

# ARCL 0009 TEXTS IN ARCHAEOLOGY

2023–24, Term 1

Year 1 Module  
15 credits

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## Group of ceramic model hunting dogs with cuneiform inscriptions

Ritually deposited in a door niche, North Palace at Nineveh, Iraq. Neo-Assyrian period, c. 645 BC.

Texts read (left to right): 'Expeller of evil,' 'Don't think, bite!,' 'Catcher of the enemy,'

'Loud is his bark' and 'Biter of his foe.' Ht 4.5 to 5.6 cm.

*British Museum WA 30001–30005, ©The Trustees of the British Museum*

## IMPORTANT INFORMATION REGARDING ASSESSMENTS

The **coursework coversheet** is available on the course Moodle pages and here: <https://www.ucl.ac.uk/archaeology/current-students> under “Policies, Forms and Guidelines”.

Please enter **your five-digit candidate code on the coversheet and in the subject line** when you upload your work in Moodle.

Please use **your five-digit candidate code as the name of the file** you submit.

For instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission, over-length work, the use of text generation software (AI) and academic misconduct, please refer to the following:

<https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/13-information-assessment>

<https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide/referencing-effectively-and-ioa-guidelines>

<https://www.ucl.ac.uk/students/exams-and-assessments/academic-integrity>

<https://library-guides.ucl.ac.uk/referencing-plagiarism/acknowledging-AI>

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# 1. MODULE OVERVIEW

## 1.1 Module Description

This module examines how textual evidence may be used by students of different disciplines to study past societies, with a particular focus on archaeological research. It draws on textual objects from the Near East and Eastern Mediterranean to explore issues such as the materiality of texts, textual life-cycles, literacy and orality, the relationship between texts, physical space and visual media, and the social and cultural contexts in which writing was used.

## 1.2 Module Aims

- To introduce students to the nature of written sources for ancient societies.
- To examine methods and approaches of working with texts in archaeology.
- To consider how to integrate textual and non-textual approaches to the past.
- To discuss and analyse specific case-studies of texts and textual objects, sampled from a wide range of past literate societies, to show how they contribute to our understanding of the archaeological record.

## 1.3 Learning Outcomes

On successful completion of this module a student should:

- Have a broad overview of how texts can be studied from an archaeological perspective, and understand the value of this approach.
- Appreciate the significance of written texts as evidence from the past.
- Recognise the importance of critical and integrated approaches to the use of archaeological and textual sources when investigating past societies.

## 1.4 Methods of Assessment

This module is assessed by means of:

- A 1000-word object biography report, worth 33% of the final grade for this module, due **6 November 2023**.
- A 2000-word essay, worth 67% of the final grade for this module, due **11 January 2024**.

Affiliate Students who are only attending the IoA during Term I should contact Rachael Sparks to arrange an alternative deadline for the second assignment.

## 1.5 Communications

- Moodle is the main hub for this course; to access this module go to <https://moodle.ucl.ac.uk/course/view.php?id=35567>.
- Important information will be posted in the 'Announcements Forum,' in the 'Communication' section on Moodle. You will automatically receive an email notification of any forum posts.
- If you have any general queries relating to module content, assessments and administration, post these in the **Q&A Forum** on Moodle, which will be checked regularly: <https://moodle.ucl.ac.uk/mod/forum/view.php?id=5079563>. These posts can be viewed by the whole class.
- For personal queries, please contact the module co-ordinator by email ([r.sparks@ucl.ac.uk](mailto:r.sparks@ucl.ac.uk)).

## 1.6 Week-by-Week Summary

Week	Session dates	Topic
1	6 October	Introduction to the module
2	13 October	The nature of the surviving evidence
3	20 October	The development and operation of early writing systems
4	27 October	Text and object: uses of alphabetic writing in the Greek world
5	3 November	Taking writing to the west: script diversity and the social contexts of writing in Etruscan Italy
6		READING WEEK. <i>Assignment 1 due 6 November.</i>
7	17 November	Writing and society in ancient Egypt
8	24 November	The Hebrew Bible and the archaeology of Iron Age Israel
9	1 December	The relationship between texts and visual imagery in the Neo-Assyrian empire
10	8 December	Text, architecture and landscape in ancient Egypt
11	15 December	Reviewing course themes and concepts

## 1.7 Weekly Module Plan

This module is taught through lectures and seminar discussions. Lectures take place on Fridays from 9:00 – 10:00 am, followed by *one* seminar, at either 10:00 *or* 11:00 am. You will be assigned to your seminar group by the module co-ordinator. All sessions take place in Room 209 at the Institute of Archaeology. Students will be required to undertake activities such as set readings every week before our Friday classes.

