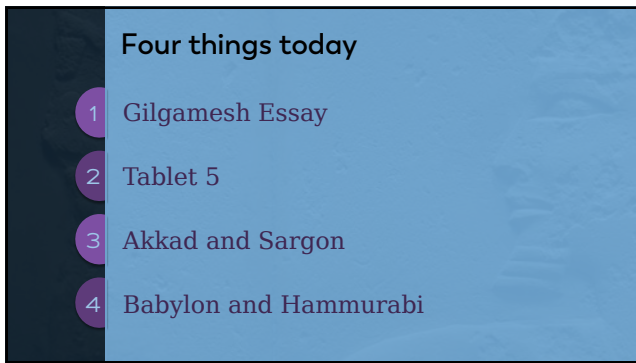
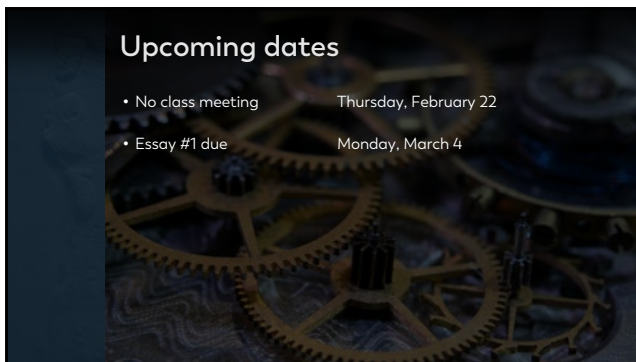




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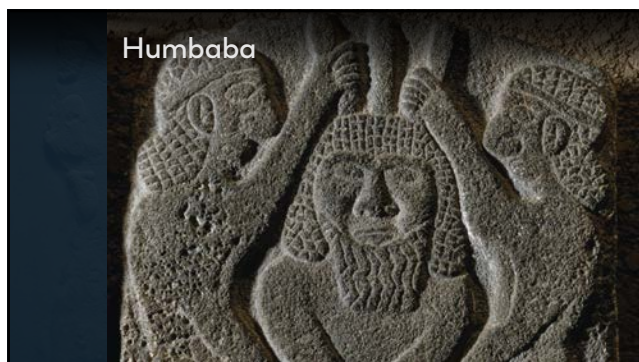
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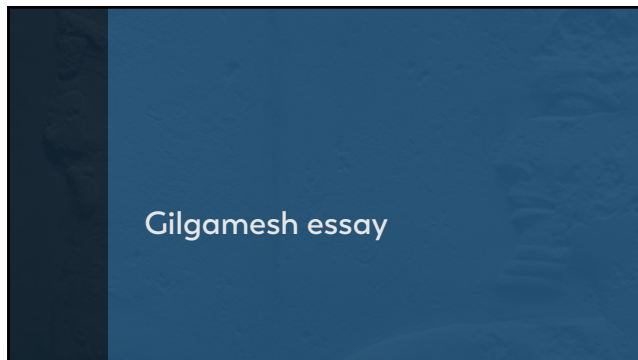
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6



7

Seven horizontal lines for writing.



8

Seven horizontal lines for writing.

Guidance and resources

Requirements for All Papers
 All written assignments for this course will adhere to these requirements:
 • be subject to a plagiarism check. Check for all of the following before submitting any paper:
 • Before writing on your assignment, log in to see the video below. There are many, and this video shows how to use the plagiarism checker. It is important to know how to use the checker. The checker will scan your paper and alert you to any potential plagiarism.
 • Before you submit, make sure you have done the following:
 • Read the video below. It will show you how to use the checker.
 • Read the video below. It will show you how to use the checker.
 • Read the video below. It will show you how to use the checker.

1. Essay on Epic of Gilgamesh
 • Read the video below. It will show you how to use the checker.
 • Read the video below. It will show you how to use the checker.
 • Read the video below. It will show you how to use the checker.

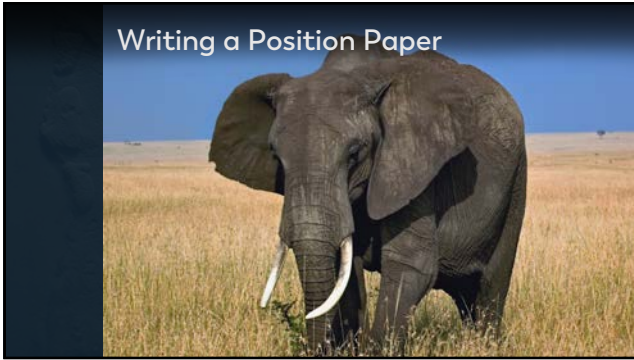
Research and Citations Center
 The Research and Citations Center is a resource for students who need help with research and citations. It provides a variety of resources, including research guides, citation guides, and more. For more information, visit the Research and Citations Center website.

Writing a Position Paper for History Students
 This video provides a step-by-step guide to writing a position paper. It covers the importance of a strong thesis statement, the need for evidence, and the importance of a clear conclusion. For more information, visit the Writing a Position Paper for History Students website.

Sample Introduction
 This sample introduction provides a model for how to write an effective introduction. It includes a hook, background information, and a clear thesis statement. For more information, visit the Sample Introduction website.

9

Seven horizontal lines for writing.



