ARCL0056: Introduction to the Archaeology of Sudan

Module handbook 2018–2019

Years 2 and 3 option, 15 credits, Term I, Friday 10.00-12.00

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Deadlines for coursework for this module: 15/11/2018, 12/12/2018
Target dates for return of marked coursework to students: 30/11/2018, 09/01/2019

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Please see the last page of this handbook for important information about submission and marking procedures, or links to the relevant webpages.
1 OVERVIEW

Short description

The aim of this module is to acquaint students with the Middle Nile valley, i.e. present-day Sudan, as a region of archaeological enquiry, which may be particularly pertinent to students with interests in African archaeology, Egyptology and, more generally, fieldwork in this area.

The module offers a broad sweep of the archaeology of the Middle Nile valley from the Palaeolithic to the post-Medieval Islamic period. Lectures will focus on issues surrounding major cultural transitions and current scholarly debates regarding the nature of local societies during the various periods discussed, including the beginnings of food production and the potential role of climatic change, the relationships between Middle Nile polities and Egypt through the various periods, and the rise and trajectory of state-level societies – Kerma, Napata, Meroe and Medieval Nubia. Issues surrounding the social, economic and political organisation of Middle Nile societies from prehistory to post-Medieval times and their appraisal in the context of World Archaeology will also be discussed.

Week-by-week summary

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Deadlines for coursework for this module: 15/11/2018, 12/12/2018

Basic reading

General reference works for the module as a whole, with useful bibliographies. Refer to this list for background research for essays. All titles are in the Institute of Archaeology Library. Note also the online resources listed below in chapter 4 of this handbook.

Essential reading


**Other introductions, overviews and major syntheses**


Triger, B. 1965. *History and Settlement in Lower Nubia*. Yale University Publications in Anthropology 69. New Haven, CT: Dept. of Anthropology, Yale University. EGYPTOLOGY B 60 TRI


**Encyclopedias and collections of source material**


Information on individual topics may also be found in Egyptological resources such as:


UCLA Encyclopedia of Egyptology: http://escholarship.org/uc/nelc_uee
Multiple voices: Mind that the resources quoted here may not be available at UCL libraries


Source collections of early fieldwork


Maspero, G. 1911. Rapports relatifs à la consolidation des temples. Les temples immergés de la Nubie. Institut Français d’Archéologie Orientale. EGYPTOLOGY QUARTOS E 14 MAS


**Specialised journals**

Archéologie du Nil moyen
Beiträge zur Sudanforschung
Kush
Sudan and Nubia
Der antike Sudan. Mitteilungen der Sudanarchäologischen Gesellschaft zu Berlin e.V.

**Exhibition catalogues**


**Relevant collections of material can be found on display at the Petrie Museum, and in the Sudan Gallery of the British Museum. Students are recommended to visit these collections.**

**Methods of assessment**

This module is assessed by means of two pieces of coursework of 2500 words, which each contribute 50% to the final grade for the module.

**Teaching methods**

The module is taught through a series of ten two-hour seminars.

**Workload**

There will be altogether 20 hours of lectures. Students are expected to undertake around 70 hours of reading for the module, plus 60 hours preparing for and producing the assessed work. This adds up to a total workload of some 150 hours for the module.

**Prerequisites**

There are no prerequisites for this module.
2 AIMS, OBJECTIVES AND ASSESSMENT

Aims
The aim of the module is to provide a problem-driven historical overview and an introduction to major themes currently debated in the archaeology of Sudan, i.e. the Middle Nile valley and adjacent regions.

Objectives
On successful completion of the module, students will:

- understand the outlines of Sudanese history from prehistory to the Islamic era
- be familiar with archaeological key sites in the Middle Nile valley and be able to relate them to individual periods of the Sudanese history
- understand the geographical, historical and social contexts of a range of material and non-material cultural expressions of the Sudanese past
- understand the disciplinary underpinnings of archaeology in the Nile valley
- be familiar with and able to contribute to current debates in Sudanese Archaeology within the context of World Archaeology

Learning Outcomes
On successful completion of the module, students should be able to demonstrate:

- source-critical approaches to archaeological material from the Middle Nile valley and adjacent regions
- the ability to assess and integrate and different research resources, including research literature, objects, archives and databases
- independent problem solving based on real data sets.