## 1.8 Workload

This is a 15-credit module which equates to 150 hours of learning time including session preparation, background reading, seminar attendance and researching and writing your assignments. With that in mind, a rough guide to how you might organise your time would be:

20 hours	Staff-led live teaching sessions (lectures/seminars, 2 hours per week)
60 hours	Self-guided session preparation (reading/online activities, 6 hours per week)
23 hours	Reading for and writing Assignment 1 (object biography)
47 hours	Reading for and writing Assignment 2 (thematic essay)

## 2. ASSESSMENT

Students are required to complete two pieces of written work, as outlined below. Each assignment and possible approaches to it will be discussed in class, in advance of the submission deadlines. If students are unclear about the nature of an assignment, they should discuss this with the module co-ordinator in advance (via Moodle Q&A forum, email, or meeting). You will receive feedback on your written coursework via Moodle, and have the opportunity to discuss your marks and feedback with the co-ordinator.

For more details see the 'Assessment' section on Moodle, where you will find important advice on what we expect from you.

Assignments must be submitted with a coversheet, which you will find under the 'Assessment' section of the course Moodle pages and at <https://www.ucl.ac.uk/archaeology/current-students> under 'Policies, Forms and Guidelines.' Please make sure you enter your five-digit candidate code on the coversheet and in the subject line when you upload your work in Moodle. Use your five-digit candidate code as the name of the file you submit.

The IoA marking criteria can be found in the IoA Student Handbook section 13 (<https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/13-information-assessment>) and the [IoA Study Skills Guide](#) provides useful guidance on writing different types of assignment.

Please note that **late submission, exceeding the maximum word count** and **academic misconduct (plagiarism)** will be penalized and can significantly reduce the mark awarded for the assignment and/or overall module result. On requirements, please consult:

- <https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/13-information-assessment>, esp. sections 13.7–13.8 (coursework submission), 13.10 (word count) and 13.12–14 (academic integrity)
- <https://www.ucl.ac.uk/students/exams-and-assessments/academic-integrity> for UCL's guidance on academic integrity
- <https://library-guides.ucl.ac.uk/referencing-plagiarism/acknowledging-AI> for UCL's guidance on how to acknowledge the use of text generation software.

It is acceptable to use software to help you improve your writing style (fluency, use of language, grammar etc). It is *not* acceptable to use software such as ChatGPT to generate substantive essay content.

### 2.1 Assessment 1: Object Biography Report

Word length: 1,000 words.

Due date: Monday, 6 November 2023

Write a short biography about ONE of the objects listed below, considering both the object, and the text that it is written on it. Discuss the life-cycle of your object (manufacture, use/reuse in its original setting, how it entered the archaeological record,

subsequent recovery and modern usage). Your answer should explore both your object's original meaning or value, and its current significance.

Each object comes with a bibliography of suggested readings; see the 'Assessments' section in Moodle for details. These are not exhaustive, and you are encouraged to identify relevant additional material yourselves.

- 1.1 The Cruciform Monument of Maništusu
- 1.2 The Statue of Idrimi
- 1.3 Alabaster cup from the Tomb of Tutankhamun
- 1.4 The Pyrgi Tablets
- 1.5 The Euphronios Krater

Assignment 1 will contribute one-third to the final grade for this module (33%).

## **2.2 Assessment 2: Thematic Essay**

Word length: 2,000 words

Due date: Thursday, 11 January 2024

Choose ONE of the following essay questions:

- 2.1 Discuss the archaeological evidence for the emergence of writing in at least two different ancient societies. How does writing appear there and why? What problems or questions does this material raise?
- 2.2 Compare and contrast the archaeological evidence for official and personal uses of writing in the ancient world. How might the purpose of a text influence its physical form?
- 2.3 Discuss the archaeological and textual evidence for ancient literacy, using case studies from at least two different cultures. What questions, methodological problems or biases does this study raise?
- 2.4 Discuss the potential ethical issues surrounding the study and use of ancient texts. How might these be addressed?

