This course will examine the social and cultural history of the Levant, as well as the modern-day scholarly practice of Levantine archaeology. We will trace a variety of cultural developments in the region from the early Neolithic (ca. 9,750 BCE) to the end of the Roman period (ca. 400 CE) through critical readings and analysis of archaeological remains -- landscapes, settlements, architecture, burials, artifacts, and ecofacts. The focus will be on archaeological evidence and how it is interpreted to construct knowledge about past societies. Historical sources will also be discussed where appropriate, and are studied as a part of the material culture.

Throughout the course we will also investigate a variety of theoretical approaches and concepts used within the field of Levantine archaeology, in order to develop a critical understanding of ancient societies and their material culture and how archaeologists use interpretive theories from archaeology, anthropology, and history. Each week, classroom discussions will incorporate a theoretical approach or critical debate from the literature to engage students with key concepts and topics in the field of Levantine archaeology.

I. Course Materials

Additional readings will be made available on the course TED site.

II. Expectations and Objectives
Aims
This course will provide an overview of the archaeology of diverse cultures of the Levant. Students will develop an understanding of anthropological and archaeological approaches to reconstructing past societies of the region. They will also learn about the practice of archaeology as a professional discipline whose goal is to further discourses about past societies.

Specific Learning Outcomes
By the end of this course, students will develop:
• A background in ancient Levantine archaeology and history through course readings and lectures
• Familiarity with the scholarly literature (theoretical perspectives and archaeological data) for primary research on the Levant by engaging with and analyzing the assigned readings and writing critical response papers
• An understanding of how archaeological knowledge is acquired and interpreted to
reconstruct the ancient prehistory and early history of the Levant through weekly class
discussions and individual research projects

III. Format and Procedures
Mondays and Wednesdays will be reserved primarily for lecture, while Friday meetings will
involve discussion of weekly selected topics. Friday discussions will be led by a small group of
students in collaboration with the instructor.

Participation throughout the week is highly encouraged and a part of the final grade. I have a
very broad definition of participation: it can include direct participation (questions, comments,
etc.), active listening and note taking, attending office hours, and so on. In this way, if you are
concerned about shyness, anxiety, etc., you may still earn participation credit.

All students are required to complete the readings listed below in the weekly schedule before that
day’s class meeting. The readings can be found in the assigned textbook or posted on the TED
site.

Assignments for this course will be submitted via TED and analyzed by turnitin.com for
adherence to UCSD’s standards of academic integrity.

I encourage and value all student participation in this course without prejudice, and I expect the
same from all students. Please help me to foster an environment of mutual respect and
understanding.

IV. Course Requirements
1. Class attendance and participation policy: Students are expected to attend lectures,
participate frequently in class discussions, and take extensive notes.

2. Course readings: Each student must complete the weekly readings thoroughly prior to that
day’s class meeting. Throughout the quarter, students will be asked to make brief
presentations of selected readings in class, pose relevant discussion questions, and write a
short response paper afterwards based on our in class discussion.

3. Discussions: Each Friday we will spend the class period discussing a scholarly debate or
critical topic in the archaeology of the period covered in lecture that week. This will be based
on 2-3 articles or book chapters. These discussions have two goals: to improve your
understanding of specific and important aspects of Levantine archaeology, and to increase
your ability to critically read and engage with academic archaeological sources.

I will lead discussion during the first week, but in following weeks they will be student-led.
You will (as part of a group of ~3-4 people, to be assigned on Friday, April 3) be responsible
for leading one discussion. Your goal as a discussion leader will be, unsurprisingly, to facilitate
discussion. You should decide as a group how best to do this (you may model your discussion
on mine, if you want), but successful groups will identify key areas of agreement/dis-
agreement between readings, key arguments within readings, and questions about or
problems with specific arguments/readings and promote discussion of these issues. In
addition to this, it is often helpful — but not required — to provide background information about the authors whose work we are discussing or additional information about the history of the debate. You should not simply summarize the discussion readings.