Coursework
Please observe the rules set out in this handbook and in the online student handbook for the preparation and submission of coursework.

There is suitable reading for all essays in the class reading lists provided – you should also make use of the bibliographies in these books to identify additional relevant readings, and remember to refer to the core reading list.

Well-chosen illustrations and maps should be used to illustrate your argument. They are not included in the word count and contribute to the clarity of your paper. They will also contribute to the marks. Mind that irrelevant illustrations are not a substitute for a reasoned argument.

If students are unclear about the nature of an assignment, they should discuss this with the module co-ordinator.

Students are not permitted to re-write and re-submit essays in order to try to improve their marks. However, students may be permitted, in advance of the deadline for a given assignment, to submit for comment a brief outline of the assignment.
Please note that in order to be deemed to have completed and passed in any module, it is necessary to submit all assessments.

PLEASE USE THE EXACT TITLE OF THE ESSAY, NOT AN APPROXIMATION.

**Essay 1.** Between 2,375-2,625 words.

The submission deadline is **midnight Thursday 15 November 2018 on Turnitin (hard copy to submission box at reception desk at IoA)**. The marked essay will be returned to the students by 30 November 2018.

Pick ONE of the following titles:

1. How has the Mesolithic in the Middle Nile valley been characterised by archaeological research? Which similairities and differences in comparison to other regions were established? Which reasons have archaeologists given for the trajectory witnessed in the Middle Nile valley?

2. Discuss the chronological framework and the reasons archaeologists have given for the transition to food production, i.e. the Neolithisation, in the Middle Nile valley. Weigh the evidence **using one or two sites** as case studies. Which of the scenarios suggested by previous research do you find convincing, and why?

3. What is the evidence for social complexity and hierarchy in early Nubia? Select a period (e.g. Neolithic, A-Group, C-Group, Early to Classic Kerma) and discuss the evidence for social complexity in the context of **one or two archaeological sites**. To what extent do categories such as chiefdom or state have relevance for interpreting these data?

4. What can be learnt about the social organisation and cultural traditions of prehistoric peoples of the Middle Nile valley from the study of cemeteries and grave assemblages?

5. How did Egyptian presence in Nubia effect the course of cultural-historical developments in the area? You may wish to focus on a particular period, such as the Middle Kingdom or New Kingdom. Also, consider the nature of Egyptian conquest/occupation in terms of colonialism or imperialism.

6. Who were the Medjay and how can they be identified archaeologically in Nubia and Egypt?

7. Discuss the methods and relevance of funerary archaeology in the Middle Nile valley with **at least two case studies**.

→ Other topics may also be chosen for this essay, but students should first clear them with the course co-ordinators.

**Essay 2.** Between 2,375-2,625 words.

The submission deadline is **midnight Wednesday 12 December 2018 on Turnitin (hard copy to submission box at reception desk at IoA)**. The marked essay will be returned to the students by 9 January 2019.
Pick ONE of the following titles:

1. Critically assess the Egyptian written sources relating to Nubia from the Old and/or Middle Kingdom and discuss how they relate to our current archaeological understanding of the Middle Nile valley.

2. What is the evidence for the production, distribution, use and disposal of metal artefacts during the Napatan and Meroitic periods?

3. What is the social significance of Egyptian, Hellenistic and Roman influences on Meroitic art and architecture?

4. How have the Middle Nile polities of the 1st millennium BC and AD been characterised? Which criteria have been used, and how persuasive do you consider the arguments brought forward based on the archaeological evidence?

5. Which factors have been named as having contributed to the end of the Meroitic Kingdom? Weigh alternative hypotheses – which do you consider most convincing and why?

6. How can the study of ceramics contribute to our understanding of local versus regional traditions and cultural change? Discuss *apropos one or two periods* in the cultural history of the Middle Nile valley.

7. What are the similarities and differences in royal/elite symbolism of the Meroitic and the post-Meroitic periods?

8. What characterizes Nubian church architecture and decoration? How have they been situated in the interplay between external influences and indigenous developments? What does this tell us about Medieval Christianity in the Middle Nile valley?

**Word counts**

The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, lists of references, captions and contents of tables and figures, appendices.

