sections 1-20 of the online *Writing Guide*

(<http://www.usu.edu/markdamen/WritingGuide/00intro.htm> )

(<http://www.usu.edu/markdamen/WritingGuide/00intro.htm>), which we will review the second day of class. In making this assignment, it is my intention to give students a chance to demonstrate that the mechanics of their writing are up to where they should be for an upper-division history course. This quiz is untimed, open-book and infinitely repeatable (only the highest score counts).

If any students persist in the misuse of punctuation or the failure to proofread, I will deduct ten points from their score on a written assignment (most likely a Reaction) and give them the opportunity to earn that credit back by taking a ten-point quiz targeted at the specific issue at hand.

Lesson Quizzes (420 pts.; 28 x 15 pts. each): Each will be open on Canvas at the conclusion of a class period (4:30 pm) and close approximately one week later.

As a way for you to demonstrate your understanding of course materials, each of these quizzes consists of fifteen questions that will open on Canvas after every class meeting. The questions on each Lesson Quiz will be based on the materials presented in the lecture for that day and the assigned reading. Students must complete the Lesson Quiz roughly one week after it opens.

Lesson Quizzes are worth 15 points each, are open book (you may use the textbook or any notes you've taken), have a five-minute time limit and are repeatable up to five times; only the highest score counts. Questions vary in format (fill-in-the-blank, multiple choice, multiple answers, etc.) and are selected from a bank tied to the subsection of the course to which each quiz belongs. In being drawn from banks, the questions that show up on one permutation of a quiz may show up again on another.

Correct spelling is necessary to earn credit on fill-in-the-blank questions; only spellings found in the course materials and textbook will qualify as correct answers. The items listed under each subsection as “Terms, People, Places and Things to Know” (see below, Course Outline) are aids to spelling and provide a general guideline for the content of questions on Lesson Quizzes. Not all questions, however, will be tied directly to those items; instead, some may refer to other subjects discussed in class or mentioned in other assigned readings.

**Reactions (300 pts.; 6 x 50 pts. each):** Due the next class day after the final presentation in the Section of the class to which the Reaction pertains (see the Syllabus for the due-dates of individual Reactions).

Students may do only six Reactions of the nine available, and all students must do the first Reaction. Reactions will be assessed on basis of three criteria: formal style (20 pts.), proper formatting (10 pts.) and appropriate content, i.e. cogent arguments based on verifiable data (20 pts.). Including a bibliography is welcome but not necessary.

A Reaction is a two-page summary and analysis of one of the articles or videos available on Canvas for each Section (look under “Files”). Reactions 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*. Reactions should consist 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 section of the class and the article or video being reviewed (e.g. Reaction 7: “Ancient Israel and Egypt”); and on the third, the date on which the Reaction was turned in. The rest of the Reaction should be double-spaced. There should be no title or title page.

A Reaction should spend at least one full page (i.e. two paragraphs) paraphrasing — not quoting! (see Section 19 of *The Writing Guide*) — the material and argument of the article or video under review. This should be followed by another full page (two paragraphs) analyzing and evaluating the merit of the author’s argument. These sections should be clearly designated as such. That is, you should write “Summary” at the top of the summary and “Analysis” at the top of the analysis. **Failure to include these headings (“Summary” and “Analysis”) will result in a reduction in credit awarded.** The Summary section need not summarize the whole piece, but instead should focus on the part of the work which will be addressed in the Analysis section.

In summarizing and analyzing the work under review, students should focus on its content (i.e. the author’s or speaker’s point), *not* the style in which it is delivered or how well it “teaches” the facts. It is a good idea to compare the material in the article to the discussion of the same subject in the textbook or in class presentations to see if there are any differences in how the data are presented or construed. Often by doing this, flaws of logic or the omission of essential facts in an article becomes readily apparent. **[NOTE:** Do not criticize omissions of fact or the failure to provide supporting data, unless you are certain such information exists. It is not a fair criticism to cite a lack of data if those data do not exist.]

The point of writing a Reaction is for students to exercise their critical thinking. Thus, Reactions will be assessed for content on the basis of whether there is evidence of incisive analysis which uncovers logical inconsistencies or other such failures in the selected work under review. Those shortcomings may consist of misconstructions of fact, outdated perspectives, fallacious argumentation, or a failure to carry the theme into obvious areas where it applies. To earn full credit for content, the Analysis section of Reactions should contain at least *two distinct criticisms* based on lapses in logic and substantive use of data, not on writing style or imagined omissions of fact. If you cannot see any such failures, then provide at least two questions you would ask the writer or speaker about the material presented. Such questions should make it clear that you have paid

close and careful attention to the article or video. Questions will earn you some credit but less than if you posit valid criticisms like the ones discussed above.

Final Assignment Prospectus (FAP): Due at the end of the seventh week of class.

Students must choose one type of Final Assignment and complete the Canvas exercise entitled “Final Assignment Prospectus Form” by the end of the seventh week of class (for date, see Syllabus). **Students who have not completed and submitted this form as it is stipulated below may not turn in a Final Assignment for credit.** In the first sentence of this exercise, students must indicate which type of final assignment they intend to turn in at the end of the term: a Capstone Paper, a Research Paper or a Project. They must also articulate how they intend to complete the Final Assignment successfully. **FAP’s should be at least 250 words long.** Here are the requirements for each type of assignment:

- **Research Paper.** This is a scholarly paper addressing some issue/s pertaining to the Ancient Near East. For a fuller description of the Research Paper, see below (First Draft of Research Paper). On the form, students must provide a text explaining the nature of their proposed research and citing and describing at least three pieces of academic work which they have consulted in making their choice of subject material. In that paragraph, students must also include the theme they propose to defend, i.e. the issue/s they will support; see Part 2 of *The Writing Guide*, especially Sections 21-23. If in the course of writing the paper, the theme evolves and a better one emerges after the FAP Form has been submitted and reviewed, that’s fine, but please notify me about any such change/s.
- **Project.** For the nature of Projects, see below (Project). Students who choose this option must provide a text explaining the nature of their proposed project and citing and describing at least three pieces of academic work which they have consulted in making their choice of subject material and theme. From this, it should be clear that the project is intellectually informed and directed toward a valid historical issue having to do with some aspect of life in the Ancient Near East.
- **Capstone Paper.** For the nature of Capstone Papers, see below (Capstone Paper). In this exercise, students must outline the Capstone Paper they intend to turn in at the end of the term. This must include the subject they will pursue and why they have chosen that particular area of interest. For valid subjects, see below (Capstone Paper). As a way of demonstrating the validity of choosing this subject, it is advisable also to describe how the Sections of the course that have already been completed in class will be addressed in the Capstone Paper.