There is no set reading list for assignment 2; you are expected to identify relevant material from your Online Reading List for this module (<https://ucl.rl.talis.com/modules/arc10009.html>). Guidance for potentially suitable essay reading may be found in the notes for individual items on this list, and also in Moodle under the 'Assignments' tab.

Assignment 2 will contribute two-thirds of your final grade for this module (66%).

## **3. RESOURCES AND PREPARATION FOR CLASS.**

### **3.1 Preparation for Class**

Each week, you will be expected to complete a series of preparatory activities *before* our Friday seminar. This will include reading any items flagged up as essential readings (2–3 items per week), participating in online discussions or other activities,

or thinking about particular questions for class discussion. Further details may be found in the Moodle page for this course, under the relevant tab for each week of the course.

You can keep track of your weekly progress by 'ticking off' each required activity as it is completed online. Completing these activities is essential for your effective participation in seminar discussions, and it will greatly enhance your understanding of the material covered.

### 3.2 Recommended Basic Texts

Hooker, J.T. (1990) *Reading the past: ancient writing from cuneiform to the alphabet*. London: British Museum Publications. *Not available online*. INST ARCH GC HOO.

*This consists of a series of chapters on different writing systems, each of which is also available as an individually printed monograph (Bonfante INST ARCH GE102 BON; Cook INST ARCH GE54 COO; Davies INST ARCH EGYPTOLOGY V8 DAV; Healey INST ARCH GC HEA; Walker INST ARCH GE21 WAL). Reading a few chapters will give you some idea of script diversity and how researchers deal with this material; the content is particularly useful as background for the first half of this course.*

Robinson, A. (2009) *Writing and script: a very short introduction*. Oxford: Oxford University Press. *Available online*.

### 3.3 Libraries and Online Reading Lists

All essential and supplementary readings may be found in the Online Reading List for this module: <https://ucl.rl.talis.com/modules/arcl0009.html>. Essential readings are listed below; printed lists of other readings may be downloaded from Moodle (Weekly Supplementary Readings, and Essay Supplementary Readings, located under the 'Resources' tab).

While UCL has provided pdf files or online access for the majority of class readings, copyright restrictions sometimes mean we are not allowed to do this. In such cases, please visit the relevant library for print copies. Your main resources for these will be the Institute of Archaeology library (<https://www.ucl.ac.uk/library/using-library/libraries-and-study-spaces/ucl-institute-archaeology-library>) and the UCL Main library (<https://www.ucl.ac.uk/library/using-library/libraries-and-study-spaces/ucl-main-library>).

UCL students also have borrowing rights at the University of London Library at Senate House on Mallet Street (<https://www.london.ac.uk/senate-house-library>), and reading rights at the School of Oriental and African Studies (SOAS) (<https://library.soas.ac.uk/>), and will find several books on the reading lists at these alternative locations. Access to these alternate libraries may be obtained by presenting library staff with a valid UCL or SOAS student card.

A map showing the location of these relevant libraries will be found on Moodle in the section called 'Basic Texts and Resources.'





## 4. SYLLABUS

This section outlines the details of each week of the course, along with any essential readings and seminar discussion questions.

### WEEK 1. INTRODUCTION TO THE MODULE

Friday, 6 October 2023.

*This week we will be learning about the aims and format of the module, and why texts are important to archaeologists. You'll also get a chance to familiarise yourself with the various online technologies and resources used in the course, and learn what is expected of you in terms of reading, participation and written work. The seminar session will be used to explore how we might define a 'text,' and the different forms that texts may take.*

#### Essential Reading

Postgate, N. (2018) A stray Sumerian tablet [video, 5:54 mins]. Available at: <https://www.youtube.com/watch?v=Mm4mXmivuZg&t=14s> (accessed: 22 July 2023).

Powell, B.B. (2009) 'What is writing?', in *Writing: theory and history of the technology of civilization*. Chichester: Wiley-Blackwell, pp. 11–18.

Robinson, A. (2009) 'Decipherment and undeciphered scripts,' in *Writing and script: a very short introduction*. Oxford: Oxford University Press, pp. 52–73.

#### Seminar Discussion Question

- What defines a 'text'?

### WEEK 2. THE NATURE OF THE SURVIVING EVIDENCE

Friday 13 October 2023.

