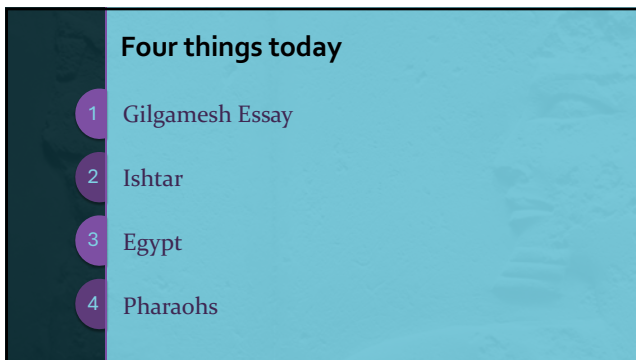


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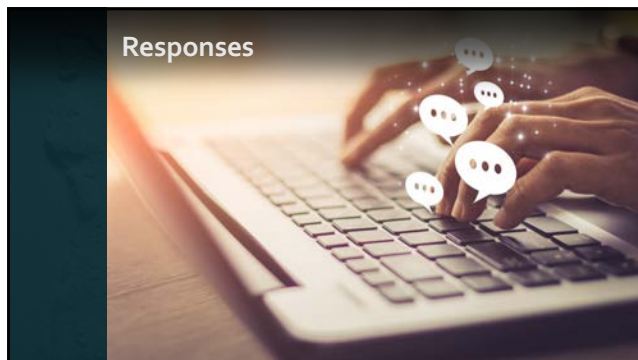
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Quiz #1 | God-Kings of Egypt

- The Nile River impacted the Egyptians by
 - never flooding, aiding trade and irrigation
 - rarely flooding, but always destructively, forcing Egypt to rebuild
 - flooding unpredictably, leaving Egyptians fearful and uncertain
 - flooding every year, leaving fertile soil and suggesting a world of cycles and benevolent gods
- All of the following were true of the pharaohs... EXCEPT
 - The government revolved around the pharaoh, who owned the land and everything it produced
 - The pharaohs were considered full-fledged gods, identified with Ra, Horus, and Ptah
 - The pharaoh's wife was usually an unrelated noble from a royal clan
 - Even the pharaoh was bound by *ma'at*, the system of order, justice, and harmony mandated for all by the gods
- Egypt was unified as a single kingdom
 - from the beginning
 - when the king of Upper Egypt conquered the rest
 - only metaphorically, in myth and literature
 - by outsiders from Kush, to the far south of Egypt
- Why do you think Egypt was able to unify, but not Sumer?

EC
- All of the following are true of the Egyptian system of hieroglyphs... EXCEPT
 - It was an ancient writing system of ideograms with over 7,000 symbols
 - The Egyptians developed no way to show proper names and foreign words
 - A native form was used on papyrus, a kind of paper made using the hollow stem of a particular plant
 - Its origins lay in the little-known early centuries of Egyptian civilization
- In Tablet 6 of *The Epic of Gilgamesh*, the goddess Ishtar proposes to Gilgamesh, Gilgamesh
 - accepts, succumbing to her beauty
 - accepts, but on behalf of Enkidu, not himself
 - refuses, citing her mistreatment of past lovers
 - refuses, saying he must first love himself

5



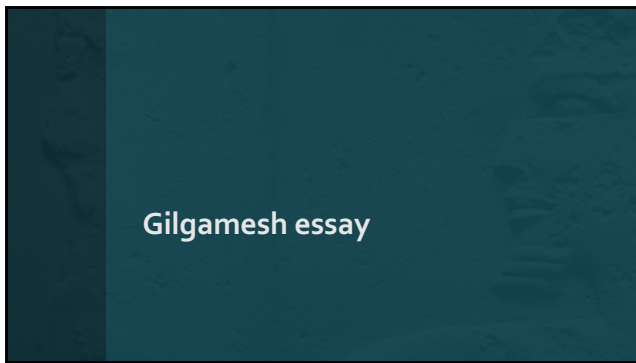
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Questions about whatever



7

Gilgamesh essay



8



9

Guidance and resources

Requirements for All Papers

All written assignments for this course MUST adhere to these requirements:
 • Be submitted in a standard format. Check that all of the following criteria are met before you begin.

Before writing an essay assignment, be sure you are using the correct format. There are two options and they come in the form of a document and a video. You can find the correct format in the document and video below.

1. Essay on Epic of Gilgamesh

1. Read the story. This will take about 10-15 minutes. You will need to read the story and take notes on the main events and characters. You will also need to read the introduction and the conclusion of the story.

2. Before you start. Write your own thesis statement. This should be a statement that you can defend with evidence from the story and the introduction and conclusion.

