ARCL0200
Middle Bronze Age to the Iron Age in the Near East: City-States and Empires

2021-22, Term 2

MA/MSc module
15 credits

(15 credits)
Wednesdays 11.30-1.30 pm, Room 209 Institute of Archaeology
Moodle Password: IoA2021

Coordinator: Dr Mark Altaweel
m.altaweel@ucl.ac.uk
Room 103. Tel: 020 7679 74607 (Internal: 24607)

Office hours: 2-4:00 PM on Thursdays

Essay 1 due date: March 3, 2022
Turnitin deadline: March 3, 2022 (midnight)
Hardcopy deadline: March 10, 2022, 5 pm
Assignment returned: 17 March 2022

Essay 2 due date: April 22, 2022
Turnitin deadline: April 22, 2022 (midnight)
Hardcopy deadline: April 29, 2022, 5 pm
Assignment returned: 6 May 2022

Potential changes in light of the COVID-19 pandemic
Please note that information in the handbook endeavours to be as accurate as possible. However, in light of the Coronavirus (COVID-19) pandemic, the changeable nature of the situation and the possibility of updates in government guidance, there may need to be changes during the course of the year. UCL will keep current students updated of any changes to teaching, learning and assessment on https://www.ucl.ac.uk/students/.
MODULE OVERVIEW

Module description

This course trains students in identification and interpretation of primary archaeological evidence from the ancient Near East (=Mesopotamia, the Levant, Anatolia/Turkey, Iran, the Arabian Gulf, and Arabia). Periods covered are the Middle Bronze Age to the end of the Iron Age (ca. 2000-539 BC). The primary data consist of (1) published site and survey reports; (2) archaeological artefacts from collections held by the Institute of Archaeology; (3) selected unpublished data from Institute research projects. The aim is to teach students how to analyse primary evidence relating to research problems in cultural transformations in the Near East: migrations; trade and diplomatic contacts; the evolution of urban and rural societies; and the rise of major empires are themes covered. While other parts of the world were undergoing some similar transformations as those outlined, the Near East continued to play an important role in these themes and has been used by scholars from different fields in discussing how these events have shaped human history.

Module Aims

The aims are: (1) to teach students to recognize, classify and assess primary data from the ancient Near Eastern Middle Bronze Age to the end of the Iron Age periods; (2) to teach in-depth analysis of artefacts and primary evidence as presented in project reports; (3) to teach students how to critique, understand, assess and work with primary archaeological evidence in order to address unsolved questions revolving around the major research themes outlined; (4) to teach students the fundamental requirements needed to carry out fieldwork or material culture research on topics related to the ancient Near East.

Learning Outcomes

After completion of the course students should: (1) understand the nature of primary evidence from ancient Near Eastern sites covering the Middle Bronze through the Iron Ages/post-Iron Age; (2) be able to identify material culture from these periods as to region and sub-period; (3) understand how to critique and use artefacts and other primary evidence in formulating research questions and research designs on major cultural transformations within the discussed periods; (4) be able to carry out their own research on objects or fieldwork for the areas and periods covered; (5) be able to write original papers and to make effective presentations on primary data.

Methods of Assessment

See schedule for due dates and the separate section on essay topics. Assessment is based on two essays; the first essay is 1000 words and the second essay is 3000 words. The first assessment is 30% of the final grade and the second is 70%. Essay 1 will be a critique/review of a site report, a survey report, or an existing material culture study (choices are shown in session outlines below). Essay 2 will be an original research paper, incorporating analysis of primary evidence, on a topic devised jointly by the student and the course coordinator. For Essay 2, each student will give a brief preliminary presentation (not assessed) on the proposed research design for the research paper, before the paper is written. Feedback from other students and from the course coordinator will assist the student in producing the final result. This will be an example of group learning; peer-assisted learning; and the teaching of re-
search design, which will contribute to preparation for MA dissertation work. If students are unclear about the nature of an assignment, they should discuss this with the Module Co-ordinator.

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

The Module 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. The nature of the assignment and possible approaches to it will be discussed in class, in advance of the submission deadline.

Communications

- **Moodle is the main hub** for this course.
- Important information will be posted by staff in the **Announcements section of the Moodle page** and you will automatically receive an email notification for these.
- For personal queries, please contact the co-ordinator by email.