*This week's class is all about texts as sources of information, and the challenges of working with this type of material. How were ancient texts created, and what can we learn by studying their biographies? Does the accidental and random survival of texts colour our views of the past? How do we navigate problems of transmission, translation and interpretation? And what role should ethics play in studying texts?*

#### Essential Reading

Brodie, N. (2011) 'Scholarship and insurgency? The study and trade of Iraqi antiquities.' Paper delivered at: *Illicit traffic of cultural objects: law, ethics, and the realities. An Institute of Advanced Studies workshop, 4–5 August 2011, University of Western Australia*, pp. 1–28.

Matthiae, P. (1980) 'History and culture of Ebla in the period of the state archives,' in *Ebla: An empire rediscovered*. London: Hodder and Stoughton. Read pp. 150–163.

Postgate, J.N., Wang, T. and Wilkinson, T. (1995) 'The evidence for early writing: utilitarian or ceremonial?,' *Antiquity* 69(264), pp. 459–80.

### **Seminar Discussion Questions**

- What factors affect how well a text survives into the present day?
- How were texts like tablets and papyri stored during their lifetime?
- Why is the archaeological context of a text important?

### **WEEK 3. THE DEVELOPMENT AND OPERATION OF EARLY WRITING SYSTEMS.** Friday 20 October 2023.

*This week we will use case studies from Bronze Age Mesopotamia, Egypt and the Levant to investigate the development of pictographic, syllabic and early alphabetic writing systems, and the different ways in which these can be used to record language. In our seminar session, the class will have the chance to explore a range of objects relating to different writing systems, and consider how they were used by the societies that created them. The objects will be drawn from material in the Institute of Archaeology Collections.*

### **Essential Reading**

Haring, B. (2019) Chapter 4. 'Ancient Egypt and the earliest known stages of alphabetic writing,' in Steele, P. and Boyes, P.J. (eds), *Understanding Relations Between Scripts II. Early Alphabets*. Oxford: Oxbow Books, pp. 53–67.

Walker, C.B.F. (1987) 'Cuneiform: origin and development,' in Hooker, J.T. (ed.), *Reading the past. ancient writing from cuneiform to the alphabet*. New York: Barnes and Noble, pp. 15–31.

Wengrow, D. (2006) 'Tomb U-j at Abydos and the origins of writing', in *The Archaeology of early Egypt: social transformations in north east Africa, 10,000–2650 BC*. Cambridge: Cambridge University Press, pp. 198–207.

### **Preparation**

- We'll be handling a selection of artefacts in the seminar session, so please do not bring any food or drinks into the classroom.

### **Seminar Discussion Question**

- What can we learn about a text from studying the object beneath it?

### **WEEK 4. TEXT AND OBJECT: USES OF ALPHABETIC WRITING IN THE GREEK WORLD.** Friday 27 October 2023.

*In this session, we will consider of the spread of the alphabet across the Mediterranean world in the first millennium BC, the role of Greek script in this process, and the importance of archaeological context in identifying patterns of use and development. In the seminar, we will discuss the reasons behind the adoption of the alphabet, and explore how Greek texts were visually presented to their audiences, by analysing a some examples in class. We will also discuss the first course assignment, which is due at the start of Reading Week.*

## Essential Reading

- Bourogiannis, G. (2018) 'The transmission of the alphabet to the Aegean,' in Niesiolowski-Spanò, K. and Wecowski, M. (eds), *Change, continuity, and connectivity. North-eastern mediterranean at the turn of the Bronze Age and in the early Iron Age*. Wiesbaden, Harrasowitz Verlag, pp. 235–257.
- Papadopoulos, J.K. (2016) 'The early history of the Greek alphabet: new evidence from Eretria and Methone,' *Antiquity* 90(253), pp. 1238–1254.
- Snodgrass, A. (2000) 'The uses of writing on early Greek painted pottery,' in Rutter, N.K. and Sparkes, B.A. (eds) *Word and image in ancient Greece*. Edinburgh: Edinburgh University Press, pp. 22–34.

## Seminar Discussion Questions

- Why did the Greeks adopt alphabetic writing?
- What visual techniques did the Greeks use to help people read texts?

