CHAPTER 1

The Ancient Near East: The First Civilizations

INSTRUCTIONAL OBJECTIVES

After reading and studying this chapter, students should be able to:

* Explain the distinction between Paleolithic and Neolithic societies and identify the key characteristics of each.
* Discuss the development of early cities and large-scale civilizations in the Near East, some reasons why they developed where they did, and some of their essential characteristics.
* Identify specific features of Mesopotamian civilization and discuss its origins, the role of the Sumerians, and the characteristics of Mesopotamian religion, law, economics, and culture.
* Describe the geography and environment of Egypt and how they affected Egyptian religious, political, economic, and cultural life through the Old, Middle, and New Kingdoms.
* Discuss the rise of imperial powers such as Persia, and explain the particularly effective features of Persian imperial organization.
* Articulate the differences between the scientific and the mythmaking approaches to reality, and explain the main contributions of the ancient Near East to later Western civilization.

cHAPTER oUTLINE

I. Prehistory

A. Prehistory

1. The Paleolithic Age or Old Stone Age dates from 3 million to 10,000 years ago

a) The hunting and food gathering of Paleolithic people shaped their mental, physical, and social development

b) Paleolithic people developed:

(1) Spoken language

(2) Bone, wood, and stone tools

(3) Control of fire

(4) Mythic-religious ideas to explain nature, birth, sickness, and death

(5) Burial practices

(6) Artistic representations of animals on cave walls, perhaps due to a belief in *sympathetic magic*

2. The Neolithic Age began 10,000 years ago in the Near East

a) Neolithic people developed the following important achievements, referred to as the Neolithic Revolution:

(1) Farming

(2) Domestication of animals

(3) Villages

(4) Polished stone tools

(5) Pottery and woven cloth

b) Agriculture and domestication of animals revolutionized life, as farmers altered their environment and established permanent settlements

c) Villages changed the patterns of life:

(1) Food surpluses freed people to specialize in certain skills

(2) The demand for raw materials fostered trade, sometimes across long distances

(3) Villagers developed an awareness of private property

(4) A ruling elite emerged, with wealth and power

(5) The daily routine changed to one of toil and obedience to ruling elite

3. Archaeologists have recently discovered Neolithic villages established as early as 8000 b.c., including:

a) Çatal Hüyük in Anatolia (modern-day Turkey)

b) Jericho in Palestine (approximately 2,000 inhabitants in 8000 b.c.)

c) Jarmö in eastern Iraq

4. Scholars disagree as to whether these were highly developed villages or the first cities

a) Some claim that the first cities emerged in Sumer c. 3000 b.c.

b) Others argue that early settlements like Jericho were the first urban centers because of large populations, trade activities, and public work

5. Neolithic technological advances included:

a) Invention of the potter’s wheel and shaping and baking of clay for pottery containers

b) Sharpening stone tools by grinding them on rock

c) Discovery of the wheel and sail

d) Development of the plow and ox yoke

e) Use of copper for tools and weapons

f) Combining of copper and tin to make bronze, which was harder than copper

II. The Rise to Civilization

A. The Rise to Civilization

1. Civilization arose 5,000 years ago in the Near East (Mesopotamia and Egypt)

2. Civilization was characterized by the emergence of:

a) Cities, which were larger, more populous, and more complex than Neolithic villages

b) Farming techniques able to produce food surpluses

c) Nonagricultural occupations

(1) Merchants

(2) Craftsmen

(3) Bureaucrats

(4) Priests

d) Writing, leading to records and laws

e) Monumental architecture

f) Organized and complex religious life, with a powerful priesthood

3. Religion was the central force in these primary civilizations

a) Explained workings of nature

b) Eased fear of death

c) Justified rules and morality

d) Sanctified law as a commandment of the gods

e) United people in common enterprises such as irrigation and food storage

f) Promoted creativity in art, literature, and science

g) Bolstered authority of rulers, who were regarded as gods or their agents

4. Factors that helped the Sumerians/Egyptians make the creative leap to civilization:

a) River valleys

(1) Deposited fertile silt on field

(2) Provided water for crops

(3) Served as avenues for trade

b) Human thought and cooperative activity

(1) Drained swamps; cleared jungles; and built dikes, reservoirs, and canals

(2) Constructed and maintained irrigation works

(3) Formulated and obeyed rules

(4) Developed administrative, engineering, and mathematical skills

(5) Kept records and built bureaucracy

5. Civilization also had a dark side

a) Epidemic disease in urban centers

b) Slavery

c) Warfare and destructive conflicts

d) Hostility and aggression toward members of alien groups

III. Mesopotamian Civilization

A. Mesopotamian Civilization

1. *Mesopotamia* is the Greek word for “land between the rivers”

