

***Contemporary Perspectives on the Ancient Near East:
Orientalism, Archaeology, and Nationalism***
ANTHROPOLOGY 400, Spring Quarter 2006

Instructor

Dr. Joy McCorrison, Associate Professor (call me, "Professor McCorrison")
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Hours

Class: Monday and Wednesday, 11:30-1:18 Lord Hall Room 235
Office: Monday 1:30-3:30, Thursday 10-11

Please note that upper floors of Lord Hall, where my office is located, do not offer disability access. I would like to meet with all my students. If you find my office difficult to access, please let me know after class, by email, or by phone. I will arrange to meet you at another location.

Texts

1. Sa'id, Edward 1978 *Orientalism*. New York: Pantheon Books.
(Required reading of selected chapters. Available at the University Bookstore and Main Library Reserve. This book is a classic, and for those students who will have a long-term interest in the Near East, history, international studies, political science, humanities, or literature, this is a book to keep on your shelves and to re-visit for important material and ideas not covered in this course.)
2. selected chapters, articles, and case studies will become available through Electronic Reserve on Oscar. (We will discuss access to Electronic Reserve on the first day of class)

Course Description: Orientalism, Archaeology, and Nationalism

Orientalism is a term used to describe much Western scholarship of an exotic East. Orientalist scholarship is now famously denounced as inherently flawed objectification of other cultures and a denial of their history, BUT it has an important history and impact across diverse disciplines and contemporary issues. This course introduces the Orientalist view of the ancient Near East. We will use case studies of archaeological scholarship to examine the role of Orientalist thinking in the development of today's perspectives on what happened in antiquity. Did the Israelites conquer a Promised Land? Did Mesopotamia decay under the rule of tyrants and despots? Were the early Arabs an uncivilized desert people? Did Crusaders only live in castles?

The course discusses a number of periods often ignored in Western anthropological archaeology, such as Early Islamic and Crusader Periods and examines the history of scholarship that has emphasized some archaeologies to the neglect of others. Archaeology of peoples "without history" (Wolf 1982)—the folk whose accounts were unwritten or written by others—is also emphasized. The course will examine different approaches to the past and ways of knowing with the Near East as example: the archaeologies of Bible and Holy Qur'an are briefly introduced. Students will also read about early Arab geographers whose histories, ethnographies, and theoretical perspectives offer alternative views of the social and cultural dynamics fossilized in

the archaeological record. The course will conclude with a study of contemporary archaeological practice, especially in the interests of religious identity and nationalism, in the Near East so that students can assess the lasting impact—positive and negative—of Orientalism in Near Eastern archaeology.

This course relies primarily on lecture and discussion to introduce students to the materials and issues that diverse contemporary views of the ancient Near East have played in interrelated religious, historical, political, ethnic, and social agendas. These agendas are 1) colonialism, 2) the development of archaeological approaches to uncovering the past, and 3) the use of archaeology in modern-day nationalism and ethnic-religious identity. Students will also practice research and writing skills in preparing brief (5-10 minute) class presentations on a minor topic and by applying issues raised in class to a term paper whose subject may or may not be geographically focused on the Near East. Because the Near East is the historical cradle of the world's 3 great monotheistic religions, construction of the ancient Near East for present identities resonates widely across diverse cultures around the world.

Course Objectives:

- Explore how different national, ethnic, social, and cultural perspectives and agendas condition and constrain interpretations of the human past, using the example of the ancient Near East with its broad implications for the 3 major, monotheistic, pan-global religions.
- Evaluate the impact of Orientalist scholarship and colonialism on contemporary archaeological practice in the Near East
- Develop critical thinking skills and extend students' abilities to read carefully and express ideas effectively through writing
- Survey some lesser-known archaeology in the Near East, including the archaeology of Crusader and Early Islamic periods, pastoralists, and women
- Introduce the contemporary issues of nationalism and ideology as they are employed to generate mythological-historical rationales for contemporary political hegemonies. The example of an idealized past used as foundation for the modern colony/nation-state in the Middle East has worldwide application and significance.

Course Requirements:

Attendance: The course meets twice week at a regular time for structured sessions with the entire class. Class meetings will combine lecture, discussions, visual presentations, and exercises. Group discussions will be held, and several classes will be devoted to student presentations. You should arrange your schedule so that you participate in *all classes*. Your classmates need to depend on your ideas and your preparation in discussions that will lead to presentations done by them. You will benefit from their input when your turn comes, and you have a responsibility to them to reciprocate. Attendance will affect your grade. Poor attendance furthermore makes it unlikely that you will be able to perform well on exams, the major component of student assessment for this class. Students with National Guard duty and other legitimate reasons for absence should alert me as early as possible.