## WEEK 5. TAKING WRITING TO THE WEST. SCRIPT DIVERSITY AND THE SOCIAL CONTEXTS OF WRITING IN ETRUSCAN ITALY

Rachael Sparks, Friday 3 November 2023.

*This week we will learn about the emergence and development of writing across in Etruria by looking at the various material objects which were inscribed, the archaeological contexts they appear in, and the different ways in which writing was being used. In our seminar discussions, we will be exploring issues of bias in our evidence for literacy, and the way in which it has been studied.*

## Essential Reading

- Bonfante, G. and L. (2002) 'Chapter 1. Archaeological introduction,' in *The Etruscan language*. Manchester: Manchester University Press, pp. 3–45.
- Hodos, T. (1998) 'The asp's poison: women and literacy in Iron Age Italy,' in Whitehouse, R.D. (ed.) *Gender and Italian archaeology: challenging the stereotypes*. London: Accordia Research Institute, pp. 197–208.
- Stoddard, S. and Whitley, J. (1988) 'The social context of literacy in archaic Greece and Etruria,' *Antiquity* 62(237), pp. 761–772.

## Seminar Discussion Questions

- How can we identify who was literate in Etruscan society?
- Read the article by Stoddard and Whitley (1988) closely; what methods do they use to study Greek and Etruscan literacy? Can you see any flaws in their approach?

## WEEK 6. READING WEEK

No scheduled classes. Assignment 1 due.

## **WEEK 7. WRITING AND SOCIETY IN ANCIENT EGYPT**

Friday 17 November 2023.

*This week we will examine the role of the scribe within Egyptian society. Who had access to writing, and how was it used? And how should our source material, including representations of scribes and equipment, be 'read' by modern audiences? Our seminar will focus on discussions of literacy, and will include a detailed look at some of the texts from KV62, the Tomb of Tutankhamun.*

### **Essential Reading**

Baines, J. R. & Eyre, C.J. (1983) 'Four notes on literacy,' *Göttinger Miszellen* 61, pp. 65–96. Republished (with new commentary) in: Baines, J. (2007). *Visual and written culture in ancient Egypt*. Oxford: Oxford University Press, pp. 63–94 and 172–178.

Shubert, S.B. (2001) 'Does she or doesn't she? Female literacy in Ancient Egypt,' in *Proceedings of the near and middle eastern civilizations graduate students' annual symposia 1998–2000*. Toronto: Benben Publications, pp. 55–76.

Zinn, L. (2018) 'Literacy in pharaonic Egypt: orality and literacy between agency and memory,' in Kolb, A. (ed.), *Literacy in ancient everyday life*. Berlin: De Gruyter, pp. 67–91.

### **Seminar Discussion Questions**

- What evidence might be used to identify or measure Egyptian literacy?
- What roles do texts play in Tutankhamun's tomb and burial assemblage?

## **WEEK 8. THE HEBREW BIBLE AND THE ARCHAEOLOGY OF IRON AGE ISRAEL.** Friday 24 November 2023.

*For centuries, the Old Testament was the only source material for the history of the peoples of Iron Age Israel and Judah. However the discovery of a wider range of textual sources from neighbouring cultures and extensive archaeological exploration has led to the development of alternative, often contradictory, histories for the region. This session will be used to explore some of the tensions between textual and archaeological evidence. In our seminar, we will be discussing the Mesha Stela, and handling a selection of objects from the Institute of Archaeology Collections.*

### **Essential Reading**

Finkelstein, I. and Silberman, N. (2000) 'The conquest of Canaan,' in *The Bible unearthed: archaeology's new vision of ancient Israel and the origins of its sacred texts*. New York: The Free Press, pp. 72–96.

Routledge, B. (2004) 'Mesha and the naming of names,' in *Moab in the Iron Age. Hegemony, polity, archaeology*. Philadelphia: University of Pennsylvania Press, pp. 133–153. *Read this in conjunction with the next item:*

The Bible: 2 Kings 3: 4–27. Available at:

<https://www.biblegateway.com/passage/?search=2%20Kings%201&version=NIV> (accessed: 22 July 2023).

### Seminar Discussion Questions

- What is the purpose of the stela?
- How does the narrative in the stela differ from that in 2 Kings 3?