2. First civilizations began here in the valleys of the Tigris and Euphrates Rivers

3. Around 3000 b.c., the Sumerians developed urban civilization in Mesopotamia, characterized by:

a) Cuneiform writing

b) Brick houses, palaces, and temples

c) Bronze tools and weapons

d) Irrigation works

e) Trade with other peoples and an early form of money

f) Religious and political institutions and schools

g) Religious and secular literature and varied art forms

h) Codes of law, medicinal drugs, and lunar calendar

4. About 2350 b.c., the people of Akkad, led by Sargon the Great, the warrior-king, conquered the Sumerian cities, establishing a pattern of rule by:

a) Stationing garrisons in conquered lands

b) Appointing governors and officials to administer territories

c) Supervising the extraction of commodities from conquered peoples

c) Maintaining a large standing army to quell revolts and launch new campaigns

5. The Akkadians adopted Sumerian cultural forms, including cuneiform, spreading them beyond Mesopotamia with their conquests

6. Akkadians, Babylonians, Elamites, and others adopted Sumerian religious, legal, literary, and art forms

B. Religion: The Basis of Mesopotamian Civilization

1. Religion lay at the center of Mesopotamian life; it dominated and inspired all human activities

a) Myths explained the origins of the human species

b) Kings and priests made important decisions only after consulting the gods

c) Mesopotamian cities were sacred communities with temples built upon ziggurats, or huge multilevel mounds

2. Each city was believed to belong to a god, who owned the land and ruled the city

3. Most residents of the city worked for temple priests as tenant farmers, agricultural laborers, or servants; priests coordinated the city’s economic activity as well as served as stewards of the city’s deities

4. Gods and goddesses were thought to control the entire universe but to care little for humans, who were lowly and insignificant

5. Mesopotamian life was characterized by uncertainty and danger

a) Unpredictable waters and flooding

b) Crop failures

c) Great windstorms and thunderstorms

d) No natural barriers (unlike Egypt) for protection from foes

6. Mesopotamians believed that the gods were capricious, malicious, and vindictive toward humans

7. An attitude of fear and dread prevailed, as depicted in the *Epic of Gilgamesh*

8. Mesopotamian pessimism extended to the notion that little could be hoped for in the afterlife

C. Government, Law, and Economy

1. Kingship was the central institution of Mesopotamian society

2. The king, selected by the gods, administered laws that were believed to come from the gods; the king also followed divine laws

3. The principal collection of laws, the Code of Hammurabi, a Babylonian ruler (c. 1792–c. 1750 b.c.), reveals aspects of the society:

a) Genders were divided, with men as head of family, women and children subservient

b) Punishments were severe—“an eye for an eye”

c) Class distinctions played a central role in penalties

d) Trade was very important, as demonstrated by provisions relating to business transactions

4. Mesopotamian economy depended on foreign and domestic trade

a) Private enterprise was encouraged and was not dominated by state bureaucracy, as in Egypt

b) Governments made regulations about record keeping, weights and measures, and interest rates, to prevent fraud

c) Merchants imported resources (stone, silver, timber) and exported textiles, handicrafts, and sometimes agricultural products

d) Businessmen from Mesopotamia set up trading outposts in distant lands, becoming pioneers in international trade

