

History and Archaeology of the Ancient Sudan

Course Description:

This course covers the history and archaeology of Ancient Sudan/Nubia from c. 3000 BC to the Rise of Islam c. 600 AD. Topics include the history, archaeology, and art of the peoples of the region, along with their trade and contacts with Egypt, Arabia and the Classical world. It is designed as a reading and writing intensive course that will expose you to the works of many of the major scholars who have worked in this area.

Texts:

Required Texts:

- Edwards, David N. (2004). *The Nubian Past: An Archaeology of the Sudan*. New York, NY: Routledge. ISBN: 0415369886.
- Fisher, Marjorie M., Lacovara, Peter, Ikram, Salima, & D'Auria, Sue (Eds.). (2012). *Ancient Nubia: African Kingdoms on the Nile*. Cairo, UAR: American University in Cairo Press. ISBN: 9774164784.

Selections Available Online:

- Adams, William Y. (1984). *Nubia: Corridor to Africa*. Princeton, NJ: Princeton University Press.
- Bowersock, G. W. (2013). *The Throne of Adulis: Red Sea Wars on the Eve of Islam*. New York, NY: Oxford University Press.
- Burstein, Stanley M. (1981). Axum and the Fall of Meroe. *Journal of the American Research Center in Egypt*, 18, 47-50.
- Burstein, Stanley M. (2000). A New Kushite Historiography: Three Recent Contributions to Nubian Studies. *Symbolae Osloenses*, 75, 190-197
- Burstein, Stanley M. (2008). When Greek was an African Language: The Role of Greek Culture in Ancient and Medieval Nubia. *Journal of World History*, 19(1), 41-61.
- Clark, J. Desmond. (Ed.). (1982). *The Cambridge History of Africa Volume 1 From the Earliest Times to c. 500 BC*. New York, NY: Cambridge University Press.
- Edwards, David N. (1998). Meroe and the Sudanic Kingdoms. *The Journal of African History*, 39(2), 175-193.
- Edwards, David N. (2007). The Archaeology of Sudan and Nubia. *Annual Review of Anthropology*, 36, 211-228.
- Eide, T., Hägg, T., Pierce, R. H., & Török, L. (Eds.). (1994). *Fontes historiae Nubiorum: Textual sources for the history of the middle Nile region between the Eighth Century BC and the Sixth Century AD. Vol. 1, From the Eighth to the Mid-Fifth Century BC*. Bergen, Norway: University of Bergen.
- Eide, T., Hägg, T., Pierce, R. H., & Török, L. (Eds.). (1996). *Fontes historiae Nubiorum: Textual sources for the history of the middle Nile region between the Eighth Century BC and the*

