



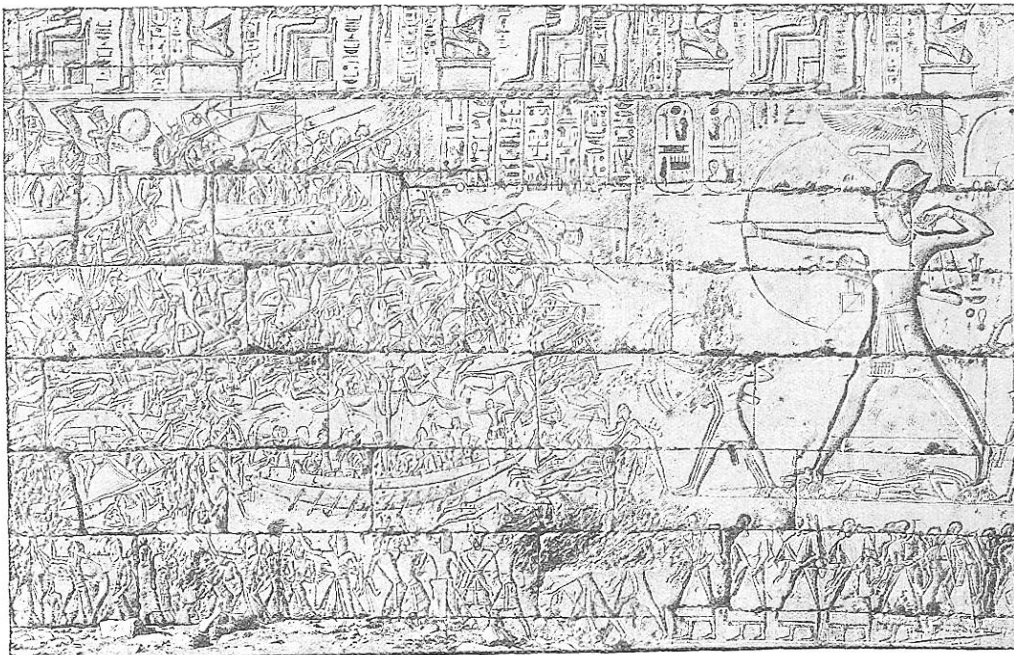
UNSW
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and
Social Sciences**

SCHOOL OF HUMANITIES & LANGUAGES

ARTS2281

Ancient Egypt & Western Asia



THE DEFEAT OF THE PEOPLES OF THE SEA AT MAGADIL.

Drawn by Boudier, from a photograph by Beato.

SESSION 2, 2013

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COURSE STAFF

Convenor / Lecturer Details	Consultation Times
Dr Shawn A. Ross, Senior lecturer Morven Brown 360 shawn.ross@unsw.edu.au	Wednesday 11:00am-12:00pm By appointment
Tutor Details	Consultation Times
Dr Jeff Pearson TBA	TBA By appointment
We endeavour to make ourselves readily available. In return we expect you to alert us <i>before</i> problems turn into crises.	

Communication

Course documentation, announcements, and assignment details are available on Moodle. If you need to contact us for any reason, *email is best*. We will normally answer email within 48 hours Monday-Friday. This class is large, however, with about 80 students, and it is easy for us to become overwhelmed by email. So, before you contact us, please try to answer your questions using the resources at your disposal:

- This Course Outline
- Announcements and assignment instructions posted online
- Online chat and discussion forums (with other students)

We are likely to ignore emails asking questions that can be easily answer by recourse to the resources listed above.

Your tutor, Dr Jeff Pearson generally knows your situation better than the course convenor, Dr Shawn Ross, and should be your first point of contact if you have a question or problem with your tutorial activities, readings or assessments.

