

COLLEGE OF CHARLESTON
RESEARCH SEMINAR: WARFARE AND DIPLOMACY IN
ANCIENT EGYPT AND THE NEAR EAST

Dr. Peter A. Piccione

Office: Maybank 314

Office Hours: T, Th 2:00-4:30 p.m. (or by appointment)

Telephone: 843-953-4861

Fax: 843-953-6349

E-mail: piccionep@cofc.edu

History 470.01

Fall 2017

T, Th 12:15-1:30 pm, Maybank 209

Course Web Page: URL <http://www.cofc.edu/~piccione/hist470/>

Username: **++++** Password: **++++** (necessary for accessing Web readings and images)

Prerequisite: At least one History class at the 300-level of instruction.

Course Description: This course is a capstone seminar in the History Program. In a traditional seminar setting, History majors will discuss advanced readings and issues concerning warfare and diplomacy in the ancient Near East and Egypt from the rise of civilization through the Persian Empire, 5500 BC to 332 BC. (including Egypt, Canaan, Syria, Mesopotamia, Anatolia, and Persia). These readings will include both primary and secondary sources of historical significance.

Each student is required to write a research paper (25 pages long) on a viable topic related to war and/or diplomacy in ancient Egypt and/or Western Asia. The student will formulate a specific topic in agreement with the professor from a range of themes and issues provided by the professor, or else the student might suggest a theme of his/her own. The student will proceed in a methodical manner to research and write the paper over the length of the term, beginning with general readings, formulation of the topic, composing an annotated bibliography, outlining the paper, authoring first and second drafts, and completing the final draft. In the second-draft stage, the student will present a formal oral report to the seminar on issues and findings for group discussion. At all points of the process, the student will remain in close consultation with the professor.

The seminar is not a lecture course, and, in general, the professor will limit his presentations of elementary historical information. However, students will be given the opportunity to refresh themselves in the basic history of ancient Egypt and the Near East and to discuss historical and historiographical issues in a roundtable setting. It is assumed that students have some prior academic exposure to the ancient Near East and its bibliography, and they have written papers on the subject before. Hence, the professor will serve as a guide in the research and writing process, but he will not hold the students' hands through the process, nor will he teach elementary Near Eastern bibliography. However, the course does include access to on-line resources and archives for finding primary and secondary sources on the topics.

Course Requirements

Research Paper: Due November 30 (last day of course class). Students will complete a research paper (25 pages) as a significant piece of historical research, for which topic-options and format are noted in the section, "Paper Requirements," below. The professor must approve the topic. Over the course of the term, students will submit to the instructor both a first draft then a second draft of their papers on dates to be announced. On the last class day of the term, they must submit the final and completed version of the paper. *Completion of the research paper is an absolute requirement to pass this course and complete the History Major. No exceptions or extensions can be made.*

Oral Reports on Papers: Toward the middle of the term, as students are preparing the first draft of their paper, they must give an informal talk to the class on their topic, including their research efforts, strategies, preliminary findings, and where they think they are heading with the paper, in order to generate a discussion on the subject. As the second draft is submitted along with all their

research notes, students will make a formal presentation on their paper. Here the actual paper will not be read to the seminar. Rather, copies of the draft will be distributed to the class for reading ahead of time, and each student will summarize main points and lead a class discussion on the topic.

Discussion Leaders: In the first half of the term, the professor will formulate specific discussion topics for the seminar, and he will assign readings to facilitate these discussions. For each topical unit, one student will serve as leader of the discussion. The list of topics and units is found in the "Reading Assignments"-page on the course Web pages. Students can volunteer as leaders for the topics of their choice, or else they will be assigned by the professor.

Conferences: Over the course of the seminar, students are required to meet in conference with the professor at regular intervals (either in class or in the office) in order to discuss the progress of their research papers, including, e.g., issues related to defining the topic, identifying bibliography, evaluating direction and research notes, annotating the bibliography, laying out the preliminary outline, and preparing drafts of the text. Levels of the students' commitment and participation in these conferences will be reflected in their participation grade.