**Week-by-week summary**

*The weekly schedule should now be set as Weeks 1–11.*

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<td>Mark Altaweel</td>
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<td>2</td>
<td>20/1/2022</td>
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<td>Katherine Wright</td>
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<td>7</td>
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<td>8</td>
<td>10/3/2022</td>
<td>The Iron Age: The Emergence of Large Empires&lt;br&gt;A Material Culture of Empire</td>
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<td>Mark Altaweel</td>
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Lecturers (or other contributors)
Mark Altaweel (MA)
Katherine (Karen) Wright (KW)

Weekly Module Plan
The module is taught through lectures and discussions. Students will be required to undertake set readings and complete pre-class activities in order to be able to actively participate in the discussion.

Workload
Class sessions: 20 hours. Reading: ca. 80 hours. Producing assessed work: ca. 50 hours. Total for course: ca. 150 hours.

ASSESSMENT

Essay 1: Book Review (1000 words) (30%)
Select one archaeological book or long article (i.e., those that are near or typically the length of books) report concerning excavations conducted, presentation of material cultures, or larger argument using material culture to discuss a region or regions in the Near East in a given period. You may select any book from the weekly readings, including required reading and other suggested readings. If you want to select anything not listed in the reading list you must talk to the course coordinator for approval. The book review should be formatted as a professional book review, as if for a journal. The readership would, therefore, be knowledgeable professionals in Near Eastern archaeology. The emphasis is on critique and 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 or perhaps diminish some of the evidence presented. Consider methods of excavation or survey; how the results change the overall picture of the period in question; whether the data contradict or agree with other recent evidence from the period. 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 and quality of data. For examples of reviews, see major journals and how they structure reviews. The Moodle site will also have review examples. If there are existing reviews for a given volume, you should discuss how your review differs from the other review(s). Include criticism of problem orientation, aims, methods, data analysis, results, interpretations. Finally, discuss the strongest or best chapters/sections.
Essay 2: Research Essay (3000 words) (70%)

The research essay should be an attempt to write an original, short, publishable paper for a journal. Choose a topic that interests you and see the course coordinator to discuss it. Be sure that the topic you choose does not involve any overlap with what you have written in the Book Review (i.e., Essay 1) or other essays in courses.

Part of the assessment will be on how well you formulate your research question. Research questions should not be descriptive, too basic, too limited or narrow in scope, or based on unexamined or simplistic theoretical assumptions. The essay should support or refute a given argument or position. You should address a research question, decide your position, and defend your views using reasonable evidence.

In addressing the topic, your goal is to find artefacts or primary data to work with directly (e.g., in IoA collections, settlement surveys and material culture from publications, or you could also consider other museum collections). State the research design at the beginning (in introductory paragraphs), as follows:

1. The research problems/questions.
2. The data you have chose in order to address them.
3. A discussion/defence of what and why you chose those data (e.g., this includes scope, type of data, quality of data, sampling problems, etc.).
4. The methodology you will use in order to address the problem. For example, comparisons of certain units such as features, architecture, sites, regions, or other archaeological features (large or small).
5. Then do the analysis.
6. Finally, provide a discussion and/or conclusion.

Do not just write a description/critique of other works. You are trying to provide your own analysis and approach and assess wider implications of the results on the Near East and archaeology. Provide details of the evidence, use citations where data presentations are long, but summarise relevant parts of the data, and present adequately the problems or possibilities of data utilised. Use concrete, specific examples in the archaeological record where relevant. The use of charts, diagrams, or illustrations to highlight your points is strongly encouraged.

Please consult with the course coordinator on a topic or if you have general questions. Chose on a topic from one of the following regions:

RESOURCES AND PREPARATION FOR CLASS

Preparation for class

You are expected to read the Essential Readings as well as attend class each week. Completing the readings is essential for your effective participation in the activities and discussions that we will do, and it will greatly enhance your understanding of the material covered. Further readings are provided for you to get a sense of the range of current work on a given topic and for you to draw upon for your assessments.
GENERAL WORKS FOR BACKGROUND AND REFERENCE