As a discussion participant, you should read the discussion readings prior to class and come to class ready to discuss them. In addition to being respectful to your classmates, this is also required as part of your participating grade.

4. Assignments: There will be one take home exam, a reading response paper (3-4 pages), and a final research project. All course assignments are expected to be the student’s original work.

5. Reading Response Paper: The Monday after you lead a group discussion you will submit a 3-4 page (double-spaced) reading response to the assigned readings. Your response should be based on your group’s presentation and the ensuing discussions. An effective response will demonstrate a student’s thorough understanding of the readings, as well as critical thinking and analysis by: A) providing background information about the history of the issue/debate, B) summarizing the key arguments within readings, C) identifying key areas of agreement/disagreement between readings, D) asking questions about or noting problems with specific arguments/readings, E) describing the in-class discussion of these issues

6. Research Project: Students will choose a research topic in collaboration with the instructor and turn it into a project, which will involve an analytical and critical discussion of a theoretical approach and its application to an archaeological case study in the Levant. The primary goal of this project is to bridge the apparent gap between theoretical discussions in archaeology and the material evidence. Submissions will include a 1-page proposal and an 8-10 page (double-spaced) final paper. Please discuss a potential topic with me in office hours prior to submitting your proposal.

V. Grading
(a) class participation (15%)
(b) reading response assignment (25%)
(c) research project (30%)
(d) take-home final exam (30%)

VI. Electronics
You are welcome to use a laptop or tablet for the purposes of taking notes and consulting course readings. Please do not use a smartphone or similar device. Likewise, please be respectful of your fellow students and me by not using your laptop or tablet for excessive non-course related activities.

VII. Students with Disabilities
Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), located in University Center 202 behind Center Hall. Students are required to present their AFA letters to their professor (please make arrangements to contact me privately) and to Beverly Bernhardt, the Anthropology Department’s undergraduate OSD Liaison, in advance so that accommodations may be arranged. For additional information, contact the Office for
VIII. Academic Integrity

Plagiarism and cheating are very serious offenses, with serious negative consequences for your academic career. Plagiarism includes both quoting someone without giving a citation and also using someone else's ideas without citing them. It is your responsibility to be familiar with and abide by UCSD's rules about academic integrity, as well as your rights and responsibilities according to the UCSD Student Conduct Code. In this course, you are expected to present your own original words and ideas in both writing assignments and the final exam. You are welcome and encouraged to discuss course material with your classmates, but you may not present other students' answers as your own. For your research paper, any words or ideas you adopt from another sources (whether verbatim or paraphrased) must be properly credited through citation. If you have any questions about plagiarism or how to properly cite sources, don't hesitate to ask me. That's what I'm here for.

For additional information, see http://students.ucsd.edu/academics/academic-integrity/ai-and-you.html
IX. Weekly Course Schedule

Week 1 (3/30-4/3): Introduction

Mon: Introduction: Scope of the course, key concepts

Wed: What/where is the Holy Land, the Levant, the Middle East, and the Near East?
Readings:
Handbook, Ch. 1: 9-23

Fri: Discussion – Approaches to understanding the past: Biblical Archaeology, ethnographic analogy, and other methods
Readings:
Handbook, Ch. 3: 35-43

Week 2 (4/6-4/10): Neolithic Period

Mon: The Epipaleolithic origins of plant domestication and sedentism; the northern Levant
Readings:
Handbook, Ch. 9:123-133; Ch. 10: 134-146

Wed: Transformation of the human condition; ‘Neolithicization;’ the Southern Levant
Readings:
Handbook, Ch. 11:147-169; Ch. 12: 170-182

Fri: Discussion – What caused the ‘collapse’ of the PPNB?
Readings:
Week 3 (4/13-4/17): Chalcolithic

Mon: Cultural transformations and continuity; regional differentiation; the northern Levant
Readings:
Handbook, Ch. 14: 203-211; Ch. 15: 212-222

Wed: Chalcolithic cultures of the southern Levant; social complexity; Pastoralism and the Secondary Products Revolution
Readings:
Handbook, Ch. 16:223-236; Ch. 17: 237-251

Optional and Recommended:

Fri: --No Class--
**Research project proposal due on TED**

Week 4 (4/20-4/24): Early Bronze Age

Mon: Intro to the Early Bronze Age, the Northern Levant
Readings:
Handbook, Ch. 19: 269-277; Ch. 20: 278-291; Ch. 21: 292-306

Wed: Early Urbanism, the Southern Levant
Readings:
Handbook, Ch. 22: 307-329; Ch. 23: 330-352, Ch. 26: 388-400

Fri: Discussion – Did climate change lead to the collapse of Early Bronze Age societies?
Readings:

Week 5 (4/27-5/1): Middle Bronze Age

Mon: Theories of Middle Bronze Age social origins
Readings:
Handbook, Ch. 27: 403-413; Ch. 28: 414-433; Ch. 29: 434-450

Wed: Middle Bronze continued
Readings:
Handbook, Ch. 30: 451-464; Ch. 31: 465-481

Fri: Discussion – The origins of Amorite culture and the issue of social identity
Readings:
Burke, Aaron A. (Forthcoming) “Amorites, Climate Change, and the Negotiation of Identity at the End of the Third Millennium B.C.,” in The Early/Middle Bronze Age

**Week 6 (5/4-5/8): Late Bronze Age**

**Mon:** Late Bronze Age society, “Internationalism”

Readings:
Handbook, Ch. 33: 497-508; Ch. 34: 509-523; Ch. 35: 524-539

**Wed:** Egyptian Imperialism in the southern Levant

Readings:
Handbook, Ch. 36: 541-560; Ch. 37: 561-576; Ch. 38: 577-591

**Fri:** *Discussion* – Copper production and organization on Late Bronze Age Cyprus: Perspectives on political-economic organization

Readings:


**Week 7 (5/11-5/15): Iron Age**

**Mon:** History of Iron Age research in the Levant, archaeology and the Bible

Readings:
Handbook, Ch. 39: 595-606; Ch. 40: 607-623; Ch. 44: 677-682; 46: 706-716

**Wed:** The development of complex polities in Transjordan: Ammon, Moab, and Edom

Readings:
Handbook, Ch. 41: 624-648; Ch. 42: 649-659; Ch. 47: 717-729; Ch. 48: 730-742

**Fri:** *Discussion* – Food choice, subsistence practice, and social identity in Iron Age Philistia

Readings:


Week 8 (5/18-5/22): Persian Period, Age of Hellenism

Mon: The Persian and Neo-Babylonian periods in the Levant
Readings:
Handbook, Ch. 54: 825-840; Ch. 55: 841-851

Wed: Hellenism in the Levant and social responses to foreign “high culture”
Readings:

Fri: Discussion – What Was Khirbat Qumram, Site of the Dead Sea Scrolls?
Readings:

Stacey, David (2013) “What was the character of the industrial activity at Qumran?” and “Could Qumran have been a sectarian settlement?” In *Qumran Revisited: A Reassessment of the Archaeology of the Site and Its Texts*, edited by David Stacey and Gregory Doudna, 52-65, 71-74. Oxford: Archacopress.

Week 9 (5/25-5/29): Romans in the Near East

Mon: Roman Archaeology in the Levant,
Readings:

Wed: The Nabataeans and other indigenous societies of the Levant
Readings:

Fri: Discussion – Martial or Mutual? The Desert and the Sown at the Transition to Late Antiquity
Readings:


Week 10 (6/1-6/5): It’s not just about the past: archaeological discourses in the context of the modern Middle East

**Mon:** Archaeology and Nationalism  
Readings:  

**Wed:** Ethical issues in the archaeology of the Levant  
Readings:  


**Fri:** Discussion – Cultural heritage, national identity, and the practice of archaeology in Israel and Palestine  
Readings:  


**Research Project due on TED, take-home final exam assigned**

**Finals Week (6/8-6/12):**  
Take Home Exam due on TED Wed. 6/10 by 11:59 pm