Reflective Essay & Student Portfolio: Due December 4 (last day of term classes). Any History majors planning to graduate in December 2017 are required to complete and submit a History portfolio containing copies of a requisite selection of the term papers, essays, reviews, and research papers that they have written in their History classes at the College. They must also write a brief essay on how their understanding of history has developed since the beginning of their studies at the College. Students will be provided with a few suggestions prepared by Emerita Prof. Amy McCandless which should help them organize their essays. ***Submission of the portfolio and essay is required to pass the seminar and complete the History Major.***

Examinations: No examinations are given in this seminar.

Reading-Assignment Schedule: See "Reading Assignments"-page on the course Web pages for the schedule of assigned readings, examinations, and other important dates.

Attendance and Participation: Discussion figures prominently in the seminar program, and class participation and attendance constitute a significant percentage of the course grade. ***Any student with more than 3 un-excused absences or who is absent without acceptable documented excuse on any day when their presentation is due will be withdrawn from the seminar and will receive a grade of "WA" (the equivalent of an "F" - failing grade on the transcript).***

Absences are excused by presenting written documentation to the Office of Associate Dean of Students. Undocumented and self-documented excuses are not acceptable. Running errands is not a valid excuse. Students are responsible for all the material in the readings, discussions, reports, etc., whether they are present or not. Students are regarded as absent if they leave class for an *inordinate* period of time without valid excuse. *Students should never telephone the professor on the same day to say they will be absent, nor should they ever(!) call the History Department office to report their absence.*

Special Needs: Any student who has been formally certified by the College through the *SNAP Program* as having special needs entailing accommodations to complete the requirements for this course should consult with the professor during office hours as soon as possible. They are also responsible for notifying at least one week before each accommodation is needed.

Course Textbooks

Beckman, G. *Hittite Diplomatic Texts*, ed. H. A. Hoffner. 2nd edition. Writings from the Ancient World. Atlanta: Society of Biblical Literature, 1999. Paper

Hamblin, W. J. *Warfare in the Ancient Near East to 1600 BC: Holy Warrior at the Dawn of History*. Warfare and History Series. Routledge, 2006. Paper

Moran, William L., editor. *The Amarna Letters*. Baltimore: Johns Hopkins University Press, 2000. Paper

Podany, Amanda H. *The Ancient Near East: A Very Short Introduction*. Very Short Introductions Series. London & Oxford: Oxford University Press, 2013. Paper

Shaw, Ian, ed. *The Oxford History of Ancient Egypt*. New edition. New York, Oxford University Press, USA, 2004. Paperback

Spalinger, A. J. *War in Ancient Egypt: The New Kingdom*. Ancient World at War Series. Oxford: Blackwell Publishing Professional, 2005. Paper

Readings: A variety of monographic extracts, primary texts, book chapters, and journal articles of historical and historiographical nature are also required reading for this course. Most of these readings are located in the Reference and Periodicals Rooms of the Addlestone Library on campus. Other readings are also available for downloading and printing from the course Web pages or will be distributed in class.

Grading Policy

Final course-grades will be constituted according to the following formula: bibliographies, outline, & statement 15%, research paper 55% (drafts 1 & 2 = 15% ea., final = 25%), attendance, presentations, & participation 30%.

Grades in this course are issued according to the following numerical scale: A = 95-100 [extraordinary!]; A- = 93-94 [superior]; B+ = 91-92 [very good]; B = 85-90 [good]; B- = 83-84 [satisfactory] C+ = 81-82 [above average]; C = 75-80 [average]; C- = 73-74 [unsatisfactory]; D+ = 71-72 [poor]; D = 65-70 [very poor]; D- = 60-64 [ugh!]; F = 0-59 [fail]; XXF [failure due to academic dishonesty] .

Paper Requirements

Research Paper. Due date: November 30. Length: 25 pages. The final version of the research paper is due on the last day of class. For possible topics, see below.