- Sixth Century AD. Vol. 2, From the Mid-Fifth to the First Century BC.* Bergen, Norway: University of Bergen.
- Eide, T., Hägg, T., Pierce, R. H., & Török, L. (Eds.). (1998). *Fontes historiae Nubiorum: Textual sources for the history of the middle Nile region between the Eighth Century BC and the Sixth Century AD. Vol. 3, From the First to the Sixth Century AD.* Bergen, Norway: University of Bergen.
- Fage, J. D. (Ed.). (1978). *The Cambridge History of Africa Volume 2: from c. 500 BC to AD 1050.* New York, NY: Cambridge University Press.
- Dafa'alla, Samia. (1993). Succession in the Kingdom of Napata. *The International Journal of African Historical Studies*, 26(1), 167-174.
- Dixon, D. M.. (1964). Origin of the Kingdom of Kush. *The Journal of Egyptian Archaeology*, 50, 121-132.
- Judd, Margaret, & Irish, Joel. (2009). Dying to Serve: The Mass Burials at Kerma. *Antiquity*, 83, 709-722.
- Lichthiem, Miriam. (1975). *Ancient Egyptian Literature: Volume I: The Old and Middle Kingdoms.* Berkeley, CA: University of California Press.
- Lichtheim, Miriam. (1976). *Ancient Egyptian Literature: Volume II: The New Kingdom.* Berkeley, CA: University of California Press.
- Mokhtar, G. (Ed.). (1981). *UNESCO General History of Africa: Volume 2: Ancient Civilizations of Africa.* Berkeley, CA: University of California Press. Available at http://unesdoc.unesco.org/images/0018/001842/184265eo.pdf#xml=http://www.unesco.org/ulis/cgi-bin/ulis.pl?database=&set=4DC2A097_1_13&hits_rec=9&hits_lng=eng
- Morales, Antonio J. (2001). Suppression of the High Priest Amenhotep. *Göttinger Miszellen*, 181, 59-76.
- Munro-Hay, Stuart. (1991). *Aksum: An African Civilization of Late Antiquity.* Edinburgh, Scotland: Edinburgh University Press. ISBN 0748601066. Available at <http://www.dskmariam.org/artsandlitreature/litreature/pdf/aksum.pdf>
- O'Connor, David. (1993). *Ancient Nubia: Egypt's Rival in Africa.* Philadelphia, PA: University Museum, University of Pennsylvania.
- O'Connor, David. (1986). The Locations of Yam and Kush. *Journal of the American Research Center in Egypt*, 23, 27-50.
- O'Connor, David. (1987). The Location of Irem. *Journal of Egyptian Archaeology*, 73, 99-136.
- Rilly, Claude, & de Voogt, Alex. (2012). *The Meroitic Language and Writing System.* New York, NY: Cambridge University Press.
- Török, László. (2011). *Hellenizing Art in Ancient Nubia 300 BC – AD 250 and its Egyptian Models: A Study in "Acculturation".* Boston, MA: Brill.
- Török, László. (2009). *Between Two Worlds: The Frontier Region between Ancient Nubia and Egypt 3700 BC-AD 500.* Boston, MA: Brill.
- Török, László. (1995). *The Birth of an Ancient African Kingdom: Kush and Her Myth of the State in the First Millennium BC.* Lille, France: Université Charles de Gaulle.
- Yurco, Frank. (1997). Was Amenmesse the Viceroy of Kush, Messuwy? *Journal of the American Research Center in Egypt*, 34, 49-56.
- Yurco, Frank. (1991). The Shabaka-Shebitku Coregency and the Supposed Second Campaign of Sennacherib against Judah. *Journal of Biblical Literature*, 110(1), 35-45.
- Welsby, Derek. (1996). *The Kingdom of Kush: The Napatan and Meroitic Empires.* London, UK: British Museum Press.

Additional Materials:

Cambridge Ancient History

New Cambridge History of Islam

Cambridge Histories are available online through the University of Minnesota Libraries

Additional Resources:

Larson, John A. (2006). *Lost Nubia: A Centennial Exhibit of Photographs from the 1905-1907 Egypt Expedition of the University of Chicago*. Chicago, IL: University of Chicago Press. ISBN 1885923457. Available at <http://oi.uchicago.edu/pdf/oimp24.pdf>

The Nubia Salvage Project at <http://oi.uchicago.edu/museum/special/nubia/>

The Lost Land of Nubia: Egypt's Southern Neighbor in Africa by Robert K. Ritner at <http://oi.uchicago.edu/research/is/nubia2005.html>

Ancient Nubia at <http://oi.uchicago.edu/museum/nubia/>

Gallery of Artifacts from Exhibition "Ancient Nubia: Egypt's Rival in Africa" at <http://www.umich.edu/~kelseydb/Exhibits/AncientNubia/Artifacts.html>

Supplemental Materials:

Török, László. (1997). *The Kingdom of Kush: Handbook of the Napatan-Meroitic Civilization*. New York: Brill.

Internet Access

Because this course is completely online, you will obviously need ready and reliable access to the Internet to participate and complete the coursework.

Technology Tools

Access to the following basic technologies will be required to successfully complete this course:

Computer: Access to a reliable computer is essential

Internet: Access to a reliable internet connection is essential for completion of this course

Computer microphone (REQUIRED & MANDATORY – You cannot create the video assignment or complete the FlipGrid assignments without one)

Webcam (REQUIRED & MANDATORY – You cannot participate in the FlipGrid assignments without one)

Word Processor (typically MS Word) capable of saving in the .doc or .docx format

Presentation Software (typically MS PowerPoint)

A free YouTube or Vimeo account for hosting your presentation video

Recommended:

Camtasia Studio (purchase or trial) or CamStudio (free/open source) for screen recording your presentation

Adobe Premier Elements, Windows MovieMaker or iMovie for editing/formatting your presentation.