Reading: About 40-75 pages assigned per week. Reading expectations are generally lower for weeks in which student presentations or exams are due.

Class Preparation: In addition to reading and reviewing lecture notes, I expect each student to spend time preparing for discussions. When questions have been distributed in advance, make notes and prepare your answers. Make sure you do this work before coming to class, for *it wastes your and your classmates' class time if you do your only thinking during the discussion period.*

Discussions: Periodically the class will break into groups for discussion based on *all the readings* for the week and on study questions. Please come to class prepared to discuss this material. Such class discussions and presentations provide an alternative to lecture, which does not equally help all students learn. **Please prepare an extra copy of your discussion question preparations for collection in class so that I can better assess your class preparation.**

Exams: Exam #1 (4th week)
Exam #2 (7th week)
NO FINAL EXAM OUTSIDE OF CLASS

Term paper: due Wednesday June 7th at 1:30 pm. You will develop a term paper topic in consultation with the instructor. Your topic should be presented to me in a **1-2 page abstract** by Week 6 (1 May in class). Please feel free to visit my office hours to discuss them before submitting. *A topic abstract will consist of a well-crafted topical sentence that describes the focus, approaches, and conclusions of your paper plus a prose summary of the topic, materials and evidence you present, arguments—yours and others'—, and conclusions. Your abstract must be submitted with 8 bibliographic references, no more than 3 of which may be web-based.*

On the basis of your abstract and any discussions we have, I will **EITHER** a) require a submission of a full draft of your paper by the end of Week 8 (4pm, Friday 19th May) **OR** b) accept an expanded outline including references by the end of Week 8. This arrangement allows me to provide you with feedback for your final paper. Please note that I will not provide detailed feedback on grammar, spelling, and syntax—it is your responsibility to proof-read your work. I will comment on organization, content, and research.

Term Paper should be 10 pages, double spaced, margins not greater than 1 inch!

Class participation & presentation: includes preparation, discussions, attendance, and in-class presentations (5-10 minutes) of readings and minor topics. These will be scheduled during the latter half of the class. I encourage you to visit me in office hours to prepare your oral presentations.

Evaluation criteria:

Final grades will reflect each student's performance of written examinations, term paper, in-class and take-home assignments, and class participation. Written examinations will be based upon lectures, films, assigned readings, and class discussions and assignments.

The various components of class performance are weighted as follows:

1st examination15%

2nd examination15%

Class discussions & participation35%

[This component of class performance is graded according to the following:

Attendance...10%: Students should attend each class for full credit, although legitimate excuses (documented illness or emergency) will be accepted twice

Preparation & Presentations...15%: Students should complete all assigned readings before class and demonstrate that they have done so with contributions to discussion, prepared notes & questions, and with presentation handouts

Discussion...10%: Students should contribute their ideas and questions to discussion. These should be drawn from assigned readings and from personal experience and contemporary events. I will be considering both the quality of discussion contributions and their frequency.]

Paper35%

There are two examinations, both testing knowledge and application of concepts from the previous weeks. The second exam is cumulative and will include all course material. Knowledge and information acquired during the first half of the class will be necessary to discuss the concepts presented during the second half of the class. The exams will be short essay questions. Students are expected to master information from lectures, handouts, textbooks, films, and discussion sessions, and exam questions are drawn from these sources. Exams give you an opportunity to demonstrate your own progress. Although I encourage you to study together, I will give in-class, closed-book, silent exams.

Makeup exams will only be offered for legitimate absences. In all cases, a request for a makeup exam must include, but is not limited to, a dated and signed letter from the student stating his/her reason for absence. Students requesting a makeup exam must speak with the instructor within 48 hours of the scheduled examination time. We encourage you to discuss your exam needs and other learning needs, including arrangements for students with disabilities, with the instructor *ahead of time*. If you experience a legitimate emergency and miss a lecture, ask another student to go over his/her notes with you, then ask your instructor to clarify any issues or questions that you may have.

I will grade your term paper on

- A. Content, including research and original ideas
- B. Connections to the themes and issues of the class,
- C. Form (grammar, spelling, organization, etc.)