Bibliographies and Preliminary Drafts. While researching their paper topic in consultation with the professor, the students will prepare and submit over the course of the term in the following order: (1) thesis statement and preliminary bibliography; (2) annotated bibliography and preliminary outline; (3) first draft; (4) second draft; (5) final version finished paper. All drafts must adhere to proper Turabian/Chicago style and forma. Drafts are reviewed and graded to ensure accuracy, clarity, relevance, direction, and adherence to format. The deadlines for submission are noted in the "Reading Assignments"-page.

Submission, Late Policy, etc. *Late submissions will be penalized 5 points for each day late* up to three days, after which they are graded no higher than a 59% (F). Drafts and final papers must be submitted *in person* to the professor or to the History Department (Maybank 203) before 5:00 pm on the due date. Students should not leave papers at the professor's office when he is absent or shove them under his door. Regrettably, such papers cannot be deemed to have been accepted on time.

Submitting Research Notes. It is a requirement of this assignment that students submit along with their second draft of the research paper a folder containing all the research notes, memoranda, index cards, etc., that they compiled in order to prepare and write the paper (whether those are hand-written, typed, photocopied, highlighted, etc.). Therefore, take copious notes to prepare this paper, keep track of all the books, articles and sources from which they come. Compile them, and keep them together for submission. Failure to submit research materials will result in a failing grade for the assignment—no exceptions!!

Form and Format. All papers should be submitted in paper format. Papers submitted electronically via e-mail or on disk usually are unacceptable.

See course Web page, “Paper Requirements”-link, for detailed information and requirements for form, format, and grading criteria for the research paper. The paper must contain 1-inch margins on all sides, top and bottom. It should be printed double space in a 12-point Times Roman type or equivalent. It must include proper citations (in the form of footnotes) plus a separate “Bibliography” at the end of the paper. It must also include a separate cover page.

VERY IMPORTANT! READ ME: In the preparation and execution of the research paper, students are required to follow the format presented by **Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press, 1996)**, especially in regard to the style of block quotations, footnotes and bibliographies. Look over Chapters 8-11 on how to cite references and bibliography. See chapter 11 (pp. 185-213) to compare their forms and styles. Use footnotes only; parenthetical references are prohibited.

Students are not permitted to use "parenthetical references" and "reference lists" and "Works Cited" lists for any paper or essay in this course. Neither may they--under any circumstances--employ MLA style of notes and references. Feel free to consult the professor at any time for advice on preparing the papers or about writing strategies. Alternatively, students may consult writing counselors in the Writing Lab, Addlestone Library, first floor.

Using the World Wide Web for Research and as a Source of Quotations

One does not do research merely by sitting at a computer and surfing the Web. One does research by paging through books and journals; by following their bibliographies, and by backtracking sources from one footnote to another through a stream of relevant publications. Students should confine the bulk of their research to printed publications. They may use the World Wide Web selectively to help research the paper topic. Beware! There is a great deal of pseudo-historical trash on the Web that does not conform to modern academic standards. The World Wide Web contains three types of historical materials:

- [1] primary sources, i.e. collections of original historical documents and inscriptions;
- [2] synthetical reports and essays prepared by professional historians and which are usually published in professional Web-based journals;
- [3] idiosyncratic essays, polemical tracts, and document collections, prepared by non-professionals, dilettantes, and hobbyists that are often unreliable in content.

Sadly, the latter material [no. 3] permeates much of the historical content on the Web, and students must learn to recognize each instance of poor quality and to avoid it. Many of the primary sources on the Web [no. 1] include translations of foreign language documents into English. However, these translations tend to be obsolete, incomplete, or idiosyncratic. Obsolete translations are superceded by more modern accurate translations published in print.

On the other hand, many professional peer-reviewed historical academic journals [no. 2] are also published on the Web, and they are collected together into digital archives and electronic databases for easy searching and consultation. The Addlestone Library of the college subscribes to these archives and databases and many more (e.g., *JStore*, etc.), and they are located on the College's computers and can be searched in the College's library catalogue under the headings, "Databases" and "e-journals" (http://library.cofc.edu/search_collection/databases.html).