D. Writing, Mathematics, Astronomy, and Medicine

1. Sumerians established schools to train sons of the upper class in cuneiform writing

a) Teachers compiled textbooks and a dictionary, probably the world’s first, to translate Sumerian into Akkadian

b) Graduates were employed as administrators for the temple, palace, or law courts, or as merchants

c) Sumerian cuneiform writing spread to other parts of the Near East

2. Mesopotamians made advances in mathematics and astronomy

a) Developed multiplication and division tables, cubes, and cube roots

b) Calculated the area of right-angle triangles and rectangles and divided the circle into 360 degrees

c) Established basic principles laying groundwork for the later Pythagorean theorem and quadratic equations

d) Observed and recorded planets and constellations, the first steps in developing the science of astronomy

e) Created a calendar based on cycles of the moon

f) Focused Babylonian astronomy upon interpretation of the will of the gods, remaining a means of mythical divination

3. Mesopotamian medicine used magic to cure patients by appeasing gods and ejecting demons, but their methods demonstrated some accurate knowledge of medicine and pharmacology

IV. Egyptian Civilization

A. Egyptian Civilization

1. Developed in the Nile River valley

2. Herodotus called Egypt “the gift of the Nile” because of the river’s reliable fertility

3. Egyptians used cooperation and ingenuity, plus engineering and administrative skills, to control the river and use it for transportation

4. Egypt had many natural resources

a) Wildlife

b) Fertile land

c) Natural barriers to invasion

d) Abundant gold, copper, and stone

B. From the Old Kingdom to the Middle Kingdom

1. By the time of the Old Kingdom (2686–2181 b.c.), or the Pyramid Age, the essential forms of Egyptian civilization had been established

1. The great pyramids were constructed, using thousands of laborers, as tombs for the pharaohs

b) Believed to be both a man and the embodiment of the god Horus, the pharaoh:

(1) Controlled the floodwaters of the Nile

(2) Kept irrigation works in order

(3) Maintained justice in the land

(4) Expressed the will of heaven

(5) Continued to help living subjects after his death

c) Over time, increasingly powerful nobility undermined royal authority

2. Civil war between rival families disrupted the unity of the kingdom during the First Intermediate Period (2181–2040 b.c.)

3. During the Middle Kingdom (2040–1786 b.c.), strong kings reasserted pharaonic rule and reunited the kingdom

a) Pharaohs extended control south over Nubia

b) Trade with Palestine, Syria, and Crete thrived

4. The Second Intermediate Period (1786–1570 b.c.) brought disruption again

a) Nobles regained some power

b) The Nubians broke free of Egyptian control

c) The Hyksos invaded Egypt and dominated it for about a century, but were driven out in

5. During the New Kingdom (1570–1085 b.c.), empire building emerged as a response to invasion

6. Egyptian culture looked to the past, believing in a changeless universe and not progress

C. Religion: The Basis of Egyptian Civilization

1. Religious beliefs formed the basis of Egyptian art, medicine, astronomy, literature, and government

a) Pyramids were tombs for pharaohs

b) Magical phrases pervaded medicine, since disease was attributed to gods

c) Astronomy was used to select the correct time for rites and sacrifices

d) Earliest literature was entirely religious

e) Ethical treatises, like the *Books of Instruction*,encouraged social behavior based on ideas approved by the gods

2. Polytheism (worship of multiple gods) took many forms, including the worship of animals, and Egyptians believed there were great powers in nature

3. The afterlife was believed to bring earthly pleasures and was fundamental to Egyptian religion

a) Mummification preserved the dead

b) Funerary art showed yearning for eternity

c) Hieroglyphics (picture writing) or pyramid texts provided spells to help the king ascend to heaven

4. Unlike early Christians, Egyptians did not reject the living world and yearn for death

D. Divine Kingship

1. Divine kingship was the basic institution of Egyptian civilization

a) The power of the pharaoh was enhanced by his control of the priesthood and a standing army but extended to all aspects of society; all Egyptians were subservient

b) The gods made their wishes known through the pharaoh

c) Divine kingship was in harmony with the universe and provided a sense of security and harmony

d) The pharaoh embodied Ma’at, or justice, law, right, and truth

e) Opposition to the pharaoh was thought to violate the divinely ordained order of Ma’at and to bring disorder to society

E. Science and Mathematics

1. Egyptians made practical advances, like Mesopotamians

a) Engineering skills to build pyramids

b) System of mathematics, including geometry

c) Planning to control the Nile

d) Astronomic observation to create a solar calendar, enabling them to predict the annual Nile flood

e) Medical acuity to diagnose and treat illness and injury, prevent contagion, and perform operations