When you do send us an email, always include:

- Your full name
- Your course (e.g., ARTS2281)
- Your tutorial time
- All relevant details about your issue or problem

This information will help us to answer your email in a timely fashion. *Emails lacking basic information may not be answered.*

COURSE DETAILS

ARTS2281 Ancient Egypt and Western Asia explores the origins and evolution ancient Egyptian and West Asian civilizations. After a brief consideration of Palaeolithic precursors, we will examine the beginnings of agriculture, social complexity, economic specialization, and political hierarchy in Predynastic Egypt and Neolithic Mesopotamia, Anatolia, the Aegean, and the Levant, taking into account the environmental context of the Nile Valley and the Eastern Mediterranean. Our examination of Early Dynastic Egypt and the Old Kingdom will focus on the institutions and ideology surrounding divine kingship, comparing strategies of authority and legitimacy to their West Asian analogues. The First Intermediate Period and the Middle Kingdom, with its rich literary legacy, will offer an expanded opportunity to explore Egyptian social and cultural history, again using West Asian context to determine what, if anything, marks a uniquely Egyptian culture. As we investigate the Second Intermediate Period, the New Kingdom, and the Third Intermediate Period focus will shift to Egypt's rise and fall as a leading imperial power within an increasingly integrated Mediterranean, West Asian, and North African world. The course will conclude with the Late Period, when Egypt ceased to be an independent state and was incorporated into larger West Asian Empires, but at the same time remained an importance source of cultural influence.

Throughout this course, the civilizations of ancient Western Asia will supply context, comparisons, and counterexamples. Extensive use of material culture will supplement written evidence; the course has a large archaeological component. Themes pursued in this course may include: change and continuity over time; the impact of environment and geography on historical development; historiography and theories of archaeological interpretation; the origins and evolution of political and military institutions; trade, colonization, and intercultural relationships; the origins and evolution of economic and social structures (including the practice of slavery, the status of women, the composition and role of the aristocracy, etc.); conservatism and change in Egyptian religion, art, and culture.

COURSE AIMS

ARTS2281 Ancient Egypt and Western Asia aims to:

- Impart an understanding of the historical evolution of Ancient Egypt and Western Asia from earliest times through the Macedonian conquest.
- Introduce students to the historiography of Ancient Egypt and Western Asia.
- Introduce students to archaeological theory and methods as they relate to Ancient Egypt and Western Asia.
- Improve students' ability to conduct independent, informed, and ethical historical research.
- Develop reasoning skills, especially the critical assessment of primary and secondary sources (including material evidence).
- Improve writing and speaking ability, especially with regard to producing coherent historical arguments.
- Improve relevant information technology skills.
- Stimulate students to reflect upon the place of ancient civilisations, like Egypt and Mesopotamia, on the modern imagination, and upon their own evolving ideas about these civilisations.

- Prepare students for third-year study, and foster an ongoing interest in archaeology, ancient history, and history more generally.

STUDENT LEARNING OUTCOMES

As detailed under "Assessment" below, after completing this course students will:

1. Understand the contours of Ancient Egyptian and West Asian history, society, and culture from earliest times through the Macedonian conquest, and to apply this knowledge to achieve a broader understanding ancient and world history.
2. Demonstrate knowledge of ancient and modern geography of the Mediterranean Basin, North Africa, and the Middle East.
3. Demonstrate a functional understanding of historiography, including historical and archaeological debates and controversies related to Ancient Egypt and Western Asia.
4. Demonstrate an ability to locate and deploy a range of online and print primary and secondary sources in the construction of an historical essay (e.g., reference works, ancient texts, monographs, journal articles)
5. Demonstrate an ability to analyse and critically assess primary and secondary sources (online and print).
6. Demonstrate improved facility for written and oral argumentation, including the ability to produce clear, lucid, and concise historical writing that is argumentative and analytical.
7. Demonstrate self-consciousness as a historian through reflection about the place of ancient civilisations, like Egypt and Mesopotamia, on the modern imagination, and upon their own evolving ideas about these civilisations.

GRADUATE ATTRIBUTES

Assessments in this course develop the following graduate attributes (see correlation below under "Assessment"):

1. Develop the skills of critical, creative and imaginative thinking about society, culture and the arts (History).
2. Develop an appreciation of and capacity for ethical, reasoned and open-minded discussion and debate (History).
3. Acquire an understanding of the experiences and world-views of other times, places and cultures (History).
4. Develop an informed understanding of human experience, human culture and society (History).
5. Acquire the tools and methods of understanding associated with the Humanities and Social Science disciplines, and perception of the relationships between these disciplines (General).
6. Acquire fundamental skills in research, analysis and academic writing (General).