Students may never quote from any general dictionaries and encyclopedias, such as *Wikipedia* (ugh!), *Encyclopedia Britannica*, etc. Of course, they may always quote freely from on-line sources found in the Addlestone Library Catalog of electronic databases and e-journals (as noted above). However, students may not quote from any public Web pages, including translations, reports, and essays without prior approval of the instructor. Each violation of this rule found in a paper will receive a 10-point grade reduction.

While students may not *quote* from any public Web source without permission, they should still *freely consult* reliable Web pages (i.e., those that are authored by professionals) in order to identify issues, books, and other *printed* sources of information, which they could quote in their papers. Use public Web pages to identify issues and printed books. Reliable Web pages are usually identifiable by the domain-markers ".edu" or ".ac.uk" or ".org" in their Web addresses, while much less trustworthy pages are often—but not always—identifiable by the domain-markers ".com" or ".net" in their Web addresses. If in doubt about the appropriateness of any research source—either on the Web or in print—so consult the professor, and run these pages by him.

Policy on Plagiarism, Cheating, and Disruptive Behavior

Plagiarism. As you prepare your papers for this course, be careful not plagiarize any of your sources. Plagiarism is copying or paraphrasing the words of others and passing them off as your own or misleading the reader into thinking that the words and ideas of other writers are your own. Any plagiarism, whether intentional or unintentional, whether blatant or merely inappropriate paraphrasing, will not be tolerated.

WARNING: Never ever(!) copy and paste from the Internet !!

College of Charleston Honor Code and Academic Integrity. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a **XXF** in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the **XX** to be expunged. **The F is permanent.**

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

Keep this in mind, prospective employers can see your transcript. You are responsible for informing yourself of all definitions and regulations on this subject. Ignorance is not an acceptable excuse before the College Honor Board. **Protect yourself; when in doubt, footnote it!**

Classroom Behavior. Students are reminded that eating, drinking, and smoking are prohibited in the classrooms of the College of Charleston. The classroom is an inappropriate venue for reading newspapers, personal grooming (such as combing hair, applying makeup, etc.), or even sleeping. The instructor reserves the right to expel any student from the classroom for unruly or disruptive behavior.

Computers in Class. Students are not normally permitted to employ laptop, hand-held computers, digital notebooks, voice recorders, *I-Pod's*, smart telephones, or any other electronic device, in class without prior permission of the instructor. Any authorized student who abuses this privilege by engaging in activity unrelated to the class (checking e-mail, surfing the Web, etc.) will forfeit permission to use the device (e.g., a computer) in class for the rest of the term and will receive a reduction in the class-participation grade.

Cell Phones in Class. Students may not make or receive cellular telephone calls, podcasts, text messages of any kind, or accept any electronic pages during the class period. Turn off all cell phones, pagers, *iPods*, etc. at the start of class. **Anytime a cell phone or pager goes off or is activated in class, it will result in a 3-point reduction in course-grade for the student.**

This syllabus is subject to change and revision at any time.

Lectures and Reading Assignments

Week 1: Introduction

(8/24) NO CLASS

Week 2: August 29-31

What is Expected of the Historian?

American Historical Association, "Statement on Standards of Professional Conduct" (1993) *[handout]*

Piccione, "From Queries to Answers: A Taxonomy of Historical Questioning" *[handout]*

Week 3: August 29-31

(1/27) Ancient Near Eastern Historiography

W/Ref

H. Whitehouse, "Egypt in European Thought," in *CANE* 1, 15-31;
Discussant: _____.

Ref

J. Lundquist, "Babylon in European Thought," in *CANE* 1, 67-80;
Discussant: _____.

Week 4: February 3 and 5**Week 5: February 10 and 12****(2/10) Ancient Near East's Legacy to Greece (II)**Burkert, *The Orientalizing Revolution*, ch. 3, 88-114;

Discussant: _____.