Penalties will only be imposed if you exceed the upper figure in the indicated word count 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.

In the 2018-19 session penalties for overlength work will be as follows:

- For work that exceeds the specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.

- For work that exceeds the specified maximum length by 10% or more 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.

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.

**Coursework submission procedures**

- All coursework must normally be submitted **both as hard copy and electronically**. (The only exceptions are bulky portfolios and lab books which are normally submitted as hard copy only.)
• You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk (or room 411a in the case of Year 1 undergraduate work).

• All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload all parts of your work as this is sometimes the version that will be marked.

• Instructions are given below.

  Note that Turnitin uses the term "class" for what we normally call a "module".

  1. Ensure that your essay or other item of coursework has been saved as a Word doc, docx or PDF document, and that you have the Class ID for the module (available from the module handbook) and enrolment password (this is IoA1819 for all modules this session – note that this is capital letter I, lower case letter o, upper case A, followed by the current academic year).


  3. Click on "Create account".

  4. Select your category as "Student".

  5. Create an account using your UCL email address. Note that you will be asked to specify a new password for your account – do not use your UCL password or the enrolment password, but invent one of your own (Turnitin will permanently associate this with your account, so you will not have to change it every 6 months, unlike your UCL password). In addition, you will be asked for a "Class ID" and a "Class enrolment password" (see point 1 above).

  6. Once you have created an account you can just log in at [http://www.turnitinuk.com/en_gb/login](http://www.turnitinuk.com/en_gb/login) and enrol for your other classes without going through the new user process again. Simply click on "Enrol in a class". Make sure you have all the relevant "class IDs" at hand.

  7. Click on the module to which you wish to submit your work.

  8. Click on the correct assignment (e.g. Essay 1).

  9. Double-check that you are in the correct module and assignment and then click "Submit".

  10. Attach document as a "Single file upload".

  11. Enter your name (the examiner will not be able to see this).

  12. Fill in the "Submission title" field with the right details: **It is essential that the first word in the title is your examination candidate number** (e.g. YGBR8 In what sense can culture be said to evolve?).

  13. Click "Upload". When the upload is finished, you will be able to see a text-only version of your submission.

  14. Click on "Submit".

If you have problems, please email the IoA Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact module and assignment involved.

One of the Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term. Please be sure to email the Turnitin Advisers if technical problems prevent you from uploading work in time to meet a submission deadline – even if you do not obtain an immediate response from one of the Advisers they will be able to notify the relevant module co-ordinator that you had attempted to submit the work before the deadline.
3 SCHEDULE AND SYLLABUS

Teaching schedule

Lectures will be held 10:00-12:00 on Friday, Room 410 in the Institute of Archaeology. The module is taught jointly by Dorian Q Fuller (DQF) and Claudia Näser (CN).

Syllabus

The following is an outline for the module as a whole, and identifies essential and supplementary readings relevant to each session. Note that the biographies are not exhaustive: they list the most relevant and/or latest discussions of a specific topic which provide a start for further bibliographical research. 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. Copies of individual articles and chapters identified as essential reading are in the Teaching Collection in the Institute Library (where permitted by copyright) or are available online.

The sessions explore the main periods of Sudanese history a propos key sites. This provides the basis for discussing core themes and trends in current research in the archaeology of the Middle Nile valley and adjacent regions.

1 Setting the scene: geographical background, palaeoecology, history of research (DQF, CN)

This lecture will introduce the study area providing both, a geographical overview and an appraisal of the history of archaeological research in the region. Early Egyptocentric interpretations viewed the Middle Nile societies as poor reflections and peripheral to Pharaonic Egypt. The investigation of the region’s past has been part of the colonial project from the 1820s onwards. Racist thinking entered archaeological interpretations at the turn to the 20th century. Only the last fifty years brought about a shift in perspective and an appreciation for the ancient cultures of the Middle Nile valley in their own right.

As a basis for further discussions, this class will also investigate the terms ‘Nubia’ and ‘Nubians’ and how they have been used at different periods in the past and in different present-day scholarly and public contexts. The lecture will also provide a background to the question of whether the Middle Nile valley should be seen as a corridor, linking Egypt and the Mediterranean with sub-Saharan Africa or a cul-de-sac, an issue which has repercussions on how we conceptualise the role of Middle Nile valley societies in superregional dynamics throughout the periods addressed in the module.