3. Write the essay. You will need to write an introduction, three body paragraphs, and a conclusion. You will also need to cite your sources in the text of your paper.

Research and Citations Center

Students are strongly encouraged to use the Research Center, CIT, for help with research, writing, and citation. CIT is located in the first floor of the Student Center, adjacent to the Student Center entrance.

Students can also use the CIT for assistance with writing a paper, research, and citation. CIT is located in the first floor of the Student Center, adjacent to the Student Center entrance.

10

Writing a Position Paper

11

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

12

Evidence vs. discussion

Assertion

Did your assignment against Alexander in the name of the oligarchs in 320 BC, as a representative of a larger force, Porus's "nobility" of over 200 warriors was critical in helping to keep Alexander out of India, starting with Porus blocking Alexander's passage of the river even before the engagement began? If so, how? Alexander saw his horses as particularly vulnerable, both because of their tendency to bolt if the target suddenly advanced and from their lack of ability to guard the camp during battle, along with a small company of men. To the assurance that Porus put his elephants front and center while keeping troops behind and in the wings, though difficult to control, they nonetheless fought bravely for effectiveness of Alexander's cavalry and phalanx charges, which had been so devastating against other enemies? Only when the elephants were exhausted did Alexander make any headway against the Indian forces?¹

Evidence

Here we see the unexpected versatility of elephants thoughtfully employed in battle. Elephants weren't merely for scaring the infantry; they could be used courageously to prevent the passage of armies, or to ensure the security of the camp with minimal human assistance. Their effect on cavalry horses could not be ignored, and was more reliable a cause of disruption and disorganization. Their momentum before the enormous hooves, and the effect of encountering such a wall of armor was not as significant to the evidence of power and wealth such displays seemed merely the silent presence of hundreds of elephants, easily described in brief proved to the officers and that of Alexander's campaign-worn forces that Porus was a formidable foe, even before their bodies were exhausted against the Indian armies opposing them.)

Discussion

Citations

1. George, Andrew R. 2003. *The Age of Cleopatra: the Hellenistic world*. London: Penguin Books.
 2. Probing, Sarah B. 1995. *Colossus, white, stone, and stone: Women in classical antiquity*. New York: Schocken Books.
 3. Neatree, G. K. 2003. "Why Did Caesar Cross the Rubicon?" *Atlanta* 12: 67-74.
 4. Wink, Thomas G., Peter, Anagnostopoulos, and Clara Nancy Wink. 1978. *Excavations on the Acropolis, Athens and the City of Athens*. Chicago: Illinois Central University Press.

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Footnotes and bibliographies

Footnotes are used to provide additional information about the text of the main text. They are presented as annotations of the text itself. In the case of Cleopatra's role in the Hellenistic world, they provide the reader with additional information about the sources used in the study. The most common way to cite a source is to use the author's name and the year of publication. In this case, the author's name is George, Andrew R. and the year of publication is 2003. The second reference from a conventional source, yet was still seen as an important contribution.

1 George, A.
 2 Probing, SB

Bibliography

George, Andrew R. 2003. *The age of Cleopatra: the Hellenistic world*. London: Penguin Books.
 Probing, Sarah B. 1995. *Colossus, white, stone, and stone: Women in classical antiquity*. New York: Schocken Books.
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A footnote points to an item in the bibliography and adds a page number.

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Ishtar and the Bull of Heaven

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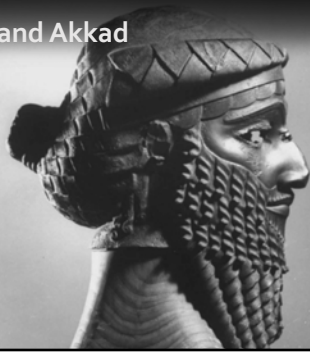