LEARNING AND TEACHING RATIONALE

History is an active endeavour, involving the critical analysis of primary sources, and their subsequent use to recover and interpret the past. History is not the passive memorization of names,

dates, and events, although a certain amount of background knowledge is necessary for informed assessment and use of primary sources. This course promotes active engagement with the past by focusing on the interpretation of primary sources. Elements of this course, such as readings, lectures, tutorial discussions, quizzes, and writing assignments, have been designed and integrated to facilitate the acquisition of background knowledge and the development of interpretive abilities, such as critical assessment of sources, knowledge of sound historical methodology, and creative engagement with historical problems. Such skills are best developed when students actively produce historical arguments through discussion and especially writing. Indeed, writing an argumentative historical essay is the core learning activity in this course – an essay based on primary source readings, informed by lectures and secondary source readings, and refined through in class or online discussion.

The study of history is interesting, often entertaining, and intrinsically rewarding for what it reveals of the human condition. Moreover, the abilities acquired through active engagement with past, such as continual, critical assessment of what one reads, and the ability to present elegant and lucid arguments, will serve students well across disciplines and beyond university.

TEACHING STRATEGIES

The various components of the course – readings, lectures, tutorials, and writing assignments – have been designed to achieve the Learning Outcomes listed above. Secondary source readings and lectures provide necessary historical background and geographic information, while tests or quizzes examine students' acquisition of this knowledge. Primary source readings provide the raw material for tutorial discussion and writing assignments. Writing assignments offer students the opportunity to actively engage in the critical evaluation and analysis of sources, followed by the reconstruction and interpretation of historical events and processes – informed by the background knowledge acquired from secondary readings and lectures. Tutorial discussion hones these skills as students examine primary sources in the classroom and receive immediate feedback from the instructor and their peers.

COURSE EVALUATION AND DEVELOPMENT

Student feedback will be solicited, read, and seriously considered, including by means of UNSW's Course and Teaching Evaluation and Improvement Process (CATEI). This course has already benefited greatly from student feedback (assessments, such as quizzes and short writing assignments, have been retained, eliminated, re-weighted, or modified based upon feedback from previous semesters, for example), and I anticipate further improvement. Partly due to student feedback, and partly as a result of the FASS Assessment Tool, the number and length of short writing assignments, and the number of quizzes, have been reduced to meet FASS workload expectations. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

REFERENCES

An extensive list of references will be distributed as a separate document. Students seeking resources can also obtain assistance from the UNSW Library. One starting point for is:

<http://info.library.unsw.edu.au/web/services/services.html>

Please also consult the Library's "Ancient History Subject Guide":

<http://subjectguides.library.unsw.edu.au/content.php?pid=28808&sid=270894>

Required Texts

In this course you will have the choice of becoming a student expert in either Egypt or Western Asia. We expect that most of you will choose Egypt, but we are hoping to get at least five students in each tutorial to take up the Western Asia option. Weekly short writing assignments and tutorial activities will be built around comparative discussions of developments in Egypt vs Western Asia. The choice of focus is entirely up to you, but please be sure to purchase the correct books at the bookshop:

Egypt

- Marc Van De Mieroop, *A History of Ancient Egypt* (Wiley / Blackwell)
- William Kelly Simpson, *The Literature of Ancient Egypt* (Yale)

Western Asia

- Marc Van De Mieroop, *A History of the Ancient Near East* (Wiley / Blackwell)
- Mark Chavalas, *The Ancient Near East: Historical Sources in Translation* (Wiley / Blackwell)

Recommended Texts

- Stephanie Dalley, *Myths from Mesopotamia* (Oxford World Classics)

Note. If you do not purchase recommended texts, be prepared to use the library's High Use Collection to access them.

ASSESSMENT

Students of history do not simply memorise received knowledge about the past, they actively reconstruct and interpret the past using evidence from the primary sources. You will have the opportunity to engage in this process through historical writing and discussion.