We will also examine the evidence for and the significance of past environmental change since the Last Glacial Maximum (18,000 bp), especially the oscillating wet and dry periods of the early to middle Holocene (10,000-4000 BC). We will explore how climatic changes would have affected the flora, fauna and available resource within different regions, including the desert, the wadi systems and the Nile valley. The issue of how human groups adapted to changing environmental contexts will be taken up further in subsequent lectures.

Essential reading


**Additional reading**

**History of Research**


Crawford, O.G.S. 1948. People without a history, *Antiquity* 22, 8–12. Available online through SFX@UCL


**Physical and social geography, and language distribution**


**On palaeoclimates and Palaeoenvironments**


Williams, M.A.J. 2009. Late Pleistocene and Holocene environments in the Nile basin. *Global and Planetary Change* 69, 1–15. Available online through SFX@UCL


2 The Palaeolithic and Mesolithic: The emergence of sedentism and pottery (DQF)

This lecture offers an overview of the earliest periods of Middle Nile history, from the Palaeolithic to the Mesolithic. It introduces the evidence of human fossils from the area as well as stone tool technology and other aspects of the archaeological record from these periods. Sites from adjacent regions are discussed for comparison and in order to put the Sudanese evidence in a wider context.

Two important changes in the last ten thousand years of human history were the adoption of a sedentary way of life, which included the emergence of formal burial practices, and the introduction of pottery, which both signal major breaks in economic strategies, food technologies and social organisation. In the Middle Nile valley, both phenomena appear in Mesolithic contexts, i.e. clearly predate the ‘Neolithic revolution’ with the adoption of animal husbandry and farming. The session explores the trajectories of these changes and evaluates them in comparison to early Holocene dynamics in other areas of the world.

Essential reading


Additional reading

Palaeolithic


Osypinski, P. and M. Osypinska 2016. Optimal adjustment or cultural backwardness? New data on the latest Levallois industries in the Nile Valley, Quaternary International 408, Part B, 90–105. Available online through SFX@UCL


De Menocal, P.B. 2015. Palaeoclimate: End of the African humid period, Nature Geoscience 8:2, 86. Available online through SFX@UCL
Mesolithic


Haaland, R. 1992. Fish, pots and grain: Early and Middle Holocene adaptations in the central Sudan, African Archaeological Review 10, 43–64. Available online through SFX@UCL

Honegger, M. and M. Williams 2015. Human occupations and environmental changes in the Nile valley during the Holocene: The case of Kerma in Upper Nubia (northern Sudan), Quaternary Science Reviews 130, 141–154. Available online through SFX@UCL


Marks, A.E. and A. Mohammed-Ali (eds) 1991. The Late Prehistory of the Eastern Sahel. The Mesolithic and Neolithic of Shaqadd, Sudan. Dallas: Southern Methodist University Press. Read Chapters 1 (recommended) and 11 (essential). INST ARCH DCF MAR; Chapter 11 also in Teaching collection


Williams, M.A. et al. 2015. Late Quaternary environments and prehistoric occupation in the lower White Nile valley, central Sudan, Quaternary Science Reviews 130, 72–88. Available online through SFX@UCL

Comparative issues


Sites
Honeger, M. 2004. Settlement and cemeteries of the Mesolithic and Early Neolithic at el-Barga (Kerma region), *Sudan and Nubia* 8, 27–32. INST ARCH PERS
Van Peer, P. et al. 2003. The Early to Middle Stone Age transition and the emergence of modern human behavior at site 8-B-11, Sai Island, Sudan, *Journal of Human Evolution* 45, 187–193. Available online through SFX@UCL

For sites in the Kerma region see further preliminary reports by Matthieu Honneger, downloadable from: www.kerma.ch/index.php?lang=en

3 The Neolithic and Chalcolithic: The way to food production, and the divergence of the Middle Nile valley and Egypt (CN)

This lecture discusses the evidence for the transition to food production in the Middle Nile valley and adjacent regions. It visits the ongoing controversies surrounding the emergence of early pastoralism in the Eastern Sahara and the Kerma basin and situates them in their wider African and Middle Eastern contexts. Current debates about and new evidence on the origins of Sorghum and African millet cultivation will be briefly reviewed.

The transition to food production goes hand in hand social transformations. We will explore the pertinent evidence, such as changes in settlement patterns, the occurrence of formal cemeteries with
richly furnished graves and the appearance of new categories of material culture, and look into models which archaeologists have built to explain what triggered these changes and how they led to, or inversely were brought about by, social inequality or complexity.

In the late Fourth millennium BC, the early Egyptian state emerges in the Lower Nile valley. We will investigate contemporary developments in Nubia, focusing on the Lower Nubian A-Group, and evaluate the evidence of growing social stratification and changing patterns of interaction between Egypt and Middle Nile polities in that era.

**Essential reading**


Winchell, F., C.J. Stevens, C. Murphy, L. Champion and D.Q. Fuller 2017. Evidence for sorghum domestication in fourth millennium BC eastern Sudan: Spikelet morphology from ceramic impressions of the Butana Group, *Current Anthropology* 58:5, 673–683. Available online through SFX@UCL

**Additional reading**


Mohammed-Ali, A.S. 1982. *The Neolithic Period in the Sudan c. 6000–2500 B.C.* Oxford: BAR International Series 139. Read Section "Animal Domestication", pp. 29–35; other sections, such as Chapters 4, 7, 8 are good readings for those interested. Teaching Collection; INST ARCH DCF MOH


**For further discussion of plant domestication**


**A-Group**


Williams, B.B. 1986. *Excavations between Abu Simbel and the Sudan Frontier. The A-Group Royal Cemetery at Qustul, Cemetery L*. The University of Chicago Oriental Institute.Nubian Expedition 3. Chicago: Oriental Institute of the University of Chicago. EGYPTOLOGY QUARTOS E 120 CHI. Read pp. 9–19, 138–185; final chapter. This longer treatise by Williams is strongly recommended, but a more synoptic version of the argument exists:

Williams, B. 1980. The lost Pharaohs of Nubia, *Archaeology* 33, 12–21. Available online through SFX@UCL


Sites

Honegger, M. 2004. Settlement and cemeteries of the Mesolithic and Early Neolithic at el-Barga (Kerma region), Sudan and Nubia 8, 27–32. INST ARCH PERS

Krzyszaniak, L. 1991. Early farming in the Middle Nile Basin: Recent discoveries at Kadero (central Sudan), Antiquity 65, 515–532. Available online through SFX@UCL


Salvatori, S. and D. Usai 2004. Cemetery R12 and a possible periodisation of the Nubian Neolithic, Sudan & Nubia 8, 33–37. Available online through SFX@UCL


For sites in the Kerma region see further preliminary reports by Matthieu Honneger, downloadable from: www.kerma.ch/index.php?lang=en

4 The Bronze Age Kerma culture: Towards social complexity (DQF)
This lecture introduces the Bronze Age Kerma Culture which flourished in the Middle Nile valley from c. 2500 to 1500 BC. Next to surveying the evidence from the eponymous site of Kerma near the Third Nile Cataract, we will explore Kerma sites in other regions, such as the island of Sai, the Fourth Cataract and Lower Nubia. Different models for conceptualising the social and political organisation of the Kerma culture will be discussed and situated in wider debates debates of the Bronze Age in World Archaeology.

Essential reading

Hafsaas-Tsakos, H. 2009. The Kingdom of Kush: An African centre on the periphery of the Bronze Age World System, Norwegian Archaeological Review 42:1, 50–70. Available online through SFX@UCL

Additional reading


Hafsaas-Tsakos, H. 2013. Edges of bronze and expressions of masculinity: The emergence of a warrior class at Kerma in Sudan. *Antiquity* 87:335, 79–91. Available online through SFX@UCL


**Background reading on cultural complexity**


5  Egypt in Nubia: A case study in early colonialism (CN)

Through all periods of history, Egypt and the Middle Nile valley societies were closely entangled economically, culturally and politically. From the Old Kingdom onwards, Egyptians exploited resources in and adjacent to the Lower Nubian Nile valley. In the Middle Kingdom, they permanently occupied Lower Nubia, creating a fortified buffer zone towards the increasingly mighty Kerma kings. Pharaohs of the early New Kingdom pushed further south, destroying Kerma and occupying the region up to Jebel Barkal below the Fourth Cataract.

This session explores the dynamics of these interactions as well as the political and economic interests which underlay them. We will investigate which resources and means Egyptian pharaohs commanded and used to dominate the Middle Nile valley. We will also discuss the roles which Nubian groups played in these dynamics and how they asserted their interests. We will visit current research which employs concepts like identity and agency to understand which impact these trajectories had on the lives of both, Egyptians and Nubians.

Essential reading


Additional reading

Flammini, R. 2008. Ancient core-periphery interactions: Lower Nubia during Middle Kingdom Egypt (ca. 2050–1640 B.C.), *Journal of World-Systems Research* 14, 50–74. Available online through SFX@UCL


See also the extensive review feature of Smith’s *Askut in Nubia* by Kemp, Trigger, Postgate and Sinopoli in *Cambridge Archaeological Journal* 7:1 (1996), 123–137, and Smith’s reply in *Cambridge Archaeological Journal* 7:2 (1997), 301–307. Available online through SFX@UCL


Smither, P.C. 1945. The Semnah dispatches, *Journal of Egyptian Archaeology* 31, 6–10. Available online through SFX@UCL


Wegner, J. 1995. Regional control in Middle Kingdom Lower Nubia: The function and history of the site of Areika, *Journal of the American Research Center in Egypt* 32, 127–160. Available online through SFX@UCL
Sites


Reading week: NO TEACHING

6  C-Group and Pan-Grave culture: Variability in Bronze Age ways of life (CN)

Next to the Kerma culture, two other groups have been differentiated for Bronze Age Nubia: the C-Group and the Pan-Grave culture. Archaeological evidence for them is concentrated in Lower Nubia and Egypt, and has given rise to a number of hypotheses and ongoing debates about their spatial extension, chronology, social organisation and entanglement with contemporary Egypt. The session introduces the archaeological material as well as major (Egyptian) textual sources related to the C-Group and the Pan-Grave culture. We will also use them as an example to study how archaeological interpretations of Nubian cultures have shaped in the past one hundred years, starting from the first salvage operations in Lower Nubia in the early 20th century, through the UNESCO Campaign to Safe the Monuments of Nubia up to present-day archival studies of material excavated in these endeavours.

Essential reading


Additional reading


Liszka, K. 2015 Are the bearers of the Pan-Grave archaeological culture identical to the Medjay-People in the Egyptian textual record? *Journal of Ancient Egyptian Interconnections* 7:2, 42–60. Available online through SFX@UCL


Sites

7 The Napatan and Meroitic period I (DQF)

In this lecture we will consider the end of Egyptian imperialism in Nubia during the 20th dynasty, controversies surrounding depopulation and cultural continuities. A particular focus will be on debates surrounding evidence for the rise of a powerful Kingdom in the Middle Nile at Napata (Jebel Barkal and nearby sites like el-Kurru). This new power conquered Egypt and was accepted by the priests of Amun as the rightful pharaohs known as Dynasty 25. The origins of this dynasty, however, remain enigmatic. This lecture will also look at the archaeological signature of this new phase in Nubian culture-history. We will briefly consider the the first four centuries of the Kushite Kingdom, i.e. the Napatan Kingdom., and issues surrounding population distribution throughout Nubia, such as whether or not Lower Nubia was depopulated in the first millennium BC?

We will then consider the shift in capital and royal burial from Napata to Meroe, and other cultural and economic innovations, including agricultural changes, that characterize the Meroitic period.
Essential reading


Additional reading


Adams, W.Y. 1977. Nubia: Corridor to Africa. Princeton: Princeton University Press. Read Chapters 10 and 11; EGYPTOLOGY B 60 ADA and available online through SFX@UCL


Anderson, J.R. and S.e.M. Ahmed 2009. What are these doing here above the Fifth Cataract?! Napatan royal statues at Dangeil, Sudan & Nubia 13, 78–86. INST ARCH PERS


Deypuydt, L. 1993. The date of Piye’s Egyptian campaign and the chronology of the Twenty-fifth Dynasty, Journal of Egyptian Archaeology 79, 269–274. Available online through SFX@UCL


**Sites**


24
In this lecture we will explore evidence for and debates over the organization of the Meroitic Kingdom, as well as cultural manifestations of this kingdom in the archaeological record, including temples, religious iconography, "art", and long-distance trade. We also consider key craft industries of the Meroitic period, including fine kaolinite pottery production, iron metallurgy and cotton textile production and how these crafts contributed to placing Meroe with a world system.

**Essential reading**


**Comparative “world” perspectives**


**Additional reading:** See previous class and


Brass, M. 2015. Interactions and pastoralism along the southern and southeastern frontiers of the Meroitic state, Sudan, *Journal of World Prehistory* 28, 1–34. Available online through SFX@UCL


Haycock, B. 1967. The later phases of the Meroitic civilization, *Journal of Egyptian Archaeology* 53, 107–120. Available online through SFX@UCL


Ting, C. and J. Humphris 2017. The technology and craft organisation of Kushite technical ceramic production at Meroe and Hamadab, Sudan, *Journal of Archaeological Science: Reports* 16, 34–43. Available online through SFX@UCL


Williams, B.B. 1985. A chronology of Meroitic occupation below the Fourth Cataract, *Journal of the American Research Center in Egypt* 22, 149–195. Available online through SFX@UCL


**On the Meroitic language**


Rilly, C. and A. de Voogt 2012. *The Meroitic Language and Writing System*. Cambridge: Cambridge University Press. EGYPTOLOGY B 60 RIL; available online through SFX@UCL
Sites


The post-Meroitic period and the Medieval period I (CN)

In this class, we will explore the debates surrounding the end of the Meroitic Kingdom in the fourth century AD. We will examine the evidence for cultural change in the Meroitic heartland and Lower Nubia, and look at the ways in which different scholars have interpreted this evidence and its possible relationship with wider transformations at the onset of the Late Antique period. In this context, the class also introduces the archaeological cultures traditionally called the post-Meroitic and the X-Group which are mainly known from their rich funerary evidence, including the so-called royal burials in Qustul and Ballana. We will discuss the attempts to correlate the archaeological evidence with the Nobadæ (Nubian-speakers) and Blemmyes (Beja-speakers) identified as ethnic groups in classical sources. Finally, we will examine the introduction of Christianity to the region, and assess the social and political contexts which led to the formation of three Medieval kingdoms in the Middle Nile valley in the later 6th century AD.

Essential reading


Please read a translation and commentary on the textual evidence for the conquest of Meroe by Ezana (or Aezaneas), ruler of Axum (modern Ethiopia). This text is translated (with minor variations) in numerous sources, so read at least one of the following:


Kirwan, L.P. 1960. The Decline and Fall of Meroe, Kush 8, 163–173. INST ARCH PERS

Shinnie, P.L. 1955. The fall of Meroe, Kush 3, 82–85. INST ARCH PERS

Additional reading


Dann, R. 2009. The Archaeology of Late Antique Sudan: Aesthetics and Identity at the Royal X-Group Tombs of Qustul and Ballana. Amherst, N.Y.: Cambria Press. EGYPTOLOGY E 120 DAN


e1-Tayeb, M. 2010. The Post-Meroitic from Kirwan to the Present, Sudan & Nubia 14, 2–14. INST ARCH PERS


Trigger, B. 1965. History and Settlement in Lower Nubia. Yale University Publications in Anthropology 69. New Haven, CT: Dept. of Anthropology, Yale University. Read pp. 127-143; EGYPTOLOGY B 60 TRI

Trigger, B.G. 1969. The royal tombs at Qustul and Ballana and their Meroitic antecedents, Journal of Egyptian Archaeology 55, 117–128. Available online through SFX@UCL


**Sites**


Shinnie, Peter L., Excavations at Tanqasi, 1953, Kush 2 (1954), 66 - 85. INST ARCH PERS


**10 Medieval period II and the Islamic period (CN)**

This class is dedicated to the Medieval and the Islamic periods up to the present. We will explore the characteristics of Medieval Christianity in the Middle Nile valley and how it relates to the cultures and politics of the wider Medieval world, including the spread of Islam from the 7th century AD onward. We will juxtapose the archaeological evidence from churches, monasteries and the capitals in the three Nubian kingdoms of Nobadia, Makuria and Alodia with the record from non-elite settlements and manifestations of the Christian faith in rural contexts. The history of the Middle Nile valley in the 2nd millennium AD, including the transition to Islam, is severely understudied. We will explore what archaeological and historical evidence exists, and outline the trajectory of Middle Nile valley societies through the periods of Funj and Turkish dominations, the Mahdiya uprising and and colonial era into the 20th century AD.

**Essential reading**

Additional reading


Intisar Soghayroun el Zein 2004. The Ottomans and the Mahas in the Third Cataract region, *Azania* 39:1, 50–57. Available online through SFX@UCL


Sites


Mallinson, M.D.S. 2004. Mosque/churches of the Sudan, Azania 39:1, 225–241. Available online through SFX@UCL


Phillips, J. 2004. Islamic pottery in the Middle Nile, Azania 39:1, 58–68. Available online through SFX@UCL


For publications of the Polish mission at Old Dongola: www.pcma.uw.edu.pl
4 ONLINE RESOURCES

Moodle
This course makes use of UCL’s online teaching resource 'Moodle'. At the start of the module please log on at https://moodle-1819.ucl.ac.uk and register for "ARCL0056: Introduction to the Archaeology of Sudan". Once registered you will find online materials such as this handbook, additional information about the module, weekly reading lists and the presentations used in lectures as well as links to important forms and documents. The Moodle password for this module is ARCL0056.

Databases, online catalogues, open access resources, link lists
Web Resources on the archaeology of Sudan and Nubia are numerous, and of varying usefulness. You might try these:

- Sudan Archaeological Research Society (which has a cheap student membership, for a nice glossy journal; there is an annual symposium in May at the British Museum and a lecture in Sept): http://www.sudarchrs.org.uk/index.htm
- http://Kerma2Meroe.googlepages.com/ which is being made by DQF
- http://www.ucl.ac.uk/Library/database/index.shtml for access to the Online Egyptological Bibliography (OEB); click on link, then choose "o" in the alphabetical list and scroll down the list until you find the database; the database includes entries concerning Sudan and Nubia
- http://www.ancientworldonline.blogspot.com/ Portal for open access electronic resources
- https://www.ucl.ac.uk/museums-static/digitaleypt/ Digital Egypt for universities run by UCL
- http://www.uee.ucla.edu/ UCLA Encyclopedia of Egyptology
- http://petriecat.museums.ucl.ac.uk/ Online catalogue of the Petrie Museum
- http://www.britishmuseum.org/ The British Museum, with online catalogue

5 ADDITIONAL INFORMATION

Libraries and other resources
Most of the books and articles recommended for reading are available in the library of the Institute of Archaeology. Other libraries holdings of particular relevance to this module are:

- SOAS libraries: http://www.soas.ac.uk/library/
- British Library: http://catalogue.bl.uk/
- Egypt Exploration Society: http://library.ees.ac.uk/

Information for intercollegiate and interdepartmental students
Students enrolled in departments outside the Institute of Archaeology should obtain the Institute’s coursework guidelines from Judy Medrington (email: j.medrington@ucl.ac.uk), which will also be available on Moodle.
Feedback

In trying to make this module as effective as possible, we welcome feedback from students during the module of the year. All students are asked to give their views on the module in an anonymous questionnaire which will be circulated at one of the last sessions of the module.

These questionnaires are taken seriously and help the module co-ordinator to develop the module. The summarised responses are considered by the Institute's Staff-Student Consultative Committee, Teaching Committee, and by the Faculty Teaching Committee.

If students are concerned about any aspect of this module we hope they will feel able to talk to the module co-ordinator, but if they feel this is not appropriate, they should consult their Personal Tutor, the Academic Administrator, or the Chair of Teaching Committee.

APPENDIX: INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES

General policies and procedures concerning modules and coursework, including submission procedures, assessment criteria, and general resources, are available on the IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/module/view.php?id=40867. 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 module co-ordinator.

GRANTING OF EXTENSIONS: Note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. Note that Module Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on a the appropriate 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 acceptable are limited. Those with long-term difficulties should contact UCL Student Support and Wellbeing to make special arrangements. Please see the IoA Student Administration section of Moodle for further information. Additional information is given here: http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/.