OVERVIEW

DESCRIPTION
To provide an introduction to the archaeology of Egypt and the Near East from the early prehistory, that is the beginning of the Holocene Epoch (nearly 12,000 years ago) to the dawning of the 20th century AD, with a focus on historical periods between 3000 BC to 330 BC.

Some of the major aims of the course are:

- To provide an introduction to the archaeology and early history of the Near East, with emphasis on the civilizations of Egypt, Mesopotamia, the Levant, Anatolia, and Iran.
- To consider the nature and interpretation of archaeological and textual sources in approaching the past of Egypt and the Near East.
To consider major issues in the development of human society in Egypt and the Near East, including the origins and evolution of sedentism, agriculture, complex societies, urbanism, literacy, and empires.

Major issues including the development of interest in Egypt and the Near East and its legacy are also included.

The course is taught through two-hour lectures over Term II

Assessment will be through two essays, each of about 2500 words.

This course is normally a prerequisite for the second/third year course options including ARCL2033 Archaeology of the Near East from Prehistory to 2000 BC and ARCL2034 Archaeology of the Near East 2000-300 BC.

OBJECTIVES
On successful completion of this course a student should:

- Have a broad overview of the archaeology of Egypt and the Near East, with a focus on specific themes that shaped the region and beyond.
- Appreciate the significance of the archaeology of Egypt and the Near East within the broad context of the development of human society.
- Appreciate the importance of critical approaches to archaeological and textual sources.
- Contextualise our modern world with relevance to the ancient societies of Egypt and the Near East.

LEARNING OUTCOMES
By the end of the course students should be able to demonstrate: Understanding and critical awareness of arrange of primary and secondary sources.

- Written and oral skills in analysis and presentation.
- Appreciation of and ability to apply methods and theories of archaeological and historical analysis.
COURSE INFORMATION
This handbook contains the basic information about the content and administration of the course. See also http://www.ucl.ac.uk/archaeology/handbook/common/ for general information common to all courses. Additional subject-specific reading lists and individual session handouts will be given out at appropriate points in the course. If students have queries about the objectives, structure, content, assessment or organisation of the course, they should consult the course coordinator.

TEACHING METHODS
The course is taught over Term II through two-hour lectures, which include a major element of discussion.

PREREQUISITES
There are no formal prerequisites for this course.

WORKLOAD
There will be 20 hours of lectures, including discussion. Students will be expected to undertake around 80 hours of reading for the course, plus 40 hours preparing for and producing the assessed work. This adds up to a total workload of 140 hours for the course.

METHODS OF ASSESSMENT
a) two written essays (2,375-2,625 words, each 50% of course-mark);

If students are unclear about the nature of an assignment, they should discuss this with the course coordinator. The nature of the assignment and possible approaches to it will be discussed in class, in advance of the submission deadline. See below for the questions and details on the assignments.

ATTENDANCE
A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email. Departments are required to report each student’s attendance to UCL Registry at frequent intervals throughout each term. Students are expected to attend at least 70% of classes.

INFORMATION FOR INTERCOLLEGIATE/INTERDEPARTMENTAL STUDENTS
Students enrolled in Departments outside the Institute should collect hard copy of the Institute’s coursework guidelines from Judy Medrington’s office (411A).

LIBRARIES
The library of the Institute of Archaeology will be the principal resource for this course. Please note that the required readings for this course will largely placed on Moodle.

MOODLE
Please note that materials relevant to this course can be found on UCL’s Virtual Learning Environment at Moodle: http://moodle.ucl.ac.uk/. This course can be found by looking for its title and course number (ARCL1009). Access to this course is obtained by enrolling using the following key: IoA1617. For help with Moodle, please contact the course coordinator.
WEEK-BY-WEEK SCHEDULE

THE FRAMEWORK

Lecture 1: 13th January 2017
Aims and Objectives
Geography and Time
Egypt and the Near East in World Archaeology

Lecture 2: 20th January 2017
Big Discoveries: The Wider Context

FOUNDATION OF CIVILIZATION

Lecture 3: 27th January 2017
The Neolithic Revolution

Lecture 4: 3rd February 2017
The Early States

Lecture 5: 10th February 2017
Sacred Kingship

Reading Week (February 13-17, 2017)

EARLY COMPLEX SOCIETIES

Lecture 6: 24th February 2017
Origin of the Urban World

Lecture 7: 3rd March 2017
Archaeology of the Middle Class

Lecture 8: 10th March 2017
Globalization

FROM EAST TO WEST: THE IRON AGE AND BEYOND

Lecture 9: 17th March 2017
The Earliest Universal Empires

Lecture 10: 24th March 2017
Current Research Projects
The Intellectual Heritage of Egypt and the Ancient Near East

Lecturers: All lectures will be by Dr. Mark Altaweel
Basic Texts

See also “Digital resources” listed at the end of this handbook.

