ARCLG270
Near Eastern Material Cultures II: Middle Bronze Age to the end of the Iron Age
2015/2016

(15 credits)
Fridays 10.30-12.30 pm, Room 209 Institute of Archaeology
Turnitin Class ID: See Moodle Site
Turnitin Password : See Moodle Site

Coordinator: Dr Mark Altaweel
Additional teachers: Dr Katherine (Karen) Wright
m.altaweel@ucl.ac.uk
Room 103. Tel: 020 7679 74607 (Internal: 24607)
COURSE INFORMATION

This handbook contains introductory information about this course. Additional handouts may be provided. If you have queries, please consult the Course Co-ordinator. See also the MA/MSc handbook and the IoA website (for general information about IoA courses, e.g., coursework submission, grading, communication, attendance, feedback). If any changes need to be made to the course arrangements, these will normally be communicated by email. It is therefore essential that you consult your UCL e-mail account regularly.

SUMMARY OF COURSE CONTENT

This course trains students in identification and interpretation of primary archaeological evidence from the ancient Near East (=Mesopotamia, the Levant, Anatolia/Turkey, Iran, the Arabian Gulf, and Arabia). Periods covered are the Middle Bronze Age to the end of the Iron Age (ca. 2000-539 BC). The primary data consist of (1) published site and survey reports; (2) archaeological artefacts from collections held by the Institute of Archaeology and the British Museum; (3) selected unpublished data from Institute research projects. The aim is to teach students how to analyse primary evidence relating to research problems in cultural
transformations in the Near East: migrations; trade and diplomatic contacts; the evolution of urban and rural societies; and the rise of major empires. While other parts of the world were undergoing some similar transformations as those outlined, the Near East continued to play an important role in these themes and has been used by scholars from different fields in discussing these major events in human history.

AIMS

The aims are: (1) to teach students to recognize, classify and assess primary data from the ancient Near Eastern Middle Bronze Age to the end of the Iron Age periods; (2) to teach in-depth analysis of artefacts and primary evidence as presented in project reports; (3) to teach students how to critique, understand, assess and work with primary archaeological evidence in order to address unsolved questions revolving around the major research themes outlined; (4) to teach students the fundamental requirements needed to carry out fieldwork or material culture research on topics related to the ancient Near East.

TEACHING METHODS

The course is taught via 20 hours of seminar/lab sessions. Each two-hour session will consist of (1) a brief lecture to introduce topics; (2) a data analysis or artefact handling session; and (3) a seminar discussion relating Nos. 1 and 2 that revolve around the required readings. Teaching is interactive, involving discussion, group work, and presentations. The course will be supported by online materials (in Moodle). Lectures and as many readings as possible will be placed on Moodle.

Learning Outcomes: After completion of the course students should: (1) understand the nature of primary evidence from ancient Near Eastern sites covering the Middle Bronze through the Iron Ages; (2) be able to identify material culture from these periods as to region and sub-period; (3) understand how to critique and use artefacts and other primary evidence in formulating research questions and research designs on major cultural transformations within the discussed periods; (4) be able to carry out their own research on objects or fieldwork for the areas and periods covered; (5) be able to write original papers and to make effective presentations on primary data.

Knowledge and Understanding: Students will obtain (1) familiarity with excavated remains, site plans, stratigraphy, site reports, ancient documents, artefacts; (2) familiarity with current theoretical and methodological debates concerning interpretations of primary evidence; (3) a broad and comparative knowledge of the archaeology of the ancient Near East from the Middle Bronze Age through the Iron Age; (4) an understanding of the problems involved in the interpretation of material data and its implications for understanding major cultural transformations in historical periods in the Near East.

Skills. Students will demonstrate an ability to: (1) produce logical and structured arguments supported by relevant primary evidence; (2) criticise and evaluate the nature and problems in available primary evidence and in the general literature; (3) demonstrate understanding of principles and methods by which archaeological data are acquired and analysed; (4) evaluate the variety of approaches to understanding, constructing, and interpreting the past; (5) recognize, classify, analyse and compare objects from different regions and periods.
METHODS OF ASSESSMENT

See schedule for due dates and the separate section on essay topics. Assessment is based on two essays; the first essay is between 1425-1575 and the second essay is between 3325-3675. The first assessment is 30% of the final grade and the second is 70%. Essay 1 will be a critique/review of a site report, a survey report, or an existing material culture study (choices are shown in session outlines below). Essay 2 will be an original research paper, incorporating analysis of primary evidence, on a topic devised jointly by the student and the course coordinator. For Essay 2, each student will give a brief preliminary presentation (not assessed) on the proposed research design for the research paper, before the paper is written. Feedback from other students and from the course coordinator will assist the student in producing the final result. This will be an example of group learning; peer-assisted learning; and the teaching of research design, which will contribute to preparation for MA dissertation work.

