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 ARCL0033 Archaeology of the Near East from Prehistory to 2000 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 (ARCL0007). Access to this course is obtained by enrolling using the following key: IoA1920. For help with Moodle, please contact the course coordinator.
WEEK-BY-WEEK SCHEDULE

THE FRAMEWORK

Lecture 1: 17th January 2020
Aims and Objectives
Big Discoveries: The Wider Context
Egypt and the Near East in World Archaeology

Lecture 2: 24th January 2020
Geography, Environment and Time

FOUNDATION OF CIVILIZATION

Lecture 3: 31st January 2020
The Neolithic Revolution

Lecture 4: 7th February 2020
The Early States

Lecture 5: 14th February 2020
Sacred Kingship

Reading Week (February 17-21, 2020)

EARLY COMPLEX SOCIETIES

Lecture 6: 28th February 2020
Origin of the Urban World

Lecture 7: 6th March 2020
Archaeology of the Middle Class

Lecture 8: 13th March 2020
Globalization

FROM EAST TO WEST: THE IRON AGE AND BEYOND

Lecture 9: 20th March 2020
The Earliest Universal Empires

Lecture 10: 27th March 2020
Current Research Projects
The Intellectual Heritage of Egypt and the Ancient Near East

Lecturers: Lectures 1,3-8 will be by Dr. Mark Altaweel; Lectures 2 is by Dr. Anke Marsh and 10 is by Dr. Karen Wright
See also “Digital resources” listed at the end of this handbook.

**Basic texts, Egypt and Near East:**


**Basic texts, Near East:**


Muscarella, O. 2013. *Archaeology, Artifacts and Antiquities of the Ancient Near*. Brill. INST ARCH DBA 100 MUS


**Basic Texts, Egypt:**


**Texts in translation, Egypt:**


METHODS OF ASSESSMENT

ASSESSMENT DETAILS
The deadlines for submission of assessed work are:

Essay A: Thursday 20th February 2020
Essay B: Friday 1st April 2020

Choose one of the following for Essay A.

Essay Titles

Section A
(A1) Explain how advances made by Flinders Petri in Egypt and German archaeologists (e.g., Robert Koldewey) in the Near East transformed archaeology of Egypt and the Near East (See reading list for session 1)

(A2) 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 1)

(A3) Compare and contrast water flow and environment between Mesopotamia, including the Tigris and Euphrates, and Egypt (See reading list for session 2)

(A4) In what ways did domestication in Egypt differ from the Near East? Why do you think this is the case? (See reading list for session 3)

(A5) How did Neolithic cultures within Egypt differ and which ones most influenceed Egypt in the 4th millennium BCE (See reading list for session 3)

(A6) How did the Uruk culture differ from previous cultures in Mesopotamia and wider Near East? Use artefacts, sites, and wider material culture as evidence. (See reading list for session 4)

(A7) How does tomb size inform on the rise of states and complex societies? Use Abydos and Hierakonpolis as examples. Which new perspectives arise from a view from the Delta (use sites and their finds as examples)? (See reading list for session 4)

(A8) Which gods demonstrate shifts in political power in Egypt and the Near East in the 2nd millennium BCE. (See reading list for session 5)

(A9) How did kingship differ between Egypt and most of the Near East? (See reading list for session 5)

Choose one of the following for Essay B.
Essay Titles

Section B.

(B1) Discuss why so few large urban centres are known from ancient Egypt. Which examples may, however, demonstrate urban life in the 3rd and 2nd millennium BCE? (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 such as 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 from Beni Hassan and others. (See reading list for session 7)

(B4) How did the economy affect the spread and use of writing in the Near East in the 2nd millennium BCE? (See reading list for sessions 7)

(B5) Discuss how Egypt governed the southern Levant and areas in Sudan in the Late Bronze Age? (See reading list for session 8)

(B6) Discuss different governing strategies the Hittities used to govern and subdue rival states in Anatolia, Syria and the northern Levant. (See reading list for session 8)

(B7) What was the role of movement in shaping the Neo-Assyrian and later Empires? (See reading list for session 9)

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

(B9) How have modern archaeological methods been used in the Near East in order to adapt to the current political climate in the region? (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 than 10% 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
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 IoA1920 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 IoA ‘Coursework Guidelines’ on the IoA website.
http://www.ucl.ac.uk/archaeology/administration/students/handbook.
Strict new penalties for plagiarism have been introduced since the 2012-13 session.

For guidelines on referencing in assessed work, please see:
http://www.ucl.ac.uk/archaeology/handbook/common/referencing.htm

For guidance on the use of illustrations in your essays, please see:
http://www.ucl.ac.uk/archaeology/handbook/common/illustrations.htm

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: 17th January 2020

Aims and Objectives
Big Discoveries: The Wider Context
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 chronological settings of Mesopotamia, Iran, Anatolia, the Levant, and Egypt. We also discuss this week the big discoveries that have defined archaeology in Egypt and the Near East. 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:

**Archaeological History of Egypt and Near East**


Lecture 2. 24th January 2020:

Geography, Environment and Time

Both the ancient Near East and Egypt were shaped by the environments in which they were found in. These environments have dramatically shifted over the last 12,000 years. Additionally, the major river systems of the regions, including the Nile, Tigris and Euphrates, and other rivers such as the Orontes, have all shaped the region’s past. This week we examine the ancient environment, climate and geography of the region.