Assessment at a Glance

Assessment Task	Length	Time on Task	Weight	Learning Outcomes assessed	Graduate Attributes assessed	Due date	Feedback
Short Writing (including related Tutorial activities)	8 x 200 words each	40 hours	45%	1, 4, 5, 6, 7	1-5	Weekly before Tutorial (8 required)	Marking rubric or brief written comments; discussion and student self-assessment in Tutorial. Peer assessment may be used for some Short Writing Assignments.
Historical Essay (including Draft and Peer Review)	2000-2500 words	40 hours	45%	1-7	1-6	Draft: Mon Wk 12 PR: Mon Wk 13 Final: Fri Wk 13	Rubric-based Peer Review of Draft Essays; marking rubric for final draft
Quizzes	3 x 15 min each	9 hours	10%	1, 2, 6	3-4	Unannounced	Mark only (assessment only for measurement)

This course has been evaluated by the FASS Assessment Tool to determine expected time-on-task and to ensure compliance with UNSW and FASS assessment policies, including student workload expectations.

Assessment Details

Short Writing Assignments

Short writing assignments form the lynchpin of this course, binding other student activities together and ensuring that you stay current with coursework. Over the course of the semester, expect to complete eight short writing assignments totalling approximately 1,600 words. These assignments are closely integrated with *tutorials* and allow you the opportunity to internalise background information and practice building arguments of your own based on primary and secondary sources. Your short writing will help to prepare you for *quizzes*, and you will use one of your short writing assignments as the starting point for your *historical essay*. During weeks when holidays (other than mid-semester break) require the cancellation of tutorials, short writing assignments may be lengthened and made mandatory. Short writing assignments may include (but are not limited to):

- Reflections on reading assignments or lectures
- Construction of short arguments
- Explanation of new concepts to your peers
- Threaded discussion
- Role-play or debate preparation

In each case short writing assignments can be adequately answered (up to an including an HD mark) in 200 words – no more is expected and you will not necessarily earn more points for a longer reply. Detailed instructions for each assignment will be distributed via Blackboard early in the semester.

All students will receive feedback on their short writing assignments early in the semester, and intermittently thereafter. Most assignments will be marked through Moodle using a rubric, which will be made available to you ahead of time so you know the criteria you will be marked against. Further feedback is available upon request.

As noted above, short writing assignments form the basis for tutorial activities, and provide an excellent forum for you to air ideas raised by these assignments (with an eye towards developing one of your short writing assignments into the historical essay). Participation in discussions during tutorial offers you the opportunity to engage in historical analysis and receive immediate feedback from your tutor and your peers. At the end of each tutorial, you will self-assess your preparation and contribution. These self-assessments, verified by your tutor, will contribute towards your short writing assignment mark.

Attendance at tutorial is mandatory; *students must attend 80% of tutorials to pass the course*. Also remember that *even if you do not complete a short writing assignment for any given week, you still must complete all readings and be prepared for discussion*.

Historical Essay

Students will write historical essays of approximately 2,000-2,500 words in length. You will develop ideas generated in one of your short writing assignments into an essay. Writing is an iterative process; expect to select a topic and develop a thesis relatively early in the session (even if you choose to write on a later topic), to write a draft at least two weeks before the due date of the

essay, and to participate in a rubric-based peer review exercise before producing a final draft of your essay. All stages of writing (thesis, draft, peer review, final essay) will contribute towards your historical essay mark.

This essay will advocate an argumentative thesis with well-organized analysis supported by primary source evidence. Your first priority when writing this essay is to develop your own arguments based on primary sources. You will also have the opportunity to incorporate the interpretations of modern scholars as presented in secondary sources. ***The research essay must be based upon primary sources.*** Essays not based upon primary sources will receive a failing grade; essays that do not appropriately cite all secondary sources will be penalized according to the plagiarism policy.

You will be provided with references to secondary sources (primarily books), most of which are in the UNSW library. You should also plan to find more secondary sources on your own (especially journal articles). Students are expected to consult, evaluate, and judiciously apply a ***minimum*** of six of the following secondary sources: general works besides your textbook (1 maximum), scholarly monographs (2 minimum), articles in refereed journals (2 minimum), and reliable online resources (1 minimum). ***All online resources must be carefully vetted; any not listed in this document must be submitted to me for prior approval.***

I will distribute specific instructions and a list of topics early in the semester. The final essay is due ***Friday of Week 13***, although a draft will be due ***approximately two weeks earlier*** to allow time for peer review.