Please refer to the Office of Academic Affairs website on Academic Misconduct (<http://oaa.osu.edu/coam/faq.html#whatisacademicmisconduct>) for Ohio State University guidelines and policies on Academic Misconduct. I will follow these guidelines in this class—it is your responsibility to know them. Please review these procedures and policies carefully. Ask any questions about citations or exam procedures now, or in the course of the quarter, rather than learn from an “F.”

Code of Student Conduct:

http://studentaffairs.osu.edu/resource_csc.asp;

The Committee of Academic Misconduct's web page:
<http://oaa.osu.edu/coam/home.html>;

Ten Suggestions for Preserving Academic Integrity:
<http://oaa.osu.edu/coam/ten-suggestions.html>; and

Eight Cardinal Rules of Academic Integrity:
<http://www.northwestern.edu/uacc/8cards.html>.

DEPARTMENT OF ANTHROPOLOGY STATEMENT ON ACADEMIC MISCONDUCT

All students should become familiar with the rules governing alleged academic misconduct. All students should be familiar with what constitutes academic misconduct, especially as it pertains to plagiarism and test taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Alleged cases of academic misconduct are referred to the proper university committees.

My examination and credit policies follow policy and procedures established by The Ohio State University and specified in the Course Offerings Bulletin 05-06 (available to you from the Bulletin Office at (614) 292-3980 or on pages 2-4 of the .pdf file online at <http://www.ureg.ohio-state.edu/ourweb/scheduling/CourseBulletinInfo2005-06.pdf>).

A word about working together and working independently--the work you present as written work *MUST* be your own! While I encourage you to work together in discussions, I expect your scholarship to become increasingly independent as you become further and further engaged in your term paper topic. Thus, you may draw ideas from a discussion group, but it is your responsibility to see that they are properly attributed and properly referenced.^{*} A discussion group idea is an idea that needs substantiation. Please **do not reference a discussion group idea in a paper**, (e.g., Karen Smith, personal communication February 16 1996), but do mention it in prose if you are developing an idea that came up in class. (For example, you might write, "While considering the liberating circumstances that Middle Eastern travel afforded Victorian women, Judy Classmate noted the irony of women constrained by their native social circumstances unconstrained in a culture deemed "Oriental" precisely because it did constrain women!")

I only offer Incompletes (I) if the course work can be completed independently. I follow Ohio State University policy on incomplete marks. I prefer not to give incompletes ("I") because students often find it difficult to complete coursework while taking a new set of courses in the following quarter. I prefer also not to disadvantage students who do complete exams and assignments on time by allowing extra time to others for the explicit purpose of producing a late assignment or making up a missed exam. I recognize that contingencies arise: please do contact me if you feel that your circumstances justify extending the deadline for course completion. Please also come to me immediately with any further questions or concerns you have regarding these policies or other aspects of the class.

^{*} I recommend and prefer the Author-Date System, but I will accept other standard referencing formats. *The Chicago Manual of Style* explains four. In my copy (1982, 13th edition) these are explained on Pp. 400-417.

I encourage and value *all* student participation in this class without prejudice.

In case of unexpected instructor absences the information will be posted on the following departmental website. This site should be consulted during inclement weather to check for possible class cancellations or delays. Do not call the department, check the website.

<http://anthropology.ohio-state.edu/news.htm>

Look for other exciting Anthropology classes and events on our Website. Use it as a resource !
Consider joining the Undergraduate Anthropology Club
or giving a graduate student Brown Bag presentation

Grading

Here are my criteria for awarding letter grades (exams, assignments, and class participation). These criteria do not supercede Ohio State University Policy on grades, found in the *Course Offerings Bulletin*:

- A--demonstrated mastery of *all* important concepts and *all* minor ones.
- B--demonstrated mastery of *all* important concepts and *most* minor ones.
- C--demonstrated mastery of *most* important concepts and *few* minor ones.
- D--*generally failed to demonstrate* mastery of most important concepts.
- F--*failed to demonstrate any mastery* of important concepts.

STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR AS SOON AS THE QUARTER BEGINS AND ARE RESPONSIBLE FOR SEEKING AVAILABLE ASSISTANCE FROM THE EH OFFICE OF DISABILITY SERVICES 292-3307, PRIOR TO OR AT THE BEGINNING OF THE QUARTER. I RELY ON THE OFFICE FOR DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMMODATIONS AND DEVELOPING ACCOMMODATION STRATEGIES.