Midterm Exam (120 pts.): an exam based on the course materials presented in Sections 1-4. For the date it will be administered, see the Syllabus.

- This open-book, unmonitored and timed test is loosely based on questions found in the banks used to create the Lesson Quizzes of Sections 1-4, with one notable exception: there will be no fill-in-the-blank questions. That means you don’t have to worry about the proper spelling of terms. Students will have forty-five minutes to answer sixty randomly selected questions, each worth two

points. The Midterm Exam may be retaken one time (i.e. there are two attempts). Only the higher score will count.

First Draft of Research Paper (50 pts., to be assessed on the Final Draft of the Research Paper [see below]): Due at the end of the eleventh week of class. *No Research Paper will be accepted for credit at the end of the term if I have not seen a draft of it by the eleventh week of the term!*

This is a draft of a standard paper employing historical research to argue for a particular view of Ancient Near Eastern history. It should be formal in style, at least seven full pages long, and include no fewer than TEN secondary sources. Please include page numbers on the draft. 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. Except for our textbook, items found among the resources provided in the course materials — for example, the bibliography cited in the course outline — may be used as part of your research, that is, assuming any of these works are crucial to the topic you have chosen. Of course, too heavy a reliance on sources which I have provided will warrant a reduction in credit. Also, primary sources such as translations of documents also do not count as one of the ten required secondary sources, because they constitute data, not modern analysis of the chosen subject. Similarly, sources that are not recent (within the last three decades) should be avoided; none should be over a century old. If you are unclear about whether a work is a viable secondary source for use in a research paper, contact me.

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 immediate environs, but within these geochronological constraints research papers may delve into any aspect of life in the Ancient Near East.

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. Points will be deducted for failure in the Final Draft to correct errors I have noted or to address issues raised in the commentary I have appended to the First Draft.

Project (100 pts.): Based on a Final Assignment Prospectus (see above), the Project itself is due on the last day of class (see Syllabus). *Accompanying research and explanatory text must be turned with the Project.*

This is 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 readily cast as a formal piece of academic prose. Students who have done Projects in past classes have constructed scale-models of buildings or equipment, analyzed or created archaeological site-reports, designed video games, organized performances of ancient texts, written brochures for eco-tours of ancient areas, analyzed in detail particular artifacts, and prepared lesson plans for teaching in secondary school. A Project will earn more points if, as with a



research paper, it argues in favor of one side of a historical question. In other words, high-quality high-scoring projects typically demonstrate the validity of one perspective as opposed to another on some aspect of the history of the Ancient Near East.

I invite you to come and consult with me about any such venture you are thinking about undertaking. You will find me open to all sorts of historical investigation and happy to endorse any viable project. When you meet with me, we will discuss the nature of your proposed Project, which should facilitate writing a Final Assignment Prospectus (see above). *No Project will be accepted for credit without having a Prospectus for that Project 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 and how it meets the criteria established in the Prospectus, along with a bibliography of all the sources you consulted in the process of its creation. The evaluation of a 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.

Final Draft of Research Paper (50 pts.): Due on the last day of class. *No Research Papers that have not been reviewed in draft form will be accepted!*

This is a revised form of the Research Paper incorporating both my corrections and comments returned with the First Draft of the Research Paper. It should include all new information garnered since the draft was turned in and have **at least ten pages of text, excluding bibliography**. Grades will be based on the thoroughness of research and excellence of argumentation, as well as the cogency of response to my comments on the First Draft. Please include page numbers.

Final Exam (120 pts.): an exam based on the course materials presented in Sections 5-10. For the date it will be administered, see the Syllabus.

This test is formatted the same way as the Midterm Exam, but it covers Sections 5-10. No materials from Sections 1-4 will be on it.

Capstone Paper (100 pts.): Due at the time of the Final Exam (see Syllabus). *Capstones must include the notation system outlined below (e.g. M1, M2, ...).*

This is a paper on a specific topic or theme of general application to the entire class. Capstone Papers should articulate an overarching trend you see in the evolution of Ancient Near Eastern civilization and should focus on the various periods of ancient history we have covered in the course. While Capstone Papers are not necessarily expressions of formal argumentation, they should still adopt a scholarly tone and reflect a professional approach to the chosen material. In essence, a Capstone Paper should focus on your own view of the course materials and the way in which you make the data relevant and coherent to yourself.

Capstone Papers must adopt one of the following topics:



- philosophy and intellectualism;
- medicine and health care;
- trade and economics;
- writing and recordkeeping;
- statuary and art;
- architecture and religion;
- war and aggression;
- government and politics;
- gender and sexuality;
- foreigners and international relations;
- ecology and weather;
- the modern reception of Ancient Near Eastern culture;
- water and hydrology;
- technology and innovation;
- teaching the Ancient Near East in the modern classroom.

I am open to other topics; however, any topic other than the ones listed above must be approved by me through the Final Assignment Prospectus. If you have any questions or concerns about your choice, please do not hesitate to make an appointment to speak with me.

Because a Capstone Paper needs to be comprehensive, I ask that you note in parentheses the Section of the course to which any piece of data you cite belongs. That is, if you discuss the Pyramids, please append the notation (E2), 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 listed in the Course Outline, as follows:

- M1 = Mesopotamia, Section 1 (Prehistory)
- M2 = Mesopotamia, Section 2 (Sumer)
- M3 = Mesopotamia, Section 3 (Akkadians)
- M4 = Mesopotamia, Section 4 (Old Babylonians)
- M5 = Mesopotamia, Section 5 (Mitanni, Hittites, Middle Assyrians)
- M8 = Mesopotamia, Section 8 (Neo-Assyrians)
- M9 = Mesopotamia, Section 9 (Neo-Babylonians)
- M10 = Mesopotamia, Section 10 (Mesopotamian Literature)
- E1 = Egypt, Section 1 (Prehistory)
- E2 = Egypt, Section 2 (Old Kingdom)
- E3 = Egypt, Section 3 (Middle Kingdom)
- E4 = Egypt, Section 4 (Hyksos)
- E6 = Egypt, Section 6 (New Kingdom)
- E7 = Egypt, Section 7 (Sea-Peoples)
- I7 = Israel, Section 7 (Ancient Israelite Religion and Society)

Do not combine notations (e.g. E2/3); instead, reference facts which are specific to one particular Section. The comprehensiveness of a Capstone Paper (i.e. whether it references every Section) will be an important criterion in its final evaluation and will figure into the grade assigned. **For each section missing, five points will be deducted from the point total for a Capstone. Capstones that do not include this system of rubrics will not be evaluated for credit.**