**Introductory Texts**


**Selected Journals**

Akkadica, Anatolian Studies; Anatolica; Anatolica Antiqua; Annales archéologiques arabes syriennes (AAAS); Annual of the Dept. of Antiquities of Jordan (ADAJ) (Jordan); Arabian Archaeology and Epigraphy; Arabian Studies; Arastirma Sonuçları Toplantısı (AST); Bulletin d’Archéologie et d’Architecture Libanaises (BAAL); Berytus; Bulletin of the American Schools of Oriental Research (BASOR); Excavations & Surveys in Israel; Israel Exploration Journal; Iraq; Iran; Journal of Mediterranean Archaeology; Journal of Oman Studies; Kazi Sonuçları Toplantısı (KST); Levant; Near Eastern Archaeology (formerly Biblical Archaeologist); Paléorient; Proceedings of the Seminar for Arabian Studies; Studies in the History & Archaeology of Jordan (SHAJ) (Jordan); Syria. Also, see science (e.g., Journal of Archaeological Science, Journal of Archaeological Method and Theory) and heritage (Journal of Cultural Heritage) journals for other topics covered that overlap with Near East Areas.

**Libraries and Resources**

The Institute of Archaeology library; UCL’s other libraries (e.g., Main, Hebrew, Watson, esp. Anthropology). Other useful libraries: the British Museum, the Palestine Exploration Fund
SYLLABUS

Session 1: 13 January 2022
Session Lecturer: MA

Introduction
How the Near East transformed at the end of the Early Bronze
The Middle Bronze Age World: Trade, Migration, and War

Summary: We review the major events that closed the Early Bronze Age, including social and environmental reasons as to why major transformations between the third and second millennium BC occurred. We consider the Near East setting at the end of the third millennium and how it sets the stage for major cultural transformations in the second and first millennium.

We also consider major themes in the Middle Bronze Age. Throughout this course, we will look at major periods by looking at common themes and the overall setting in the Near East. Therefore, we will always try to integrate and tie the regional sequences and material cultural expressions. Having a combination of detailed regional material cultural remains and broader themes that cover multiple regions will allow one to understand broader theoretical issues while also having some knowledge of regional sequences used to demonstrate or counter these major themes. In this first week, we see how themes of trade, migration, and war play a major role in the material culture that spanned this period. How are these themes relevant and what ways would you expect material cultural to express or demonstrate these themes?

Note: readings marked with an asterisk are considered essential readings for the course session.

Methodology (general background to use of material culture in research)


The End of the Early Bronze Age


**The Middle Bronze Age World: Trade, Migration, and War**


Barjamovic, G. 2011. A Historical Geography of Anatolia in the Old Assyrian Colony Period. University of Copenhagen. ANCIENT HISTORY QUARTOS E 58 BAR


Session 2: 20 January 2022
Session Lecturer: MA

The Middle Bronze in Mesopotamia
The Middle Bronze in Iran, the Gulf, and Arabia

Summary: This week we look at Mesopotamia during the first half of the second millennium BC, focusing on the Isin-Larsa and Old Babylonian periods. This was a time when major urban centres in the far south of Mesopotamia began to decline, while northern settlement in the southern alluvium gained increased ascendancy. We contrast this to northern Mesopotamia, where the kingdoms of Mari and Assyria were among the early powers that arose in the region. How does southern Mesopotamian material culture contrast with that in northern Mesopotamia?

We also look at the cultures of Elamite Iran in the early second millennium and how it competed and contrasted with Mesopotamia. The Persian Gulf and Arabia, during this period, also underwent transformations where the Early Bronze cultures may have transformed or were affected by increased migrations. How do you think cultures in the Gulf and Arabia differed from those in the Early Bronze Age?

Northern Mesopotamia


Southern Mesopotamia


**The Gulf and Arabia**


Cleuziou, S. 1981. Oman peninsula in the early 2nd millennium B.C. In: H. Hartel (e.d.), *South Asian Archaeology 1979*. Berlin: Dietrich Reimer. INST ARCH DBM HAR


**Session 3:** 27 January 2022

Session Lecturer: KW

**The Middle Bronze in the Levant and Anatolia**

In the early 2nd millennium, Amorite dynasties emerged in northern Mesopotamia (e.g., Shamshi-Adad of Shubat-Enlil/Leilan, Zimri-Lim of Mari). The Mari Letters reveal far-flung overland trade networks; overland trade caravans between Assur and central Anatolia are revealed at Kültepe/Kanesh. In the Levant, Qatna and Ebla were powerful kingdoms. Levantine coastal ports were linked to the interior and the Mediterranean. Links between Middle Kingdom Egypt & Syria-Palestine were followed by takeover of the Nile Delta by the Hyksos. Material culture: Jericho, Ajjul, Alalakh, Beycesultan

**Note:** **= essential; * = recommended; + = site report (scan one before class if you can). Before class, read all essentials; read as many recommended as you can.

