UCL INSTITUTE OF ARCHAEOLOGY
ARCL 0151 (previously G 269)
THE NEOLITHIC AND EARLY BRONZE AGE OF THE NEAR EAST:
THE EMERGENCE OF VILLAGES AND URBAN SOCIETIES
2018-2019
MA option - 15 Credits
Coordinator: Dr Katherine (Karen) Wright  Associate Professor
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Office Hours: normally Fridays 2-5 pm
Term 1, Wednesdays 11.30 am - 1.30 pm, Room 209 Institute of Archaeology
TURNITIN: Course Code = ARCL0151; Class ID =3885600; Password = IoA1819

Catalhoyuk, central Turkey, ca. 7400-6000 cal BC. Excavation of cattle skulls found on house walls (photo: K. Wright, 2005)

Ur, southern Mesopotamia: aerial view (Photo: The British Museum)
COURSE HANDBOOK OVERVIEW. This handbook contains introductory information. Additional handouts may be provided. If you have queries, please consult the Co-ordinator. For general information about policies & procedures, see Appendix A at the end of this document. If changes need to be made to course arrangements, these will be communicated by email. It is thus essential that you consult your UCL e-mail regularly. PLEASE BRING THIS HANDBOOK TO ALL CLASS SESSIONS.

SUMMARY OF CONTENT. This course trains students in identification & interpretation of primary archaeological evidence from the ancient Near East (=Mesopotamia, the Levant, Anatolia/Turkey, Iran, the Arabian Gulf, Arabia). Main periods covered are the Neolithic to Early Bronze Age (ca. 9500-2000 BC). Primary data consist of (1) published site & survey reports; (2) artefacts from collections held by the Institute of Archaeology & the British Museum; (3) selected data from Institute research projects. The aim is to teach students how to analyse primary evidence relating to research problems in major transformations in human history: the emergence of sedentary villages & agricultural economies; the emergence of craft specialization; the development of social inequalities; & the evolution of urban & state societies.

AIMS. The aims are: (1) to teach students to recognize, classify & assess primary data from the Near Eastern Neolithic & Early Bronze Age periods; (2) to teach in-depth analysis of artefacts & primary evidence as presented in project reports; (3) to teach students how to critique, understand, assess & work with primary archaeological evidence in order to address unsolved research questions about the Neolithic & Early Bronze Age; (4) to teach basic skills required to carry out original research on early periods of the Near Eastern archaeological sequence.

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 seminar discussion of readings; (3) a data analysis or artifact handling session. Teaching is interactive, involving discussion, group work, & skills training. The course is supported by online materials (in Moodle). Learning Outcomes. After completion of the course it is expected that students will: (1) understand the nature of primary evidence from ancient Near Eastern sites of the Neolithic-Early Bronze Age; (2) be able to identify material culture from these periods; (3) understand how to critique & use artefacts & other primary evidence in formulating research questions & research designs on major cultural transformations of the Neolithic & Early Bronze Age; (4) be able to carry out their own research for areas & periods covered; (5) be able to create small databases of primary data; & (6) write original papers using primary data. Knowledge & Understanding. Students will obtain (1) familiarity with excavated remains, site plans, stratigraphy, site reports, ancient documents, artefacts; (2) familiarity with current theoretical & methodological debates concerning interpretations of primary evidence; (3) a broad & comparative knowledge of the archaeology of the ancient Near East from the Neolithic to the Early Bronze Age; (4) an understanding of the problems involved in the interpretation of material data & its implications for understanding major transformations in later prehistory & early human history in the Near East. Skills. Students will demonstrate an ability to: (1) produce logical & structured arguments supported by relevant primary evidence; (2) criticise & evaluate the nature & problems in available primary evidence & in the general literature; (3) demonstrate understanding of principles & methods by which archaeological data are acquired & analyzed; (4) evaluate the variety of approaches to understanding, constructing, & interpreting the past; (5) recognize, classify, analyse & compare objects from different regions & periods.

METHODS OF ASSESSMENT. See schedule for due dates & the section on essay topics. Assessment is based on two essays of 1,900-2,100 words each. Each essay contributes 50% to final course grade. Essay 1 will be a review of a site report, a survey report, or an existing material culture study, as if for a journal (choices are given below). Essay 2 will be an original research paper, incorporating analysis of primary evidence, on a topic devised jointly by the student & the Course Co-ordinator. This will be written as if for submission to a journal.