The express purpose of a Capstone Paper is for you to “package” the course material for your own future study — that is, 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 underlie the comprehension of this field. As such, Capstone Papers do not absolutely require citation of outside bibliography, but they are certainly not restricted from doing so. And please note that, while they are personal, Capstone Papers should not be viewed as “diaries,” i.e. unscholarly or informal compositions. What beliefs you hold beyond the scope of historical inquiry and that lack adequate basis in fact have no part here. A Capstone Paper should reflect your work in this course — a history course! — and be substantive and critical in its approach to course material. In general, don’t go where a sensible historian would refuse to follow. **Capstone Papers should be at least ten pages long, each page being worth up to 10 points if it contains well-written academic prose that employs reliable historical data. Please be sure to include page numbers.**

In addition to comprehensiveness, the evaluation of Capstone Papers will rest on the criteria used in all writing projects done for this class: sound reasoning, reliable use of data, clarity of expression and formal argumentation. One exception: inasmuch as this is a personal reflection of a scholarly viewpoint, you may write in the first person at times if you feel it is necessary. Remember, however, that the balancing of your own and broad scholarly concerns is critical to your success in any historical assignment. So, do not overuse the first person and, as always, avoid the second person. Other criteria used in earlier assignments may also affect the grade given to a Capstone Paper, such as avoiding the repetition of words in close succession and run-ons or fragments and using correct spelling, reasonable paragraph length and other features of formal writing noted in *The Writing Guide*.

Course Outline (Ancient Near East)

[Readings cited as “Texts” are from the course textbook, W.H. Stiebing & S.N. Helft, *Ancient Near Eastern History and Culture* (henceforth “S&H”). Those cited as “Articles” can be found on Canvas (under “Files”). Videos are linked below. Additional articles not cited here may be included on Canvas over the course of the term.]

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

Assignments due: Syllabus Quiz; Quiz on Formal Style

Subjects Covered:

- 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: S&H: 1-46, 110–127, 138-145

Articles/Videos (for Reaction 1):

- D. Collon, “Seals in the Ancient Near East” and “The Evidence of the Designs” (in *Interpreting the Past: Near Eastern Seals*);
- J. Fletcher, “The Origins of the First Ancient Egyptians” -
[video](https://youtu.be/ZrJe2Ab2t0Y) → <https://youtu.be/ZrJe2Ab2t0Y>




<https://youtu.be/ZrJe2Ab2t0Y>

- J. R. Harris, “The Calendars and Chronology” (in *The Legacy of Egypt*);
- J.N. Pomeroy, “New Neanderthal discoveries at Shanidar Cave, Iraqi Kurdistan” -
[video](https://www.youtube.com/watch?v=HrtyOkb1CVM) → <https://www.youtube.com/watch?v=HrtyOkb1CVM>



<https://www.youtube.com/watch?v=HrtyOkb1CVM>

- J.N. Postgate, “Mesopotamia: the land and the life” (in *Early Mesopotamian: Society and economy at the dawn of history*);
- J.N. Postgate, “Water and land” (in *Early Mesopotamian: Society and economy at the dawn of history*);

- D. Schmandt-Besserat, "Tokens" (in *How Writing Came About*);
- E. Teeter, "Before the Pyramids: The Origins of Egyptian Civilization" - [video](https://www.youtube.com/watch?v=GEWGy6gP1jw)  (<https://www.youtube.com/watch?v=GEWGy6gP1jw>)



(<https://www.youtube.com/watch?v=GEWGy6gP1jw>)

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

The terms, people, places and things listed below are important items to know. They will be mentioned in one of the textbooks and/or lectures. If you have problems locating any of them in S&H, look in the index at the back (pp. 450ff.) and the Glossary (pp. 442ff.). If they are not there, they will be discussed in class or mentioned in other assignments. Information about these terms forms the basis for course assignments, particularly Lesson Quizzes. Once terms have been introduced, you should acquaint yourself with them as soon and as fully as possible.

Section 1.1: Introduction to the ANE (S&H: 1-11)

- Zagros Mountains
- Taurus Mountains
- Tigris River
- Lake Van
- Euphrates River
- Al-Jazirah
- Irrigation
- Salinization
- Assyria
- Akkad(ian)
- Sumer(ian)
- Archaeology
- "Recovered History"
- Chronology

Section 1.2: Mesopotamian Prehistory (S&H: 12-46)

- Neolithic Age
- V. Gordon Childe
- "The Neolithic Revolution"
- Jericho
- Kathleen Kenyon
- Bitumen

- Excarnation
- Çatal Hüyük (Çatalhöyük)
- 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”

Section 1.3: Egyptian Prehistory (S&H: 30-31, 110-127)

- Upper Egypt
- Lower Egypt
- Libya (Libyan Desert)
- Nubia
- Cataract
- Merimde (Beni Salama)
- Hierakonpolis
- Nagada/Naqada
- 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

Section 1.4: Egyptian Chronology (S&H: 9-10, 115-117, 138-145)

- 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 (*Nebty* Name)
- Horus of Gold Name (Golden Horus Name)
- Dynasties

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

Assignment due: Reaction, Section 1

Subjects Covered:

- 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 King Lists, The Deluge, The Tradition of Seven Lean Years in Egypt, The Pyramid Texts



Readings for this Section of the class:

Texts: S&H: 46-65, 126-138


Articles/Videos (for Reaction 2):

- B. Brier, “The Khufu Boat” (
[video](https://www.youtube.com/watch?v=VSSoCkyqEQQ)  <https://www.youtube.com/watch?v=VSSoCkyqEQQ>)



<https://www.youtube.com/watch?v=VSSoCkyqEQQ>


);

- H. Frankfort, “The Early Dynastic Period” (in *The Art and Architecture of the Ancient Orient*);
- J-P. Houdin, “The Khufu Pyramid Revealed” -
[video](https://www.youtube.com/watch?v=eGqfdXkAQMk)  <https://www.youtube.com/watch?v=eGqfdXkAQMk>)



<https://www.youtube.com/watch?v=eGqfdXkAQMk>

;