Basic texts, Egypt and Near East:

Basic texts, Near East:
Lloyd, S. (1978) *The Archaeology of Mesopotamia from the Old Stone Age to the Persian Conquest*, London: Thames and Hudson. INST ARCH ISSUE DESK DBB 100 LLO
Basic Texts, Egypt:

Encyclopaedias, Egypt:

Texts in translation, Egypt:


Wente, E. F. (1990) *Letters from ancient Egypt.* Atlanta, Georgia.: Scholars Press. EGYPTOLOGY V 50 WEN

**METHODS OF ASSESSMENT**

**ASSESSMENT DETAILS**

The deadlines for submission of assessed work are:

Essay A:  
**Thursday 16th February 2017**

Essay B:  
**Friday 2nd April 2017**

Choose one of the following for Essay A.

**Essay Titles**

**Section A**

(A1) **Explain what scientific methods archaeologists in Egypt and the Near East use today to understand archaeological sites and artefacts?** Use case studies from Egypt and the Near East and discuss (See reading list for session 1)

(A2) **Compare and contrast the Nile with major river systems in the Near East such as the Tigris and Euphrates?** Use historical and archaeological data to support your presentation (See reading list for session 1)

(A3) **Compare and contrast some of the big discoveries in the 19th century with the second half of the 20th century in Egypt and the Near East.** How are they different? (See reading list for sessions 2)
(A4) Compare the rise of domestication in Egypt and the Near East? What are the major differences? (See reading list for session 3)

(A5) What are the key developments of the Neolithic in Egypt? Discuss, using Badari, the Western desert, and the Fayum as your major case studies. (See reading list for session 3)

(A6) Was the Uruk period truly an “urban” period that saw the rise of cities or was this an uneven development that saw one or few cities emerge? Explain and discuss using case studies and with specific examples from material culture (i.e., artefacts, settlements, architecture, etc.)? (See reading list for session 4)

(A7) Compare and contrast the evidence of state formation at Abydos and Hierakonpolis. Which new perspectives arise from a view from the Delta? (See reading list for session 4)

(A8) Discuss the role of the gods and how they reflect political shifts and power change in Egyptian and Mesopotamian societies. Use the pyramids of the Old Kingdom, the rise of Babylon as a city-state in Mesopotamia, and the Karnak temple of the New Kingdom as examples. (See reading list for session 5)

(A9) In the cases where we do see Mesopotamian kings claiming divinity, why did they do this and why was kingship not generally considered a divine position in Mesopotamia? (See reading list for session 5)

Choose one of the following for Essay B.

**Essay Titles**

Section B.

(B1) Would you say that the evidence of the workmen settlement at Giza solves the “town problem” (Bietak) in third millennium Egypt? (See reading list for session 6)

(B2) How would you characterize the urban places of the 3rd millennium BCE in the Near East? Discuss what was found in the large cities of the Near East by giving examples and discussing their palaces, temples, and houses. (See reading list for sessions 6)

(B3) How would you characterise the role of “nomarchs” in the Egyptian society of the Middle Kingdom? Explore the archaeological evidence of Beni Hassan and discuss wider. (See reading list for session 7)

(B4) Discuss how writing contrasted between the 3rd and 2nd millennium BCE? Why did it spread and become more prevalent? (See reading list for sessions 7)

(B5) What can we say about how Egypt ruled the southern Levant from the Amarna letters and archaeological evidence in Egypt and the southern Levant? (See reading list for session 8)
(B6) Describe the relationship between vassal states and the “big” states or empires of the Near East in the Late Bronze Age? Give examples of how states such as the Hittites dealt with their vassals and the type of relationship they had. (See reading list for session 8)

(B7) How was the Neo-Assyrian Empire different from previous empires in the Near East in terms of their administrative and military practices? Did that fundamentally change the Near East’s social makeup? (See reading list for session 9)

(B8) Discuss innovations in astronomy and mathematics in the ancient Near East. Give specific examples in regards to specific innovations (e.g., mathematical formula made; See reading list for sessions 10)

(B9) In light of the political situation in the Middle East and Egypt, how have archaeologists adapted to this to continue to conduct work in politically volatile areas? (see lecture and readings in session 10).

