

**SEMINAR IN THE ARCHAEOLOGY OF THE ANCIENT NEAR EAST—
(MESOPOTAMIA, EGYPT, THE LEVANT)**

Anthropology 830.04

Instructor: Joy McCorriston, Associate Professor, Ohio State University
(I prefer that you call me "Professor McCorriston")
My Office: 209 Lord Hall
Course Meets: [Lecture: 2 hours p/w + Discussion 1:30 hours p/w]
Location: [TBA]

If disability prevents you from access to my office, please let me know after class or by email. I will arrange to meet you at another location during office hours.

Office Hours: [3 hours p/w, per Department policy]

Telephone: (614) 292-0230 during office hours. Please do not telephone me at home. If you wish to contact me outside of office hours, please use email.

Email: mccorriston.1@osu.edu
(I usually check daily. I cannot be contacted on weekends)

COURSE DESCRIPTION

This course looks at a history of cultural diversity in the Near East using the tools of anthropology and archaeology. The course covers the development of culture and society in the ancient Near East from the first humans through beginnings of agriculture and settled village life, the first states, and up to the threshold of imperialism (10,000-2000 BC). This period includes prehistory and history; therefore we will use evidence and techniques appropriate to both. We will examine developments in the Near East primarily through archaeological remains--settlements, architecture, burials and artifacts--while including evidence from ancient cuneiform and hieroglyphic texts, modern geography, and ethnography. *The course follows a basic chronological sequence, but it is structured around topics that focus on significant developments and human achievements primarily in Mesopotamia, Egypt, and the Levant during this period. We will particularly emphasize the following: a) the earliest emergence of agriculture and settled societies, b) the spread of Neolithic societies, c) the earliest states, d) underlying factors in diversity in Near Eastern societies, e) epistemologies.* The purpose of this course is to familiarize students with the archaeological evidence for our understanding of Near Eastern prehistory and early history while exploring anthropological issues such as the reconstruction of and changes in ancient economic, social and political systems and the participation of different people and ethnic groups in these systems.

From this course, students should expect to develop

1. A background in ancient Near Eastern archaeology and early history→sites, cultures & dates (*up to 2000 BC!*, the end of the Early Bronze Age)
2. Literature review and knowledge base (data set and theoretical perspectives) for primary research on Near Eastern cultures

3. An understanding of how archaeological knowledge is acquired and interpreted to reconstruct ancient Near Eastern prehistory and history
4. Familiarity with the tensions and complementarities of texts and archaeology as congruent data sets

THIS COURSE IS SUPPORTED THROUGH A CARMEN WEBSITE.

PRESENTATIONS, DISCUSSION QUESTIONS, HANDOUTS AND MOST COURSE READINGS ARE AVAILABLE ONLINE. www.carmen.osu.edu

REQUIRED TEXTS

1. Pollock, S.J. 1999 *Ancient Mesopotamia*. Cambridge: Cambridge University Press.
(Textbook available through the bookstore)
2. *Additional required readings* are also available through Electronic Reserves. To access Electronic Reserves, go to <http://library.ohio-state.edu>.
Materials are listed in order by author/title.
3. Recommended readings are available through the on-line Library (Oscar) catalogue and may be checked out. These may be of particular interest as students develop topics and papers. Specialized works not held by OSU are usually available through CIC partner catalogues (e.g., University of Chicago, University of Michigan) with some of the best US library holdings in Near Eastern archaeology.

RECOMMENDED READINGS

Each week contains a list of resources appropriate for developing greater depth on the week's discussion topic and further research but is not intended as a comprehensive literature review. Please consult with me as you develop topics for in-seminar presentation and your final research papers.

COURSE REQUIREMENTS

Attendance: The course meets three times per week for 2 hours basic lecture and separately for a 1.5 hour seminar discussion. You should arrange your schedule so that you participate in *all lecture class time*. Your classmates need to depend on your ideas and your preparation in seminar, as you depend on theirs. Attendance will affect your grade.

Reading: About 100 pages assigned per week.

Class Preparation: In addition to reviewing lecture notes and materials available on the CARMEN course website, I expect each student to spend time preparing for seminar by reading assigned texts and researching other resources for topical presentations.

Seminar Presentation: By week 2, students will have selected topics for a 30 minute in-seminar presentation, and I will assign dates for these topics. (A topics list is available on the CARMEN website). Students may consult with me to develop an alternate topic for

presentation. It is permitted but not required that a presentation may develop into the research paper for this course.

Assessment: **Take-home Midterm exam**—essay format designed to assess student's understanding of basic concepts and readings. There will be one week to complete the midterm.

Final paper—Research paper (5000 words, 20 pages double spaced, required bibliography is additional words/pages) on a topic agreed by student and professor. Due [Tuesday of exam week]. Students must develop a 2-page written paper prospectus by Week 7 and are encouraged to consult with me during its development. A paper prospectus features a topical sentence, a 2-3 paragraph abstract and a preliminary bibliography of a minimum 10 sources.

EVALUATION

You evaluate the course

In Week 3, I will pass out mini-evaluations that provide you an opportunity to let me know how this course can best meet your needs. I recognize that every cohort of graduate students brings different backgrounds and individual goals to a seminar and would like to get early feedback that will help me tailor discussions, readings, and topics to your needs. Some of this feedback is informal and apparent within seminar; sometimes you may wish to send me email requests and comment. I also provide early and anonymous format for evaluation. This will supplement the standardized final evaluations mandatory for every course and is intended to provide timely adjustment and flexibility (particularly in course content).

I will evaluate you on

- 1) **CLASS PARTICIPATION** -- Evidence of advance preparation such as reading notes, prepared discussion notes, attendance, contributing ideas and making connections in discussion, group projects & presentations (30 % of your final course grade).

Here are my criteria for class participation grades. These criteria do not supercede Ohio State University Policy on grades, found in the *Course Offerings Bulletin*:

- | | |
|----------|---|
| A to A- | --advance preparation, attendance, <i>and</i> contribution for 18 lectures + 9 seminars. |
| B+ to B- | --advance preparation, attendance, <i>and</i> contribution for 16 lectures + 8 seminars. |
| C+ to C- | --attendance <i>and</i> advance preparation <i>or</i> a contribution for 14 lectures + 7 seminars |
| D+ to D- | --attendance <i>and</i> advance preparation <i>or</i> a contribution for 12 lectures + 6 seminars |
| F | -- <i>failed</i> to appear for more than 11 lectures/5 seminars. |

- 2) **WRITTEN WORK** – Midterm (30%) and Final (40%) exams

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

- | | |
|----------|---|
| A to A- | --demonstrated mastery of <i>all</i> important concepts and <i>all</i> minor ones. |
| B+ to B- | --demonstrated mastery of <i>all</i> important concepts and <i>most</i> minor ones. |

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

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>).

I require that you deliver me a paper copy of your final research paper or arrange for a friend on campus to do so if you will be away.

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 papers and exams on time by changing deadlines for other students. 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 regard myself as a partner in your academic success and am prepared to work with you toward this goal.

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

In case of my unexpected absence, 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. If possible and applicable, I will try to get a department representative to inform the class. Do not call the department, check the website.

<http://anthropology.osu.edu/news.htm>

Look for other exciting Anthropology classes and events on our Website. Use it as a resource !

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.

CLASS OUTLINE AND READINGS

WEEK 1 (Lecture Dates:)

Geography,

Climate,
Environmental History,
Pleistocene and Holocene landscapes

Timelines

Ethnography, Biblical archaeology, and Orientalism
Events and historical contacts
Dating using texts
Radiocarbon and calibration plateaus

Seminar Discussion Topic: (Date)

How useful is ethnographic analogy of modern people in archaeological interpretation?
How does ethnographic analogy affect our perceptions of time and chronology?

Required Readings: Pollock pp. 10-22, 28-44,

Spencer, A.J. 1993 *Early Egypt*. Norman, OK: University of Oklahoma Press. pp. 9-16

Silberman, N.A. 1991 Desolation and restoration: the impact of a Biblical concept on Near Eastern archaeology. *Biblical Archaeologist* 54: 76-86.

Said, E.W. 1978 *Orientalism*. New York: Vintage Books. Pp. 1-14, 31-44, 49-79,

Silberman, N.A. 1998 Digging in the Land of the Bible. *Archaeology* 51(5):36-45.

Recommended Readings:

*Aitkin, M. 1997 Dating Techniques. Pp. 113-117 in E.A. Meyers, ed., *The Oxford Encyclopedia of Archaeology in the Near East*. Volume 2.

*Bowman, S. 1990 *Radiocarbon dating*. Pp. 46-51. Berkeley: University of California Press.

*Ellis, M. de J. 1983 Correlation of archaeological and written evidence for the study of Mesopotamian institutions and chronology. *American Journal of Archaeology* 87:497-507.
[read only the text, ignore the lengthy notes]

*Waterbolk, H.T. 1987 Working with radiocarbon dates in southwestern Asia. Pp. 39-59 in O. Aurenche, J. Évin, and F. Hours, eds., *Chronologies in the Near East*. Oxford: BAR 379(I).

*Nissen, H. J. 1986 The development of writing and glyptic art. Pp. 322-327 in *Gamdat Nasr-- Period or regional style?* Wiesbaden: Ludwig Reichert Verlag

- *Macfie, A.L. 2002 *Orientalism*. London: Pearson
- *Turner, B.S. 1994 *Orientalism, Postmodernism, and Globalism*. London: Routledge.
- *Abu el-Haj, N. 2001 *Facts on the Ground. Archaeological Practice and Territorial Self-Fashioning in Israeli Society*. Chicago: University of Chicago Press.
- *Silberman, N.A. 1989 "Israel: the Fall of Masada" Chapter 5 in N.A. Silberman, *Between Past and Present: Archaeology, Ideology, and Nationalism in the Modern Middle East*. New York: Henry Holt.
- *Silberman, N.A. 1982 *Digging for God and Country*. New York: Alfred Knopf.
- *Larsen, M.T. 1996 *The Conquest of Assyria*. London: Routledge.
- *Meskell, L., ed., 1998 *Archaeology Under Fire. Nationalism, Politics, and Heritage in the Eastern Mediterranean and Middle East*. London: Routledge.

WEEK 2 (Lecture Dates:)

Middle Paleolithic and the arrival of modern humans
 Upper Paleolithic innovations
 Epipaleolithic
 Natufians

Seminar Discussion Topic: **(Date)**
 How Human were the Pleistocene Peoples in the Near East?

Required Readings:

- Henry, D. et al. 2004 Human behavioral organization in the Middle Paleolithic: Were Neanderthals different? *American Anthropologist* 106(1): 17-31.
- Valla, Francois 1998 The first settled societies—Natufian (12,500-10,200) Pp. 169-189 in Thomas Levy, ed. *The Archaeology of Society in the Holy Land*. New York: Facts on File.

Recommended Reading:

- *Byrd, Brian 1991 Beidha: An early Natufian encampment in Southern Jordan. Pp. 245-264 in Ofer Bar-Yosef and Francois Valla, eds., *Natufian Culture and Economy*. Ann Arbor, MI: International Monographs in Prehistory.
- * Moore, A.M.T., Hillman, G.C., and A.J. Legge 2000 Village on the Euphrates. From Foraging to Farming at Abu Hureyra. Oxford: Oxford University Press. Especially Pp. 475-510, 112-131, 23-41.

WEEK 3 (Lecture Dates:)

The Neolithic Revolution

Origins of plant domestication

Origins of animal husbandry

Neolithic society and culture

PPNA and PPNB

Spread of agriculture, settlements, motif and representation, demography, exchange, Jericho, Çatal Hüyük, Ain Ghazal, Çayönü, Beidha, Ali Kosh, Jarmo, Ganj Dareh

Seminar Discussion Topic: (Date:)

What were the effects of sedentism and what was(were) its cause(s)? Was environmental degradation pervasive in the Neolithic?

SEMINAR PRESENTATION(S)

[Topics on Symbolism, Community Identity, Neocortical Evolution]

Required Readings:

Bellwood, P.J. 2005 *First Farmers*. Oxford: Blackwell. Chapter 3, Pp. 44-66.

Bar-Yosef, Ofer, Avi Gopher, Eitan Tchernov, and Mordechai E. Kislev 1991. Netiv Hagdud: An Early Neolithic Village Site in the Jordan Valley. *Journal of Field Archaeology* 18: 405-424.

Rollefson, Gary O. and Ilse Köhler Rollefson 1992 Early neolithic exploitation patterns in the Levant: cultural impact on the environment. *Population and environment* 13: 243-254.

Watkins, Trevor, 2003 Houses and Households in the Neolithic. *Paleorient* xx: xx-xx.

Recommended Readings:

*Banning, E.B. 2003 Housing Neolithic Farmers. *Near Eastern Archaeology* 66: 4-21.

*Flannery, K.V. 1972 The origins of the village as a settlement type in Mesoamerica and the Near East: a comparative study. Pp. 23-53 in P.J. Ucko and R. Tringham, eds., *Man, settlement and urbanism*. London: Duckworth.

*Hauptmann, H. 1999 The Urfa region. Pp. 65-86 in M. Ozdogan and N. Basgelen, eds., *Neolithic in Turkey*. Istanbul: Arkeologie ve Sanat Yayinlari.

*Kuijt, I., ed. 2000 *Life in Neolithic Farming Communities*. New York: Kluwer.

*Renfrew, C., J.E. Dixon and J.R. Cann 1966 Obsidian and early culture contact in the Near East. *Proceedings of the Prehistoric Society* 32:30-72.

*Rollefson, Gary O., Alan H. Simmons and Zeidan Kafafi 1992 Neolithic cultures at 'Ain Ghazal, Jordan. *Journal of Field Archaeology* 19:443-470.

*Smith, B. 1998 *The Emergence of Agriculture*. 2nd edition. Scientific American Library: W.H. Freeman and Company. Pp. 50-89.

Lewis-Williams, David and David Pearce 2005 *Inside the Neolithic Mind*. London: Thames and Hudson.

WEEK 4 (Lecture Dates)

Egypt: Origins of agriculture
Agriculture in the Near East
Desert and the sown
Irrigation and dry-farming

Seminar Discussion Topic(s): (Date)

What is the archaeological evidence for the beginnings of agriculture in Lower Egypt (north) and what does this evidence suggest about the identities and lifestyles of the earliest farmers?

What was the way of life in Upper Egypt? What was the way of life in Lower Egypt? Were these the same people? Are domesticated crops and animals indigenous to the Nile Valley?

SEMINAR PRESENTATION(S)

[Topics: Neolithic in the Western Desert, The Khartoum Neolithic, Cattle Cults of the Sahara, Badarian Culture]

Required Readings:

Close, A.E. and F. Wendorf 1992 The beginnings of food production in the Eastern Sahara. Pp. 63-72 in A. B. Gebauer and T.D. Price, eds., *Transitions to Agriculture in Prehistory*. Madison: Prehistory Press.

Hendrickx, S. and P. Vermeersch 2000 Prehistory. Pp. 31-43 in I. Shaw, ed., *The Oxford History of Ancient Egypt*. Oxford: Oxford University Press.

Hassan, F. 1984 Toward a model of agricultural developments in predynastic Egypt. Pp. 221-224 in L. Krzyzaniak and M. Kobusiewicz, eds., *Origin and early development of food-producing cultures in North-Eastern Africa*. Poznan: Poznan Archaeological Museum.

Recommended Reading:

*Wenke, R.J., J. Long and P. Buck 1988 The Epipaleolithic and Neolithic subsistence and settlement in the Fayyum Oasis of Egypt. *Journal of Field Archaeology* 15: 29-51.

*Wetterstrom, W. 1993 Foraging and farming in Egypt: the transition from hunting and gathering to horticulture in the Nile valley. Pp. 163-226 in T. Shaw, P. Sinclair, B. Andah, and A. Okpoko, eds., *The Archaeology of Africa*. London: Routledge. One World Archaeology 20.

*Blench, Roger and Kevin MacDonald 2002 African Cattle Domestication. London: University College London Press. (Especially Chapters by Grigson, Hassan, and MacDonald)

Butzer, Karl W. 1976 Early Hydraulic Civilization in Egypt. Chicago: University of Chicago Press.

WEEK 5 (Lecture Dates:)

GRADUATE MIDTERM DUE IN MY MAILBOX [hour, date]

My Mailbox: 244 Lord Hall, 124 W. 17th Ave.

Ceramics in the making

Digging tells

Village life and rural communities

Halaf, Samarra, Hassuna, Ubaid

Tell Sabi Abyad, Shems edh Din, Tell Madhur, Tell Mazghaliya, Tell el Oueilli,

Chogha Mami, Tell es Sawwan,

Settlement archaeology in the Near East

Susa and Khuzistan

Deh Luran

Heartland and the Diyala

Seminar Discussion Topic: **(Date)**

What kind of social and political life might the first settlers of Mesopotamia have had? How do we know and what is the significance of the evidence from settlements, ceramics, and tells?

NO STUDENT PRESENTATIONS DURING MIDTERM WEEK

Required Readings: Pollock pp. 1-5, 45-92,

Gopher, Avi 1995 Early Pottery-Bearing Groups in Israel –The Pottery Neolithic Period. Pp. 205-221 in T.E. Levy, ed., *The Archaeology of Society in the Holy Land*. New York: Facts on File.

Huot, J.-L. 1992 The first farmers at Oueilli. *Biblical Archaeologist* 55:188-195.

Hole, F. 1982 Symbols of religion and social organization at Susa. Pp. 315-333 in T.C. Young, Jr., P.E.L. Smith and Peder Mortenson, eds., *The Hilly Flanks. Studies in ancient oriental civilization* 36. Chicago: Oriental Institute.

Recommended Readings:

*Davidson, T.E. and H. McKerrell 1976 Pottery analysis and Halaf period trade in the Khabur headwaters region. *Iraq* 28:45-56.

*Hole, F. 1992 Prehistoric Susa. Pp. 25-31 in P. O. Harper, J. Aruz, and F. Tallon, eds., *The Royal City of Susa: Ancient Near Eastern Treasures in the Louvre*. New York: Metropolitan Museum of Art.

Adams, Robert M. 1981 *Heartland of Cities*. Chicago: University of Chicago Press.

WEEK 6 (Lecture Dates:)

Uruk—Archaeological Perspectives
Urban development and Uruk
Temples
Tablets
Mass production of ceramics
Expansion and Late Uruk cultures
Agricultural extensification

Origins of writing
History of Assyriology
Tokens, Bullae
Numerical notation tablets
Economic texts and writing
Phonetics and rebus systems
Hieroglyphics

Egypt and the copper trade

Film: Writing before the Alphabet [date]

Seminar Discussion Topic (on the film and readings):

Who wrote, *What* they wrote, *On what* they wrote, *How* they read, *Who* could read, *How modern scholars read* ancient writing. How did *writing develop*?

SEMINAR PRESENTATION(S):

[Topics on Construction of Writing in Sumerian, Akkadian Language, Origins of

Hieroglyphic Writing in Egypt, Language Families and Relationships—Afro-Asiatic]]

Required Readings: Pollock pp. 93-116, 149-172

Midant-Reynes, B. 2000 The Naqada Period. Pp. 44-60 in I. Shaw, ed., *The Oxford History of Ancient Egypt*. Oxford: Oxford University Press.

Davies, W.V. 1987 Egyptian Hieroglyphs. California: University of California Press.

Bottero, Jean Reading, Writing and the Gods in Ancient Mesopotamia. (Chapters)

Recommended Readings:

*Beale, T.W. 1978 Bevelled rim bowls and their implications for change and economic organization in the later fourth millennium B.C. *Journal of Near Eastern Studies* 37:289-313.

*Lamberg-Karlovsky, C.C. 1986 The emergence of writing: Mesopotamia, Egypt, and the Indus civilization. Pp. 149-158 in D. Wyllys Andrews V, ed., *Research and reflections in archaeology and history. Middle American Research Institute Publication 57*. New Orleans: Tulane University.

*Leick, G. 2001 Uruk. Pp. 30-59 in *Mesopotamia: The Invention of the City*. London: Penguin Books.

*Levy, T.E. 1995 Cult, metallurgy and rank societies--Chalcolithic period (ca. 4500-3500 BC) Pp. 226-243 in T.E. Levy, ed., *The archaeology of the society in the Holy Land*. New York: Facts on File.

*McCorriston, J. 1997 The fiber revolution: textile extensification, alienation, and social stratification in ancient Mesopotamia. *Current Anthropology* 38:517-549.

*Postgate, J.N., T. Wang and T. Wilkinson 1995 The evidence for early writing: utilitarian or ceremonial? *Antiquity* 69:459-480.

WEEK 7 (Lecture Dates:)

City States (Sumer)

Economic life and public economies

Bureaucracy and the Ur III texts

City States (Sumer)

Political identity Cities and gods, the En

Social life and social relations

Household and family

Council of elders, Corporate groups

Emergence of class

Women in the ancient Near East

Puabi, Ninhegal, Sargon's granddaughter

Religion and temples

Houses of the gods

Divination

Ziggurats and public work

Temple land and temple economies

Palaces and the rise of secular public households

Lugal and Ensi--Gilgamesh

Laws of Ur-Nammu

"Reforms" of Uruinimgina

Gudea of Lagash

Palace architecture (What is a palace?)

Seminar Discussion Topic: (Date)

What was the role of the temple in early Sumerian economies and society?

What were the roles of women in Sumerian society and how can we see them from archaeology?

SEMINAR PRESENTATION(S):

[Topics on The History of the Temple-State Hypothesis, The Temple of Inanna at Nippur, The e-bau Archive from Lagash]

Required Readings: Pollock pp. 117-148

Pollock, S. 1991 Women in a men's world: images of Sumerian women. Pp. 366-387 in J. Gero and M. Conkey, eds., *Engendering archaeology*. Oxford: Basil Blackwell.

Gelb, I. 1972 The *arua* institution. *Revue d'Assyriologie* 66:1-21.

Foster, B.J. A new look at the Sumerian temple state. *Journal of the economic and social history of the Orient* 24:227-241

Steinkeller, P. 1982 Two Sargonic sale documents concerning women. *Orientalia* 51:355-368.

Recommended Readings:

*Postgate, J.N. 1992 Chapters 5-7 (Household and family; The temple; The palace) Pp. 88-154 in *Early Mesopotamia*. London: Routledge.

*Zettler, R.L. 1991 Administration of the temple of Inanna at Nippur under the Third Dynasty of Ur: archaeological and documentary evidence. Pp. 101-114 in McGuire Gibson and Robert Biggs, eds., *The organization of power: aspects of bureaucracy in the ancient Near East*. Studies in Ancient Oriental Civilization 46. Chicago: Oriental Institute of the University of Chicago

*Kramer, S.N. 1963 Appendix 22 ("Reforms" of Uruinimgina) Pp. 316-323, 79-83 In *The Sumerians*. Chicago: Chicago University Press.

*Gelb, I. 1971 On the alleged temple and state economies in ancient Mesopotamia. Pp. 137-154 in *Studi in onore di Edoardo Volterra*. Milano: A. Giuffre.

*Zettler, R.L. 1987 Sealings as artifacts of institutional administration in ancient Mesopotamia. *Journal of Cuneiform Studies* 39: 197-240.

*Black, J. and A. Green 1992 *Gods, Demons and Symbols of Ancient Mesopotamia*. Austin: University of Texas Austin Press. Especially Pp. 30-33, 89-91, 58-62, 68-69, 149-153, 180-182.

WEEK 8 (Lecture Dates:)

Bronze Age World Systems: Craft specialization, Trade, and Transport
Chlorite and Precious stones (Meluhha)
Metals and Mining (Magan)
Grain and Textiles
Timber

Dilmun, the Arabian Gulf coast, and oasis life
Tribal states and regional pastoralism: Ebla, Mari, and Brak

Seminar Discussion Topic: **(Date)**

How much did the third millennium trade with southern Mesopotamia influence social and political (and economic) development in other parts of the Near East?

SEMINAR PRESENTATION(S):

[Topics on World Systems Theory, Dilmun—Barbar, Saar, and Burial Mounds, Ebla and Eblaite]

Required Readings:

Weiss, H. Third millennium settlement and subsistence Pp. 123-130

Kohlmeyer, K. Mari (Tell Hariri) Pp. 130-133

Matthiae, P. 1985 Ebla recovered. Pp. 134-140

Archi, A. 1985 The Royal archives of Ebla Pp. 140-147

in H. Weiss, ed. *Ebla to Damascus*. Washington, DC: Smithsonian Institution.

Weisgerber, G. 1983 Copper Production during the third millennium BC in Oman and the Question of Makan. *Journal of Oman Studies* 6:269-276.

Stein, G. 2004 Structural Parameters and Sociocultural Factors in the Economic Organization of North Mesopotamian Urbanism in the Third Millennium BC. Pp. 61-78 in Gary Feinmann and Linda M. Nichols, eds., *Archaeological Perspectives on Political Economies*. Salt Lake City: University of Utah Press.

Pettinato, G. 1991 Three: Revelations from the Ebla tablets. Pp. 65-97 in *Ebla. A new look at history*. Baltimore: Johns Hopkins Press.

Recommended Reading:

* Porter, Anne 2002 Communities in conflict: Death and the contest for social order in the Euphrates river valley. *Near Eastern Archaeology* 65(3): 156-173

WEEK 9 (Lecture Dates:)

Sargon of Aggade and the first Empire
Semites, nomads, and Akkadians

Territorial States

Unification of Egypt

Settlement archaeology in Egypt and the archaeological record

Mesopotamian religious life

Ideologies and monumental works

Death and community

Seminar Discussion TopicS: (**Date**)

Where are Egypt's cities?

What was the interaction of Sumerians and Akkadians in southern Mesopotamia?

SEMINAR PRESENTATION(S):

[Topics on Ethnicity, Language, and the Archaeological Record, Pastoralism

and

the Social Constitution of the State, the Narmer Palette]

Required Readings: Pollock 173-217

Bard, K. 2000 The Emergence of the Egyptian State. Pp. 61-88 in I. Shaw, ed., *The Oxford History of Ancient Egypt*. Oxford: Oxford University Press.

Zarins, J. 1990 Early pastoral nomadism and the settlement of Lower Mesopotamia *Bulletin of the American Schools of Oriental Research* 280:31-65.

Wengrow, David 2001 Rethinking "Cattle Cults" in Early Egypt: Toward a Prehistoric Perspective on the Narmer Palette. *Cambridge Archaeological Journal* 11(1): 91-104.

Recommended Readings:

*Bietak, M. 1979 Urban archaeology and the town problem in ancient Egypt. Pp. 97-114 in K. Weeks, ed., *Egyptology and the social sciences*. Cairo: American University in Cairo Press.

*Hoffman, M. A. 1979 Chapters 19 "In search of Menes," 20 "The emergence of Egypt" Pp. 289-347 in *Egypt before the Pharaohs*. Austin: University of Texas Press.

Trigger, B. 1983 The Rise of Egyptian Civilization. Pp. 27-70 in B.G. Trigger, B.J. Kemp, D. O'Connor and A.B. Lloyd, eds., *Ancient Egypt: A Social History*. Cambridge: Cambridge University Press.

WEEK 10 (Dates)

Old Kingdom Mortuary Cults

Pyramids

Temples/Mortuary complexes, painting and art as record of prehistory

Dynasties and dating

Disintegration of political unity (resistance?!)

Conclusions and Review

Archaeology in the Near East today

Seminar Discussion Topic(s): (**Date**)

What was the real "pyramid power" in ancient Egypt?

Who built the pyramid complexes, and

what was the significance of their construction and maintenance in the Old Kingdom state?

SEMINAR PRESENTATION(S):

[Topics on Food Production in the Old Kingdom, OK Administration texts]

Required Readings:

Spencer, A.J. 1993 *Early Egypt*. Norman, OK: University of Oklahoma Press. Pp. 63-117.

Hawass, Z. and M. Lehner 1997 Builders of the pyramids. *Archaeology* 50:30-43.

Roth, A.M. 1987 The organization and functioning of the royal mortuary cults of the Old Kingdom in Egypt. Pp. 115-121 in McGuire Gibson and Robert Biggs, eds., *The organization of power: aspects of bureaucracy in the ancient Near East*. Studies in Ancient Oriental Civilization 46. Chicago: Oriental Institute of the University of Chicago.

Eyre, C. 1982 Work and the organisation of work in the Old Kingdom. Pp. 5-47 in M.A. Powell, ed., *Labor in the ancient Near East*. [look in my egypt files]

Recommended Readings:

Kemp, Barry 1983 Old Kingdom, Middle Kingdom, and Second Intermediate Period c. 2686-1552 BC. Pp. 71-111 in B.G. Trigger, B.J. Kemp, D. O'Connor and A.B. Lloyd, eds., *Ancient Egypt: A Social History*. Cambridge: Cambridge University Press.

Trigger, Bruce G. 1993 *Early Civilizations. Ancient Egypt in Context*. Cairo: American University in Cairo Press.