- K.Jackson and J. Stamp, “Chapters 7-8, “The Origins of Modern Egyptology” and “Egyptology Comes of Age” (in *Building the Great Pyramid*);
- K. Jackson and J. Stamp, “Chapter 9, “Pyramidology, Heretics, Mystics, and Cranks” (in *Building the Great Pyramid*);
- Y. Kawae, “Analyzing Egyptian Pyramids in the Digital Age” -
[video](https://www.youtube.com/watch?v=eku9o_q9OA4)  https://www.youtube.com/watch?v=eku9o_q9OA4)



https://www.youtube.com/watch?v=eku9o_q9OA4

- J.N. Postgate, “The Temple” (in *Early Mesopotamian: Society and economy at the dawn of history*);
- 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:



Section 2.1: Sumer I (S&H: 46-51, 58-61)

- Sumerians

- “Agglutinative Language”
- (Sumerian) King List(s)
- *Lugal*
- *Ensi*
- Antediluvian (Pre-Flood) Kings
- Kengir League
- Kish
- “King of Kish”
- Nippur
- ED I
- ED II
- Enma-baragesi
- Abu
- Enlil
- Tell Asma
- Square Temple
- “Bent-Axis”
- *Baetyl*
- *Kaunakes*
- Hierarchical Perspective

Section 2.2: Sumer II (S&H: 51-55, 61-65)

- ED III (A/B)
- Gilgamesh
- Oval Temple
- Elam
- Royal Cemetery/Tombs
- Leonard Woolley
- Mes-kalam-dug (PG 755)
- Pu-abu
- “Ram in the Thicket”
- Standard of Ur
- Ur
- The First Dynasty of Ur
- Lagash
- Girsu (El Hibbeh)
- Eannatum
- Lugalzagezi
- Umma
- “Stele of the Vultures”

- Boundary Stones
- *Edin*

Section 2.3: Old Kingdom Egypt (S&H: 127-138)

- Menes
- Memphis
- Dynasty 0
- Sinai
- A Group
- Peribsen
- Khasekhem
- Djoser (Netjerykhet)
- Imhotep
- Cheops/Khufu
- Re/Ra
- Pepy/Pepi II
- Vizier
- C Group
- Kermah
- Harem Conspiracy

Section 2.4: Pyramids (S&H: 126-135)

- Mennufer
- Step Pyramid at Saqqara
- *Mastaba*
- Snefru
- Meidum
- Bent Pyramid
- Giza
- Great Pyramid (*Akhet-khufu*)
- Chephren/Khafre
- Sphinx

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

Assignment due: Reaction, Section 2



Subjects Covered:

- 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 (S&H, p. 84)

Readings for this Section of the class:


Texts: S&H: 69-85, 179-195

Articles/Videos (for Reaction 3):

- S. Babcock, "Rolling Stones: Looking at Ancient Mesopotamian Cylinder Seals" - [video](https://www.youtube.com/watch?v=8WJRYkd4e2U)  (https://www.youtube.com/watch?v=8WJRYkd4e2U)




(https://www.youtube.com/watch?v=8WJRYkd4e2U)

- D. Collon, "Cylinder Seals in History, Periods I-III" (in *First Impressions: Cylinder Seals in the Ancient Near East*);
- A. Erman, Chpts. 14: "Learning" (in *Life in Ancient Egypt*);
- A. Erman, Chpts. 15: "Literature" (in *Life in Ancient Egypt*);
- I. Finkel, "From Laundry Lists to Liturgies: The Origins of Writing in Ancient Mesopotamia" - [video](https://youtu.be/Rgdb-sY0Y4A)  (https://youtu.be/Rgdb-sY0Y4A)



(https://youtu.be/Rgdb-sY0Y4A)

- 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.*)
- T. Paulette, "Mesopotamia: Civilization Begins (With Beer)" - [video](https://youtu.be/t4PVVVNr620)  (https://youtu.be/t4PVVVNr620)



(<https://youtu.be/t4PVVVNr620>)

- G. Rubio et al., “From Sumer to Babylonia,” (in *Current Issues in the History of the Ancient Near East*);
- W.S. Smith, “Part Three: the Growth of the Middle Kingdom and Its Collapse” (in *The Art and Architecture of Ancient Egypt*).

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

Section 3.1: Akkadians (S&H: 69-79)

- Akkadians
- Semitic/Semites
- Sargon (*Sharru-kin*)
- Ishtar
- Agade
- Ebla (Tell Mardik)
- “Empire Period”
- Enheduanna
- Rimush
- Manishtusu
- Naram-Sin
- Lullubi
- Gutti (Gutian People)
- Palace at Tell Asmar
- Bronze Head of an Akkadian King (Sargon?)
- Victory Stele of Naram-Sin
- Shamash
- Akkadian inscriptions
- Monumentality

Section 3.2: The Third Dynasty of Ur (S&H: 79-85)

- 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-Era

Section 3.3: Middle Kingdom Egypt (S&H: 179-195)

- 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
- Amun
- Karnak
- Itjtawy
- Senwosret/Sesostris I
- Co-regency
- *Waret*
- Osiris
- *The Tale/Story of Sinuhe*

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

Assignments due: Reaction, Section 3; Final Assignment Prospectus

Subjects Covered:

- The Rise of the Amorites
- The Isin-Larsa Period
- The Old Assyrian Kingdom
- 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: S&H: 148-166, 195-205

Articles/Videos (for Reaction 4):

- E Bleiberg, “Breaking the Noses on Egyptian Statues” - [video](https://www.youtube.com/watch?v=Oj_0yT6TcoU) ↗ (https://www.youtube.com/watch?v=Oj_0yT6TcoU)



(https://www.youtube.com/watch?v=Oj_0yT6TcoU)

- J. Bottéro, “The ‘Code’ of Hammurabi” (in *Mesopotamia: Writing, Reasoning and the Gods*);
- J. Bourriau, “Chapter 8: The Second Intermediate Period” (in *The Oxford History of Ancient Egypt*, ed. I. Shaw);
- W.V. Davies, “The Language” and “The Scripts” (in *Egyptian Hieroglyphics*);
- G. Robins, “Royal women and queenship” and “Queens, power, and the assumption of kingship” (in *Women in Ancient Egypt*);
- S. Tinney, “Rise of the City: How the great god Marduk built the city of Babylon” - [video](https://www.youtube.com/watch?v=Ep936ropKlc) ↗ (<https://www.youtube.com/watch?v=Ep936ropKlc>)



(<https://www.youtube.com/watch?v=Ep936ropKlc>)

- E.A. Wallis Budge, “Chapter 6: The Decipherment of Egyptian Hieroglyphics” (in *The Rosetta Stone*).