F. Egyptian Literature

1. Only a small percentage of the population was literate

2. Written texts took a wide variety of forms (hymns, prayers, stories, etc.); the *Book of the Dead* was written to guide deceased persons to the afterlife

G. The New Kingdom and the Decline of Egyptian Civilization

1. The New Kingdom began in 1570 b.c.

2. War with the Hyksos gave rise to new and intense Egyptian militancy

3. The war created a basis of Egyptian empire building, as aggressive pharaohs conquered territory and extended authority by:

a) Expanding bureaucracy to administer empire

b) Creating professional army to protect acquisitions

c) Increasing power of priests

d) Acquiring foreign slaves for new building projects

e) Ending Egyptian isolation with the formation of empire

4. New cosmopolitanism from foreign interaction was paralleled by a movement toward monotheism

a) Amenhotep IV (c. 1369–1353 b.c.) replaced polytheism with worship of god Aton

b) Amenhotep took the name Akhenaton and, with wife Nefertiti, devoted himself and society to Aton

c) Historians are unsure why Akhenaton made the radical break with tradition

d) Ramesses II (1279–1213 b.c.), considered one of Egypt’s greatest pharaohs, battled the Hittites and constructed monuments to glorify his person and his achievements

5. Weakened by strikes from abroad, Egypt abandoned its empire in late thirteenth century b.c. and was dominated by a series of invaders until it lost independence to Greece in the fourth century b.c.

V. Empire Builders

A. Hittites

1. The Hittites (1450–1200 b.c.) ruled Asia Minor, raided Babylon, and challenged Egypt

2. They were successful because of a well-trained army with horse-drawn chariots

3. The Hittites borrowed features of Mesopotamian civilization, including

a) Cuneiform

b) Legal principles

c) Literary and art forms

d) Religion, blended with Indo-European beliefs

4. The Hittites developed substantial iron industry for tools and weapons, as well as ritual and ceremonial objects

5. The Hittites fell c. 1200 b.c., probably to Indo-European invaders from the north

B. Small Nations

1. Phoenicians

a) Settled in coastal Mediterranean cities of Tyre, Byblos, Beirut, and Sidon

b) Were maritime explorers and great sea traders

c) Established towns and colonies along the coast of North Africa, in Spain, and on western Mediterranean islands

d) Devised the first alphabet, crucial for transmitting Near Eastern culture to the western Mediterranean and for the later development of European languages

2. Aramaeans

a) Settled in Syria, Palestine, and northern Mesopotamia

b) Were caravan traders who carried goods and cultural patterns across Near East

C. Assyria

1. Ninth-century b.c. Assyrians resumed empire building using siege weapons, chariots, and soldiers with armor and iron swords

2. The Assyrians stormed Babylonia, Syria, Palestine, and Egypt c.1200–1100 b.c.

3. The Assyrian king was the high priest of the god Ashur and ruled absolutely with help from nobles, who administered territories by collecting tribute

4. The Assyrians:

a) Improved roads

b) Established messenger services

c) Engaged in large-scale irrigation projects

d) Used terror and deported troublesome subjects

e) Relocated people for economic purposes, such as to replenish supplies of labor

5. Assyrians also copied and spread culture and literature

6. With Assyria weakened by war and revolt, the capital (Nineveh) was sacked by a coalition of enemies in 612 b.c.

D. The Neo-Babylonian Empire

1. The rise of the Chaldean empire, including Babylonia, Assyria, Syria, and Palestine, was made possible by the destruction of the Assyrian empire

2. Nebuchadnezzar (r. 604–562 b.c.), a talented general, statesman, and administrator, led Chaldean empire

3. Babylon was rebuilt with magnificence, including the famous Hanging Gardens

4. The Chaldean empire was torn by civil war and threatened by Persians

E. Persia: Unifier of the Near East

1. The Persian leader Cyrus the Great and his son conquered all territory between the Nile and the Indus Rivers (550–525 b.c.)

2. The Persian king was deemed absolute monarch, bearing divine approval to rule his huge empire, “the four quarters of the earth”

3. Persian administration, based on the Assyrian model, gave stability and allowed statesmanship

a) The empire was divided into twenty provinces (satrapies)

b) Each satrapy was administered by a governor (satrap) responsible to the emperor

c) Special agents functioned as “the eyes and ears of the emperor” and supervised the activities of the satraps

4. Persian rulers allowed significant self-rule and respected local traditions in exchange for taxes, obedience, and service

5. The Persian empire was bound together by:

a) The Aramaic language used by officials and merchants

b) An elaborate network of roads

c) An efficient postal system

d) A common system of weights and measures

e) Empire-wide coinage

f) A multinational military force and bureaucracy

g) A fusion of various Near Eastern cultural traditions

f) The Zoroastrian religion, which was based on belief in Ahura Mazda (the Wise Lord) and Ahriman (spirit of darkness) but rejected magic, polytheism, and blood sacrifice in favor of ethics

VI. The Religious Orientation of the Near East

A. A Mythmaking Worldview

1. A mythopoeic (mythmaking) view was central to Near Eastern civilizations

2. Myths narrated deeds of gods, expressed in rites, ritual dances, feasts, and ceremonies

3. Mythical thinking provided a framework for understanding the universe to its peoples but was fundamentally different from the modern scientific outlook, believing that:

a) Physical nature was a living, willful *thou* rather than an inanimate and impersonal *it*

b) The gods behaved capriciously, rather than expecting that nature follows universal rules

c) Imagination and perception rather than analysis and reason were the paths to truth

4. Near Eastern people engaged in rational thought and behavior but did not develop a self-consciously rational method of inquiry into physical nature and human culture

B. Near Eastern Achievements

1. Civilization emerged because of creative and intelligent acts and advances

2. Many elements of ancient Near Eastern civilizations were passed on to the West

a) Wheeled vehicle, plow, and phonetic alphabet

b) Drugs, splints, and bandages

c) Egyptian geometry and Babylonian astronomy, later used by Greeks

d) Concept of royal power from divine source

3. Hebrews and Greeks later borrowed Mesopotamian literary themes, including biblical stories such as the Flood, Cain and Abel, and Tower of Babel

4. Greeks and Hebrews assimilated Egyptian and Mesopotamian achievements

5. Rejection or transformation of Near Eastern traditions was central to the development of Western civilization

# LECTURE suggestions

Throughout the lectures, make sure to stress the answers to the questions *why* and *how*, in addition to *who*, *what*, *where*, and *when* for each major civilization presented. Students need to have each culture situated in space and time, understand some reasons for the emergence of each one, and (especially) know why each was important for later ages. Include maps on the computer or projector or have students keep their atlases open during the lectures.

1. Why do we call the ancient societies presented in the chapter *civilized*? What assumptions are inherent in that term? Can civilization include elements such as human sacrifice and the aggressive behavior of the Assyrians? Ask the class to mention five or six features that they think illustrate the essence of civilization, and put them on the board. Are they all present in the United States today? To what extent is this a complicated term for historians to employ?

2. Compare the geography and environment of Mesopotamian and Egyptian civilizations and discuss how they affected the cultural course of each society. Why did early societies emerge near rivers? Why did Egypt’s relative isolation so affect its ethical, religious, and literary expressions?

3. Provide more information about some of the individual figures mentioned in the chapter, such as Cyrus the Great of Persia, who rose from the lowly position of shepherd to ruler of a vast empire, or discuss the family life of Akhenaton.

4. Discuss some of the influential women of ancient Egypt, including Nefertiti and the Pharaoh Hatchepsut (save Cleopatra for a later class). Explore the relationship between agricultural societies and gender or class hierarchies—why does a settled agricultural existence lend itself to specialization and then to socioeconomic inequalities?

5. Investigate the seafaring expeditions of the Egyptians. How far down the African coast did they venture? In what other directions did they sail? Do any of the political systems discussed in this chapter resemble those of any modern states? What are the similarities and differences?

6. What characteristics of Near Eastern religion seem to be common to all religions and which are peculiar to the societies in which they emerged? Why do early civilizations so powerfully associate rulership with the divine? How did Zoroastrianism differ drastically from so many other Near Eastern religions?