GENERAL ASSIGNMENT INFORMATION
If students are unclear about the nature of an assignment, they should discuss this with the Course Co-ordinator.

Students are not permitted to re-write and re-submit essays or other coursework in order to try to improve their marks. Students may be permitted, in advance of the deadline for a given assignment, to submit for comment a brief outline of the assignment.

The course co-ordinator is willing to discuss an outline of the student's approach to the assignment, provided this is planned suitably in advance of the submission date.

WORLD-COUNT
Strict new regulations with regard to word-length were introduced UCL-wide with effect from 2013:

Penalties for Over-length Coursework

Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected. The following applies:

i) The length of coursework will normally be specified in terms of a word count
ii) Assessed work should not exceed the prescribed length.
iii) For work that exceeds the specified maximum length by less than10% the mark will be reduced by ten percentage marks; but the penalised mark will not be reduced below the pass mark, assuming the work merited a pass.
iv) For work that exceeds the specified maximum length by 10% or more, a mark of zero will be recorded.
vii) In the case of coursework that is submitted late and is also overlength, the lateness penalty will have precedence.
The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, captions and contents of tables and figures, appendices, and wording of citations.

SUBMISSION PROCEDURES
Students are required to submit hard copy of all coursework to the course co-ordinator’s pigeon-hole via the Red Essay Box at Reception by the appropriate deadline. The coursework must be stapled to a completed coversheet (available from the web, from outside room 411A or from the library). Late submission will be penalized in accordance with these regulations unless permission has been granted by college. Please note the stringent penalties for late submission that have been introduced (UCL-wide) from 2012-13. Additionally, please use Turnitin on the course Moodle site (i.e., not the Turnitin site).

Students should put their Candidate Number on all coursework. This is a 5 digit alphanumeric code and can be found on Portico: it is different from the Student Number/ID. Please also put the Candidate Number and course code on each page of the work.

It is also essential that students put their Candidate Number at the start of the title line on Turnitin, followed by the short title of the coursework. – e.g., YBPR6 Funerary practices

Please note the stringent UCL-wide penalties for late submission given below. Late submission will be penalized in accordance with these regulations unless permission has been granted and an Extension Request Form (ERF) completed.

Please see the Coursework Guidelines on the IoA website (or your Degree Handbook) for further details of penalties.
http://www.ucl.ac.uk/archaeology/administration/students/handbook/submission

Hard copy will no longer be date-stamped.

Date-stamping will be via ‘Turnitin’ (see below), so in addition to submitting hard copy, students must also submit their work to Turnitin by midnight on the day of the deadline. FOR THIS COURSE YOU CAN UTILIZED THE TURNITIN SUBMISSION LINKS FOR EACH ASSIGNMENT. PLEASE NOT THIS LIKELY DIFFERS FROM YOUR OTHER COURSES.

Students who encounter technical problems submitting their work to Turnitin should email the nature of the problem to ioa-turnitin@ucl.ac.uk in advance of the deadline in order that the Turnitin Advisers can notify the course co-ordinator that it may be appropriate to waive the late submission penalty.

If there is any other unexpected crisis on the submission day, students should telephone or (preferably) e-mail the course co-ordinator, and follow this up with a completed ERF.

UCL-WIDE PENALTIES FOR LATE SUBMISSION OF COURSEWORK

UCL regulation 3.1.6 Late Submission of Coursework
Where coursework is not submitted by a published deadline, the following penalties will apply:

i) A penalty of 5 percentage marks should be applied to coursework
submitted the calendar day after the deadline (calendar day 1).
ii) A penalty of 15 percentage marks should be applied to coursework submitted on
calendar day 2 after the deadline through to calendar day 7.
iii) A mark of zero should be recorded for coursework submitted on calendar day 8 after
the deadline through to the end of the second week of third term. Nevertheless, the
assessment will be considered to be complete provided the coursework contains material
than can be assessed.
iv) Coursework submitted after the end of the second week of third term will not be
marked and the assessment will be incomplete.
vii) Where there are extenuating circumstances that have been recognised by the Board of
Examiners or its representative, these penalties will not apply until the agreed extension
period has been exceeded.
viii) In the case of coursework that is submitted late and is also over length, only the
lateness penalty will apply.