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

Section 4.1: Old Babylonians I (S&H: 148-154)

- Ishbi-Irra (Ishbi-Erra)
- Amorite(s)
- Babylon
- Mari



- Isin
- Larsa
- “Isin-Larsa Period”
- Aleppo
- Subartu
- As(s)hur
- Shamshi-Adad I
- *Karum*
- Cappadocia
- Kanesh (Kültepe)

Section 4.2: Old Babylonians II (S&H: 154-166)

- Zimri-Lim
- Palace at Mari
- “Investiture Fresco”
- Hammurabi
- Old Babylonian (language)
- Marduk
- *The Poem/Epic of Creation (Enuma Elish)*
- Law-Code (Stele) of Hammurabi
- *Mushkenum*
- Samsu-iluna

Section 4.3: The Hyksos (S&H: 195-205)

- *Medjay*
- Hyksos
- Josephus (*Against Apion*)
- *Heqau Khasut*
- Avaris (Tell ed-Dab’a)
- Levant (the Syro-Palestinian area)

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

Assignments due: Reaction, Section 4; Midterm Exam

Subjects Covered:

- 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, Ashur, 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 (S&H, p. 210)

Readings for this Section of the class:


Texts: S&H: 166-176, 250-265, 278-282

Articles/Videos (for Reaction 5):

- J. Bottéro, Chapter 1: "In Defense of a Useless Science" (in *Mesopotamia: Writing, Reasoning, and the Gods*);
- J. Bottéro, Chapter 2: "Assyriology and Our History" (in *Mesopotamia: Writing, Reasoning, and the Gods*);
- J. Bottéro, Chapter 3: "A Century of Assyriology" (in *Mesopotamia: Writing, Reasoning, and the Gods*);
- D. Collon, "Trade and Diplomacy: the 2nd Millennium BC" (in *Ancient Near Eastern Art*);
- P. Geodegebuure, "Anatolians on the Move: From Kurgans to Kanesh" -
[video](https://www.youtube.com/watch?v=Pe4jnBdVxjw)  (<https://www.youtube.com/watch?v=Pe4jnBdVxjw>)



(<https://www.youtube.com/watch?v=Pe4jnBdVxjw>)

- I. Hodder, "What we learned from 25 Years of Research at Catalhoyuk" -
[video](https://www.youtube.com/watch?v=o70A1VqrxEQ)  (<https://www.youtube.com/watch?v=o70A1VqrxEQ>)



(<https://www.youtube.com/watch?v=o70A1VqrxEQ>)

- G. Rubio et al., "From Hattusa to Carchemish: The Latest on Hittite History," (in *Current Issues in the History of the Ancient Near East*);
- G. Rubio et al., "The Assyrians: A New Look at an Ancient Power," (in *Current Issues in the History of the Ancient Near East*);
- H.W.F. Saggs, "Kassite Kings" (in *Babylonians*).

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

Section 5.1: Kassites and Hittites I (S&H: 166-176)

- Hurrians
- Mitanni
- Yamhad
- Orthostates
- Sealand (Dynasty)
- Kassites
- Dur Kurigalzu
- *Kudurru*
- Hittite/s
- Nesite/s
- “Hatti”
- Hattusili(s) I
- Mursili(s) I

Section 5.2: Hittites II and Middle Assyrians (S&H: 250-265, 278-282)

- Tudhaliya(s) I
- Suppiluliuma(s) I
- Muwatalli(s) II
- Battle of Qadesh
- Yazilikaya
- Ashur (Assyria)
- Adad-Nirari I
- Shalmanezar I
- Tukulti-Ninurta I
- Car-Tukulti-Ninurta
- Tiglath-Pileser I
- Ishtar Temple

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

Assignments due: Reaction, Section 5

Subjects Covered:



- 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: S&H: 209-245, 265-268

Articles/Videos (for Reaction 6):

- W.Y. Adams, "The Viceroyalty of Kush" (in *Nubia: Corridor to Africa*);
- C. Aldred, "Chapter 17: The Amarna Letters" and "Chapter 21: The Heresy" (in *Akhenaten King of Egypt*);
- P. Green, "The Treasures of Egypt" (in *Classical Bearings*);
- M. Liverani, "'Irrational' Elements in the Amarna Trade";
- M. Liverani, "Pharaoh's Letters to Rib-Adda";
- 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*);
- J. Wegner, "Rise of the City: The Lost Cities of Ancient Egypt" ([video](https://www.youtube.com/watch?v=JmoyKkaLPpQ) ↗ <https://www.youtube.com/watch?v=JmoyKkaLPpQ>)



(<https://www.youtube.com/watch?v=JmoyKkaLPpQ>)

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Terms, People, Places and Things to know for Section 6:**Section 6.1: New Kingdom Egypt I (S&H: 209-219)**

- Kamose
- Ahmose
- Ugarit
- Amenhotep I
- Tuthmosis/Thutmose I
- Tuthmosis/Thutmose II
- Hatshepsut

- Senenmut
- Mortuary Temple of Hatshepsut
- Tuthmosis/Thutmose III
- “Annals”
- Battle of Megiddo
- Amenhotep II

Section 6.2: New Kingdom Egypt II (S&H: 219-240)

- 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-Horakhte
- Aton/Aten
- *Ankh*
- *Uraeus*
- Akhetaton/Akhetaten
- Nefertiti

Section 6.3: New Kingdom Egypt III (S&H: 240-245, 265-268)

- Smenkhare
- Tutankhaton/Tutankhaten
- Tutankhamun
- Howard Carter
- Horemheb
- Ptah
- Ram(es)ses I
- Seti I

- Ram(es)ses II
- Pi-Ramesse
- Abu-Simbel
- Ramesseum
- Ozymandias

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

Subjects Covered:

- 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; S&H, p. 221), The Moabite Stone (Victory Stele of Mesha; S&H, p.269), Canaanite and Aramaic Inscriptions, Hittite Suzerainty Treaty, The Journey of Wen-Amon to Phoenicia

Readings for this Section of the class:

Texts: S&H: 268-278, 286-289, 300-304, 312-320, 393-404, 409-419


Articles/Videos (for Reaction 7):

- D. Carlin, "The End Of The World As They Knew It" (in *The End is Always Near: Apocalyptic Moments, from the Bronze Age Collapse to Nuclear Near Misses*);
- E. Cline, "1177 BC: The Year Civilization Collapsed" (
[video](https://youtu.be/uh_xRTp8D0g) ↗ https://youtu.be/uh_xRTp8D0g)



https://youtu.be/uh_xRTp8D0g


);

- D. Ilan, "How Ancient Israel Began: A New Archaeological Perspective" ([video](https://youtu.be/SSXmf0fnhMU)  <https://youtu.be/SSXmf0fnhMU>)



<https://youtu.be/SSXmf0fnhMU>

);

- A. Maeir, "The Origins of the Israelites" ([video](https://youtu.be/xlgW-SPZdsE)  <https://youtu.be/xlgW-SPZdsE>)



<https://youtu.be/xlgW-SPZdsE>

);

- G. Rubio et al., "Syria-Palestine in Recent Research," (in *Current Issues in the History of the Ancient Near East*);
- H.W.F. Saggs, "Aramaean and Other Migrations" and "The Aramaic Language and Ancient Libraries" (in *Babylonians*);
- J. Soler, "Why Monotheism".