**Historical Documents**


**Southern Levant** (read 2)


Northern Levant (read 2)


Qatna (Mishrife) Project Website. http://www.qatna.org/en-index.html. See: Mishrife in the Middle Bronze Age; Operation J; The Pottery Manufacturing Area on the Summit of the Acropolis


Anatolia (read 2)


For further reading

**Reference works: Syntheses, Sites, Material Culture**


**South Levant**


**North Levant**


Anatolia

Session 4: 3 February 2022
Session Lecturer: MA

From the Middle Bronze to the Late Bronze: Broad Themes and Topics
The Diplomatic Age

Summary: The Late Bronze Age was a time of major cultural, economic, and diplomatic changes in the Near East. The cuneiform tablets from Amarna are a testament to the contacts kingdoms and states had, while the Uluburun shipwreck demonstrates trade connections that tied the Near East, Africa, and the Eastern Mediterranean worlds. While trade and diplomatic relations characterised much of this period, near the end of the Late Bronze the Near East witnessed profound changes in migration and collapse of major centres and kingdoms. This week we discuss some of these major events in the context of material cultural found during this period. What cultural aspects do you see that indicate significant cultural contacts between states and kingdoms during the Late Bronze Age? How do you think material culture may reflect the profound collapse of societies witnessed at the end of the Late Bronze?
Late Bronze Collapse


The Diplomatic Age


**International Trade**


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


**Migration**


Session 5: 10 February 2022
Session Lecturer: KW

The Late Bronze in the Levant and Anatolia

Summary: The Late Bronze Age witnessed truly large empires affecting the Levant and Anatolia: the New Kingdom, Mitanni, the Hittites. It is easy to view the Levant and Anatolia from the perspective of the most politically powerful empires. But there were spheres of relative independence and resistance. How did the LBA empires maintain control over distant territories? Why were some city-states under more control than others? Did elites in subordinate polities use material culture to emulate their imperial overlords or to resist them? How have petrographic studies of texts altered our understanding of political geography?

Material culture: Ajjul, Alalakh, Cyprus, Alishar

Note: ** = essential; * = recommended; + = site report (scan one before class if you can). Before class, read all essentials; read as many recommended as you can.

Historical Documents (read a selection)

Pritchard, J. 1967. Ancient Near Eastern Texts. Asiatic Campaigns of Thutmosis III; The Battle of Megiddo; Amarna Letters; Beth-Shan Stelae (Seti I, Ramesses II); Asiatic Campaigns of Ramesses II; Battle of Kadesh; The Story of Idrimi

Southern Levant (read 2)


Dothan, T. 1987. The impact of Egypt on Canaan during the 18th-19th dynasties in light of excavations at Deir el-Balah. In Egypt, Israel, Sinai (ed. A. Rainey). Tel Aviv, 121-135. DBE 100 RAI


Mazar, A. 1997. 4000 years of history at Tel Beth-Shean. *Biblical Archaeologist* 60(2).


**Northern Levant (read 2)**


Qatna (Mishrife) Project Website. [http://www.qatna.org/en-index.html](http://www.qatna.org/en-index.html). *Mishrife in the Late Bronze; Operation H; Royal Palace; Operation K; Lower City Palace*


**Cyprus and the Eastern Mediterranean (read 2)**


**Anatolia (read 2)**


For further reading

**Reference works: Syntheses, Sites, Material Culture** (see list shown for MBA Levant and Anatolia)

**Southern Levant**


Goren, Y. & et al 2004. Inscribed in Clay. Tel Aviv: Tel Aviv University Press. DBA 300 GOR


**Northern Levant**


Morandi Bonacossi, D. 2008, *Qatna I*. Forum Editrice,


**Anatolia**


9781629580906. (see chapter on Anatolia Bronze Age).