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.

MOODLE AND TURNITIN
The ‘Class Enrolment Password’ is IoA1617 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.

TIMESCALE OF MARKED COURSEWORK
You can expect to receive your marked work within four calendar weeks of the official
submission deadline. If you do not receive your work within this period, or a written
explanation from the marker, you should notify the IoA’s Academic Administrator, Judy
Medrington.

KEEPING COPIES
Please note that it is an Institute requirement that you retain a copy (this can be electronic)
of all coursework submitted. When your marked essay is returned to you, you should
return it to the course co-ordinator within two weeks.

CITING OF SOURCES
Coursework should be expressed in a student’s own words giving the exact source of any
ideas, information, diagrams etc. that are taken from the work of others. Any direct
quotations from the work of others must be indicated as such by being placed
between inverted commas. Plagiarism is regarded as a very serious irregularity,
which can carry very heavy penalties. It is your responsibility to read and abide by the
requirements for presentation, referencing and avoidance of plagiarism to be found in the
AVOIDING PLAGIARISM
The term “plagiarism” means presenting material (words, figures etc.) in a way that allows the reader to believe that it is the work of the author he or she is reading, when it is in fact the creation of another person.

In academic and other circles, plagiarism is regarded as theft of intellectual property. UCL regulations, all detected plagiarism is to be penalized and noted on the student’s record, irrespective of whether the plagiarism is committed knowingly or unintentionally. The whole process of an allegation of plagiarism and its investigation is likely to cause considerable personal embarrassment and to leave a very unpleasant memory in addition to the practical consequences of the penalty. The penalties can be surprisingly severe and may include failing a course or a whole degree. It is thus important to take deliberate steps to avoid any inadvertent plagiarism.

Avoiding plagiarism should start at the stage of taking notes. In your notes, it should be wholly clear what is taken directly from a source, what is a paraphrase of the content of a source and what is your own synthesis or original thought. Make sure you include sources and relevant page numbers in your notes.

When writing an essay any words and special meanings, any special phrases, any clauses or sentences taken directly from a source must be enclosed in inverted commas and followed by a reference to the source in brackets. It is not generally necessary to use direct quotations except when comparing particular terms or phrases used by different authors. Similarly, all figures and tables taken from sources must have their origin acknowledged in the caption. Captions do not contribute to any maximum word lengths.

Paraphrased information taken from a source must be followed by a reference to the source. If a paragraph contains information from several sources, it must be made clear what information comes from where: a list of sources at the end of the paragraph is not sufficient. Please cite sources of information fully, including page numbers where appropriate, in order to avoid any risk of plagiarism: citations in the text do not contribute to any maximum word count.

To guard further against inadvertent plagiarism, you may find it helpful to write a plan of your coursework answer or essay and to write the coursework primarily on the basis of your plan, only referring to sources or notes when you need to check something specific such as a page number for a citation.

COLLUSION, except where required, is also an examination offence. While discussing topics and questions with fellow students is one of the benefits of learning in a university
environment, you should always plan and write your coursework answers entirely independently.

**GENERAL MATTERS**

**ATTENDANCE**: 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. A register will be taken at each class. **If you are unable to attend a class, please notify the lecturer by email.**

**DYSLEXIA**: If you have dyslexia or any other disability, please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia should indicate it on each coursework cover sheet.
SCHEDULE AND SYLLABUS

TEACHING SCHEDULE
Lectures will be held as follows:
Term II        Fridays 2.00-4.00 PM  612, Institute of Archaeology

WEEK-BY-WEEK SYLLABUS
The following is an outline for the course as a whole, and identifies essential and supplementary readings relevant to each session. Information is provided as to where in the UCL library system individual readings are available; their location and Teaching Collection (TC) number, and status (whether out on loan) can also be accessed on the eUCLid computer catalogue system. Readings marked with an * are considered essential to keep up with the topics covered in the course. Student, however, should utilise all readings for possible research topics.

Lecture 1: 13th January 2017

Aims and Objectives
Geography and Time
Egypt and Near East in World Archaeology

The Ancient Near East and Egypt are the oldest “civilizations” on the globe and are deeply ingrained in Western thought. This lecture outlines how scholars found their way into an archaeological engagement with Egypt and the Ancient Near East and describes the different environmental and chronological settings of Mesopotamia, Iran, Anatolia, the Levant, and Egypt.