DEVELOPING A TERM PAPER

Each student will develop a topic into a term paper (see “Term Paper” above) for part of his/her grade in this course. At minimum, this will provide you with an experience in developing a research idea, but at best, you will leave this course with a topic that you may chose to develop into a research project or for directed study credit elsewhere.

These are the steps in this process:

1. Take responsibility for an article or minor topic that you will present to the class. I will make assignments for the quarter and will consider suggestions that you bring me. While your term paper does NOT have to stem from your class presentation, you may find that it is efficient and inspiring to develop an in-class presentation further for a paper.
2. a. Participate in group-discussions. Assume that everyone in class has read the assigned material, and seek ideas and perspectives on how that material is related to the general themes of the course (see “Course Description” on your syllabus). Jot down comments, ideas, and questions for further research/references.
2. b. All students will be encouraged to raise questions after your in-class presentation, and this is a great opportunity for you to discover unanswered questions or additional lines of inquiry and evidence.
3. Look up keywords in Oscar AND do an electronic database search to find further information on your topic. At this point you may find your interest is diverging somewhat from the questions addressed in group-discussion. Document your train of thought—keep notes to yourself about where your interests went and why. I will let you develop your ideas independently, but I require you to be able to demonstrate how they grew out of your original interest. *You are required to keep these notes until final grades have been distributed.*
4. Use your bibliographic research to guide your reading. Turn in to me a **1-2 page abstract** by Week 6 (1 May). Please feel free to visit my office hours to discuss them before submitting. See (“Term Paper” above for topic abstract guidelines).
A topic abstract will consist of a well-crafted topical sentence that describes the focus, approaches, and conclusions of your paper plus a prose summary of the topic, materials and evidence you present, arguments—yours and others’—, and conclusions. Your abstract must be submitted with 8 bibliographic references, no more than 3 of which may be web-based.

Your topic should *set out the question or (closely) related questions your research will/would address.* Your question might be, “Did God give the Israelites the Promised Land?” or “Why study Ottoman archaeology (when there are even older sites to dig)?” or “Were the Indus civilizations precursors to Dravidians?” or “Who built Great Zimbabwe?” or “Were ancient Egyptians black?”

Your topic should also *state what an introduction to a paper would be like--what background does a reader need to understand why your topic is important?* The

period and related processes in prehistory and history are essential here, as are the modern circumstances of archaeological inquiry.

Your topic should also include *a summary of the appropriate data* you would use. Will you be using archaeological site reports? Interviews? Letters and reports from colonial administrators? Diaries? Films and documentaries? Newspaper/media clippings and images? Secondary sources and compilations?

Your *bibliography* gives me good indication of your research on this topic and your success in formulating an important question and finding the appropriate sources with which to address it.

Congratulations! You have started a research paper.

5. Develop your topic paragraph into an introduction. Your first draft is now underway. Your paper should be organized as follows:

Introduction--sets out the question you will address.

Evidence--What kinds of methods or archaeological evidence can be used to address this question? What ancillary information is available from historical or representational sources?

Interpretation--show how the evidence can provide information to help you answer your main questions.

Summary and Conclusion--restates the main topic and your new perspective. Points out new directions for further research. Shows how solving this question helps clarify a larger problem. For example, "Lacking definitive archaeological evidence for Joshua's conquests strengthens the proponents of a 7th century BCE date for the compilation of the Old Testament/Hebrew Bible and suggests that the emphasis on Late Bronze Age archaeological sites in Judea and Samaria today serves greater political purpose than archaeological ." [This might be a good conclusion to an original question, "What archaeological basis is there for Joshua's conquests in Canaan?"]

Maps and illustrations are often appropriate. You should at least include a map with the sites and regions you are discussing clearly depicted. Do not forget to provide a scale, a north arrow, and a heading/title for all maps and figures.

6. I will look at any drafts and give you comment (not spelling, grammar, or syntax) if you turn them in to me at least a week ahead of the deadline. Also, you should ask members of your discussion group or a friend to proof-read your paper. I expect your grammar and spelling to be perfect. **WARNING...I will fail your paper (F) if you include any "sentence" that lacks a subject AND a verb!**

PROOF-READ YOUR WORK!!!

PLAN OF CLASSES & READINGS

WEEK 1 WHAT IS ORIENTALISM?

- Class 1. Introduction
Class 2. Orientalism: a Critique in Overview

Readings: Sa'id pp. 1-14, 31-44

WEEK 2 THE WEST AND OTHER

- Class 3. Historical Geography of the West and the Other
 Discussion: Encountering Orientalism
Class 4. Colonialism and Near Eastern Archaeology

Readings: Sa'id pp. 49-79, 201-209
 Lutz and Collins, Ch. 3 "Inside the Great Machinery of Desire." pp. 47-85.
 [OPTIONAL: Silberman, "Desolation and Restoration," pp. 76-86.]

WEEK 3 PEOPLE OF THE BOOK I: BIBLICAL ARCHAEOLOGY

- Class 5. Biblical Archaeology
 Discussion: Near Eastern Archaeology and the Western Gaze
Class 7. The Production of Oriental Archaeology

Readings: Sa'id pp. 79-87, 105, 108-109, 175, 230
 Dever, "Biblical Archaeology" pp. 315-319.
 Silberman, "Digging in the Land of the Bible," pp. 36-47.
 Finkelstein, "Pots and People Revisited," pp. 216-230.
 Wright, "Forcing the End," pp. 42-53.
 Silberman, "Yahoos in Arabia," pp. 74-76.

WEEK 4 PEOPLE OF THE BOOK II: ISLAMIC ARCHAEOLOGY

- Class 6. Film: *Raiders of the Lost Ark*
Class 8. Islamic Archaeology
 Exam #1

Readings: Glock, "The Future of the Palestinian Past" pp. 302-322.
 Potts, "The Gulf Arab States and their Archaeology," pp. 189-199.
 Ozdogan, "Ideology and archaeology in Turkey," pp. 111-123.
 [RECOMMENDED: Schick, "Palestine in the Early Islamic Period," pp. 74-108.]
 [RECOMMENDED: Walker, "Militarization to Nomadization," pp. 202-226.]

WEEK 5. EAST MEETS WEST: CRUSADER ARCHAEOLOGY

- Class 9. Crusaders & Crusader Archaeology
Class 10. Film: *The Crusades*
 Discussion: Colonialism and Material Culture in Outremer (Identifying
 Ethnicity through Archaeology)

Readings: Boas, "The Frankish Period," pp.138-174.

WEEK 6. ALTERNATE VIEWS OF HISTORY

Class 11. Ibn Khaldun, Tribes & the Early Islamic State Archaeology & the Djahiliyya 1)
Emergence of the State

2) Pre-Islamic Arabia

Class 12. Dar- al-Islam and the Middle Ages: Archaeology & the Arab Geographers
Discussion: Original Globalization Student Presentations—Arab
Geographers

Readings: Ibn Khaldun, Ch. 2, pp. 99-100, 107-111, 120-122, 123-150, 246-257.
Sharer & Ashmore, "Multilinear cultural evolution models," pp. 560-564

ASSIGNED: Gabriel, "Among the Norse tribes," pp. 37-42

ASSIGNED: Bullis & MacDonald, "The longest Hajj," pp. 3-39

ASSIGNED: Insoll, "The road to Timbuktu," pp. 48-52

WEEK 7. ARCHAEOLOGY & "PEOPLE WITHOUT HISTORY"

Class 13. Archaeology & Nomadic Pastoralism

Class 14. Ethnoarchaeology, Text, and Orientalism

Discussion: Imagining the Primitive

Exam #2

Readings: Wiseman, "Barbarians at the Gate," pp. 12-14.
Banning, "Peasants, Pastoralists, and *Pax Romana*," pp. 25 + 29-45
Parker, "Peasants, Pastoralists, and *Pax Romana*: a different view," pp. 35-54
Banning and Kohler-Rollefson, "Ethnographic Lessons for the Pastoral Past:
Camp Remains near Beidha, Southern Jordan," pp. 181-201.

WEEK 8. WAYS OF KNOWING IN NEAR EASTERN ARCHAEOLOGY

Class 15. Science, History, & Revelation

Class 16. Discussion: "The Oriental Mind"

Student Presentations—"isms"

[e.g., rationalism, positivism, marxism, postmodernism]

Readings: Sa'id, pp. 79, 105-108, 191-197, 284-321
Schimmel, "Islam," pp. 59-64
CEI, "Shari'a," p. 321 [1.1], pp. 322-top 325 [4, 4.1, 4.2]
CEI, "Djahiliyya," pp. 383-384

WEEK 9. GENDER IN NEAR EASTERN ARCHAEOLOGY

Class 17. Practitioners & Practice

Class 18. Interpreting Gender Roles in Ancient Cultures

Discussion: The Veiled East

Student Presentations—Archaeologists and Archaeologies
[e.g., Gertrude Bell, Freya Stark, Hester Stanhope, Gertrude Caton-
Thompson, Patty-Jo Watson, Kathleen Kenyon, Dorothy Garrod
Lady Mallowan (Barbara Parker), Crystal Bennett]

Readings: Sa'id, pp. 184-191
Wright, "Technology, Gender, and Class: Worlds of Difference in Ur III
Mesopotamia," pp. 79-110.

WEEK 10. NATIONALISM & ARCHAEOLOGY

Class 19. MEMORIAL DAY—NO CLASS

Class 20. Current Archaeological Practice in the Near East
Discussion: Whose Past, Whose Present?
Student Presentations—Nationalist Agendas
Conclusions

Readings: Silberman, "The Fall of Masada," pp. 87-101.
Naccache, "Beirut's Memorycide," pp. 140-156.
Raschka, "Beirut digs out," pp. 44-50.
Glock, "Cultural Bias in Archaeology," pp.324-339.
review "The Future of the Palestinian Past"
Diaz-Andreu, "Islamic Archaeology and the Spanish Nation," pp. 68-87.

Reading List

THE FOLLOWING TEXTS INCLUDE, BUT ARE NOT LIMITED TO READINGS REQUIRED FOR CLASS AND DISCUSSIONS. WHILE ABSOLUTELY NOT COMPREHENSIVE, THIS LIST IS INTENDED TO SERVE AS A RESOURCE FOR FURTHER READING ON THE TOPICS COVERED AND FOR INITIAL RESEARCH ON PAPERS AND PRESENTATIONS.

DO NOT CONFINE YOUR RESEARCH TO THIS LIST: I EXPECT YOU TO SEEK OTHER SOURCES!

Other sources may be located through

- a keyword search in Oscar (University Library home page),
- the Anthropology database (Eureka) and other databases found in “databases” on the University Library home page). This often helps in finding journal articles on a particular topic
- internet searches on key words
- reviewing and selecting sources from bibliographies cited in these works

Abdi, Kamyar 2001 Nationalism, Politics and the Development of Archaeology in Iran. *American Journal of Archaeology* 105: 51-76.

Abu el-Haj, Nadia 2001 *Facts on the Ground: Archaeological Practice and Territorial Self-Fashioning in Israeli Society*. Chicago: Chicago University Press.

Ahmad, S.M. 1965 Djughrsfiya, geography. *Encyclopedia of Islam* 2:575-587.

Ahmed, Akbar S. 1992 *Postmodernism and Islam*. London: Routledge.

Al-Ansary, A.R. 1982 *Qaryat al-Fau: a Portrait of Pre-Islamic Civilisation in Saudi Arabia*. Riyadh: University of Riyadh Press.

Alon, A. 1997 Politics and Archaeology. Pp. 34-47 in N.A. Silberman and D. Small, eds., *The Archaeology of Israel: Constructing the Past, Interpreting the Present*. Sheffield: Sheffield Academic Press.

Anonymous. 1725 [1905] *The Travels of Sir John Mandeville. (Cotton Manuscript)*. London: Macmillan and Co.

Bar-Yosef, O. and A. Khazanov, eds., *Pastoralism in the Levant: Archaeological Materials in Anthropological Perspectives*. Madison, WI: Prehistory Press.

Banning, E.B. 1996 Peasants, Pastoralists, and Pax Romana: Mutualism in the Southern Highlands of Jordan. *Bulletin of the American Schools of Oriental Research* 261: 25-50.

Banning, E.B. and I. Kohler-Rollefson 1992 Ethnographic Lessons for the pastoral Past: Camp Remains near Beidha, Southern Jordan. Pp. 181-201 in O. Bar-Yosef and A. Khazanov, eds., *Pastoralism in the Levant: Archaeological materials in Anthropological Perspectives*. Madison: Prehistory Press.

Beaulieu, J. and M. Roberts 2002 *Orientalism's Interlocutors: Painting, Architecture, Photography*. Durham, NC: Duke University Press.

Bell, G. 1927 *The Letters of Gertrude Bell (selected and edited by Lady Bell, D.B.E.)* vol. II. New York: Boni and Liveright.

1934 *The Desert and the Sown*.