(2/10) Thesis Statement and Preliminary Bibliography Due**(2/12) Burkert, *The Orientalizing Revolution*, ch. 3, 114-129;**L. Kakosy, "Egypt in Ancient Greek and Roman Thought," in *CANE* 1, 3-14;

Discussant: _____.

Week 6: February 17 and 19**(2/17) No Class: Paper Preparation****(2/19) Researching the Paper**

Marius, ch. 3, "Modes of Historical Writing," 55-78.

Marius, ch. 5, "Taking Notes and Writing Drafts," 106-126.

Discussant: _____.

Week 7: February 24 and 26 (Midterm)**(2/24) Last day to Withdraw with a "W"****Egyptian State and Society****W/Ref** R. Leprohon, "Royal Ideology and State Administration in Pharaonic Egypt," in *CANE* 1, 273-287;**RS** "The Loyalist Instruction from the Sehetepibre Stela," *Simpson, Literature of Ancient Egypt*, 172-174**RS** Laudatory Poem of Sesostri I, in "Tale of Sinuhe," Lichtheim, *AEL* 1, 225-226.
Discussant: _____.**Mesopotamian State and Society****W/Ref** J. N. Postgate, "Royal Ideology and State Administration in Sumer and Akkad," in *CANE* 1, 395-411;**Ref** "Legend of Sargon," Pritchard, *ANET*, 119;**W** "Praise Poem of Shulgi (Shulgi A)," *ETCSL* (Oxford University)
Discussant: _____.**(2/26) Hittite State and Society****Ref** G. Beckman, "Royal Ideology and State Administration in Hittite Anatolia," in *CANE* 1, 529-543;"The Treaty between Mursilis and Duppi Tessub," Pritchard, *ANET*, 203-205;"Plague Prayers of Mursilis," Pritchard, *ANET*, 394-396;"Instructions for Palace Personnel to Insure the King's Purity," Pritchard, *ANET*, 207;

Discussant: _____.

(2/26) Annotated Bibliography and Preliminary Outline Due**SPRING BREAK: MARCH 1 - 7****Week 8: March 10 and 12****(3/10) Social History of Egypt****W/Ref** G. Pinch, "Private Life in Ancient Egypt," in *CANE* 1, 363-381;"Protestations of Guiltlessness," Pritchard, *ANET*, 34-35;"Asiatics in Egyptian Household Service," Pritchard, *ANET*, 553-554;"From the Record of a Lawsuit," Pritchard, *ANET*, 216-217;

Discussant: _____.

(3/12) Social History of Mesopotamia

W/Ref

M. Stol, "Private Life in Ancient Mesopotamia," in *CANE* 1, 485-501;
 "A Loan between Gentlemen," Pritchard, *ANET*, 629;
 "A Boy to His Mother," Pritchard, *ANET*, 629;
 "A Sumerian Lullaby," Pritchard, *ANET*, 651-652;
 "The Laws of Ur-Nammu," Pritchard, *ANET*, 523-525;
 "Lipit-Ishtar Lawcode," Pritchard, *ANET* 159-161;
 Discussant: _____.

Week 9: March 17 and 19**(3/17) Writing the Paper**

Marius, ch. 7, "Writing Conventions and Style," 150-172;
 Turabian, *Manual*, 39-86.

(3/19) Formatting the Paper

Marius, ch. 8, "Documenting Sources," 173-192;

W

Sample Paper: P. Piccione, "James H. Breasted: Pioneer in the Study of Ancient Egyptian History";
 Turabian, *Manual*, 116-174.

Week 10: March 24 and 26**(3/24) Conferencing: No class****(3/26) Writing Day: No class****Week 11: March 31 and April 2****(3/31) Research Paper First Draft Due in Class****(3/31) Report on First Drafts (_____)****(4/2) Report on First Drafts (_____)****Week 12: April 7 and 9****(4/7) Conferencing: No class****(4/9) Writing Day: No class****Week 13: April 14 and 16****(4/14) Research Paper Second Draft Due in Class****Formal Presentations of Research (_____)****(4/16) Formal Presentations of Research (_____)****Week 14: April 21 and 23****(4/21) Formal Presentations of Research (_____)****(4/21) Reflective Essay & Student Portfolio: Due****(4/22) Last Day of Class: Research Papers Due**

List of Potential Topics and Issues for Research Papers

N.B.: Students may also develop another topic not included here in consultation with the professor.