PRE-REQUISITES

None, but if students have no previous background in the ancient Near East they might consider attending general courses on this topic.

WORKLOAD

Class sessions: 20 hours. Reading: ca. 80 hours. Producing assessed work: ca. 50 hours. Total for course: ca. 150 hours.

LIBRARIES AND OTHER RESOURCES

The Institute of Archaeology library; UCL’s other libraries (e.g., Main, Hebrew, Watson, esp. Anthropology). Other useful libraries: the British Museum, the Palestine Exploration Fund (PEF), SOAS, Senate House; the British Library. A letter is required to use some of these. Note: the PEF is inexpensive and has a superb library: http://www.pef.org.uk/

TEACHING SCHEDULE and ATTENDANCE

Teaching sessions will be held as shown below (see schedule). A minimum attendance of 70% is required, except in case of illness or other adverse circumstances which are supported by medical certificates or other documentation as appropriate.

WORD LENGTH

You must indicate word length (minus exclusions) on the cover sheet and be within the range prescribed for the assignments, based on new UCL policy. If you are over the word range your mark will be reduced by 10%.

CITING OF SOURCES

READ CAREFULLY: Coursework must be expressed in your own words, citing the exact source (author, date and page number; website address if applicable) of any ideas,
information, diagrams, etc., that are taken from the work of others. This applies to all media (books, articles, websites, images, figures, etc.). Direct quotations from the work of others must be indicated as such by being placed between quotation marks. When reading, make sure to take notes in your own words. If English is not your first language, take extra care in this regard. Flaws in the writing of the English language are far less problematic than any writing that adheres too closely to the phrasing of others. Plagiarism is a very serious irregularity, which can carry extremely heavy penalties. It is your responsibility to abide by requirements for presentation, referencing and avoidance of plagiarism. Read carefully the UCL Guidelines on plagiarism (see UCL website). Make sure you understand definitions of plagiarism and the procedures and penalties.

SUBMISSION PROCEDURES

Students must submit a hard copy of coursework to the Co-ordinator's pigeon-hole via the Red Essay Box at Reception by the stated deadline. Coursework must be stapled to a completed coversheet (available from the IoA Intranet, from outside Room 411A, or at Reception). Do not use plastic covers, folders, paperclips, etc. Late submission will be penalized in accordance with stringent UCL regulations, unless prior permission for late submission has been granted. You should note that extensions are now handled by College and not the course coordinator. For more information on late submission penalties, see the IoA website (Coursework Guidelines) and the MA/MSc handbook. Date-stamping is via Turnitin, so in addition to submitting hard copy, students must also submit their work to Turnitin by midnight on the deadline day. For more information on Turnitin, see the IoA website or contact ioa-turnitin@ucl.ac.uk. If you encounter technical problems submitting work to Turnitin, send an email to ioa-turnitin@ucl.ac.uk before the deadline, so that Turnitin Advisers can notify the Course Co-ordinator. If there is a crisis on submission day, email the Course Co-ordinator and follow up with a completed ERF.

MOODLE AND TURNITIN

The ‘Class Enrolment Password’ is IoA1516 for Moodle. Please upload assignments to Turnitin via the Moodle site for this course. Moodle will be the primary way in which you will be able to upload assignments, receive course information, and have access to additional resources about the course.

Further information is given here:
http://www.ucl.ac.uk/archaeology/handbook/common/cfp.htm

Turnitin advisers will be able to help you via email: ioa-turnitin@ucl.ac.uk if you need help generating or interpreting the reports.