- Benvenisti, Meron 2000 *Sacred Landscape: The Buried History of the Holy Land since 1948*. [trans. Maxine Kaufman-Lacusta]. Berkeley: University of California Press.
- Ben Yehuda, Nachman 2002 *Sacrificing Truth: Archaeology and the Myth of Masada*. Prometheus/Humanity Books.
- Bhabha, Homi K. 1994 *The Location of Culture*. London: Routledge.
- Bintliff, J. 1991 The Contribution of an Annaliste/Structural History Approach to Archaeology. Pp. 1-33 in J. Bintliff, ed., *The Annales School and Archaeology*. Leicester: Leicester University Press.
- Bloch-Smith, E. & B.A. Nakhai 1999 A Landscape Comes to Life: the Iron Age I. *Near Eastern Archaeology* 62:62-92.
- Blyth 1917 The Future of Palestine. *Palestine Exploration Quarterly* 81-91.
- Boas, A. 1999 *Crusader Archaeology: The Material Culture of the Latin East*. London: Routledge.
- 1998 The Frankish Period: A Unique Medieval Society Emerges. *Near Eastern Archaeology* 61: 138-174.
- Bullis, D. & N. MacDonald 2000 The Longest Hajj. *Aramco World* 51(4): 3-39.
- Cannadine, David 2001 *Ornamentalism: How the British saw their empire*. New York: Oxford University Press.
- Condor, Lt. C.R. 1879 The Present Condition in Palestine. *Palestine Exploration Quarterly Statement* 6-15.
- Cribb, R. 1991 *Nomads in Archaeology*. Cambridge: Cambridge University Press.
- Crichton, M. 1977. *Eaters of the Dead: the manuscript of Ibn Fadlan relating his experience with the Northmen in A.D. 922*. New York: Bantam Books.
- Dever, W. 1997 Biblical Archaeology. Pp. 315-319 in E. Meyers, ed., *The Oxford Encyclopedia of Archaeology in the Near East*. Oxford: Oxford University Press.
- Dever, W. 1990 *Recent Archaeological Discoveries and Biblical Research*. Seattle: University of Washington Press.
- Doughty, C.M. 1936 *Travels in Arabia Deserta*. London: Jonathan Cape, Ltd.
- Description de L’Egypte:*
- Anderson, R. and I. Fawzy, eds., 1987 *Egypt Revealed: Scenes from Napoleon’s Description de l’Egypte*. Cairo: American University in Cairo Press.
- Doumani, B.B. 1992 Rediscovering Ottoman Palestine: Writing Palestinians into History. *Journal of Palestine Studies* 21: 5-28.
- Diaz-Andreu, M. 1996 Islamic archaeology and the origin of the Spanish nation. Pp. 68-89 in M. Diaz-Andreu and T. Champion, eds., *Nationalism and Archaeology in Europe*. London: UCL Press.

- Egerton, Frank N. 2002 A History of the Ecological Sciences Part 7. Arabic Language Science: Botany, Geography, and Decline. *Bulletin of the Ecological Society of America* 83 (4): 261-266.
- Elliott, Mark 2001 *Biblical Interpretation using Archaeological Evidence, 1900-1930*. Philadelphia: Mellen Press.
- Ellenblum, R. 1992 Construction Methods in Frankish Rural Settlements. Pp. 168-189 in B. Z. Kedar, ed., *The Horns of Hattin*. Jerusalem: Yad Izhak Ben-Zvi.
- Finkelstein, I. 1999 State Formation in Israel and Judah: a Contrast in Trajectory. *Near Eastern Archaeologist* 62: 35-52.
- 1997 Pots and People Revisited: Ethnic Boundaries in the Iron Age I. Pp. 216-237 in N.A. Silberman and D. Small, eds., *The Archaeology of Israel: Constructing the Past, Interpreting the Present*. Sheffield: Sheffield Academic Press.
- Finkelstein, Israel and Neil Asher Silberman 2001 *The Bible Unearthed. Archaeology's new vision of ancient Israel and the origins of its sacred text*. New York: Free Press.
- Finn 1979 The Fellaheen of Palestine... *Palestine Exploration Quarterly* 33-48, 72-87.
- Fox, Edward 2001 *Sacred Geography: a tale of murder and archaeology in the Holy Land*. New York: Metropolitan Books, Henry Holt.
- Gabriel, J. 1999 Among the Norse tribes. *Aramco World* 50(6): 37-42.
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