Reading:

Essential Readings:


Further Readings:

Introduction and Geography of the Near East


**Egyptian Archaeology and Geography**


**Lecture 2. 20th January 2017:**
**Big Discoveries: The Wider Context**

While many major globally relevant discoveries have been found in the Near East and Egypt, such as the first writing, first cities, first law code, etc., how do these discoveries fit the wider context of understanding these regions in their archaeological and social context? Additionally, we will examine how modern techniques shape our understanding of discoveries made recently and long ago.

**Reading:**

**Essential Readings:**


**Further Readings:**


Lecture 3. 27th January 2017:

The Neolithic

Gordon Childe coined the term of the “Neolithic Revolution” for describing developments such as the beginning of sedentism and domestication of animals and plants, pivotal for the emergence of larger polities. The Ancient Near East is the birthplace of “modern” ways of life adopted later also in other areas of the world such as in Egypt. Childe’s model has a great explanatory power but is now controversially debated with new data from across the globe. The lecture sets recent archaeological results against a wider discussion of the “Neolithisation” of the world.

Reading:

Essential Readings:


Further Readings:

Early villages in the ‘Fertile Crescent’


Neolithic life in Anatolia


The Neolithic of Iran


The Neolithic in Egypt and the Sudan (see also lecture 3 “Egypt and Africa”)


Tassie, G. J. 2014. *Prehistoric Egypt: socioeconomic transformations in north-east Africa from the last glacial maximum to the Neolithic*, 24,000 to 6,000 cal BP. London: Golden House Publications. EGYPTOLOGY B 11 TAS


**Lecture 4. 3rd February 2017:**

**The Formation of Early States**

The Fourth millennium sees the formation of regionally specific styles of visual display, material culture, increasing social hierarchies and early urbanisation ultimately leading in some regions of the Ancient Near East to early states. This is coupled with the invention of writing and bureaucracy, usually seen as key factors for the “Great Divide” between Prehistory and History. The lecture summarises the major developments in Egypt and Mesopotamia and concludes with some critical comments on the underpinnings of archaeological discussions on the period.

**Reading:**

**Essential Readings:**


Further Readings:

Late Neolithic and Chalcolithic societies in the Levant


Chalcolithic Societies of Mesopotamia and Iran


Predynastic and Early Dynastic periods in Egypt

*Archéo-Nil: Revue de la société pour l'étude des cultures prépharaonique de la vallée du Nil*. (This journal offers papers on Egyptian Prehistory to Early Dynastic Egypt in English, French, and German. Each volume concludes with bibliographic review providing easy access to recent literature in the field.) INST ARCH PERS
State formation, general and Egypt


Lecture 5. 10th February 2017:

Sacred Kingship: Temples, Palaces, and Pyramids

One of the fundamental social innovations of early states is the emergence of a new type of rule characterised by the association of kings with the gods and monumental display. While social developments are similar in the Ancient Near East and Egypt monumental display takes individual shapes in different areas reflected in the material record. The lecture compares some of the most iconic monuments of the pre-classical worlds and outlines shared trajectories and unique features.

Reading:

Essential Readings:


Further Readings:

Mesopotamia and Beyond


Egyptian kingship


Egyptian pyramids, tombs, and funerary practice
Assmann, J., 2005. *Death and salvation in ancient Egypt*. Translated from the German by
D. Lorton. London: Cornell University Press. EGYPTOLOGY R 5 ASS
Baines, J. and P. Lacovara 2002. Burial and the dead in ancient Egyptian society: respect,
formalism, neglect. *Journal of social archaeology* 2/1: 5-36. Online Reading List
ARCLG197
Malden, Mass., Oxford: Blackwell. EGYPTOLOGY A 5 BAR, ISSUE DESK IOA
BARD 29
from the early dynastic period to the Romans*. London: Thames and Hudson.
EGYPTOLOGY E 7 DOD
erenity*. London: Thames and Hudson. EGYPTOLOGY E 7 IKR
Grajetzki, W. 2004. *Harageh: An Egyptian burial ground for the rich, around 1800 BC.*
London: Golden House Publications. EGYPTOLOGY E 7 GRA
Grajetzki, W. 2005. *Sedment: Burials of Egyptian farmers and noblemen over the
centuries*. London: Golden House Publications. EGYPTOLOGY E 7 GRA
(eds.), *UCLA Encyclopedia of Egyptology*, Los Angeles. http://escholarship.org/uc/item/1r32g9zn
Cornell Univ. Press. EGYPTOLOGY V 50 HOR
Warminster: Aris and Phillips. EGYPTOLOGY QUARTOS E 7 KAN
Available through JSTOR
ARCH AH PAR; ISSUE DESK IOA PAR 8 (This is an excellent background
reading on funerary archaeology more generally.)
University Press. EGYPTOLOGY A 2 OXF
Arnold, D., Tombs: Royal Tombs, 425-433
Dodson, A., Tombs: Private Tombs, 433-442
University Press. EGYPTOLOGY A 2 OXF
Lesko, L. H., Funerary Literature, 570-575
Richards, J. E. 2005. *Society and death in ancient Egypt: mortuary landscapes of the
Middle Kingdom*. Cambridge: Cambridge University Press. EGYPTOLOGY E 7 RIC
Egyptology*, Los Angeles. http://escholarship.org/uc/item/0n21d4bm
The modern world across the globe is widely characterised by cities allowing for complex social interaction. The first developments towards urbanism can be seen in the Mesopotamian city state civilization while the urban nature of Egypt has been debated controversially for a long time. Most cities are inhabited over many centuries and developed into urban mounds archaeologists call “tells”. Other cities, like Amarna, are short-lived allowing archaeologists to explore urban life in the plain. The lecture presents
key sites in the discussion and demonstrates the potential of settlement archaeology and related methods.

Reading:

Essential Readings:


Further Readings:

Early Urbanism in the Near East


Egypt in the Old Kingdom (see also “Basic texts, Egypt” for overivews)


Settlement Archaeology in Egypt:


Kemp, B. J. 1977. The city of el-Amarna as a source for the study of urban society in ancient Egypt. World Archaeology 9: 124-139. INST ARCH PERS and available online through SFX


Online Sites:

http://www.aeraweb.org/
http://www.amarnaproject.com/index.shtml Amarna Project
Urbanism in the Ancient World


Lecture 7. 3rd March 2017

Archaeology of the Middle Class

A consequence of social complexity is growing social inequality reflected in the material record, such as different house sizes, burial equipment, differentiation of the sexes, and access to prestige goods that are apparent in the Bronze Age. However, we also see the rise of a “middle class” in some periods, where new forms of household wealth are displayed and become prominent.

Reading:

Essential Readings:


Levy, T. (ed.) 1995. *The Archaeology of Society in the Holy Land*, Leicester: Leicester University Press. Articles by Gophna (esp. last 2 pages – on Egypt); Ilan (pp. 297-319); and Bunimovitiz (pp. 320-331). INST ARCH DBE 100 LEV; ISSUE DESK


Further Readings:
Inequality in Bronze Age Levant, Anatolia, and Mesopotamia


Moorey, P.R.S. (1975) *Biblical Lands*, Oxford: Bedrick. pp. 41-64 & 33-40. INST ARCH DBE 100 MOO; MAIN ANC HIST Qto B52 MOO


Civilization, general (see also lecture 3 “State Formation”)


Egyptian Society


Globalization

The Late Bronze Age is the first period of globalization and demarcates increased interactions between elites and general trade. It is also a period of major states and new
empires, such as Egypt, Babylonia, Mitanni, and Hatti, which interacted in a variety of ways, including warfare, diplomacy, trade, and migration. Textual and material evidence reflect a rich record demonstrating that the Levant is a pivotal zone of exchange. The lecture reviews key pieces of evidence in light of recent archaeological discussions on large-scale interaction.

Reading:

Essential Readings:


Further Readings:

Trade and Diplomacy
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

The end of the Bronze Age in the Near East


Egypt in the Late Bronze Age (see “Basic Texts” for overview of New Kingdom)


http://www.leidenuniv.nl/nino/dmd/dmd.html Deir el-Medine database

Egypt: Interregional interaction in the Bronze Age


Development of Empire: The Assyrian and Persian Empires

The empires of the Bronze Age collapse around 1000 BCE, an effect of wider social developments in the Mediterranean world. During the First millennium, Assyria and Persia establish successively new types of world empires spanning the entire Near East, including Egypt. Ultimately, they are forced into the empires of Alexander the Great and the Romans; however, these major empires left lasting legacies in the region.