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

Section 7.1: Late Egypt (S&H: 268-278, 286-289).

- 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
- 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

Section 7.2: Ancient Israelite Religion (S&H: 300-304, 312-320, 393-404, 409-419)

- “Ancient Hebrew Scriptures”
- J
- E
- El
- Ba’al
- P
- D
- Deuteronomy
- Henotheism
- Monolatry
- Monotheism
- Moabite Stone (Victory Stele of Mesha)
- Chemosh/Kemosh
- Mesha
- The First Temple (Solomon’s Temple)
- *‘Ulam*
- *Hekal*
- *Devir*
- *Cherub(im)*
- Megiddo Ivory
- Canaanite Temple at Hazor
- Asherah (*Asherah*)

Question 8: The Neo-Assyrians (900-600 BCE)

Assignment due: Reaction, Section 7; First Draft of Research Paper

Subjects Covered:

- The Rise of the Neo-Assyrian Empire
- The *Pax Assyriaca*

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

Sites: Nimrud (Kalhu), Fort Shalmaneser, Dur-Sharrukin (Khorsabad), Nineveh

Architecture: The Northwest Palace, Sargon's Palace at Khorsabad, The North Palace of Ashurbanipal 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: S&H: 289-300, 304-312, 324-342

Articles/Videos (for Reaction 8):

- D. Carlin, "Judgment at Nineveh" (in *The End is Always Near: Apocalyptic Moments, from the Bronze Age Collapse to Nuclear Near Misses*);
- I. Finkel, "The Great Library of Nineveh" ([video](https://www.youtube.com/watch?v=Ls9JkxFEB9g) ↗ <https://www.youtube.com/watch?v=Ls9JkxFEB9g>)



(<https://www.youtube.com/watch?v=Ls9JkxFEB9g>)

);

- H. Frankfort, "The Late Assyrian Period" (in *The Art and Architecture of the Ancient Orient*);
- A.L. Oppenheim, "Chapter 6 (Learning)" (in *Ancient Mesopotamia: Portrait of a Dead Civilization*);
- G. Rubio et al., "The Neo-Assyrian Period," (in *Current Issues in the History of the Ancient Near East*);
- J.M. Russell, "The Message of Sennacherib's Palace" and "Palace Without Rival" (in *Sennacherib's Palace Without Rival at Nineveh*);
- K. Radner, "Assyrian Imperial Power and How to Oppose It" ([video](https://www.youtube.com/watch?v=GnRNWYf1Rtw) ↗ <https://www.youtube.com/watch?v=GnRNWYf1Rtw>)



(<https://www.youtube.com/watch?v=GnRNWyf1Rtw>)

);

- 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*).

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

Section 8.1: The Neo-Assyrians I (S&H: 289-293)

- Tukulti-Ninurta II
- Ashurnasirpal II
- *Razzia*
- Kalhu/Calah (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
- Ashur-Dan III
- Ashur-Nirari V

Section 8.2: The Neo-Assyrians II (S&H: 293-300, 324-330)

- Tiglath-Pileser III
- Urartu/Urartians
- Nimrud Reliefs
- Sargon II
- Merodach-baladan
- Dur-Sharrukin (Khorsabad)
- Paul Emile Botta

- Khorsabad Palace Reliefs
- Sennacherib
- Nineveh
- “Theme Rooms”
- Til Barsip

Section 8.3: The Neo-Assyrians III (S&H: 304-312, 330-342)

- Esarhaddon
- Taharqa
- Ashurbanipal III
- Lionhunt Reliefs
- The North Palace
- The Til Tuba Relief
- The Garden-Party Relief
- Medes
- Phoenicians
- Pazuzu
- *Limmu*

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

Assignment due: Reaction, Section 8

Subjects Covered:

- The Fall of Assyria and the Rise of the Chaldean 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: S&H: 343-357, 419-423, 434-440

Articles/Videos (for Reaction 9):

- J. Curtis, "Babylon: A Wonder of the Ancient World" ([video](https://www.youtube.com/watch?v=SPazqLjBHNw)  <https://www.youtube.com/watch?v=SPazqLjBHNw>)



(<https://www.youtube.com/watch?v=SPazqLjBHNw>)

);

- E. Guralnick, "Greece and the Near East: Art and Archaeology" (in *Daidalikon*);
- 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*);
- J. Oates, "The Legacy of Babylon" (in *Babylon*);
- J.N. Postgate, "Household and Family" (in *Early Mesopotamian: Society and economy at the dawn of history*);
- G. Rubio et al., "The Mesopotamian Law Collections: Were They Really Legal Codes?" and "Babylonia during the First Millennium B.C.E." (in *Current Issues in the History of the Ancient Near East*);
- H.W.F. Saggs, "The Neo-Babylonian Empire" (in *Babylonians*).

Terms, People, Places and Things to know for Section 9:

- Chaldeans (*Kaldû*)
- *Chaldaei*
- Nabonassar
- Stele of Merodach-baladan
- Nabopolassar
- Cyaxares
- Nebuchadnezzar
- Sack of Jerusalem (June 586 BCE)
- Babylonian Captivity (Babylonian Exile)
- Walls of Babylon
- Ishtar Gate
- Procession Street (The Processional Way)
- Palace of Nebuchadnezzar ("Southern Palace")
- Hanging Gardens
- *Etemenanki*
- *Esagila* (Temple of Marduk)
- Nabonidus

- Belshazzar
- Persians

Section 10: Mesopotamian and Biblical Literature

Assignments due: Project; Research Paper



Subject Covered:

- 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: S&H: 55-58, 158-162, 404-409; “The Creation Epic” and “The Epic of Gilgamesh” [for links to a full text of *Enuma Elish* (the Babylonian Story of Creation), along with links to other translations: <https://www.usu.edu/markdamen/ANE/enumaelish.htm>  (<https://www.usu.edu/markdamen/ANE/enumaelish.htm>)]; S. Helle (trans.), *Gilgamesh* (Yale, 2021); Damen, web site on Ancient Literature and Language, Chapter 2 on *The Epic of Gilgamesh* (<https://www.usu.edu/markdamen/1320AncLit/chapters/02gilgam.htm>  (<https://www.usu.edu/markdamen/1320AncLit/chapters/02gilgam.htm>))

Articles/Videos (for Reaction 10):

- J. Acocella, "How to Read Gilgamesh";
- J. Bottéro, Chapter 15: “The Mythology of Death” (in *Mesopotamia: Writing, Reasoning, and the Gods*);
- A. George, "The Epic of Gilgamesh" ([video](https://youtu.be/Rd7MrGy_tEg)  (https://youtu.be/Rd7MrGy_tEg))
- S. Helle, “A Poem for the Ages” and “Study the Brickwork” (in *Gilgamesh: A New Translation of the Ancient Epic*);
- W.G. Lambert, “A New Look at the Babylonian Background of Genesis”;
- A. Podany, “Clues in Cuneiform: Lives Revealed in Ancient Records of Mesopotamia” ([video](https://youtu.be/mTYTept7X7o)  (<https://youtu.be/mTYTept7X7o>))



(<https://youtu.be/mTYTept7X7o>)

)

- D. Reid, “Anxieties about Race in Egyptology and Egyptomania, 1890–1960” (

video  (<https://www.youtube.com/watch?v=b3-coVK-6JQ>)



(<https://www.youtube.com/watch?v=b3-coVK-6JQ>)

)

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

Mesopotamian Literature I (S&H 55-58, 158-162, 404-409)

- Cultural Adaptation
- Repetitive Parallelism
- Progressive Specification
- Incremental Repetition
- *Enuma Elish*
- Creation Stories (Cosmology)
- Lahmu/Lahamu
- An(shar)/Ki(shar)
- Marduk
- Tiamat
- Primeval Ocean (Primal Waters)
- Tohu/Vohu
- Tehom (*Tehom*)
- Storm-god(s)
- *Sapparu*
- Division of the Waters
- Creation of Humankind

Mesopotamian Literature II (*Enuma Elish*, *The Epic of Gilgamesh*, Ancient Literature and Language – Chapter 2)

- Epic
- *The Epic of Gilgamesh*
- Gilgamesh
- Nephilim (*Nephilim*)
- “Seventy Sons of El and Asherah”
- *Adam(ah)/Adom*
- Acculturation of Man
- Enkidu
- *Inbu*

- Humbaba
- Utana-pishti(m)
- Wisdom Literature
- Walls of Uruk

FINAL EXAM: Thursday, April 27

Assignments due at the time of the Final Exam: Capstone Paper; Reaction, Section 9-10

Appendix: Other Videos Worth Watching

- Satellite View of Iraq: <https://youtu.be/-yuhY5ukxf0> ↗ <https://youtu.be/-yuhY5ukxf0>
- Tigris River Virtual Tour: <https://youtu.be/bXowFYegeEY> ↗ <https://youtu.be/bXowFYegeEY>
- Religion in Ancient Mesopotamia:
<https://youtu.be/lm0EkFaRxTE> ↗ <https://youtu.be/lm0EkFaRxTE>



<https://youtu.be/lm0EkFaRxTE>

- How We Decoded the Hieroglyphics of Ancient Egypt:
<https://youtu.be/lG5z47xle8A> ↗ <https://youtu.be/lG5z47xle8A>



<https://youtu.be/lG5z47xle8A>

- The First Intermediate Period of Egypt:
<https://youtu.be/pqrQw62z4nE> ↗ <https://youtu.be/pqrQw62z4nE>



<https://youtu.be/pqrQw62z4nE>

- The Origins of the Hyksos:
<https://youtu.be/wMJDcK5gHlw> ↗ <https://youtu.be/wMJDcK5gHlw>



(<https://youtu.be/wMJDcK5gHlw>)

- The Assyrians:

<https://youtu.be/DLZruOzsmHc> ⇨ (<https://youtu.be/DLZruOzsmHc%20>)



(<https://youtu.be/DLZruOzsmHc%20>)

- The Entire History of the Akkadians:

<https://www.youtube.com/watch?v=Q-mAWItV2q0> ⇨ (<https://www.youtube.com/watch?v=Q-mAWItV2q0>)



(<https://www.youtube.com/watch?v=Q-mAWItV2q0>)

- Rise of Aten: A Lost Golden City:

<https://youtu.be/7Jd1plmlj04> ⇨ (<https://youtu.be/7Jd1plmlj04>)



(<https://youtu.be/7Jd1plmlj04>)

- Virtual Reconstructions of ancient Jerusalem:

https://youtu.be/_VLI_1FQtfE ⇨ (https://youtu.be/_VLI_1FQtfE)



(https://youtu.be/_VLI_1FQtfE)

- Aerial Reconstruction of ancient Babylon:

<https://youtu.be/l1Hbht4iNQg> ⇨ (<https://youtu.be/l1Hbht4iNQg>)



(<https://youtu.be/l1Hbht4iNQg>)

- The History and Revival of Hebrew:

<https://youtu.be/HBiiad9fO-g> ↗ (<https://youtu.be/HBiiad9fO-g>)



(<https://youtu.be/HBiiad9fO-g>)

Auto Access eBook: Ancient Near Eastern History and Culture eBook, 3e by Stiebing Jr.




This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course. **To access the materials, visit the Canvas course site.** For more details, including dates, deadlines, and opt-out info, visit your Bookshelf in Canvas.

Course Summary:







Date	Details	Due
Tue Jan 14, 2025	🔗 QS: Syllabus Quiz (https://usu.instructure.com/courses/777906/assignments/4649943)	due by 11:59pm
Thu Jan 16, 2025	🔗 Quiz 0.1: Writing Guide, Sections 1-20 (Style) (https://usu.instructure.com/courses/777906/assignments/4649934)	due by 11:59pm
Tue Jan 21, 2025	🔗 Quiz 1.1: Introduction to the Ancient Near East (https://usu.instructure.com/courses/777906/assignments/4649947)	due by 11:59pm
Sat Jan 25, 2025	🔗 Quiz 1.2: Mesopotamian Prehistory (https://usu.instructure.com/courses/777906/assignments/4649959)	due by 11:59pm
Tue Jan 28, 2025	🔗 Quiz 1.3: Egyptian Prehistory (https://usu.instructure.com/courses/777906/assignments/4649957)	due by 11:59pm
Thu Jan 30, 2025	🔗 Quiz 1.4: Egyptian Chronology (https://usu.instructure.com/courses/777906/assignments/4649956)	due by 11:59pm
Feb 4, 2025	🔗 Quiz 2.1: Sumer, Part 1 (https://usu.instructure.com/courses/777906/assignments/4649950)	due by 11:59pm