Cyprus and the Eastern Mediterranean


Session 6: 24 February 2022
Session Lecturer: MA

The Late Bronze in Mesopotamia

The Late Bronze in Iran, the Gulf, and Arabia

*Summary:* After discussing the broader themes previously, this week we look at Mesopotamia, Iran, and the Persian Gulf during the Late Bronze. We look remains associated with the Kassite, Mitanni, Elamite, and Assyrian states. Cultural contacts with Arabia and the Gulf are also discussed. What material cultural characteristics distinguish some of the states mentioned during this period? How does material culture in this period differ from that in the Middle Bronze? Is there any significant continuity in the material culture?

Northern Mesopotamia


Wilkinson, T.J. and Tucker, D.J. *Settlement and Development in the North Jazira, Iraq*. ISSUE DESK IOA WIL. (Look at Late Bronze survey results).

**Southern Mesopotamia**


**Iran**


Arabia and the Gulf


Session 7: 3 March 2022
Session Lecturer: KW
The Iron Age in the Levant and Anatolia

Summary: In the wake of the LBA collapse, independent city-states and small kingdoms emerged but their autonomy was often short-lived: many were caught up in the Neo-Assyrian, Neo-Babylonian and Persian empires. Although alliances and confederations were formed to resist Mesopotamian aggressions, these states were mostly small. Territorial boundaries were fluid or changing, and political organization was quite variable. The Iron Age polities covered here are Philistia, Phoenicia, Israel and Judah, Ammon, Moab, Edom, Arabia, the Aramaean and Neo-Hittite ‘houses,’ Urartu, Phrygia. What processes drove secondary state
formation in the Iron Age? How were these states organized politically? How accurate are historical (written) sources on the history of this period? Material Culture: Fara, Samaria, Jemmeh, Beycesultan, al Mina

Note: * = recommended

Historical Documents (read a selection)

Pritchard, J. 1967. Ancient Near Eastern Texts. War Against Peoples of the Sea; Hymn of Victory of Merenptah (Israel stela); Journey of Wen-Amon to Phoenicia; Ahiram of Byblos; Moabite Stone; Samaria Ostraca; Siloam; Lachish Ostraca; Ben-Hadad of Damascus; Zakir of Hamat & Lu'ath; Tabnit of Sidon; Eshmunazar of Sidon.

REFERENCE DBA 600 QTO

Philistia. (Read 1)


Phoenicia. (Read 1)


Israel-Judah. (Read 2, 1 by each author)
Chronology Debate 1: Low Chronology

Chronology Debate 2: Modified Conventional Chronology

Ammon, Moab, Edom, Arabia (Read 1)

Neo-Hittite and Aramean Kingdoms. (Read 1)
**Urartu and Phrygia**  (Read 1)


For further reading

**Reference Works: Sites, Syntheses, Material Culture** (see MBA list)

**Philistia**


ORE

**Phoenicia**

BASOR 1990. Volume 279
BASOR 1997. Volume 308 (Iron Age Cyprus)

**Israel-Judah**

https://doi.org/10.1073/pnas.1901885116.
Finkelstein, I. et al. 2000. *Megiddo III*. Tel Aviv: Tel Aviv University. DBE 10 FIN
Finkelstein, I., et al. 2006. *Megiddo IV*. Tel Aviv: Tel Aviv University. DBE 10 FIN
Ussishkin, D. 2004. *Renewed Archaeological Excavations at Lachish*. Tel Aviv. DBE 10 USS

**Ammon, Moab, Edom, Arabia**
Aramaean & NeoHittites


Urartu and Phrygia


Alphabetical Writing & its Spread


Hooker, J.T., 1990. *Reading the Past*, New York: Barnes and Noble. ISSUE DESK IOA HOO 2; GC HOO; SENATE HOUSE PALAEOGRAPHY 4th Floor CC25.1 [Hooker];


Reference


Session 8: 10 March 2022

Session Lecturer: MA
The Iron Age: The Emergence of Large Empires
A Material Culture of Empire

Summary: This week we discuss the Iron Age’s broader themes and in particular the emergence of the Neo-Assyrian Empire and its influence on the Near East. We examine how the Assyrians began a trend of major empires that impacted the region for many centuries after the collapse of the Assyrian state. We discuss how imperialism influences material culture in the central and peripheral provinces of empires. In what ways do you expect that the Neo-Assyrian Empire would have influenced cultures surrounding it? How would this affect the material cultures in the Near East? How do you think states imitated others or differed in their art during the Neo-Assyrian period?

