

THEORY AND PRACTICE OF KNOWLEDGE TRANSFER

STUDIES IN SCHOOL EDUCATION IN
THE ANCIENT NEAR EAST AND BEYOND

PAPERS READ AT A SYMPOSIUM
IN LEIDEN, 17-19 DECEMBER 2008

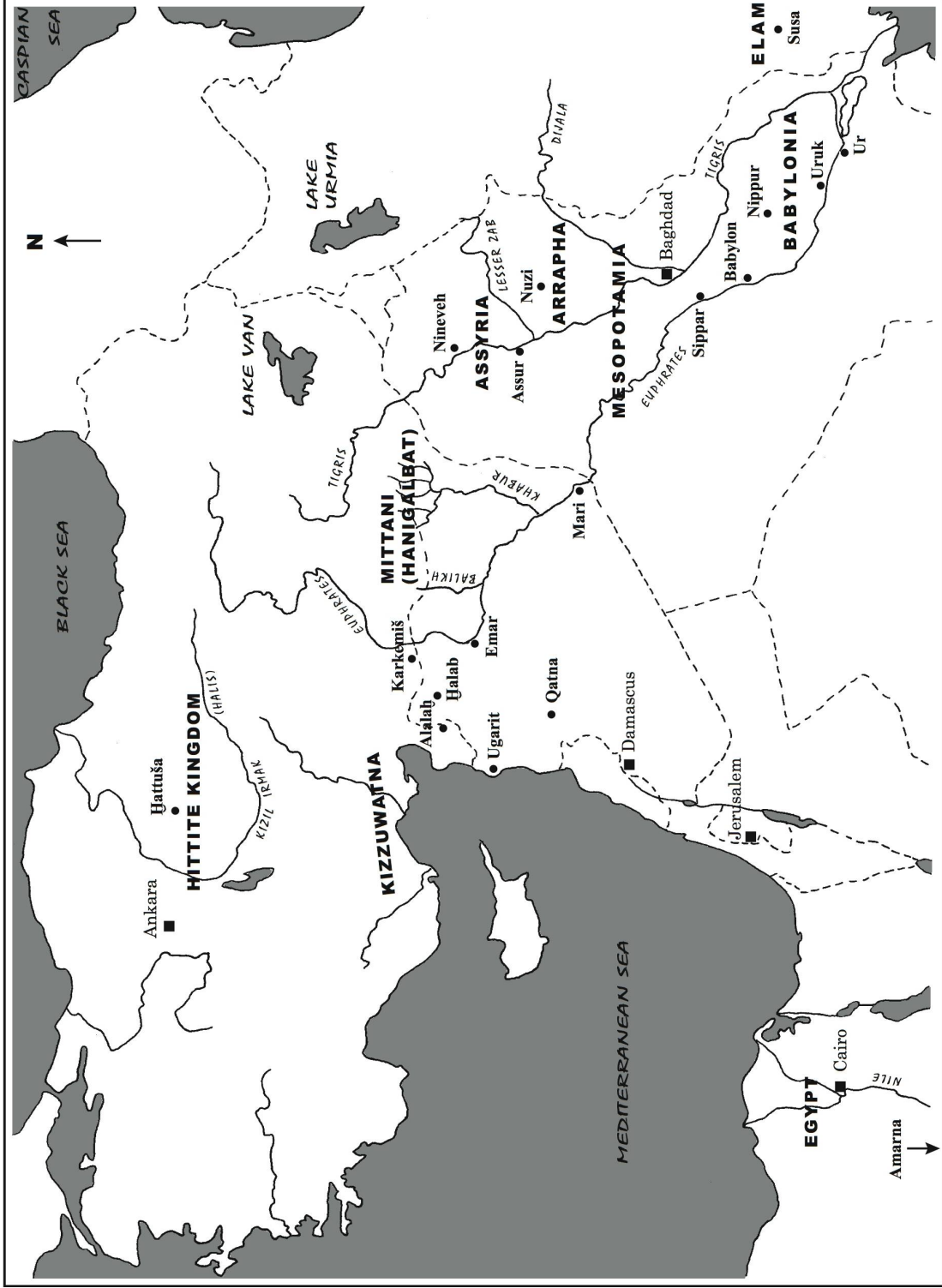
edited by

W.S. VAN EGMOND and W.H. VAN SOLDT



NEDERLANDS INSTITUUT VOOR HET NABIJE OOSTEN
LEIDEN

2012



The Near East in the second millennium BC

TABLE OF CONTENTS

W.S. van Egmond and W.H. van Soldt	Introduction	1
N. Veldhuis	Domesticizing Babylonian Scribal Culture in Assyria: Transformation by Preservation	11
M. Mostert	Latin Learning and Learning Latin: Knowledge Transfer and Literacy in the European Middle Ages	25
P. Michalowski	Literacy Schooling and the Transmission of Knowledge in Early Mesopotamian Culture	39
J. Jansen	When Style Matters: Literacy in an ‘Illegible’ Place in Rural Mali	59
W.S. van Egmond	Informal Schooling and Textual Communities: A Medievalist’s Ruminations on Schooling in the Ancient Near East	69
J.C. Fincke	The School Curricula from Ḫattuša, Emar and Ugarit: A Comparison	85
W.H. van Soldt	Why Did They Write? On Empires and Vassals in Syria and Palestine in the Late Bronze Age	103
Y. Cohen	The Historical and Social Background of the Scribal School at the City of Emar in the Late Bronze Age	115
G. Beckman	Šamaš among the Hittites	129
T. Scheucher	Errors and Mistakes: The Narrow Limits of Orality- Literacy Research in the Study of Ancient Cultures – The Case of Lexical Lists from Ancient Ḫattuša	137
W. Waal	Reading between the Lines: Hittite Scribal Conventions	147

PREFACE

The articles collected in this volume are based upon the papers presented during a symposium held in Leiden from 17 to 19 December 2008 titled *Theory and Practice of Knowledge Transfer. Comparative Studies Pertinent to Schools of Cuneiform Writing*. The symposium was part of the project *The Transfer of