# GROUP LEARNING PROJECTS

1. After dividing the class into groups, have the students in each group make lists of the advantages and disadvantages of life in ancient Mesopotamia, Egypt, Assyria, and Persia. Then have them decide in which society they would find it most congenial to live and why. Which seems, to them, least agreeable? Do all the groups agree? How much disagreement is there on what constitutes a good society?

2. After dividing the class into groups, assign each group a river-based region from the chapter (i.e., Tigris/Euphrates, Nile, or an imaginary one) and tell them to develop an early agriculture-based civilization. What will they need to consider for farming? What tools will they need? Who will make them, and what kind of labor specialization will they require? Who will lead them, what kinds of rules must be developed, and why? What kind of god(s) will they worship and why? What sort of structures will they build, and what resources will such efforts require? To what extent do geography, environment, and the basic issues of food and shelter drive the development of cultures?

3. Give the class fair warning, during your lectures, that you expect them to pay attention to geography, and call their attention to the maps included in the text and the atlas. Then divide them into groups and distribute blank maps of the region. Ask them to write in place names from the blackboard on one of the maps; include Egypt, Assyria, Phoenicia, Babylonia, and any other places you want them to know.

4. Ask the class to consider the domestic and international achievements of several early Near Eastern rulers and consider how and why these accomplishments were possible and beneficial to their subjects. Ask your students to list and discuss the qualities required in a good leader or benevolent government in the period under focus. Divide the class into groups and give each of these “executive councils” a problem to solve (transportation, fresh water, tax revenue, adequate harvests, etc.), complete with some sort of context or limits upon their power. How will each group resolve its particular issue to the benefit of their population?

analyzing primary sources

Refer to the Primary Source boxed feature, located at the end of Chapter 1 in the textbook, to answer the following questions.

I. Classroom Discussion Suggestions

A. In what terms does the Mesopotamian excerpt personify storms and why? With what different characteristics and powers are they associated?

B. What does this text tell us about the relationship that Mesopotamian people felt with the natural world around them?

C. To what extent are myths, prayers, poems, and other forms of literature useful historical sources? What are the challenges of drawing on them to learn about the past?

II. Cooperative Learning Activities

A. Have the students work in pairs or small groups to identify the natural elements of their local world that affect their lives. Ask them to share and compare their selections with the team next to them. Then, as a large group, come back and discuss/compare the selections. To what extent are there similarities and differences? What could one learn about our society through these lists?

B. Ask the students to write a short poem or appeal based on the world around them—in other words, to bring a mythopoeic eye to their own context. What does this exercise help one understand about the Mesopotamian worldview?

# Map Activity

Using the outline map of the Near East provided below, locate the following:

Mesopotamia

Jericho

Tigris River

Euphrates River

Sumer

Babylon

Nile River

Mediterranean Sea

Lower Egypt

Upper Egypt

Assyria

Phoenicia

Persia

Arabia

# perry_tb_map_near_east_01

# GEOGRAPHY QUESTIONS

Using the maps in your textbook, answer the following questions about geography:

1. On Map 1.1, locate Mesopotamia and Egypt. What modern country is located in the Mesopotamian area? Which of the two ancient civilizations appears less vulnerable to invasion and why?

2. On Map 1.2, identify the regions occupied by the Assyrians, Hittites, Persians, and Phoenicians. Compare the area shown on the map with a modern map showing the countries that now exist there.

3. From studying Map 1.2, indicate what natural defenses the Egyptian territory possessed. From what neighbors do you think the Assyrians might have been in danger?

4. Map 1.3 depicts two great empires, the boundaries of which changed considerably in the course of their history. Which was larger? Which do you think would be easier to unify and control and why?

# audiovisual BIBLIOGRAPHY (Film and CD-Rom)

1. *The Royal Archives of Ebla.* 58 min. Color. Films, Inc. Shows the recently discovered Ebla Palace in Syria and its contents.

2. *Iraq: Stairway to the Gods.* 27 min. Color. Compton Film Distributors, Ltd.

3. *Iran: Landmarks in the Desert*. 27 min. Color. Compton Film Distributors, Ltd.