I frequently leave for fieldwork at the end of the semester; late essays will result in a mark of F (if not prearranged) or WD (if prearranged with appropriate paperwork) until I can resolve the issue upon my return.

Your historical essay must be completed to receive a passing grade for the course.

Quizzes

A certain amount of background knowledge is necessary to effectively engage in the assessment and interpretation of historical and archaeological sources and publications. To ensure that you gain background knowledge in a systematic fashion, three quizzes will be administered over the course of the semester. The quizzes will consist of some combination of the following: short answer questions, multiple-choice or matching questions, identification questions, and / or short essay questions. We will distribute detailed instructions before your first quiz.

Assessment Submission

This course is mostly paperless. Short writing assignments will be conducted online using **Moodle**. Your Draft and Final Essays must be submitted electronically as ***Microsoft Word*** documents via TurnItIn on Moodle. Moodle will also be used for Peer Review. Quizzes may be administered online or in class. **Do not submit PDFs** (TurnItIn does not always render them properly).

If you use OpenOffice, Polaris Office, or other software, learn to save in MS Word format. We will not accept documents in any other format. Please name files using ***your*** last name and first initial (for example, "SmithJ.docx"). A title page is unnecessary, but at the top of the first page of every

assignment students must include their name, the course number and title, tutorial time, and the date. Pages of should be numbered. For your historical essay, the text and bibliography must be submitted as a single file.

Assignment Collection

All marking in this course is electronic. Marks, rubrics and comments for assignments will be administered using Moodle. If you want comments on your Final Essay, please request them via an email to your Tutor, otherwise you will receive a mark and rubric-based feedback only.

Assignment Extensions

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

Late Submission of Assignments

Assignments submitted after the due or extended date will incur a 5% penalty per day including weekends (calculated from the maximum marks available for that assignment). Assignments received more than 10 calendar days after the due or extended date will not be allocated a mark. Make-up quizzes will only be administered in the case of *documented* emergency.

ATTENDANCE

To successfully complete this unit you are required to attend minimum 80% of tutorials. If this requirement is not met you will fail the unit. Your Tutor will keep attendance records.

ACADEMIC HONESTY AND PLAGIARISM

Students seeking information on plagiarism should visit the following web site:

<http://www.lc.unsw.edu.au/plagiarism/index.html>

GENERAL STUDENT EXPECTATIONS

This course is not easy. If you take more advanced courses in history (at this institution or others), lecturers will expect you to know a considerable body of knowledge and skills. It is my professional responsibility to ensure that all students receiving a passing mark in this course command these fundamental concepts.

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The Faculty of Arts and Social Sciences is currently revising student (and staff) workloads. Targets for student workloads are as follows. Students are expected to attend Lecture and Tutorial (three hours per week for a total of 36 hours). Students should also expect to dedicate 80-90 hours to assessment over the course of the semester. Estimated time-on-task for each assessment has been calculated using the FASS Assessment Tool, and this information has been provided for you (see "Assessments at a Glance" above). This workload means that the average student should expect to attend lecture and tutorial and dedicate approximately seven additional hours per week to assessment tasks in order to receive a Credit mark in the course.

We expect students to be courteous in class, both to ourselves and to other students. During tutorials, debate is encouraged but comments should be brief, to the point, and constructive. *Ad hominem* attacks or discourteous behaviour will not be allowed.

During both discussions and lectures, student's attention is to be focused on class. No reading, side conversations, use of mobile phones, SMSing, monitoring Facebook, reading the web, watching online films, etc., will be tolerated at any time. Use of laptops is strictly limited to note-taking and other relevant activities during both Lecture and Tutorial. I can tell if you are watching movies, browsing the internet, etc., and if this sort of activity in class becomes distracting to other students we will either ban laptops entirely or require students using them to sit in the front row.

Entering and leaving class during lectures has become a major distraction recently. Show up for lecture on time, ready to sit through the first hour without leaving. We will give you a five-minute break at the half-way point. Notify me ahead of time if you need to leave early, and sit near the door.

We expect students to respect others, attend and contribute to class, dedicate an appropriate amount of effort to this course, complete all assignments in a timely manner, display the highest degree of integrity in all work, and, in general, to take an active responsibility for their own learning.