Reading:
Essential Readings:


Further Readings:

Saggs, H.W.F. (1984) The Might that was Assyria, London: Sidgwick and Jackson. INST ARCH DBB 100 SAG

Iron Age Iran and beyond – the Achaemenid empire


Egypt in the 1st millennium (see also “Basic Texts” for overviews)


Lecture 10. 24th March 2017

The Intellectual Heritage of Egypt and the Ancient Near East
Current Research Projects

The Ancient Near East and Egypt have produced a wide range of ideas weaved into modern thought. The Great Flood, Moses the Egyptian, and the fairy tales of One Thousand And One Nights have caught the imagination of people and are transmitted in the Biblical, Classical, and Arabic Writings. Hellenistic and Arabic authors were also impressed by the scientific achievements of civilizations that were already ancient for them; more recent discoveries have also shown the deep roots of modern scientific ideas. Initially, archaeologists have tried to prove these texts with the material record but have then moved on to understanding the emergence of textual sources in their contemporary environment. The lecture reviews some case-studies and outlines how an archaeological response to these questions could potentially look like. The session also highlights current research projects in the field, including excavations and projects that students can participate in.

Reading:

Essential Readings:


Further Readings:

Astronomy


Economy

Baumol, W.J. 2010. The invention of enterprise: Entrepreneurship from Ancient Mesopotamia to modern times. Princeton University Press. ECONOMICS N 46 LAN.

Technology and Medicine


Literature


Ancient Egypt in Arabic Thought


Egypt in Western Thought (see also readings of lectures 6 “Civilization” and 9)


The Black Athena Debate (see also readings of lecture 3 “Egypt and Africa”)


Egypt and the Classical World (see also readings of lecture 9)


Egypt, the Bible and Christianity (see also readings of lecture 7-9)


King, L. W. (1918). *Legends of Babylon and Egypt in Relation to Hebrew Tradition.* London: Oxford University Press. EYGPTOLOGY R 80 KIN (Note the date of publication in the early 20th century!)

“Survivals” of Pharaonic Egypt into modern Egypt


Recent Projects in the Near East and Egypt

http://sites.utoronto.ca/tap/
http://www.urarchaeology.org/
http://mfa.gov.il/MFA/IsraelExperience/History/Pages/Archaeological-Excavations-in-Israel-2016.aspx
http://www.aeraweb.org/projects/
http://www.amarnaproject.com/
ADDITIONAL INFORMATION

Libraries
The library of the Institute of Archaeology UCL will be the principal resource for this course. However, some materials will be found in History or other UCL library.

Dyslexia
If you have dyslexia or other relevant disability, please make your lecturer aware of this. Please discuss with your lecturer whether there is any way in which they can help you. Students with dyslexia are reminded to indicate this on each piece of coursework.

Support your local Egypt and Near Eastern societies
Please consider joining and thereby supporting the work of at least one of the major British institutes and societies working in Egypt and the Near East today. Many produce an annual journal as well as newsletters and other publications. They organise lectures on relevant topics, usually held in London, and they have some funding to help students travel and study in the modern countries of the region. More information can be found at their websites:

British Institute for the Study of Iraq: http://www.bisi.ac.uk/
(listing of events, lectures, and other information about archaeology in Iraq):

The American Academic Research Institute in Iraq (U.S. sister institution to BISI and about Iraq and archaeology): http://www.taarii.org/

British Association for Near Eastern Archaeology: http://banealcane.org/

http://ecai.org/iraq (extremely useful site devoted to the archaeology of Iraq)

http://www.mesopotamia.co.uk/ (British Museum site, basic introduction to ancient Mesopotamia, including Sumer, Babylon, and Assyria)

http://www.etana.org/abzu/ (excellent resource covering all aspects of the ancient Near East) http://www.assur.de/ (devoted to German excavations at the important Assyrian site of Assur)

http://www.utarp.org (devoted to archaeological project on north Assyrian frontier)

http://www.learningsites.com/NWPalace/NWPalhome.html (reconstructions of the Northwest Palace at Nimrud)


http://cdli.ucla.edu/(project aiming to put on-line all cuneiform documents, about 120,000 of them, dating from 3200 – 2000 BC)

Feedback
In trying to make this course as effective as possible, we welcome feedback from students during the course of the year. All students are asked to give their views on the course in an anonymous questionnaire which will be circulated at one of the last sessions of the course. These questionnaires are taken seriously and help the Course Co-ordinator to develop the course. The summarised responses are considered by the Institute's Staff-Student Consultative Committee, Teaching Committee, and by the Faculty Teaching Committee.