10

Structure of a position paper

Introduction <ul style="list-style-type: none"> ■ State the problem (some say ... others say ...) ■ Give your thesis (I believe...)
First reason <ul style="list-style-type: none"> ■ ASSERTION #1 ■ Evidence from primary or secondary sources ■ Discussion of how the evidence demonstrates your thesis
Second reason <ul style="list-style-type: none"> ■ ASSERTION #2 ■ Evidence from primary or secondary sources ■ Discussion of how the evidence demonstrates your thesis
Third reason <ul style="list-style-type: none"> ■ ASSERTION #3 ■ Evidence from primary or secondary sources ■ Discussion of how the evidence demonstrates your thesis
Conclusion <ul style="list-style-type: none"> ■ Address counterarguments ■ Connect your "reason" sections together ■ Restate your thesis as having been demonstrated

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Evidence vs. discussion

Assertion

... had used elephants against Alexander in the battle of the Hydaspes in 326 BCE, as a key element of a larger force, Porus's "acquisition" of over 200 elephants was critical in helping to keep Alexander out of India, starting with Porus's blocking Alexander's passage of the river even before the engagement began. (Rosenfeld, Alexander saw his horses as particularly vulnerable, both because of their size and because the horses in his larger herds advanced and then retreated in a way that made them difficult to guard. He camp during battles, using with a small company of men to the encounter itself. Porus put his elephants front and center while dispatching troops behind and in the wings, though difficult to control, they nonetheless fatally disrupted the effectiveness of Alexander's cavalry and phalanx charges, which had been an devastating against other enemies. Only when the elephants were exhausted did Alexander make any headway against the Indian forces?)

Evidence

... Here we see the unexpected versatility of elephants thoughtfully employed in battle. Elephants weren't merely for terrifying the infantry; they could be used hungrily to prevent the passage of armies, or to ensure the security of the camp with minimal human casualties. Their effect on cavalry horses could not be ignored, and was more related a cause of disruption and disorganization. Their intimidating factor as enormous beasts, and the effect of encountering such a creature in battle, were also expressed by the evidence of power and wealth such displays evoked: merely the solid presence of hundreds of elephants, amply decorated and bristling forward, made the solid presence of Alexander's campaign-season forces that Porus was a formidable foe, even before their heads were directed against the hapless armies appearing there.)

Discussion

Citations

Rosenfeld, Alexander's H. A. D. O. S. (2015). Alexander and the Indians, para. 11.11.18.1
 Rosenfeld, Alexander's H. A. D. O. S. (2015). Alexander and the Indians, para. 11.11.18.1
 Rosenfeld, Alexander's H. A. D. O. S. (2015). Alexander and the Indians, para. 11.11.18.1
 Rosenfeld, Alexander's H. A. D. O. S. (2015). Alexander and the Indians, para. 11.11.18.1

Discussion

... Here we see the unexpected versatility of elephants thoughtfully employed in battle. Elephants weren't merely for terrifying the infantry; they could be used hungrily to prevent the passage of armies, or to ensure the security of the camp with minimal human casualties. Their effect on cavalry horses could not be ignored, and was more related a cause of disruption and disorganization. Their intimidating factor as enormous beasts, and the effect of encountering such a creature in battle, were also expressed by the evidence of power and wealth such displays evoked: merely the solid presence of hundreds of elephants, amply decorated and bristling forward, made the solid presence of Alexander's campaign-season forces that Porus was a formidable foe, even before their heads were directed against the hapless armies appearing there.)

12

Footnotes and bibliographies

Footnotes are a way to provide additional information about the sources you use in your paper. They are placed at the bottom of the page, usually in the left margin. They are used to provide information about the sources you use in your paper, to provide information about the sources you use in your paper, to provide information about the sources you use in your paper.

George, Andrew R. 2000. *The epic of Gilgamesh: the Babylonian epic poem and other poems in Akkadian and Sumerian*. London: Penguin Books.

Prosen, David B. 1993. *Gilgamesh, whose name and whose fate is that of eternity*. New York: Oxford UP.

Neuman, G. R. 2003. "Why did Enmerkar create the Sumerian?" *Journal of Near Eastern Studies* 62: 47-64.

Wink, Thomas G. 1989. *Akkadians and Sumerians: A History of the Two Peoples*. Philadelphia: University of Pennsylvania Press.

1 George, A. R. G. 2003. "The Epic of Gilgamesh: A Study of Literature and History." *Journal of Near Eastern Studies* 62: 47-64.

2 A footnote points to an item in the bibliography and adds a page number.

13

Semitic peoples of Southwest Asia

14

Semitic peoples of the Bronze Age

- Akkadians
- Assyrians
- Babylonians
 - Chaldeans etc.
- Canaanites
 - Hebrews
 - Phoenicians
- Arabs

15



16



17



18

Sargon's Empire

- Control of distant resources
- Political unity
 - Connecting disparate peoples
 - Autocratic rule
 - Defortification of cities
- Economic unity
 - Goods
 - Access to resources not available locally
 - Ideas
- Vassalage
- Succession

19

Babylon

20

Babylon



21



22



23



24

Importance of the Code

- Unified legal system emphasizes benefits of empire
- Consistent rules for guilt and sentencing
 - From city to city
 - From judge to judge
- Public law
- State supersedes family

25



26