OCCUPATIONAL HEALTH AND SAFETY POLICY

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at:

http://www.ohs.unsw.edu.au/ohs_policies/index.html

STUDENT EQUITY AND DIVERSITY

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of the course. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at:

<http://www.studentequity.unsw.edu.au>

GRIEVANCES

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the course convenors. If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

OTHER STUDENT INFORMATION

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

COURSE SCHEDULE

Lecture and tutorial times and locations

Lecture	Tutorial A	Tutorial B	Tutorial C
Wed 9-11 am	Wed 3-4pm	Wed 4-5pm	Thurs 10-11am
Matthews Th B	Matthews 320	Matthews 320	Quad 1046

Schedule information

Readings must be completed before lecture (lectures will assume knowledge contained in that week's readings). In the "12 in 13" semester, tutorial activities (and associated writing) relate to the previous week's lecture and readings (e.g., Week 02 tutorials build upon Week 01 lectures and readings, Week 03 on Week 02, etc.).

Abbreviations

VDM Egypt = Marc Van De Mieroop, *A History of Ancient Egypt*

LAE = William Kelly Simpson, *The Literature of Ancient Egypt*

VDM ANE = Marc Van De Mieroop, *A History of the Ancient Near East*

ANE-HST = Mark Chavalas, *The Ancient Near East: Historical Sources in Translation*

MM = Stephanie Dalley, *Myths from Mesopotamia*

Topics	Readings and Lectures	Writing and Tutorials
<p>Week 01LEA (29 Jul - 04 Aug)</p> <p>Introduction Sources Geography Chronology Prehistory</p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 1-2</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 1-2</p> <p><u>Lecture</u> Introduction and course overview Geography and chronology Written and material evidence Neolithic Revolution Urbanisation & the State</p>	<p><i>No Writing for Week 01</i></p> <p><i>No Tutorials during Week 01</i></p>
<p>Week 02 (05-11 August)</p> <p>Early Bronze Age Kingdoms</p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 3 LAE: Selections from the Pyramid Texts OR Three Autobiographies of the Old Kingdom</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 3-4.1 ANE-HST: Selections from Sumerian Early Dynastic Royal Inscriptions OR Old Akkadian Period Texts OR Late Third Millennium Sumerian Texts OR MM, Epic of Gilgamesh (TBA)</p> <p><u>Lecture</u> Pyramids & Ziggurats: Monumental kingship</p>	<p><u>Writing</u> Origins and nature of states</p> <p><i>Assignment details and templates for weekly short writing are available via Moodle.</i></p> <p><u>Tutorial</u> What is a state?</p>

Topics	Readings and Lectures	Writing and Tutorials
<p>Week 03 (12-18 August)</p> <p>Later 3rd Millennium Crises</p> <p>Cosmology</p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 4 LAE: Instruction of Hardedef, Maxims of Ptahhotep, Teachings for the Vizier Kagemni</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 4.2-5.1 MM: Selections from Atrahasis OR Epic of Gilgamesh (TBA)</p> <p><u>Lecture</u> The First Intermediate Period Crises in Mesopotamia Intro to cosmology The wider 3rd Millennium context</p>	<p><u>Writing</u> Kingship & legitimacy Centralisation & localisation</p> <p><u>Tutorial</u> What makes a king? What powers does a king have?</p>
<p>Week 04 (19-25 August)</p> <p>The MBA</p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 5 LAE: The Tale of the Eloquent Peasant AND The Admonitions of an Egyptian Sage</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 5.2-6.3 ANE-HST: Selections from Late Third Millennium Sumerian Texts OR Old Babylonian Period Inscriptions OR Miscellaneous Old Babylonian Period Documents OR MM: TBA</p> <p><u>Lecture</u> MBA society</p>	<p><u>Writing</u> Cosmology & worldview</p> <p><u>Tutorial</u> Order & Chaos I: the cosmos</p>