Course Outline (For reading assignments see module pages):

- Module 1: Introduction to the Ancient Sudan and Prehistory
- Module 2: Early Interactions of Nubia and Egypt
- Module 3: Ancient Sudan in the Egyptian Middle Kingdom (Kerma)
- Module 4: The Late Kerma Period and the Conflict with 17th/18th Dynasty Egypt
- Module 5: Ancient Sudan in the New Kingdom Period
- Module 6: End of Egyptian Domination in Sudan in the Third Intermediate Period
- Module 7: The Rise of the Kingdom of Napata
- Module 8: The 25th Dynasty in Egypt
- Module 9: The Later Napatan Kingdom
- Module 10: Meroitic Kingdom and Interactions with Ptolemaic Egypt
- Module 11: Meroitic Kingdom and Interactions with Rome
- Module 12: End of Meroe
- Module 13: Kingdom of Aksum (Ethiopia)
- Week 14: Nubia After Aksum (Summary)

Grading:

Participation:	130 points (Moodle postings, FlipGrid, Twitter) (extra credit possible)
Mid-Term Test:	100 points
Map Test	100 points (extra credit possible)
Quizzes	50 points (extra credit possible)
Final Test:	150 points
Paper:	250 points
Site Essay Posting	20 points (extra credit possible for replies)
Presentation:	200 points

Assignments:

Participation in weekly online discussion forums, 1.5 minute FlipGrid assignments and Twitter. (4 points for an original Moodle post, 2 points for each response to a Moodle post (3 max), 2 points for the FlipGrid response and 1 point for each Twitter contribution (2 max))

Original Moodle posts should be a minimum of 300 words and have at least 3 reference entries.

Replies should be around 100 words and have at least 1 reference entry.

Map Test and other quizzes

Site Essay Posting on Site of student's choosing from Fisher et al. text. Must be minimum 300 words with at least 2 reference entries. Must be posted to the Moodle forum by the middle of the last week of class.

Mid-Term and Final Tests.

Paper on topic of student's choice related to course material (3000-4500 words for undergraduate students, 4500-6000 words for graduate students). Due the last week of class.

Video presentation shared online with class about topic of student's choosing related to course content. Minimum 25 slides/10 minutes. This assignment may be done individually or in groups. Must be posted to the Moodle forum by the middle of the last week of class.

Extra Credit

Extra Credit opportunities will exist in the following areas:

An extra 66 points can be earned for completing all available weekly participation activities

An extra 10 points can be earned if you have a perfect score on each of the 6 10 point quizzes

An extra 6 points may be earned by responding to 3 Presentation postings

An extra 6 points may be earned by responding to 3 Site Essay postings

An extra 8 points may be earned if you have a perfect score on the Map Test

Policy on Scholastic Misconduct

Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

Academic Dishonesty

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Grading System: Definition of Grades

A - achievement that is outstanding relative to the level necessary to meet course requirements.

B - achievement that is significantly above the level necessary to meet course requirements.

C - achievement that meets the course requirements in every respect.

D - achievement that is worthy of credit even though it fails to meet fully the course requirements.

S - achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-)

F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

The grading for this course is as follows:

A	95 – 100%	(950+ points)
A-	90 – 94%	(900-949 points)
B+	87 – 89%	(870-899 points)
B	84 – 86%	(840-869 points)
B-	80 – 83%	(800-839 points)
C+	77 – 79%	(770-799 points)
C	74 – 76%	(740-769 points)
C-	70 – 73%	(700-739 points)
D+	67 – 69%	(670-699 points)
D	60 – 66%	(600-669 points)
F	Below 60%	(below 600 points)

Incomplete Grades

The grade of "I" is not a regular University grade and cannot be given without **special arrangements under unusual circumstances**. It cannot be given merely to extend the time allowed to complete course requirements. If family or personal emergency requires that your attention be diverted from the course and that more time than usual is needed to complete course work, arrangements should be made with the instructor of the course before the quarter ends and consent obtained for receiving an "Incomplete" or "I" grade. These arrangements should be made as soon as the need for an "I" can be anticipated. A written agreement should be prepared indicating when the course assignment will be completed. Normally an "Incomplete" grade for a course should be removed within one quarter of its receipt.

Statement on accommodations

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

Statement on academic misconduct

Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

Statement regarding sexual harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this

individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. University policy prohibits sexual harassment.