RETURN OF MARKED COURSEWORK TO STUDENTS (AND THEN BACK TO COORDINATOR)

You can expect to receive your marked coursework within four calendar weeks of the submission deadline. If you do not receive your work within this period, or a written explanation, notify the academic administrator. When your marked essay is returned to you, return it to the course coordinator within two weeks. To discuss the essay with the
coordinator, please contact him to make an appointment. You must retain a copy (this can be electronic) of all coursework submitted. The marking criteria for all Institute assessments can be downloaded from the IoA website. If you have dyslexia or any other disability, please make your lecturers aware of this. Please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia are reminded to indicate this on each piece of coursework.

ASSESSMENTS

**Essay 1: Book Review (1425-1575 words) (30%)**

Select one archaeological book or long article (i.e., those that are near or typically the length of books) report concerning excavations conducted, presentation of material cultures, or larger argument using material culture to discuss a region or regions in the Near East in a given period. You may select any book from the weekly readings, including required reading and other suggested readings. If you want to select anything not listed in the reading list you must talk to the course coordinator for approval. The book review should be formatted as a professional book review, as if for a journal. The readership would, therefore, be knowledgeable professionals in Near Eastern archaeology. The emphasis is on critique and assessment of how the work contributes to, or fits in with, recent related research (as revealed by other recent works). For example, if you are reviewing something published in 1995, you want to discuss in what ways later publications render the book out of date or perhaps diminish some of the evidence presented. Consider methods of excavation or survey; how the results change the overall picture of the period in question; whether the data contradict or agree with other recent evidence from the period. You are trying to critique the intellectual substance of the work in the context of the current state of research, with emphasis on methods of research/analysis and quality of data. For examples of reviews, see major journals and how they structure reviews. If there are existing reviews for a given volume, you should discuss how your review differs from the other review(s). Include criticism of problem orientation, aims, methods, data analysis, results, interpretations. Finally, discuss the strongest or best chapters/sections.

**Essay 2: Research Essay (3325-3675 words) (70%)**

The research essay should be an attempt to write an original, short, publishable paper for a journal. Choose a topic that interests you and see the course coordinator to discuss it. Be sure that the topic you choose does not involve any overlap with what you have written in the Book Review (i.e., Essay 1) or other essays in courses.

Part of the assessment will be on how well you formulate your research question. Research questions should not be descriptive, too basic, too limited or narrow in scope, or based on unexamined or simplistic theoretical assumptions. The essay should support or refute a given argument or position. You should address a research question, decide your position, and defend your views using reasonable evidence.
In addressing the topic, your goal is to find artefacts or primary data to work with directly (e.g., in IoA collections or in museums). State the research design at the beginning (in introductory paragraphs), as follows:

1. The research problems/questions.
2. The data you have chose in order to address them.
3. A discussion/defence of what and why you chose those data (e.g., this includes scope, type of data, quality of data, sampling problems, etc.).
4. The methodology you will use in order to address the problem. For example, comparisons of certain units such as features, architecture, sites, regions, or other archaeological features (large or small).
5. Then do the analysis.
6. Finally, provide a discussion and/or conclusion.

Do not just write a description/critique of other works. You are trying to provide your own analysis and approach and assess wider implications of the results on the Near East and archaeology. Provide details of the evidence, use citations where data presentations are long, but summarise relevant parts of the data, and present adequately the problems or possibilities of data utilised. Use concrete, specific examples in the archaeological record where relevant. The use of charts, diagrams, or illustrations to highlight your points is strongly encouraged.

Please consult with the course coordinator on a topic or if you have general questions. Chose on a topic from one of the following regions:

2A. Levant/Iran/Anatolia
2B. Mesopotamia/The Gulf and Arabia
2C. Something that covers the entire region and is more thematic on key topics discussed during the course.
### SCHEDULE
(Fridays 10:30-12:30 Term II in 209 IoA)

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<td>READING WEEK</td>
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<td>A Material Culture of Empire</td>
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<td>Identifying the End of the Iron Age and Post-Iron Age Cultures</td>
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Essay 1 due date:
Turnitin deadline: 11 March 2016 (midnight)
Hardcopy deadline: 14 March 2016, 5 pm

Essay 2 due date:
Turnitin deadline: 2 May 2016 (midnight)
Hardcopy deadline: 2 May 2016, 5 pm

NOTE: if you are not in London on hardcopy due dates, you may put the hardcopy in the post (with completed coversheet attached), but you must make sure that there is a postmark on the envelope showing that it was posted before 5 pm on the due date. This will serve as confirmation of your having met the hardcopy deadline. If you are posting from outside the UK, use a special or fast delivery method. The Turnitin deadline will apply in any case. Please do not submit any essays without an attached and completed coversheet stapled to it. Please do not use plastic covers or paperclips etc. Finally, note that extensions can only be granted for certain reasons (see IoA website). Pressure of other essays is not considered a sufficient reason.

Please see the Coursework Guidelines document at http://www.ucl.ac.uk/archaeology/handbook/common/ (or your degree programme handbook) for further details of the required procedure and of penalties.

READING LIST

GENERAL INFORMATION ON READING

Shelf numbers refer to Institute library unless stated otherwise. TC = Teaching Collection. Most journal articles listed here are available electronically. For those with little background in the Near East, encyclopaedias and introductory texts will help. An asterisk * indicates a particularly useful or key source. Before class, read these readings. Other readings are listed so as to make you aware of related work. Note: For Oriental Institute Publications, many of these can be obtained online if you visit the Oriental Institute website: http://oi.uchicago.edu/research/pubs/catalog/oip/

GENERAL WORKS FOR BACKGROUND AND REFERENCE

Encyclopaedias
**Introductory Texts**

*Doumet-Serhal, C. 2005. Decade. A Decade of Archaeological Research in Lebanon.* London. DBD 100 Qto DOU  
*MacDonald, B., et al. (eds) 2001. The Archaeology of Jordan.* Sheffield: Univ. of Sheffield. DBE 100 MAC  
*Potts, D. 1999. The Archaeology of Elam.* London. DBG 100 POT  

**Selected Journals**

Akkadica, Anatolian Studies; Anatolica; Anatolica Antiqua; Annales archéologiques arabes syriennes (AAAS); Annual of the Dept. of Antiquities of Jordan (ADAJ) (Jordan); Arabian Archaeology and Epigraphy; Arabian Studies; Arastirma Sonuçlari Toplantısı (AST); Bulletin d'Archéologie et d'Architecture Libanaises (BAAL); Berytus; Bulletin of the American Schools of Oriental Research (BASOR); Excavations & Surveys in Israel; Israel Exploration Journal; Iraq; Iran; Journal of Mediterranean Archaeology; Journal of Oman Studies; Kazi Sonuçlari Toplantısı (KST); Levant; Near Eastern Archaeology (formerly Biblical Archaeologist); Paléorient; Proceedings of the Seminar for Arabian Studies; Studies in the History & Archaeology of Jordan (SHAJ) (Jordan); Syria
SCHEDULE AND SYLLABUS

Session 1: 15 January 2016

Introduction

How the Near East transformed at the end of the Early Bronze
The Middle Bronze Age World: Trade, Migration, and War

Summary: We review the major events that closed the Early Bronze Age, including social and environmental reasons as to why major transformations between the third and second millennium BC occurred. We consider the Near East setting at the end of the third millennium and how it sets the stage for major cultural transformations in the second and first millennium.

We also consider major themes in the Middle Bronze Age. Throughout this course, we will look at major periods by looking at common themes and the overall setting in the Near East. Therefore, we will always try to integrate and tie the regional sequences and material cultural expressions. Having a combination of detailed regional material cultural remains and broader themes that cover multiple regions will allow one to understand broader theoretical issues while also having some knowledge of regional sequences used to demonstrate or counter these major themes. In this first week, we see how themes of trade, migration, and war play a major role in the material culture that spanned this period. How are these themes relevant and what ways would you expect material cultural to express or demonstrate these themes?

Note: readings marked with an asterisk are considered essential readings for the course session.

Methodology (general background to use of material culture in research)


Hodder, I (e.d.). 1982. Symbolic and Structural Archaeology. Cambridge: Cambridge University Press. Chapters 1-3 and 5. INST ARCH AH HOD


The End of the Early Bronze Age

INST ARCH DBD 10 BUC

INST ARCH BD SCH


The Middle Bronze Age World: Trade, Migration, and War

Barjamovic, G. 2011. A Historical Geography of Anatolia in the Old Assyrian Colony Period. University of Copenhagen. ANCIENT HISTORY QUARTOS E 58 BAR


Session 2: 22 January 2016

The Middle Bronze in Mesopotamia
The Middle Bronze in Iran, the Gulf, and Arabia

Summary: This week we look at Mesopotamia during the first half of the second millennium BC, focusing on the Isin-Larsa and Old Babylonian periods. This was a time when major urban centres in the far south of Mesopotamia began to decline, while northern settlement in the southern alluvium gained increased ascendancy. We contrast this to northern Mesopotamia, where the kingdoms of Mari and Assyria were among the early powers that arose in the region. How does southern Mesopotamian material culture contrast with that in northern Mesopotamia?

We also look at the cultures of Elamite Iran in the early second millennium and how it competed and contrasted with Mesopotamia. The Persian Gulf and Arabia, during this period, also underwent transformations where the Early Bronze cultures may have transformed or were affected by increased migrations. How do you think cultures in the Gulf and Arabia differed from those in the Early Bronze Age?

Northern Mesopotamia


**Southern Mesopotamia**


*McCown, D.E. and Haines, R. 1967. *Nippur I: Temple of Enlil, Scribal Quarter, and Soundings: Excavations of the Joint Expedition to Nippur of the University Museum of


**Iran**


**The Gulf and Arabia**


**Session 3:** 30 January 2016
The Middle Bronze in the Levant and Anatolia

In the early 2nd millennium, Amorite dynasties emerged in northern Mesopotamia (e.g., Shamshi-Adad of Shubat-Enlil/Leilan, Zimri-Lim of Mari). The Mari Letters reveal far-flung overland trade networks; overland trade caravans between Assur and central Anatolia are revealed at Kültepe/Kanesh. In the Levant, Qatna and Ebla were powerful kingdoms. Levantine coastal ports were linked to the interior and the Mediterranean. Links between Middle Kingdom Egypt & Syria-Palestine were followed by takeover of the Nile Delta by the Hyksos. Material culture: Jericho, Ajjul, Alalakh, Beycesultan

Historical Documents


Southern Levant (read 2)


Northern Levant (read 2)

Anatolia (read 2)
Patrier, J. 2015, Food offerings in the tombs of central Anatolia in the second millennium BC. In: Contextualising Grave Inventories in the Ancient Near East (Pfälzner, P., Niehr, H., Pernicka, E., Lange, S., & Köster, T., eds.), Qatna Studien Supplementa Band 3, Harrassowitz,

**For further reading**

**Reference works: Syntheses, Sites, Material Culture**


**South Levant**


**North Levant**


**Anatolia**


**Session 4**: 5 February 2016

**From the Middle Bronze to the Late Bronze: Broad Themes and Topics**

**The Diplomatic Age**

*Summary*: The Late Bronze Age was a time of major cultural, economic, and diplomatic changes in the Near East. The cuneiform tablets from Amarna are a testament to the contacts kingdoms and states had, while the Uluburun shipwreck demonstrates trade connections that tied the Near East, Africa, and the Eastern Mediterranean worlds. While trade and diplomatic relations characterised much of this period, near the end of the Late Bronze the Near East witnessed profound changes in migration and collapse of major centres and kingdoms. This week we discuss some of these major events in the context of material cultural found during this period. What cultural aspects do you see that indicate significant cultural contacts between states and kingdoms during the Late Bronze Age? How do you think material culture may reflect the profound collapse of societies witnessed at the end of the Late Bronze?
Late Bronze Collapse


The Diplomatic Age


International Trade


Cline, E. 1994. *Sailing the Wine-Dark Sea: International Trade and the Late Bronze Age Aegean*. George Washington University. INST ARCH DAG 100 Qto CLI


**Migration**


Session 5: 12 February 2016
Note: ** = essential; * = recommended; + = site report (scan one before class if you can). Before class, read all essentials; read as many recommended as you can.

The Late Bronze in the Levant and Anatolia

Summary: The Late Bronze Age witnessed truly large empires affecting the Levant and Anatolia: the New Kingdom, Mitanni, the Hittites. It is easy to view the Levant and Anatolia from the perspective of the most politically powerful empires. But there were spheres of relative independence and resistance. How did the LBA empires maintain control over distant territories? Why were some city-states under more control than others? Did elites in subordinate polities use material culture to emulate their imperial overlords or to resist them? How have petrographic studies of texts altered our understanding of political geography? Material culture: Ajjul, Alalakh, Cyprus, Alishar

Historical Documents (read a selection)
Pritchard, J. 1967. Ancient Near Eastern Texts. Asiatic Campaigns of Thutmosis III; The Battle of Megiddo; Amarna Letters; Beth-Shan Stelae (Seti I, Ramesses II); Asiatic Campaigns of Ramesses II; Battle of Kadesh; The Story of Idrimi
REFERENCE DBA 600 QTO

Southern Levant (read 2)
Dothan, T. 1987. The impact of Egypt on Canaan during the 18th-19th dynasties in light of excavations at Deir el-Balah. In Egypt, Israel, Sinai (ed. A. Rainey). Tel Aviv, 121-135. DBE 100 RAI
Higginbotham, C. 1996. Elite emulation & Egyptian governance in Ramesside Canaan. Tel Aviv 23(2).
Mazar, A. 1997. 4000 years of history at Tel Beth-Shean. Biblical Archaeologist 60(2).

Northern Levant (read 2)


Qatna (Mishrife) Project Website. [http://www.qatna.org/en-index.html](http://www.qatna.org/en-index.html). *Mishrife in the Late Bronze; Operation H; Royal Palace; Operation K; Lower City Palace*


**Cyprus and the Eastern Mediterranean (read 2)**


**Anatolia (read 2)**


For further reading

Reference works: Syntheses, Sites, Material Culture (see list shown for MBA Levant and Anatolia)

Southern Levant


Goren, Y. & et al 2004. Inscribed in Clay. Tel Aviv: Tel Aviv University Press. DBA 300 GOR


Northern Levant


Morandi Bonacossi, D. 2008, Qatna I. Forum Editrice,


27
Anatolia

Cyprus and the Eastern Mediterranean

Session 6: 26 February 2016

The Late Bronze in Mesopotamia
The Late Bronze in Iran, the Gulf, and Arabia

Summary: After discussing the broader themes previously, this week we look at Mesopotamia, Iran, and the Persian Gulf during the Late Bronze. We look remains associated with the Kassite, Mitanni, Elamite, and Assyrian states. Cultural contacts with Arabia and the Gulf are also discussed. What material cultural characteristics distinguish some of the states mentioned during this period? How does material culture in this period differ from that in the Middle Bronze? Is there any significant continuity in the material culture?
Northern Mesopotamia


*Wilkinson, T.J. and Tucker, D.J. Settlement and Development in the North Jazira, Iraq. ISSUE DESK IOA WIL. (Look at Late Bronze survey results).

**Southern Mesopotamia**


**Iran**


**Arabia and the Gulf**


**Session 7:** 4 March 2016
The Iron Age: The Emergence of Large Empires
A Material Culture of Empire

Summary: This week we discuss the Iron Age’s broader themes and in particular the emergence of the Neo-Assyrian Empire and its influence on the Near East. We examine how the Assyrians began a trend of major empires that impacted the region for many centuries after the collapse of the Assyrian state. We discuss how imperialism influences material culture in the central and peripheral provinces of empires. In what ways do you expect that the Neo-Assyrian Empire would have influenced cultures surrounding it? How would this affect the material cultures in the Near East? How do you think states imitated others or differed in their art during the Neo-Assyrian period?

Empires and States in the Iron Age


**Material Culture of Empires**


Session 8: 11 March 2016

The Iron Age of Mesopotamia
The Iron Age of Iran
The Iron Age of Arabia and the Gulf

Summary: This week we examine the Neo-Assyrian and Neo-Babylonian period in Mesopotamia. We also look at the rise of the Median and Persian cultures in Iran. We examine how the Gulf and Arabia was influenced by the larger states and developed indigenously. Questions form this week include: How did Neo-Assyrian art begin to influence the region’s artistic styles? What regions and cultures do you think Neo-Assyrian art and styles were influenced by? Are there broader Mesopotamian and Iranian themes during the Iron Age that we see deriving from much earlier periods?

Northern Mesopotamia


**Iraq** 24:26-40.

**Southern Mesopotamia**


Koldewey, R. *Das Ischtar-Tor in Babylon*. WVDOG 32. ANCIENT HISTORY QUARTOS D 14 KOL


**Iran**


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Arabia and the Gulf


Session 9: 18 March 2016

The Iron Age in the Levant and Anatolia

Note: * = recommended
Summary: In the wake of the LBA collapse, independent city-states and small kingdoms emerged but their autonomy was often short-lived: many were caught up in the Neo-Assyrian, Neo-Babylonian and Persian empires. Although alliances and confederations were formed to resist Mesopotamian aggressions, these states were mostly small. Territorial boundaries were fluid or changing, and political organization was quite variable. The Iron Age polities covered here are Philistia, Phoenicia, Israel and Judah, Ammon, Moab, Edom, Arabia, the Aramaean and Neo-Hittite ‘houses,’ Urartu, Phrygia. What processes drove secondary state formation in the Iron Age? How were these states organized politically? How accurate are historical (written) sources on the history of this period? Material Culture: Fara, Samaria, Jemmeh, Beycesultan, al Mina

**Historical Documents** (read a selection)

Pritchard, J. 1967. *Ancient Near Eastern Texts*. War Against Peoples of the Sea; Hymn of Victory of Merenptah (Israel stela); Journey of Wen-Amon to Phoenicia; Ahiram of Byblos; Moabite Stone; Samaria Ostraca; Siloam; Lachish Ostraca; Ben-Hadad of Damascus; Zakir of Hamat & Lu'ath; Tabnit of Sidon; Eshmunazar of Sidon.

REFERENCE DBA 600 QTO

**Philistia.** (Read 1)


**Phoenicia.** (Read 1)


**Israel-Judah.** (Read 2, 1 by each author)

**Chronology Debate 1: Low Chronology**


**Chronology Debate 2: Modified Conventional Chronology**


**Ammon, Moab, Edom, Arabia** (Read 1)


Neo-Hittite and Aramean Kingdoms. (Read 1)


Urartu and Phrygia . (Read 1)


For further reading

Reference Works: Sites, Syntheses, Material Culture (see MBA list)

Philistia


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**Phoenicia**

BASOR 1990. Volume 279
BASOR 1997. Volume 308 (Iron Age Cyprus)

**Israel-Judah**


Finkelstein, I., et al. 2000. Megiddo III. Tel Aviv: Tel Aviv University. DBE 10 FIN

Finkelstein, I., et al. 2006. Megiddo IV. Tel Aviv: Tel Aviv University. DBE 10 FIN


Ussishkin, D. 2004. Renewed Archaeological Excavations at Lachish Tel Aviv. DBE 10 USS

**Ammon, Moab, Edom, Arabia**


**Aramaeans & NeoHittites**


**Urartu and Phrygia**


**Alphabetical Writing & its Spread**


Hooker, J.T., 1990. Reading the Past, New York: Barnes and Noble. ISSUE DESK IOA HOO 2; GC HOO; SENATE HOUSE PALAEOGRAPHY 4th Floor CC25.1 [Hooker];

Session 10: 21 March 2016

Identifying the End of the Iron Age and Post-Iron Age Cultures

Summary: We will also look at material cultures from the post-Iron Age period in the Near East and how the era of the big empires shaped the region. As this period, immediately after the Iron Age, has been difficult to understand, we examine ways in which scholars attempt to differentiate material culture from this period. What are some signs that material culture from a given area may derive from the post-Iron Age period?

Post-Assyrian and Babylonian Periods


**Achaemenid and Hellenistic Periods**


*Ivantchick A. H. 2012. Achaemenid culture and local traditions in Anatolia, Southern Caucasus and Iran: New Discoveries*. Brill. INST ARCH DBG 100 IVA


Simpson, Elizabeth, 2010-. The Gordion wooden objects: the furniture from Tumulus MM


*Summers, G.D. 1993. Archaeological evidence for the Achaemenid period in eastern


**Parthian and Sasanian Periods**


STORE 04-0811/22


Harper P. 2006 *In Search of a cultural Identity: Monuments and Artifacts of the Sasanian Near East, 3rd to 7th century AD*, New York. INST ARCH DBG 100 HAR


SOAS MAIN LIBRARY Lee Per 107 /849130


Potts, D. 2010 Mesopotamia, Iran and Arabia from the Seleucids to the Sasanians,
INST ARCH DBA 100 POT


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General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources, are available in your Degree Handbook and on the following website: http://wiki.ucl.ac.uk/display/archadmin. It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your course co-ordinator.