Topics	Readings and Lectures	Writing and Tutorials
<p>Week 05 (26 Aug – 01 Sep)</p> <p>The MBA-LBA transitions</p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 6 LAE: Selections from MK literature TBA</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 6.4 ANE-HST: Selections from MBA historical texts TBA MM: Selections from MBA literature TBA</p> <p><u>Lecture</u> MBA kingship</p>	<p><u>Writing</u> Ordering society</p> <p><u>Tutorial</u> Order & Chaos II: society</p>
<p>Week 06 (02-08 Sept)</p> <p>The LBA World</p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 7 LAE: TBA</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 7-8 ANE-HST: Selections from LBA Inscriptions (TBA)</p> <p><u>Lectures</u> The LBA World</p>	<p><u>Writing</u> Kingship in the MBA</p> <p><u>Tutorial</u> How has kingship changed since the EBA?</p>
<p>Week 07 (09-15 Sept)</p> <p>Great Powers & Great Kings: the LBA</p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 8 LAE: Hymn to the Aten AND Penitential Hymns AND The Book of the Heavenly Cow</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 9 ANE-HST: Correspondence From El-Amarna In Egypt</p> <p><u>Lectures</u> The Kingdoms of the LBA</p>	<p><u>Writing</u> <i>Historical essay thesis statement and preliminary bibliography due (before tutorial).</i></p> <p><u>Tutorial</u> Discussion of thesis statements.</p>

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Topics	Readings and Lectures	Writing and Tutorials
<p>Week 08 (16-22 Sept)</p> <p>LBA Society</p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 9 LAE: Selections TBA</p> <p><u>Western Asia reading</u> MM: Selections TBA</p> <p><u>Lectures</u> LBA society & culture</p>	<p><u>Writing</u> The Amarna "revolution"</p> <p><i>Reviews of other students' theses and bibliographies due (online, by midnight Sunday).</i></p> <p><u>Tutorial</u> Was there an Amarna "revolution"?</p>
<p>Week 09 (23-27 Sept)</p> <p>The End of the Bronze Age</p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 10-11 Selected sources about the LBA collapse and EIA (TBA)</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 10-11 Selected sources about the LBA collapse and EIA (TBA)</p> <p><u>Lectures</u> The LBA-EIA collapse and the era of "Vacuum States"</p>	<p><u>Writing</u> Aspects of LBA Society & Culture</p> <p><u>Tutorial</u> Aspects of LBA Society & Culture</p>
<p>(28 Sep – 07 Oct)</p> <p>Mid-semester break</p>	<p><i>Enjoy your break (but get caught up!)</i></p>	
<p>Week 10 (08-13 October)</p> <p>The Birth of Empire</p>	<p><u>Egypt reading</u> VDM Egypt: Chapter 12-12.3 LAE: Selections from Late Egyptian Stories (TBA)</p> <p><u>Western Asia reading</u> VDM ANE: Chapter 12-13 MM: TBA</p> <p><u>Lectures</u> The Assyrian Empire</p>	<p><u>Writing</u> Systems thinking and the LBA collapse</p> <p><u>Tutorial</u> What caused the LBA collapse?</p>

Topics	Readings and Lectures	Writing and Tutorials
Week 11 (14-20 October) The Achaemenid World	<u>Egypt reading</u> VDM Egypt: Chapter 12.3-12.6 <u>Western Asia reading</u> VDM ANE: Chapter 14-15 ANE-HST: Selections from Neo-Assyrian and Syro-Palestinian Texts (TBA) AND selections from the Hebrew Bible (TBA) OR Achaemenid Period Historical Texts Concerning Mesopotamia AND selections from the Hebrew Bible (TBA) <u>Lectures</u> The Babylonians & the Persians	<u>Writing</u> Pessimism & optimism <u>Tutorial</u> Assessing the worldview of Egyptians & Mesopotamians
Week 12 (21-27 October) The Hellenistic World	<u>Egypt reading</u> VDM Egypt: Chapter 13 LAE: Selections from Demotic and Greek Literature (TBA) <u>Western Asia reading</u> TBA <u>Lectures</u> Change & continuity in the Hellenistic World	<u>Writing</u> Ideology of empire <u>Tutorial</u> Sources of imperial power and legitimacy <i>Draft essays due Monday</i>
Week 13 (28 Oct – 03 Nov)	<i>No new readings in Week 13.</i> <i>No lecture in Week 13</i>	<u>Writing</u> EIA society & culture <u>Tutorial</u> Course evaluations EIA society & culture <i>Peer reviews due Monday</i> <i>Final essays due Friday</i>