Empires and States in the Iron Age


Parker, B. 2001. The Mechanics of Empire: The Northern Frontier of Assyria as a Case
Study in Imperial Dynamics. University of Helsinki: Helsinki.


Zadok, R. 1976. On the connections between Iran and Babylonia in the Sixth Century B.C. Iran 14:61-78.

Material Culture of Empires


Russel, J.M. 1991. Sennacherib’s “Palace without Rival” at Nineveh. Chicago: University of
Session 9: 17 March 2022
Session Lecturer: MA

The Iron Age of Mesopotamia
The Iron Age of Iran
The Iron Age of Arabia and the Gulf

Summary: This week we examine the Neo-Assyrian and Neo-Babylonian period in Mesopotamia. We also look at the rise of the Median and Persian cultures in Iran. We examine how the Gulf and Arabia was influenced by the larger states and developed indigenously. Questions form this week include: How did Neo-Assyrian art begin to influence the region’s artistic styles? What regions and cultures do you think Neo-Assyrian art and styles were influenced by? Are there broader Mesopotamian and Iranian themes during the Iron Age that we see deriving from much earlier periods?

Northern Mesopotamia


**Southern Mesopotamia**


Koldewey, R. *Das Ischtar-Tor in Babylon*. WVDOG 32. ANCIENT HISTORY QUARTOS D 14 KOL


**Iran**


Goff, C. 1978. *Excavations at Baba Jan: The pottery and metal from levels III and II*. *Iran*


**Arabia and the Gulf**


Session 10: 24 March 2021
Session Lecturer: MA

The Age of Universalism and Universal Empires

Summary: Sometimes the period after the Iron Age is called the Axial Age. Whatever one considers it, we see a pattern of large states and empires now becoming the norm. Hellenistic influences develop, cultures in the Near East increasingly interact with distant empires and cultures, even interacting with Britain to the West and China to the East at one point. Universal cultural traits emerge, whereby common themes in language, religion, art, and other areas emerge. We explore this these and other related issues.

General and Post-Assyrian and Babylonian Periods


**Achaemenid and Hellenistic Periods**


Ivantchick A. H. 2012. *Achaemenid culture and local traditions in Anatolia, Southern Caucasus and Iran: New Discoveries*. Brill. INST ARCH DBG 100 IVA


Simpson, Elizabeth, 2010-: The Gordion wooden objects: the furniture from Tumulus MM


**Parthian and Sasanian Periods**
YATES E 82 DUR

STORE 04-0811/22

Curtis, J. (ed) 2000, Mesopotamia and Iran in the Parthian and Sasanian Periods: Rejection
and Revival c. 238 BC–AD 642. INST ARCH DBA 100 CUR

Parthian and Sasanian empires, London. INST ARCH DBG 100 CUR

*Habibi, H., & Mohammadifar, Y. (2020). Landscape Archaeology of Abdanan in the
Sasanian Period. In K.-A. Niknami & A. Hozhabri (Eds.), Archaeology of Iran in the
Historical Period (pp. 329–355). Cham: Springer International Publishing.

Harper P. 2006 In Search of a cultural Identity: Monuments and Artifacts of the Sasanian
Near East, 3rd to 7th century AD, New York. INST ARCH DBG 100 HAR

Hopkins C, Goldman B. 1979, The discovery of Dura Europos, New Haven. INST ARCH
DBD 10 HOP

Curtis, R. Hillenbrand, J.M. Rogers (Eds.), The Art and Archaeology of Ancient Persia. New
DBG 100 CUR

Partherreich und seine Zeugnisse, Beiträge des internationalen Colloquiums - Eutin, 1996,
(Historia Einzelschriften, 122), Stuttgart, 45-59. ANCIENT HISTORY F 16 WIE

SOAS MAIN LIBRARY Lee Per 107 /849130

Invernizi, A. 2007. The culture of Nisa, between steppe and empire. In J. Cribb and G. Herr-
mann (eds.), After Alexander: Central Asia before Islam. Themes in the history and archae-
ology of Western Central Asia, British Academy Conference, June 23-25, 2004 (London: Ox-
ford University Press, 2007), 163-177. INST ARCH DBK CRI

Potts, D. 2010 Mesopotamia, Iran and Arabia from the Seleucids to the Sasanians,
INST ARCH DBA 100 POT


Walker J. 2007. Iran and Its Neighbors in Late Antiquity: Art of the Sasanian Empire (224-