Knowledge in a Cuneiform Culture* sponsored by the Netherlands Organization for Scientific Research (NWO). The aim of the project was to reconstruct the school education in Syria and Anatolia as it was imported from Mesopotamia during the Late Bronze Age (ca. 1500-1200) and its impact on the local cultures. Program leader was Prof. Wilfred H. van Soldt, other members were Mr. Tobias Scheucher (MA), who studied the first phase of the school curriculum, Dr. Jeanette C. Fincke, who studied the second phase, and Dr. Wolfert S. van Egmond, who organized our seminars and the symposium and provided precious information about parallel developments of literacy in medieval Europe.

The symposium was jointly organized by the Department of Languages and Cultures of Mesopotamia and Anatolia (TCMA) and the Netherlands Institute for the Near East (NINO) at Leiden University. Financial support for organizing the symposium and the publication of the proceedings was received from the Research School of Asian, African and Amerindian Studies (CNWS) of Leiden University – since January 2009 replaced by the Leiden University Institute for Area Studies (LIAS) – the Koninklijke Nederlandse Akademie van Wetenschappen (KNAW), and the two organizing institutions. The Leids Universiteitsfonds (LUF) contributed to the costs of the symposium as well.

Not all speakers were able to hand in their articles. Of the twenty-four papers that were presented during the symposium only eleven are published in this volume. It is to be hoped that the others will also appear in a written form.

We are grateful for the help provided by several colleagues of the NINO, in particular the director Dr. J. Roodenberg and the secretary Mrs. C. van Zoest. We also want to thank Mr. G. Suurmeijer (University of Ghent) for his invaluable help.

The Editors
8 December 2011