I. Mesopotamia, Western Asia, and Asia Minor

1.	Rise of Civilization in the Ubaid and Uruk Periods
2.	Agriculture and Economy in Ancient Sumer
3.	Hydraulics and Irrigation in Sumer (or Mesopotamia)
4.	Geographical-historical Issues in the Fall of Akkadian Empire
5.	Geographical-historical Issues in the Fall of Neo-Sumerian Empire
6.	International Relations
7.	The World of the Amarna Letters
8.	Military History and Policies
9.	The Assyrian War Machine
10.	Diet and Health
11.	Medicine and Medical Practice
12.	Mesopotamian Archetypes of Biblical Traditions
13.	Social Justice in Mesopotamia
14.	Social Mobility in Ancient Mesopotamia
15.	Family Life
16.	Inheritance Customs and Laws
17.	Slavery in Mesopotamia
18.	Crime and Punishment
19.	Mesopotamian Religion and Cult
20.	Funerary Beliefs and Practices
21.	Hittite Religion and Cult
22.	The Hittites, Trojans, and Mycenaeans (Historicity of the Trojan War)
23.	Hittite New Kingdom Imperial Policies
24.	Phoenician Commercial Hegemony
25.	The Iron Age Migrations and the Collapse of the Near East
26.	Kingdom of Mittani: Warfare, Political Policies and Foreign Relations
27.	Sexuality and Gender Issues in Mesopotamia
28.	Cyprus at the Crossroads of Europe and the Near East

II. *Egypt and Nubia (Kush)*

1.	Agriculture and Economy in Ancient Egypt
2.	Issues in Egyptian Hydraulics and Irrigation
3.	Environmental and Historical Issues in the Fall of the Old Kingdom
4.	Environmental and Historical Issues in the Hyksos Conquest
5.	International Relations in the Middle Kingdom
6.	International Relations in the New Kingdom
7.	The World of the Amarna Letters
8.	Military History and Policies
9.	The Egyptian War Machine
10.	Diet and Health
11.	Medicine and Medical Practice
12.	Egyptian Ships, Shipping and Naval Technology
13.	Social Justice in Egypt
14.	Social Mobility in Ancient Egypt
15.	Issues in Family Life and Custom
16.	Inheritance Customs and Laws
17.	Sexuality and Gender Issues
18.	Crime and Punishment
19.	Egyptian Legal System
20.	Slavery in Egypt (inc. self-enslavement and self-dedication)
21.	Issues in Nubian-Egyptian Relations
22.	Issues in Hittite-Egyptian Relations
23.	Egyptian Religion and Cult
24.	Funerary Beliefs and Practices
25.	Akhenaten, Nefertiti, and the Amarna Period
26.	The Later Amarna Period: Who was Smenkhkare?
27.	Egyptian Archetypes in Biblical Literature
28.	Egyptian Archetypes in Greek Magical Papyri
29.	The Iron Age Migrations and the Sea Peoples' Invasions
31.	Issues in Mittani-Egyptian Relations

III. *Historiography of Assyriology, Egyptology, and Ancient Near Eastern Studies and History*

1.	Issues in the Decipherment of Akkadian Cuneiform
2.	Issues in the Decipherment of Egyptian Hieroglyphs
3.	Post-colonial Interpretations of Egyptology and Assyriology As Academic Disciplines
4.	Nineteenth Century Notions of Eugenics and On-going Interpretations of Egyptian and/or Mesopotamian Ethnologies
5.	American Contributions to the Origins of Egyptology or Near Eastern Studies
6.	James H. Breasted at the Forefront of Near Eastern Studies and Modern Middle Eastern Politics
7.	E. Wallace Budge: Scholar or Charlatan?