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18

Sargon and Akkad



19

Akkadian Empire

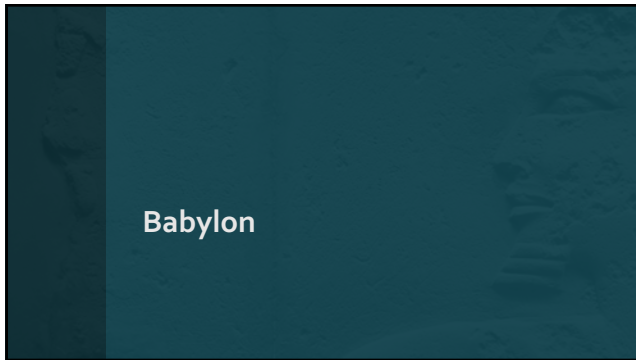


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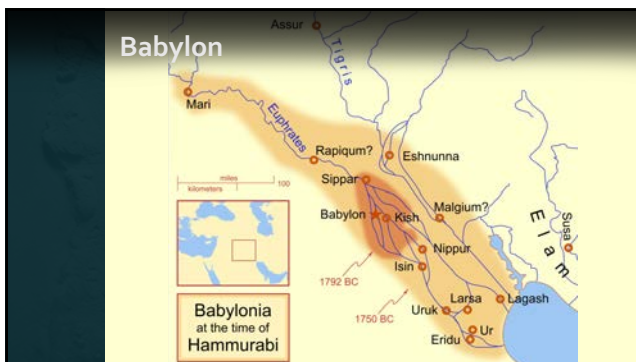
Sargon's Empire

- 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

21



22



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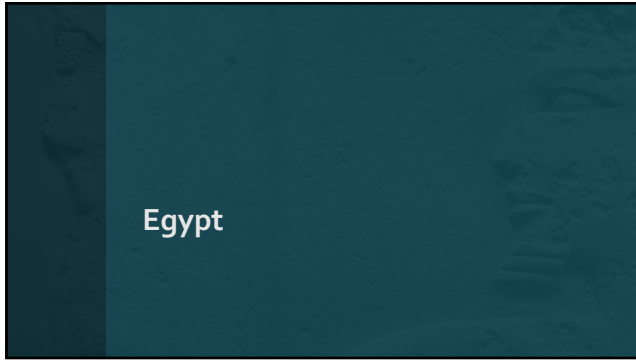


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Importance of the Code

- 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

27



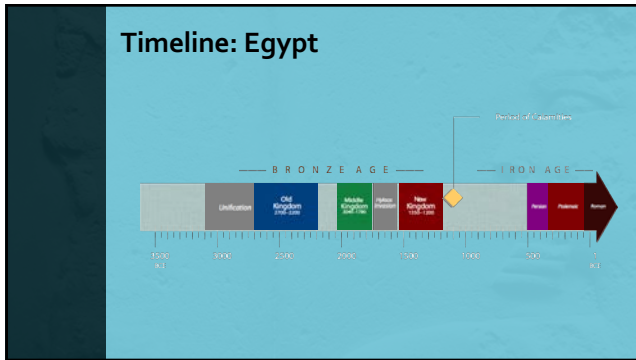
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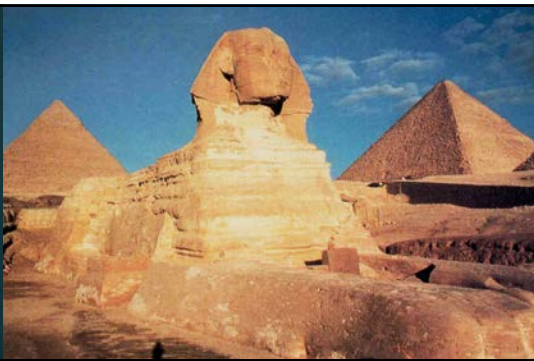


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The pharaoh's death



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35

Ma'at



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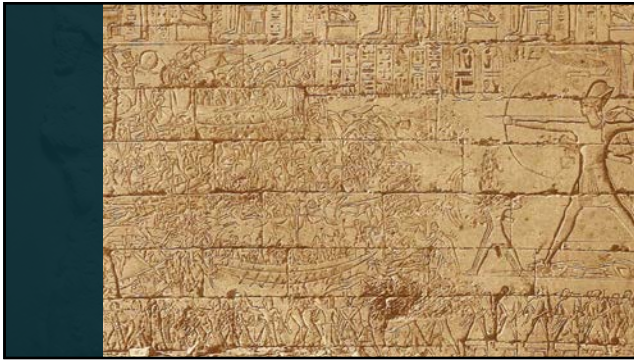
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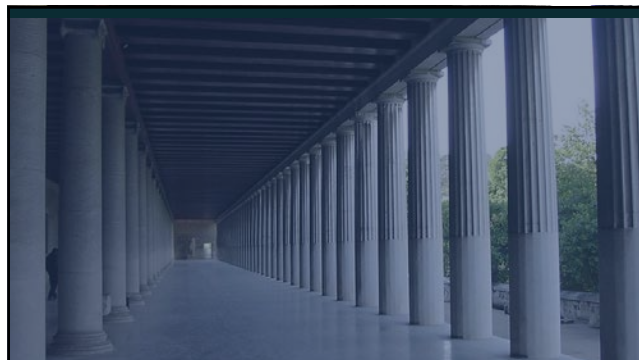
The world-views of Sumer and Egypt

- Humans and the natural world

- Humans and the divine

- The ruler as intermediary

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