

ANAR 103: Archaeology in the Holy Land

Spring, 2015
Sequoyah 148
MWF 12:00 – 12:50

Instructor: Kyle A. Knabb, Ph.D.
Email: kknabb@ucsd.edu
Office Hours: Wednesday 2-4pm, Social Science Building (SSB) Room 130 and by appointment

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

Steiner, Margreet L. and Ann E. Killebrew. 2014. *The Oxford Handbook of the Archaeology of the Levant*. Oxford: Oxford University Press

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

Students with Disabilities: (858) 534-4382; (858) 534-9709 (TTY); email: osd@ucsd.edu; OSD website: <http://disabilities.ucsd.edu>

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

Scheffler, Thomas (2003) "'Fertile Crescent', 'Orient', 'Middle East': The Changing Mental Maps of Southwest Asia," *European Review of History* 10.2: 253-272

Fri: *Discussion* – Approaches to understanding the past: Biblical Archaeology, ethnographic analogy, and other methods

Readings:

Handbook, Ch. 3: 35-43

Silberman, Neil Asher (1991) "Desolation and Restoration: The Impact of a Biblical Concept on Near Eastern Archaeology," *The Biblical Archaeologist* 54.2: 76-87

Verhoeven, Marc (2005) "Ethnoarchaeology, Analogy, and Ancient Society," in *Archaeologies of the Middle East*, Susan Pollock and Reinhard Bernbeck (eds.) Malden, MA: Blackwell Publishing, 251-270

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:

Köhler-Rollefson, Ilse (1988) "The Aftermath of the Levantine Neolithic Revolution in the Light of Ecological and Ethnographic Evidence," *Paléorient* 14.1: 87-93

Kuijt, Ian (2004) "When the Walls Came Down: Social Organization, Ideology, and the 'Collapse' of the Pre-Pottery Neolithic," in *Central Settlements in Neolithic Jordan: Proceedings of a Symposium held in Wadi Musa, Jordan, 21st-25th July, 1997*, Berlin: ex oriente, 183-199

Simmons, Alan H., (2000) "Villages on the Edge: Regional Settlement Change and the End of the Levantine Pre-Pottery Neolithic," in *Life in Neolithic Farming Communities: Social Organization, Identity, and Differentiation*, Ian Kuijt (ed.) New York: Kluwer Academic/Plenum Publishers, 211-233

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:

Greenfield, Haskel J. (2010) "The Secondary Products Revolution: the past, the present and the future," *World Archaeology* 42.1: 29-54

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:

Rosen, Arlene M. (1995) "The Social Response to Environmental Change in Early Bronze Age Canaan," *Journal of Anthropological Archaeology* 14.1: 26-44

Weiss, H., et al. (1993) "The Genesis and Collapse of Third Millennium North Mesopotamian Civilization," *Science* 261.5124: 995-1004

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*

Transition in the Ancient Near East: Chronology, C14 and Climate Change, F. Hoflmayer.
Oriental Institute Seminars 10, Chicago: Oriental Institute

Porter, A. (2007) "You say Potato, I say... Typology, Chronology and the Origin of the Amorites," in *Sociétés Humaine et Changement Climatique à la Fin du Troisième Millénaire. Une Crise a-t-elle eu Lieu en Haute Mésopotamie?*, C. Kuzucuoglu and C. Marro (Eds.) Istanbul: Institut Français d'Études Anatoliennes George Dumezil, 69–115

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:

Keswani, P. S. (1993) "Models of Local Exchange in Late Bronze Age Cyprus," *Bulletin of the American Schools of Oriental Research* 292: 73-83

Knapp, A. B. (2003) "The Archaeology of Community on Bronze Age Cyprus: Politiko 'Phorades' in Context," *American Journal of Archaeology* 107.4: 559-580

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:

Faust, A. and Lev-Tov, J. (2011) "The constitution of Philistine identity: Ethnic dynamics in twelfth to tenth century Philistia," *Oxford Journal of Archaeology* 30.1: 13-31

Maeir, A. M., Hitchcock, L. A., and Horwitz, L. K. (2013) "On the constitution and transformation of Philistine identity," *Oxford Journal of Archaeology* 32.1: 1-38.

Sapir-Hen, L., et al. (2013) "Pig husbandry in iron age Israel and Judah," *ZDPV* 129:1-20

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:

Magness, Jodi (2012) *The Archaeology of the Holy Land*, Cambridge: Cambridge University Press, Pp. 63-107

Fri: *Discussion* – What Was Khirbat Qumran, Site of the Dead Sea Scrolls?

Readings:

Cargill, Robert R. and Magness, Jodi (2009) “Forum: The Qumran Digital Model,” *Near Eastern Archaeology* 72(1): 28-47.

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: Archaeopress.

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

Mon: Roman Archaeology in the Levant,

Readings:

Magness, Jodi (2012) *The Archaeology of the Holy Land*, Cambridge: Cambridge University Press, Pp. 133-169

Wed: The Nabataeans and other indigenous societies of the Levant

Readings:

Magness, Jodi (2012) *The Archaeology of the Holy Land*, Cambridge: Cambridge University Press, Pp. 256-285

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

Readings:

Banning, E. B. 1986. “Peasants, Pastoralists and ‘Pax Romana’: Mutualism in the Southern Highlands of Jordan,” *Bulletin of the American Schools of Oriental Research* 261: 25-50.

Fisher, Greg. 2004. “A New Perspective on Rome's Desert Frontier,” *Bulletin of the American Schools of Oriental Research* 336: 49-60.

Parker, S. Thomas. 1987. “Peasants, Pastoralists, and ‘Pax Romana’: A Different View,” *Bulletin of the American Schools of Oriental Research* 265: 35-51.

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:

Hallote, Rachel S. and Joffe, Alexander H. (2002) "The Politics of Israeli Archaeology: Between 'Nationalism' and 'Science' in the Age of the Second Republic," *Israel Studies* 7.3: 84-116

Wed: Ethical issues in the archaeology of the Levant

Readings:

Ronayne, M. (2007) "The culture of caring and its destruction in the Middle East. Women's work, water, war and archaeology," *Archaeology and capitalism: From ethics to politics*, Walnut Creek: Left Coast Press, 247-65

Kersel, Morag M., Luke, Christina and Roosevelt, Christopher H. (2008) "Valuing the past Perceptions of archaeological practice in Lydia and the Levant," *Journal of social archaeology* 8(3): 298-319

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

Readings:

Silberman, Neil A. (2013) "The Tyranny of Narrative: History, Heritage, and Hatred in the Modern Middle East," *Journal of Eastern Mediterranean Archaeology and Heritage Studies* 1.2: 175-184

Abu El-Haj, Nadia (1998) "Translating Truths: Nationalism, the Practice of Archaeology, and the Remaking of Past and Present in Contemporary Jerusalem," *American Ethnologist* 25.2: 166-188

Kersel, Morag M. (2015) "Fractured oversight: The ABCs of cultural heritage in Palestine after the Oslo Accords," *Journal of Social Archaeology* 15.1: 24-44

****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