Date	Details	Due
	 R1: Reaction 1 (https://usu.instructure.com/courses/777906/assignments/4649969)	due by 11:59pm
Thu Feb 6, 2025	 Quiz 2.2: Sumer, Part 2 (https://usu.instructure.com/courses/777906/assignments/4649945)	due by 11:59pm
Tue Feb 11, 2025	 Quiz 2.3: Old Kingdom Egypt (https://usu.instructure.com/courses/777906/assignments/4649962)	due by 11:59pm
Thu Feb 13, 2025	 Quiz 2.4: Pyramids (https://usu.instructure.com/courses/777906/assignments/4649930)	due by 11:59pm
Sat Feb 15, 2025	 R2: Reaction 2 (https://usu.instructure.com/courses/777906/assignments/4649971)	due by 11:59pm
Tue Feb 18, 2025	 Quiz 3.1: Akkadians (https://usu.instructure.com/courses/777906/assignments/4649936)	due by 11:59pm
Wed Feb 19, 2025	 Quiz on Punctuation (https://usu.instructure.com/courses/777906/assignments/4649941)	due by 11:59pm
Thu Feb 20, 2025	 Quiz 3.2: The Third Dynasty of Ur (https://usu.instructure.com/courses/777906/assignments/4649961)	due by 11:59pm
	 R3: Reaction 3 (https://usu.instructure.com/courses/777906/assignments/4649972)	due by 11:59pm
Tue Feb 25, 2025	 FAP - Final Assignment Prospectus Form (https://usu.instructure.com/courses/777906/assignments/4649965)	due by 11:59pm
	 Quiz 3.3: Middle Kingdom of Egypt (https://usu.instructure.com/courses/777906/assignments/4649931)	due by 11:59pm
Thu Feb 27, 2025	 Quiz 4.1: Old Babylonians, Part 1 (https://usu.instructure.com/courses/777906/assignments/4649955)	due by 11:59pm
Tue Mar 4, 2025	 Quiz 4.2: The Old Babylonians, Part 2	due by 11:59pm



Date	Details	Due
	https://usu.instructure.com/courses/777906/assignments/4649958	
Thu Mar 6, 2025	 Quiz 4.3: The Hyksos https://usu.instructure.com/courses/777906/assignments/4649954	due by 11:59pm
	 R4: Reaction 4 https://usu.instructure.com/courses/777906/assignments/4649973	due by 11:59pm
Fri Mar 7, 2025	 Midterm Exam https://usu.instructure.com/courses/777906/assignments/4649952	due by 11:59pm
Tue Mar 18, 2025	 Quiz 5.1: The Kassites and the Hittites (I) https://usu.instructure.com/courses/777906/assignments/4649932	due by 11:59pm
Thu Mar 20, 2025	 Quiz 5.2: The Hittites (II) and the Middle Assyrians https://usu.instructure.com/courses/777906/assignments/4649929	due by 11:59pm
	 R5: Reaction 5 https://usu.instructure.com/courses/777906/assignments/4649974	due by 11:59pm
Tue Mar 25, 2025	 Quiz 6.1: New Kingdom Egypt, Part 1 https://usu.instructure.com/courses/777906/assignments/4649953	due by 11:59pm
Thu Mar 27, 2025	 Quiz 6.2: New Kingdom Egypt, Part 2 https://usu.instructure.com/courses/777906/assignments/4649949	due by 11:59pm
Fri Mar 28, 2025	 FD - First Draft of Research Paper https://usu.instructure.com/courses/777906/assignments/4649966	due by 11:59pm
Tue Apr 1, 2025	 Quiz 6.3: New Kingdom Egypt, Part 3 https://usu.instructure.com/courses/777906/assignments/4649948	due by 11:59pm
	 R6: Reaction 6 https://usu.instructure.com/courses/777906/assignments/4649975	due by 11:59pm

Date	Details	Due
Thu Apr 3, 2025	 Quiz 7.1: Late Egypt https://usu.instructure.com/courses/777906/assignments/4649951	due by 11:59pm
Tue Apr 8, 2025	 Quiz 7.2: Ancient Israelite Religion https://usu.instructure.com/courses/777906/assignments/4649937	due by 11:59pm
	 R7: Reaction 7 https://usu.instructure.com/courses/777906/assignments/4649976	due by 11:59pm
Thu Apr 10, 2025	 Quiz 8.1: The Neo-Assyrians, Part 1 https://usu.instructure.com/courses/777906/assignments/4649940	due by 11:59pm
Tue Apr 15, 2025	 Quiz 8.2: The Neo-Assyrians, Part 2 https://usu.instructure.com/courses/777906/assignments/4649946	due by 11:59pm
	 R8: Reaction 8 https://usu.instructure.com/courses/777906/assignments/4649977	due by 11:59pm
Thu Apr 17, 2025	 Quiz 8.3: The Neo-Assyrians, Part 3 https://usu.instructure.com/courses/777906/assignments/4649938	due by 11:59pm
	 R9: Reaction 9 https://usu.instructure.com/courses/777906/assignments/4649978	due by 11:59pm
Tue Apr 22, 2025	 Quiz 9: The Neo-Babylonians https://usu.instructure.com/courses/777906/assignments/4649942	due by 11:59pm
	 RP - Research Paper https://usu.instructure.com/courses/777906/assignments/4649979	due by 11:59pm
	 PR - Projects https://usu.instructure.com/courses/777906/assignments/4649967	due by 11:59pm
Wed Apr 23, 2025	 Quiz 10.1: Mesopotamian Literature, Part 1 https://usu.instructure.com/courses/777906/assignments/4649935	due by 11:59pm

Date	Details	Due
Thu Apr 24, 2025	 Quiz 10.2: Mesopotamian Literature, Part 2 (https://usu.instructure.com/courses/777906/assignments/4649939)	due by 11:59pm
	 Final Exam (https://usu.instructure.com/courses/777906/assignments/4649933)	due by 11:59pm
	 CP - Capstone Paper (https://usu.instructure.com/courses/777906/assignments/4649963)	due by 11:59pm
	 R10: Reaction 10 (https://usu.instructure.com/courses/777906/assignments/4649968)	due by 11:59pm
	 EC - Extra Credit (https://usu.instructure.com/courses/777906/assignments/4649964)	
	 Roll Call Attendance (https://usu.instructure.com/courses/777906/assignments/4769456)	