Reading:


Further Readings:

Introduction and Geography and Environment of the Near East


The Neolithic Revolution

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. 7th February 2020:

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


**Egypt and Africa**


**Lecture 5. 14th February 2020:**

**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**


Dodson, A. and S. Ikram 2008. The tomb in ancient Egypt: Royal and private sepulchers from the early dynastic period to the Romans. London: Thames and Hudson. EGYPTOLOGY E 7 DOD


Parker Pearson, M. 1999. The archaeology of death and burial. Stroud: Sutton. INST ARCH AH PAR; ISSUE DESK IOA PAR 8 (This is an excellent background reading on funerary archaeology more generally.)


Arnold, D., Tombs: Royal Tombs, 425-433

Dodson, A., Tombs: Private Tombs, 433-442


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

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:**


**Online Sites:**
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. This includes expanding trade and use of writing and other administrative devices.

Reading:

Essential Readings:


https://doi.org/10.1002/9780470773536.


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


Garstang, J. 1907. *The burial customs of ancient Egypt as illustrated by tombs of the Middle Kingdom*. Being a report of the excavations made in the Necropolis of Beni Hassan during 1902-3-4. London: Constable. EGYPTOLOGY E 100 GAR


Kemp, B. J., 1995. How religious were the ancient Egyptians? *Cambridge Archaeological Journal* 5: 25-54. INST ARCH PERS and available online through SFX.


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


EGYPTOLOGY B 12 COH


Higginbotham, C. R. Egyptianization and elite emulation in Ramesside Palestine: Governance and Accomodation on the imperial periphery. Boston: Brill. INST ARCH DBE 100 HIG


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:


Iron Age Iran and beyond – the Achaemenid empire


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


Lecture 10. 27th March 2020

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. EGYPTOLOGY 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 and other resources**

In addition to the Library of the Institute of Archaeology, other libraries in UCL with holdings of particular relevance to this degree are the Main Library and the Science Library. The University of London Library at Senate House also holds an extensive archaeological collection.

**Information for intercollegiate and interdepartmental students**

Students enrolled in Departments outside the Institute should obtain the Institute’s coursework guidelines from Judy Medrington (email j.medrington@ucl.ac.uk), which will also be available on the IoA website.

**RESOURCES**

**MOODLE:** Please ensure you are signed up to the course on Moodle. For help with Moodle, please contact Charlotte Frearson (c.frearson@ucl.ac.uk)
APPENDIX A: POLICIES AND PROCEDURES 2019-20 (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 IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/course/view.php?id=40867
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
LATE SUBMISSION: Late submission will be penalized in accordance with current UCL regulations, unless formal permission for late submission has been granted.
The UCL penalties are as follows:
• The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).
• The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (40% for UG modules, 50% for PGT modules).
• Work submitted more than five working days after the published date and time, but before the second week of the third term will receive a mark of zero but will be considered complete.

GRANTING OF EXTENSIONS: Please note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. You are reminded that Course 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 Disability Services to make special arrangements. Please see the IoA website for further information. Additional information is given here http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/

RETURN OF COURSEWORK AND RESUBMISSION: You should receive your marked coursework within one month 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.
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

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.

ADDITIONAL INFORMATION

Libraries and other resources
Identify those libraries in UCL and beyond which are particularly relevant to this course, and any museums or other institutions which are regularly used in the teaching of this course.

In addition to the Library of the Institute of Archaeology, other libraries in UCL with holdings of particular relevance to this degree are: XXX

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

Health and safety (if applicable)
The Institute has a Health and Safety policy and code of practice which provides guidance on laboratory work, etc. This is revised annually and the new edition will be issued in due course. All work undertaken in the Institute is governed by these guidelines and students have a duty to be aware of them and to adhere to them at all times. This is particularly important in the context of the laboratory/field/placement work which will be undertaken as part of this course. Expand as appropriate.

APPENDIX A: POLICIES AND PROCEDURES 2019-20 (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 IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/course/view.php?id=40867
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
LATE SUBMISSION: Late submission will be penalized in accordance with current UCL regulations, unless formal permission for late submission has been granted. The UCL penalties are as follows:

- The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).
- The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (40% for UG modules, 50% for PGT modules).
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RETURN OF COURSEWORK AND RESUBMISSION: You should receive your marked coursework within one month 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.

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RESOURCES
Moodle: Please ensure you are signed up to the course on Moodle. For help with Moodle, please contact Charlotte Frearson (c.frearson@ucl.ac.uk)

INSTITUTE OF ARCHAELOGY COURSEWORK PROCEDURES
General policies and procedures concerning courses 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/course/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 course co-ordinator.

GRANTING OF EXTENSIONS: Note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. Note that Course 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 Disability Services 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/