PRE-REQUISITES. None, but students with no previous background should sit in on undergraduate classes.

WORKLOAD. Classes: 20 hours. Reading: ca. 80 hours. Producing assessed work: ca. 50 hours. Total: ca. 150 hours. MOODLE: if you have problems getting onto this course in Moodle, contact Charlotte Frearson c.frearson@ucl.ac.uk
ARCL 0151 (G269) SCHEDULE 2018-2019  
TERM 1: WEDNESDAYS 11.30 AM - 1.30 PM, ROOM 209 IOA

INTRODUCTION

Session 1  3 October  
Geography, Chronology and History of Research

THE EMERGENCE OF AGRICULTURE & VILLAGE SOCIETIES: THE 11TH - 6TH MILLENNIA BC  
(LATE EPIPALAEOLITHIC, PRE-POTTERY NEOLITHIC A-B, LATE NEOLITHIC)

Session 2  10 October  
The Prehistoric Sequence in the Levant  
11th - 6th millennia BC: Late Epipalaeolithic, Pre-Pottery Neolithic A-B, Late Neolithic

Session 3  17 October  
The Prehistoric Sequences in Anatolia, Mesopotamia and Iran  
11th - 6th millennia BC: Late Epipalaeolithic, Pre-Pottery Neolithic A-B, Late Neolithic

LATE PRE-URBAN CULTURES: THE 6TH-5TH MILLENNIA BC

Session 4  24 October  
Late Pre-Urban Cultures of the 6th-5th Millennia BC: 
The Halaf; the Ubaid; the Ghassulian; Early-Middle Chalcolithic Anatolia

URBANIZATION, STATE FORMATION, EXPANSION: THE 4TH MILLENNIUM BC

Session 5  24 October  
The Urban Revolution in Mesopotamia and the Uruk Expansion:  
Iraq, Iran and Eastern Anatolia in the 4th millennium BC

5 – 9 November READING WEEK

Session 6  14 November  
The Shadow of the Emerging State:  
the Levant and the Egyptian Expansion in the 4th millennium BC

NEAR EASTERN CIVILIZATIONS OF THE THIRD MILLENNIUM BC

Session 7  21 November  
Sumer, Akkad, Elam:  
Mesopotamia, Iran and Arabia in the 3rd millennium BC

Session 8  28 November  
Where Worlds Collide: the Levant in the 3rd millennium BC

Session 9  5 December  
Anatolia in the 3rd millennium BC

Session 10  12 December  
The Late Third Millennium BC:  
Cultural Interactions, Climate and the Early Bronze Age “Collapse”

ASSESSMENT DUE DATES

Essay 1 due date:  
Turnitin due date: Thursday, 22 Nov. midnight
Hardcopy due date (in K. Wright’s pigeonhole at Reception): Friday, 23 Nov. 5 pm

Essay 2 due date:  
Turnitin due date: Thursday, 10 Jan. midnight
Hardcopy due date (in K. Wright’s pigeonhole at Reception): Friday, 11 Jan. 5 pm

TURNITIN:  
Course Code = ARCL0151 Class ID =3885600 Password = IoA1819
BACKGROUND AND REFERENCE WORKS. Required readings are shown after this page, under individual sessions. This page presents reference works useful for background reading and/or exploration of particular topics. Shelf numbers refer to Institute library unless stated otherwise. * = particularly useful or key source. Note: introductory syntheses should be used for background and guidance if you have little previous exposure to this area or period. Do not rely heavily on these in essays.

Introductory syntheses (background)
During, B. 2011 The Prehistory of Asia Minor. Cambridge: Cambridge University Press
MacDonald, B., et al. (eds) 2001. The Archaeology of Jordan. Sheffield: Univ. of Sheffield. DBE 100 MAC
Matthews, R. 2000. The Early Prehistory of Mesopotamia. Turnhout: Brepols. DBB100 Qto MAT

Encyclopedias (Sites & Topics)

Conferences

Selected Handbooks
Chipped Stone

Ground Stone

Ceramics

Seals

Selected Journals: Anatolian Studies; Anatolica; Anatolica Antiqua; Annales archéologiques arabes syriennes (AAAS); Annual of the Dept. of Antiquities of Jordan (ADAJ); Arabian Studies; Bulletin d’Archéologie et d’Architecture Libanaises (BAAL); Berytus; Bulletin of the American Schools of Oriental Research (BASOR); Iraq; Iran; Israel Exploration Journal; Iraq, Iran; Journal of Mediterranean Archaeology; Levant; Mesopotamica; Near Eastern Archaeology (formerly Biblical Archaeologist); Paléorient; Studies in the History & Archaeology of Jordan (SHAJ); Syria
Azraq 18, east Jordan, Natufian, 11,500-11,300 cal BC; excavation of burial with earliest known painted skull in Near East (as of 2018) (Photo: Andrew Garrard, 1987)

A house at Catalhoyuk, central Turkey, ca. 7400-6000 cal BC. (Photo: The Catalhoyuk Project)
Session 1  Geography, Chronology and History of Research

Middle Eastern geography and an overview of chronology: landscapes, people, periods, issues.

History of research: major research themes, approaches, theory, methods of excavation and analysis, cultural heritage, the nature of the archaeological record in the Near East. The history of research affects the record via theoretical paradigms; questions asked; preservation and site formation; areas and methods of exploration.

Essential (read all by the end of the course)

*Adams, R. 1981. Heartland of Cities. Chicago: Univ. Chicago. Ch 2: Section called “Major limitations of this study” DBB 100 ADA
*Kramer, C. 1984 Spatial organization in contemporary southwest Asian villages & archaeological sampling. In T. Young et al. (eds) The Hilly Flanks, 347-368. Chicago. ISSUE DESK BRA 3; DBA 100 QTO BRA.

For further reading

Geography, Ethnography, Ethnoarchaeology, Nomad-Sedentary Interaction

*Kramer, C. 1984 Spatial organization in contemporary southwest Asian villages & archaeological sampling. In T. Young et al. (eds) The Hilly Flanks, 347-368. Chicago. ISSUE DESK BRA 3; DBA 100 QTO BRA.

Chronology (Basics)
During, B. 2011 The Prehistory of Asia Minor. Cambridge: Cambridge University Press
MacDonald, B., et al. (eds) 2001. The Archaeology of Jordan. Sheffield: Univ. of Sheffield. DBE 100 MAC
Matthews, R. 2000. The Early Prehistory of Mesopotamia. Turnhout: Brepols. DBB100 Qto MAT
Potts, D. 1999. The Archaeology of Elam. London. DBG 100 POT

History of Research

**Culture-Historical Approaches (examples)**

**Ecological-Evolutionary Approaches (New Archaeology/Processual)**

**Production & Reproduction (1976) & its descendants**

**Critiques of ecological-evolutionary paradigms**

**Critique, structuralism, symbolism, structuration theory, agency**

**Site Formation**

**Excavation Methods**
Wheeler, M. 1954. *Archaeology from the Earth*. London: Pelican. Ch. 2, pp. 29-37; Ch. 4. ISSUE DESK AL WHE

**Survey Methods**
Adams, R. 1981. *Heartland of Cities*, Chicago: Univ. Chicago. Ch 2: Section called “Major limitations of this study” DBB 100 ADA
Session 2  The Prehistoric Sequence in the Levant
11th - 6th millennia BC: Late Epipalaeolithic, Pre-Pottery Neolithic A-B, Late Neolithic

What triggered semi-sedentary foraging, agriculture, villages, households? Proposals emphasize ecology (demography, climate, optimal foraging, niche construction) & social behavior (feasting; symbolism). Did domestication begin in one region, or many? When did households and villages emerge?

Artefacts: Kebara, Jericho, Labwe, Azraq-Jilat

Essential
Overviews (read 2)

Debates (read 2)

Data (read 2)

For further reading
Domestication of plants and animals

Epipalaeolithic

PPNA

PPNB

Late Neolithic: Southern Levant

Late Neolithic: Northern Levant

Material Culture: Prehistoric Levant

Site Reports - Southern Levant – Epipaleolithic, PPNA, PPNB, Late Neolithic

Site Reports - Northern Levant – Epipaleolithic, PPNA, PPNB, Late Neolithic
Session 3  The Prehistoric Sequences in Anatolia, Mesopotamia and Iran  
11th - 6th millennia BC: Late Epipalaeolithic, Pre-Pottery Neolithic A-B, Late Neolithic

Why were ceramics adopted? How different are early ceramics in different regional sequences? How much variation is there in local sequences? What does this tell us about Neolithic societies? Artefacts: Central Anatolia: Catalhoyuk East, Hacilar, Catalhoyuk West; East Anatolia: Sakçağözü/Cobahöyük (Periods I-IV); Mersin; Cyprus: Khirokitia; Mesopotamia and Zagros: Jarmo, Hassunah, Samarra

Essential (read 6)
*Banning E.B. 2011. So fair a house. *Current Anthropol.* 52: 619-60. (Göbekli) (read comments as well)
*Dietrich O. et al. 2012. The role of cult & feasting in the emergence of Neolithic communities. *Antiquity* 86: 674-95


For further reading

General

North Mesopotamia / Eastern Anatolia
*Natufian: Abu Hureyra, Hallan Çemi*
Moore, A. et al. 2000. *Village on the Euphrates*. Oxford: OUP. pp. 33f; Ch. 4-5; Ch. 12, 369ff; Ch. 15, 520.

*PPNA: Jerf el-‘Amhar, Körük Tepe*

*PPNB: Göbeklitepe, Çayönü, Sabi Abyad II*
*Banning E.B. 2011. So fair a house. *Current Anthropol.* 52: 619-60. (Göbekli) (read comments as well)
*Dietrich O. et al. 2012. The role of cult & feasting in the emergence of Neolithic communities. *Antiquity* 86: 674-95
*Özdogan, M., Basgelen, N. (eds) 1999. NeoLithic in Turkey: Cradle of Civilization. İstanbul. (Göbekli, Çayönü)

*Pirojwalla, K destination*.

*Late Neolithic: Sabi Abyad I and other sites*


South Mesopotamia, the Zagros, Western Iran

**General**

**PPNA: Sheikh e Abad & Jani**

**PPNB – Late Neolithic: Deh Luran, Jarro, Chogha Sefid**

Central Anatolia

**Late Epipalaeolithic and PPNA: Pinarbası, Boncuklu**

**PPNB – Late Neolithic: Çatalhöyük**
Sout

**Site Reports - Zagros Mountains and Iran – Epipalaeolithic to Late Neolithic**
Braidwood, R. & Howe, B. 1960. *Prehistoric investigations in Iraqi Kurdistan*. Chicago: Univ. of Chicago. DBB 100 BRA (Late Neolithic)
Braidwood, L. S. and Braidwood, R. J. 1982. *Site Reports* ZAGROS MOUNTAINS – EPIPALAEOLITHIC TO LATE NEOLITHIC – POTTERY NEOLITHIC B
Moore, A. et al. 2006. *Village on the Euphrates*. Oxford: OUP. pp. 33f; Ch. 4 & 5; Ch. 12, pp. 369ff; Ch. 15, p. 520. (PPNB, LN)

**Site Reports - Northern Mesopotamia – Epipalaeolithic to Late Neolithic**
Moore, A. et al. 2000. *Village on the Euphrates*. Oxford: OUP. pp. 33f; Ch. 4 & 5; Ch. 12, pp. 369ff; Ch. 15, p. 520. (PPNB, LN)

**Site Reports - Eastern Anatolia – Epipalaeolithic to Late Neolithic**
Session 4  Late Pre-Urban Cultures of the 6th-5th Millennia BC:  
The Halaf; the Ubaid; the Ghassulian; Early-Middle Chalcolithic Anatolia

What was the social organization of these societies? Were these periods “dress rehearsals” for early urbanization? What were the social consequences of animal domestication? What do the Halaf, Ubaid and Ghassulian tell us about regional interaction and hierarchy?

Artefacts: Central Anatolia: Catalhoyuk East; Hacilar; Catalhöyük West; East Anatolia: Sakçagözü/Cobahöyük (Periods I-IV); Mersin; Levant & Cyprus: Jericho PNA, PNB; Ghassul; Khirkitia; Mesopotamia & Iran: Jarmo, Hassunah, Samarra; 
Halaf and Ubaid: Arpachiyah, Gawra, Chagar Bazar, Nineveh, Brak, Eridu, Ras al Amiya; Iran: Sialk, Hissar.

Essential: read 1 from each section

Northern Mesopotamia: Pre-Halafian, Hassunan, Samarran


The Halaf


The Ubaid


**Iran**

**The Ghassulian**

**Early-Middle Chalcolithic Anatolia**

For further reading

Site Reports - Mesopotamia, the Zagros & Iran – pre-Hassunan, Hassunan, Samarran

Site Reports - Halaf

Site Reports - Ubaid

Site Reports – Late Neolithic and Ubaid in Iran

Site Reports - Southern Levant – Chalcolithic (Ghassulian)

Site Reports - Early-Middle Chalcolithic Anatolia
Ghassulian house, Tell Abu Hamid, Jordan (central Jordan River Valley), late 5th - early 4th millennium BC  (Photo: K. Wright, 1987)

Copper processing site, Wadi Faynan 100, southern Jordan), Early Bronze Ia, late 4th millennium BC  (Photo: K. Wright, 1997)
Session 5  The Urban Revolution in Mesopotamia and the Uruk Expansion: Iraq, Iran and Eastern Anatolia in the 4th millennium BC

In the Late Chalcolithic, urbanization in southern and northern Mesopotamia was accompanied by colonization, warfare and writing. What were the underlying causes of social change in this period?

Artefacts: 4th millennium Mesopotamia, Iran, Anatolia: Uruk, Grai Resh, Uqair, Gawra, Brak, Eridu, Nineveh, Sialk, Tepe Hissar; Sakçagözü/Cobahöyük

Essential: read 1-2 from each section

Themes


Uruk: The Site


The Uruk Expansion


Stein, G. 2002. The Uruk expansion in Anatolia, in J.N. Postgate (ed) *Artefacts of Complexity. Warminster: British School of Archaeology in Iraq: 149-71. DBA 100 Qto POS*


Writing


Key volumes (scan)


For further reading

Site Reports - Southern Mesopotamia


**Site Reports - Northern Mesopotamia**


**Site Reports - Eastern Anatolia**


**Site Reports - Zagros Mountains and Iran**


**Site Reports - Northern Levant**


Uruk, south Mesopotamia (Iraq). (photo: The British Museum)

Landscape near Jebel Aruda, Syria, an Uruk expansion site. (Photo: K. Wright, 1982)
Session 6  The Shadow of the Emerging State:  
the Levant and the Egyptian Expansion in the 4th millennium BC

*In the late 4th millennium, Egypt was evolving into a territorial state. It also established a small trade network in the southern Levant. The Egyptian expansion has been compared to the Uruk expansion. Is this valid? What were the Egyptians doing in the southern Levant? What was the nature of social organization in the Levant in the Ghassulian and EB 1a? What impact did Egypt have on indigenous south Levantine cultures? Artefacts: 4th millennium in the Levant: Late Ghassulian artefacts; EB1 Jericho; Wadi Ghazzeh; Wadi Faynan 100

**Essential**: read 1-2 from each section

**Themes**  

**Key volumes**  

**Egypt and the Southern Levant in the 4th millennium**


**Paleoriente special issue. 2013. The transition Late Chalcolithic to Early Bronze Age in the southern Levant. *Paleorient* 39 (1), esp. Braun & Roux, 15-22; Braun et al. 23-46; Hartung 177-191**


Winona Lake, Ind.: Eisenbrauns.


The Northern Levant in the 4th millennium


For further reading

Egypt and the Levant in the 4th millennium

Friedman, R. & F. Fiske (eds) 2011. Egypt at its Origins 3. Leuven: Peeters Press. (Cialowicz on Farhka; Maczynska on Farhka)


Macynska, A. (ed) 2014. The Nile Delta as a Centre of Cultural Interactions between Upper Egypt and the Southern Levant in the 4th millennium BC. Poznan: Poznan Archaeological Museum. (Braun, 37-56; Czarownicz, 95-104; Chlodnicki, 57-72; Golani)


South Levant


Petrie, W.M.F., et al. 1930. Beth pelet (Tell Fara). London: British School of Archaeology in Egypt. (Site H)


Northern Levant


Site Reports - Egypt


Site Reports - Southern Levant


Gophna, R., Gazit, D., & Ben Tor, A. 1995. Excavations at ’En Besor. Tel Aviv: Tel Aviv University.


Site Reports - Northern Levant


Session 7  Sumer, Akkad, Elam:  
Mesopotamia, Iran and Arabia in the 3rd millennium BC

Genesis and collapse: recent research indicates that the development of city-states in southern Mesopotamia had a counterpart in northern Mesopotamia and beyond. With the emergence of the Akkadian and Ur empires, we see material cultural influences from distant areas. At the end of the Akkadian period, we see a significant decline in settlement in northern Mesopotamia and perhaps the beginnings of decline in southern Mesopotamia as well. With the spread of major settlements and urban life throughout the Near East by the 3rd millennium BC, Iran, Arabia, and the Gulf began to be affected by both regional trade and their own native social developments.

Artefacts: 3rd millennium Mesopotamia & Iran: Kish, Ur, Brak, Nineveh, Agrab, Gawra, Geoy Tepe, Yanik, Sialk, Hissar

Essential: read 1-2 from each section

Themes

Data overview

Third Millennium Southern Mesopotamia

**Third Millennium Northern Mesopotamia**


**Iran**


For further reading

Site Reports - Southern Mesopotamia

Site Reports - Northern Mesopotamia
Weiss, H. 1986. The Origins of Cities in Dry-Farming Syria and Mesopotamia in the Third Millennium B.C. Four Quarters : Guilford, CT.

Site Reports - Zagros Mountains and Iran

Arabia and Persian Gulf
Ur, south Mesopotamia – Sir Leonard Woolley’s excavations, 1920s (Photo: Moorey and Woolley 1982)

Tell Brak, Syria (Photo: K. Wright, 1996)
Session 8  Where Worlds Collide: the Levant in the 3rd millennium BC

Was the southern Levant in the 3rd millennium BC characterized by “cities?” Was the northern Levant different?
Artefacts: 3rd millennium in the Levant: Jericho, Beth-Yerah/Khirbet Kerak, Hama, Nebi Mend

Essential: read 1-2 from each section

Themes

The Southern Levant in the 3rd millennium (EB II–III)


The Northern Levant in the 3rd millennium (EB II–III)
Espinal, A., 2002. The role of the temple of Baalat Gebal as intermediary between Egypt and Byblos during the Old Kingdom. Studien zur Altägyptischen Kultur 30, 103-119.


For further reading

Site Reports - Southern Levant


Gophna, R., Gazit, D., & Ben Tor, A. 1995. Excavations at `En Besor. Tel Aviv: Tel Aviv University.


Site Reports - Northern Levant


Other sources

Background


During, B. 2011 The Prehistory of Asia Minor. Cambridge: Cambridge University Press


MacDonald, B., et al. (eds) 2001. The Archaeology of Jordan. Sheffield: Univ. of Sheffield. DBE 100 MAC


The Southern Levant in the 3rd millennium (EB II-III)


The Northern Levant in the 3rd millennium (EB II-III)


Session 9  Anatolia in the 3rd millennium BC

How similar are the cities of eastern Anatolia to those of central Anatolia? What role did metals play? Why and how did East Transcaucasian Red-Black Burnished Ware spread across the Near East?

Artefacts: 3rd millennium Anatolia: Sakçagözü/Cobahöyük, Ahlatlibel, Büyük Güllücek, Alishar, Alacahöyük, Beycesultan

Essential: read 1-2 from each section

Eastern Anatolian Civilization in the 3rd Millennium
Wiesbaden: Harrassowitz.

Central Anatolian Civilization
Bronze Age metal consumption in funeral contexts. *Antiquity*, 81(314).

**Comparisons between Eastern, Central and Western Anatolia: Architecture and Site Layouts**

(Compare plans)


For further reading:

**Site Reports - Eastern Anatolia**


**Site Reports - Central and Western Anatolia**


Alaca Hoyuk, central Anatolia, 3rd millennium tomb (reconstruction) (Photo by K. Wright)
Session 10  The Late Third Millennium BC:  
Cultural Interactions, Climate and the Early Bronze Age “Collapse”

The 3rd millennium experiments in urban and state societies came to an end. What triggered the EBA ‘collapse’?

Essential: read 1-2 from each section

The Akkadian and Ur III Periods: The South


The Akkadian and Ur III Periods: The North


Akkadian Imperialism


The EBA Collapse: Hypotheses


For further reading

**The Akkadian and Ur III Periods - General**

**Site Reports - Akkadian and Ur III Periods**

Tell Leilan, northern Mesopotamia (Syria), ancient Shekhne/Shubat Enlil, 3rd - 2nd millennia BC. (photo: K. Wright, 1982)
ASSESSMENTS. For due dates, see schedule. If an assignment is unclear, see the Course Co-ordinator.

Essay 1: Book Review (1,900-2,100 words) (50%)
Select one book from suggestions shown below & write a review of it. This should be a professional book review, as if for a journal (see choices below). The readership would therefore be knowledgeable professionals in Near Eastern archaeology. The emphasis is on critique & 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. Consider methods of excavation; how the results change the overall picture of the period or problem; whether the data contradict or agree with other recent evidence. 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 & quality of data. Do not waste space on critiques of book formats, illustration quality, etc. For examples of reviews, see major journals. Include criticism of problem orientation, aims, methods (how well do they fit the aims?), data analysis, results, interpretations; discuss the strongest or best chapter. Choose one of the following journals: Paleorient; Near Eastern Archaeology. Assume you have been asked to review a book for the journal. IMPORTANT POINT: You may find that someone has already published a review of the book you are reviewing. You do not need others’ reviews to complete this assignment successfully. You should write your own review based on your own engagement with the book & with the wider literature. However, if you do read such a review, you will need to include it in your bibliography & you will need to “review the review” as well as the book itself. In short, you will need to point out explicitly where you agree with or differ from the previous reviewer, stating why, & backing this up with specifics & details. Take extreme care to present this backup, so that you do not inadvertently present another reviewer’s comments or opinions as your own.

1A LEVANT/ ANATOLIA

Natufian - Early Neolithic

Later Neolithic - Chalcolithic

Early Bronze Age

**1B MESOPOTAMIA / IRAN/ GULF**

**Late Epipalaeolithic - Early Neolithic**


**Later Neolithic – Early Chalcolithic**


**Late Chalcolithic - Early Bronze Age**

Essay 2: Research Essay (1,900-2,100 words) (50%)

The research essay should be an attempt to write an original, short, publishable paper, as if for a journal.

Choose one of the following journals, find its website, download & print out the main guidelines for authors. Check what has been published in that journal in the past 10 years, to get a sense of the range of subjects; the audience; the scope. Try to follow the guidelines for authors, in preparing the manuscript. However, keep in mind that your time should be devoted to substantive argument, not formatting. You will not be penalized if your tables, figures, reference formats do not conform to the journal’s guidelines. Include a short abstract (200 words or less).

Journals to choose from:

Be sure to state which journal you have chosen on the first page of the essay, eg after stating your title, add “(For possible submission to Antiquity)”

Choose a topic that interests you & see the course coordinator to discuss it. Be sure that the topic you choose does not involve any overlap with what you have written about in Book Reviews (or any other essay for any course). The paper should address what you believe to be a genuine gap in research (and not only the research published in the journal you choose). You should state what this gap is near the beginning of the paper. It is important that the paper not be purely descriptive. It should be analytical & make a sustained argument, backed up by evidence. For examples, see readings in this reading list. Part of the assessment will be on how well you formulate your research question. Research questions should not be too basic, too limited or narrow in scope, or based on unexamined or simplistic theoretical assumptions. The essay should support or refute a position. You should address a research question; decide what your position is; & defend your views on the basis on the 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:

The research problems/questions
The data you have chosen in order to address them
A discussion/defense of why you chose those data (For example: scope, type of data, quality of data, sampling problems, some things are published & others aren’t, etc.)

The methodology you will use in order to address the problem. For example: comparisons of certain units such as features, architecture, sites, regions; what exactly you plan to compare (e.g., site sizes, grave goods, etc.); a defense of that methodology (i.e., why your approach is valid).

Then move on to the analysis. Be sure to include both figures & tables, some of which should present primary data showing patterning that you identify & discuss in the text. Note: it is reasonable to look at some sites in more depth than others, but when using in-depth case studies, you should make it clear that you have not ignored other sites & you should defend your choices of case studies & why you are limiting your scope. Wherever possible emphasize the most recent research. Wherever possible be specific as regards data, references (use page numbers) & so on.

Don’t just write a description / critique of what other people say. You are trying to go further into your own creative & original analysis. Get into details of the evidence & its problems or possibilities. Do not confine yourself only to general theory or broad interpretation. Use concrete, specific, detailed examples in the archaeological record to highlight your argument.
APPENDIX A:

UCL and IoA POLICIES ON COURSEWORK PROCEDURES AND EXTENSIONS
INSTITUTE OF ARCHAEOLOGY 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. A summary of these policies is provided in Appendix B, but this is only a summary. Consult the web address above for full information.

GRANTING OF EXTENSIONS

New UCL-wide regulations with regard to the granting of extensions for coursework have been introduced with effect from the 2015-16 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. 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.

APPENDIX B: SUMMARY OF POLICIES AND PROCEDURES 2015-16 (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.

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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 Co-ordinator 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

MOODLE: Please ensure you are signed up to the course on Moodle.