## WEEK 9. THE RELATIONSHIP BETWEEN TEXTS AND IMAGERY IN THE NEO-ASSYRIAN EMPIRE. Friday 1 December 2023.

*In this session, we will examine the visual setting of Near Eastern texts, and the way in which imagery can be used to enhance or reinforce written content. How much influence did the intended audience have on the way textual and visual information is presented?*

### Essential Reading

Porter, B.N. (2003) 'Assyrian propaganda for the west: Esarhaddon's steles for Til Barsip and Sam'al,' in *Trees, kings, and politics: studies in Assyrian iconography*. Göttingen: Vandenhoeck & Ruprecht, pp. 59–79.

Reade, J. (1979) 'Ideology and propaganda in Assyrian art,' in Larsen, M.T. (ed.) *Power and propaganda. A symposium on ancient empires, Mesopotamia* Copenhagen Studies in Assyriology 7. Copenhagen: Akademisk Forlag, pp. 329–343.

Siddall, L.R. (2017) 'Text and context: The question of audience for Sennacherib's 'Public' Inscriptions,' in Keimer, K.H. and Davis, G. (eds), *Registers and modes of communication in the ancient Near East: Getting the message across*. London: Routledge, pp. 59-68.

### Seminar Discussion Questions

- Who were Assyrian monumental inscriptions written for? How can we tell?
- Should we consider Assyrian narratives as 'history'?

## WEEK 10. TEXT, ARCHITECTURE AND LANDSCAPE IN ANCIENT EGYPT. Friday 8 December 2023.

*While some texts are portable, and can be used in a variety of settings, other texts are tied to a particular physical location, as parts of buildings, natural features such as rock faces, or installations such as stele and statuary. This week we will look at the environments of static texts, to see what a deeper investigation of context can tell us about their makers and users.*

### Essential Reading

British Museum: 'EA 24' (the Rosetta Stone). Available at:

[https://www.britishmuseum.org/collection/object/Y\\_EA24](https://www.britishmuseum.org/collection/object/Y_EA24) (accessed: 22 July 2023). Read in conjunction with Simpson (n.d.) below.

Frood, E. (2013) 'Egyptian temple graffiti and the gods: appropriation and ritualization in Karnak and Luxor,' in Ragavan, D. (ed.), *Heaven on earth: temples, ritual, and cosmic symbolism in the ancient world*. Chicago: Oriental Institute Publications, pp. 285–318.

Simpson, R.S. (n.d.). 'The Rosetta stone: translation of the demotic text.' Available at:  
<[https://web.archive.org/web/20100706095633/http://www.britishmuseum.org/explore/highlights/article\\_index/r/the\\_rosetta\\_stone\\_translation.aspx](https://web.archive.org/web/20100706095633/http://www.britishmuseum.org/explore/highlights/article_index/r/the_rosetta_stone_translation.aspx)>  
(accessed: 22 July 2023).

Thum, J. (2016) 'When pharaoh turned the landscape into a stela: royal living-rock monuments at the edges of the Egyptian world,' *Near Eastern Archaeology* 79(2), pp. 68–77.

### **Seminar Discussion Questions**

- What problems do we face when trying to understand the ancient settings and landscapes in which monumental texts were placed?
- What was the original function of the Rosetta stone?
- How has its meaning changed over time?

### **WEEK 11. REVIEWING COURSE THEMES AND CONCEPTS.**

Friday 15 December 2023.

*In the final week of the module, we'll be re-examining some of the underlying ideas and concepts explored in the previous sessions, consolidating existing knowledge and developing ways to better integrate textual analysis with archaeological research. We will use our seminar time to discuss the second course assignment (due in January) and answer any questions you might have about the themes and topics raised in this module.*

### **Recommended Reading**

There is no essential reading, but the following two items are recommended as a good way to round off the course. They raise an interesting question: why do some groups choose *not* to adopt writing, and why do some writing systems fall out of use?

Boyes, P. (2019) 'Why do scripts and writing practices die out?' Available at:  
<<https://crewsproject.wordpress.com/2019/12/03/why-do-scripts-and-writing-practices-die-out/>> (accessed: 22 July 2023).

Lamberg-Karlovsky, C.C. (2003) 'To write or not to write,' in Potts, T., Roaf, M. & Stein, D. (eds), *Culture through objects: ancient Near Eastern studies in honour of P.R.S. Moorey*. Oxford: Griffith Institute, pp. 59–75.