APPENDIX A: POLICIES AND PROCEDURES 2016-17 (PLEASE READ CAREFULLY)
This appendix provides a short précis of policies and procedures relating to courses. It is not a substitute for the full documentation, with which all students should become familiar. For full information on Institute policies and procedures, see the following website:
http://wiki.ucl.ac.uk/display/archadmin
For UCL policies and procedures, see the Academic Regulations and the UCL Academic Manual:
http://www.ucl.ac.uk/srs/academic-regulations; http://www.ucl.ac.uk/academic-manual/

GENERAL MATTERS
ATTENDANCE: A minimum attendance of 70% is required. A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email.
DYSLEXIA: If you have dyslexia or any other disability, please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia should indicate it on each coursework cover sheet.

COURSEWORK
SUBMISSION PROCEDURES: You must submit a hardcopy of coursework to the Co-ordinator's pigeon-hole via the Red Essay Box at Reception (or, in the case of first year undergraduate work, to room 411a) by stated deadlines. Coursework must be stapled to a completed coversheet (available from IoA website; the rack outside Room 411A; or the Library). You should put your Candidate Number (a 5 digit alphanumeric code, found on Portico. Please note that this number changes each year) and Course Code on all coursework. It is also essential that you put your Candidate Number at the start of the title line on Turnitin, followed by the short title of the coursework (example: YBPR6 Funerary practices).

LATE SUBMISSION: Late submission is penalized in accordance with UCL regulations, unless permission for late submission has been granted. The penalties are as follows: i) A penalty of 5 percentage marks should be applied to coursework submitted the calendar day after the deadline (calendar day 1); ii) A penalty of 15 percentage marks should be applied to coursework submitted on calendar day 2 after the deadline through to calendar day 7; iii) A mark of zero should be recorded for coursework submitted on calendar day 8 after the deadline through to the end of the second week of third term. Nevertheless, the assessment will be considered to be complete provided the coursework contains material than can be assessed; iv) Coursework submitted after the end of the second week of third term will not be marked and the assessment will be incomplete.

GRANTING OF EXTENSIONS: New UCL-wide regulations with regard to the granting of extensions for coursework have been introduced with effect from the 2016-17 session. Full details will be circulated to all students and will be made available on the IoA intranet. Note that Course Coordinators are no longer permitted to grant extensions.
requests for extensions must be submitted on a new UCL form, together with supporting documentation, via Judy Medrington’s office and will then be referred on for consideration. Please be aware that the grounds that are now acceptable are limited. Those with long-term difficulties should contact UCL Student Support and Wellbeing to make special arrangements.

**TURNITIN:** Date-stamping is via Turnitin, so in addition to submitting hard copy, **you must also submit your work to Turnitin by midnight on the deadline day.** If you have questions or problems with Turnitin, contact ioa-turnitin@ucl.ac.uk.

**RETURN OF COURSEWORK AND RESUBMISSION:** You should 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. You must retain a copy of all coursework submitted.

**WORD LENGTH:** Essay word-lengths are normally expressed in terms of a recommended range. Not included in the word count are the bibliography, appendices, tables, graphs, captions to figures, tables, graphs. You must indicate word length (minus exclusions) on the cover sheet. Exceeding the maximum word-length expressed for the essay will be penalized in accordance with UCL penalties for over-length work.

**CITING OF SOURCES and AVOIDING PLAGIARISM:** 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.). **Any direct quotations from the work of others must be indicated as such by being placed between quotation marks.** Plagiarism is a very serious irregularity, which can carry heavy penalties. It is your responsibility to abide by requirements for presentation, referencing and avoidance of plagiarism. Make sure you understand definitions of plagiarism and the procedures and penalties as detailed in UCL regulations: http://www.ucl.ac.uk/current-students/guidelines/plagiarism

**RESOURCES**

**MOODLE:** Please ensure you are signed up to the course on Moodle. For help with Moodle, please contact Nicola Cockerton, Room 411a (nicola.cockerton@ucl.ac.uk).

**INSTITUTE OF ARCHAEOLGY COURSEWORK PROCEDURES**

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.

**GRANTING OF EXTENSIONS:**

New UCL-wide regulations with regard to the granting of extensions for coursework have been introduced with effect from the 2016-17 session. Full details are available here http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/
Note that Course Coordinators are no longer permitted to grant extensions. All requests for extensions must be submitted on a new UCL form, together with supporting documentation, via Judy Medrington’s office and will then be referred on for consideration. Please be aware that the grounds that are now acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements.