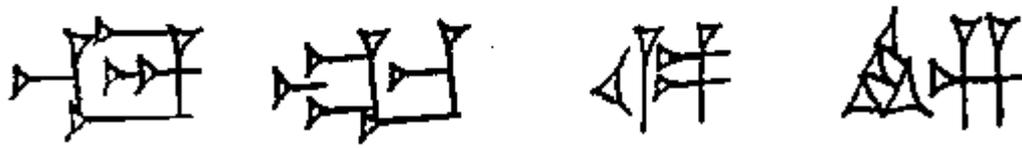


Course Manual Elementary Akkadian  
&  
A History of Mesopotamian Literature

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**li - ša - an**

  
**ak - ka - di - im**

dr. Rients de Boer

Academic Year 2017-2018

## Course Manual Elementary Babylonian

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Aside from this Course Manual you need:

- The separate syllabus to learn the Neo-assyrian signs
- The reader containing Akkadian texts in translation

## Course Manual Elementary Babylonian

### 1. Introduction

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This course combines actually two courses: Elementary Akkadian and a History of Mesopotamian Literature. It will be taught in two 3-hour sessions per week.

In the first seven weeks, you will have a lecture on Mesopotamian literature during the second meeting. The second seven weeks we will use this extra time to read Akkadian texts in the original cuneiform.

The language taught in this course is Akkadian (*lišān akkadim* = literally “the-tongue-of-Akkad” = Akkadian language). Akkadian has two main dialects: Assyrian and Babylonian. Traditionally, students learn first the Old-Babylonian dialect (ca. 2000-1600 BCE) of Akkadian with the Neo-Assyrian signs (ca. 900-600 BCE).

The goal of the course is to give you a basic knowledge of Akkadian and the cuneiform script that will enable you to read more complex texts next year with the help of a teacher. At the same time you will learn the most important Akkadian literary works and basic aspects of Mesopotamian literary culture.

#### Books:

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One book will be mandatory for the whole course:

- Huehnergard, J., 2011: *A Grammar of Akkadian* (3rd edition), Eisenbrauns.

Recommended:

- Black, J., George Postgate, J.N., 2000: *A Concise Dictionary of Akkadian* (2nd corrected printing), Harrasowitz.

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- Labat, R., 1995: Manuel d'épigraphie akkadienne (signes, syllabaire, idéogrammes), Geuthner.  
*Or :*
- Borger, R., 2010: *Mesopotamisches Zeichenlexikon* (2nd Edition), AOAT 305, Ugarit Verlag

## Course Planning Babylonian 1

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- The chapters and exercises in the planning are from Huehnergard.
- You are expected to read the relevant chapters in advance.
- The homework from the first meeting will be discussed in the second meeting and vice-versa.
- For the first seven weeks, the second meeting will contain a lecture on **Mesopotamian literature**, they are indicated in bold below.
- For the Mesopotamian Literature course you will receive pdfs with the discussed texts in translation.
- The presentations on Mesopotamian literature are available on the internet, do a search “rients de boer prezi” to find them.
- During the second seven weeks we will use the extra time to read **Original Akkadian** texts. You will receive these texts in due time.

Week	First Meeting	Second Meeting
1	Chapters 1-2 Homework: 2C, F 1-5	<b>Introduction and Historical overview</b> Signs 1 Homework: 2F 6-11
2	Chapter 3 Homework: 3F 10 t/m 20	<b>Canon, Colophon, Authors and Compositions</b> Chapter 4 Signs 2 Homework: 4G 1 t/m 10
3	Chapter 5	<b>Some Major Works:</b>

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	Homework: 4G 11 t/m 17 5D 1 t/m 3	<b>Gilgamesh</b> Chapter 6 Signs 3 Homework: 6E 3, 8, 9, 14, 15, 16
4	Chapter 7 Homework: 7D 1, 5, 6, 8, 11, 16	<b>Some Major Works:</b> <b>Enuma-eliš</b> Chapter 8 Signs 4 Homework: 8E 1, 3, 7, 10, 11, 13
5	Chapter 9 Homework: 9F 1, 3, 6, 9, 14, 17	<b>Some Major works:</b> <b>Atrahasis and the Kings of Akkade</b> Chapter 10 Signs 5 Homework: 10F 2, 5, 6, 10, 15, 16
6	Chapter 11 Homework: 11F 1, 4, 5, 6, 14	<b>The Mesopotamian School</b> Chapter 12 Signs 6 Homework: 12 F 1, 7, 8, 14, 15
7	Chapter 13 Homework: 13F 6, 7, 10, G 1	<b>The Babylonian Job, Oral vs. Written, Metre and Stanza</b> Signs 7, Repetition and Exercise.
8	Exam: March 27 2018 OMHP E1.08 14.00-16.00	

## Course Planning Babylonian 2

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Note that the Laws from Hammurabi (indicated by §) will be read in both transliteration (as in Huehnergard) and in Neo-Assyrian script (see end of this reader).

Week	First Meeting	Second Meeting
1	Chapter 14 Homework: 14E 1, 6, 8, 9, 11, 13  <b>Original Texts</b>	Chapters 15 Homework: 15F 1, 3, 6, 7, 12 Signs 8  <b>Original Texts</b>
2	Chapter 16 Homework: 16E 1, 3, 4, 7, 9, 10  <b>Original Texts</b>	Chapter 16 Homework: 16E 11, 13, 15, 16 Signs 9 <b>Original Texts</b>
3	Chapters 17 Homework: 17E 1, 7, 9 17F §195, §205  <b>Original Texts</b>	Chapter 18 Homework: 18E 1, 12 18F §21, §60, §183 Signs 10  <b>Original Texts</b>
4	Chapter 19 Homework: 19E 1, 3, 519F §150, §249  <b>Original Texts</b>	Chapter 20 Homework: 20E 6, 8 20F §278, §279, §175 Signs 11  <b>Original Texts</b>
5	Chapter 22 Homework: 22E 2, 5, 1122F §26, §128	Chapter 24 Homework: 24G §190, §215- 217, §122, §138

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	<b>Original Texts</b>	<b>Original Texts</b>
6	Chapter 27 Homework: 27E 1 27F §52, §194, §179	Chapter 31 Homework: 31E §22-24, §25
7	Signs, Repetition and Exercises.  <b>Original Texts</b>	Signs, Repetition and Exercises.  <b>Original Texts</b>
	Exam: June 2018	

### What you need to know for the exams First Exam: End of March

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- You need to know chapters 1-13 from Huehnergard. You do not have to learn all grammatical rules by heart. You need to be able to read Akkadian, not speak it....
- You are expected to know all the vocabulary from the chapters *passively*, that is: when you encounter an Akkadian word, you must know its English translation.
- Especially important are p. 6 (declension of the noun), p. 18 (the form of the preterite), p. 55-57 (genitive chain)
- You need to learn by heart all exercises that we read in class. You only have to know vocabulary and grammatical forms that occur in these exercises.
- From your translations it should show that you have understood the grammar. Do not translate a third person singular as third person plural etc.!
- It helps when you write for every noun (zelfstandig naamwoord):

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- case (naamval)
- gender male/female (geslacht man/vrouw)
- singular/plural (enkelvoud/meervoud)

and for verbs (werkwoorden):

- person/first, second, third (persoon (1e (ik/wij), 2e (jij/jullie), 3e (hij, zij, het/zij)
- gender male/female (geslacht man/vrouw)
- tense past/present (tijd verleden tijd, tegenwoordige tijd)
- You have to know the signs from the Neo-Assyrian sign reader until week 7. You should be able to read simple words and sequences in cuneiform.
- In addition, you will need to answer some multiple choice and short open questions on the history of Mesopotamian literature. For this you must learn the prezi's and the pdfs with the texts in translation.

## Mock Exam

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Total number of points is 100 (for a 10), you need minimally 56 points to pass (for a 5,5=6)

Sentences (50 points):

Maximum is 5 points per sentence

- 1 (2F 1) Ninhursag šarratum ša ilātim, šarratum ša ilātim šī
- 2 (3F 6) šīpātim ina bītim ša ummim išriqū
- 3 (4G 14) alpū ša awīlim īnam ša bēlim imhurū
- 4 (6E 15) wardū šunu ina qātim ša ummim ša šarrim
- 5 (7D 8) ṭuppam ša bēltim ešmē-ma ana ṭuppim šuāti tēmam ašbat

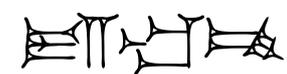
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- 6 (8E 11) šamnam ana pašāš qaqqad ilim kīma qīštim ana bīt ilim  
addim-ma ana warad bīt ilim apqid
- 7 (10F 6) šar-ra-am ma-ru šar-ri-im i-na e-kal-lim i-né-ru
- 8 (11F 6) a-bu-šu-nu ù um-ma-šu-nu a-na a-li-šu-nu mah-ri-im i-  
tu-ru-ma i-na a-li-im šu-a-tu uš-bu-ma i-ši-bu-ma i-mu-tu
- 9 (12F 14) ni-šu ma-ta-tim ka-li-ši-na i-na pa-ni-ia i-ka-nu-ša
- 10 (13F 7) UD.MEŠ ma-ar-ší-im ú-ul i-ir-ri-ku-ma ú-ul i-ba-al-lu-ut

Signs (50 points):

 (2 points)

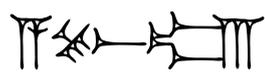
 (3 points)

  (8 points)

 (2 points)

  (10 points)

 (5 points)

 (5 points)

 (5 points)

 (5 points)

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 (5 points)

### Mesopotamian literature :

Multiple choice:

- 1) What does Tiamat represent in Enuma elish?
  - a) A primordial ocean
  - b) A dragon-like monster
  - c) Marduk's nemesis
  - d) Mother of all the Gods
  - e) All of the above
  
- 2) Ludlul bel nemeqi is the Akkadian title of:
  - a) The Poem of the Just Sufferer
  - b) The Flood Story Atrahasis
  - c) The Gilgamesh epic
  - d) Enuma elish
  - e) The Cuthean Legend of Naram-Sîn

## Second Exam : June

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-You need to know chapters 14-31 from Huehnergard. You do not have to learn all grammatical rules by heart. You need to be able to read Akkadian, not speak it....

-You need to learn by heart all exercises and **Original Akkadian** texts that we read in class. You only have to know vocabulary and grammatical forms that occur in these exercises.

-From your translations it should show that you have understood the grammar. Do not translate a third person singular as third person plural etc.!

-With the Codex Hammurabi (CH), I will not ask signs that you did not need to learn from the Signs syllabus (I will only ask signs 1-100). Remember that you need to know the CH laws in Neo-Assyrian script, not those from Huehnergard.

## Course Manual Elementary Babylonian

-We dealt with the main stems: G, D, Š and N stem. The derived stems have been explained shortly in the last classes: Gt, Gtn, Dt, Dtn, Št, Štn, and Ntn stem.

-You will find below an overview of the stems. Stems that have the same function are indicated with colors below (like the Gtn-stems)

Stam	Functie	Voorbeeld	Vertaling
G	Grondstam, drie typen ww: 1. transitief (ww met lijd.vw) 2. intransitief (ww zonder lijd.vw) 3. statief (ww van een toestand)	šakānum alākum šalāmum	plaatsen gaan heel zijn/worden
Gt	1.Reciprook (...elkaar)	ritūmum	van elkaar houden
	2.Reflexief (...jezelf/onzelf)	šitūlum	( <i>rāmum</i> ) jezelf bevragen ( <i>šālum</i> )
Gtn	iteratief (dwz. iets steeds of constant doen) van de G	šitakkunum	steeds plaatsen
D	1.causatief van G statief ww	šullumum	heel maken
	2.lexicaal (dwz de functie is niet te voorspellen)	šukkunum	een schatting maken
Dt	passief van de D	šutallumum	heel worden gemaakt
Dtn	iteratief van de D	rutabbûm	steeds groot maken
Š	causatief van G transitief ww	šumqutum	doen/laten vallen ( <i>maqātum</i> =vallen)
Št1	passief van de Š	šutēšum	uitgebracht worden ( <i>wašûm</i> =uitgaan, <i>šūšûm</i> =doen uitgaan)
Št2	lexicaal (dwz de functie is niet te voorspellen)	šutamrašum	ergens moeite in steken (van <i>marāšum</i> )

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<b>Štn</b>	iteratief van de Š	šutamqutu m	steeds doen/laten vallen
<b>N</b>	Passief van G transitief ww	nahbutum	beroofd worden ( <i>habātum</i> =beroven)
<b>Ntn</b>	iteratief van de N	itahbutum	steeds beroofd worden

NB. the infinitive of the Dt/Dtn and Št/Štn look alike! An example is *šutamrašum* (Št) en *šutamqutum* (Štn)

- You have to understand the above schedule. I will ask questions like:
- What is the function of the N-stem?
- What does it mean when a stem is passive?















... ..

§110) ... ..

§111) ... ..

§112) ... ..

§113) ... ..

§114) ... ..

§115) ... ..

§116) ... ..

§117) ... ..

§118) ... ..

§119) ... ..

§120) ... ..





