4. *Ancient Egypt.* 51 min. Color. Time-Life Films. A survey of many facets of the life and beliefs of the people.

5. *Egypt: Cradle of Civilization.* 12 min. Color. Encyclopaedia Britannica.

6. *Mysteries of the Great Pyramid.* 50 min. Color. Wolper Productions, Inc.

7. *Egypt: Gift of the Nile.* 29 min. Color. Coronet International Films.

8. R. D. Barnett and D. J. Wiseman, *Fifty Masterpieces of Ancient Near Eastern Art* (1969).

9. J. B. Pritchard, *The Ancient East in Pictures*, 2nd ed. (1969).

10. *A Cave Beneath the Sea.* 28 min. Color. Films for the Humanities, Inc. On recently discovered prehistoric paintings.

11. *Forgotten Mummies.* 28 min. Color. Films for the Humanities, Inc.

12. *Ancient Egypt.* Projected Learning Programs, Inc.

13. *The Road to Ancient Egypt.* Projected Learning Programs, Inc.

# suggested readings

* Barker, Graeme. *The Agricultural Revolution in Prehistory: Why Did Foragers Become Farmers?* (Oxford: Oxford University Press, 2009). Interdisciplinary reconsideration of key archaeological issue; emphasis on social patterns.
* Finkel, I. L. and M. J. Seymour, editors. *Babylon* (Oxford: Oxford University Press, 2009). Illustrated volume with historical, art historical, and archaeological analysis, published to accompany the exhibition “Babylon” at the British Museum.
* Brosius, Maria. *The Persians* (New York: Routledge, 2006). Comprehensive survey of the Persian millennium between seventh century b.c. and seventh century a.d.
* Dibble, Harold, Shannon McPherron, and Barbara Roth. *Virtual Dig: A Simulated Archaeological Excavation of a Middle Paleolithic Site in France, with Student CD-ROM* (Boston: McGraw-Hill, 2002). Virtual field-school with workbook and activities to simulate Paleolithic dig experience.
* Saggs, H. W. F. *Civilization Before Greece and Rome* (New Haven: Yale University Press, 1989). Focuses on culture and society.
* Snell, Daniel. *Life in the Ancient Near East* (New Haven: Yale University Press, 1997). An excellent synthesis.
* Strouhal, Eugen. *Life of the Ancient Egyptians* (Norman: University of Oklahoma Press, 1992). Daily life of Egyptians; lavishly illustrated.
* Van De Mieroop, Marc. *A History of the Ancient Near East ca. 3000–323 BC*, 2nd edition(Malden, MA: Wiley-Blackwell, 2006). Concise survey of multicultural civilizations of the ancient near east.
* Liverani, Mario. *The Ancient Near East: History, Society and Economy* (New York: Routledge, 2014). Based upon recent archaeological discoveries.
* Wilkinson, Toby. *The Rise and Fall of Ancient Egypt* (New York: Random House, 2010). Reassessment of Egyptian culture and history by a leading Egyptologist.

**INTERNET RESOURCES**

1. Paleolithic tools (<http://humanorigins.si.edu/evidence/behavior/tools/early-tools>)

2. Cave Art at Lascaux and Chauvet (<http://www.culture.gouv.fr/culture/arcnat/lascaux/en/>) (<http://www.culture.gouv.fr/culture/arcnat/chauvet/en/>)

3. Excavations at Çatal Hüyük (<http://www.catalhoyuk.com/>)

4. Sumerian Art site (http://arthistoryworlds.org/art-of-sumer/)

5. Electronic texts of Sumerian literature (<http://etcsl.orinst.ox.ac.uk/index.html>)

6. Egypt’s Golden Empire on PBS (<http://www.pbs.org/empires/egypt/>)

7. British Museum on Ancient Egypt (<http://www.ancientegypt.co.uk/>)

8. The Akhenaten Temple Project (<http://www.personal.psu.edu/faculty/d/b/dbr3/>)

9. Ancient Persia (<http://www.ancientpersia.com/>)

10. BBC History of the World in 100 Objects (<http://www.bbc.co.uk/ahistoryoftheworld/>)