

DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY

ARCHAEOLOGY 401

ARCHAEOLOGY OF THE NEAR EAST

Winter 2018

Instructor: Dr. Mary McDonald
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Office hours: Wednesday 1:00 – 2:30 PM or by appointment
Lectures: MWF 11:00-11:50 AM; SA 109

Prerequisite(s): Archaeology 201 or 205.

Course description

This course is a survey of the prehistory of the Near East, starting with the earliest traces of human activity up to the Bronze Age. Geographically, the focus will be on the Levant and Greater Mesopotamia, although occasionally we will range from Egypt through Arabia to the Indus. We will examine current controversies such as the “Out of Africa” debate, and that surrounding the Middle-Upper Palaeolithic transition. For the latter part of the sequence, the emphasis will be on the beginnings of agriculture and village life, and the rise of cities and the state. Related topics to be touched upon include the history of archaeological research in the area, and the quality of evidence available for different times and places.

Course material will consist of formal lectures, a few films, and assigned readings from the accompanying list.

Course outcomes

By the end of the course, students should be able to

- Summarize the major chronological events that occurred in the Near East throughout Prehistory.
- Summarize debates surrounding successive migrations out of Africa, the nature of the Middle-Upper Palaeolithic transition, the beginnings of agriculture and village life, and the rise of cities and the state.
- Discuss features of the Near Eastern natural environment that may have helped shape the often precocious cultural developments occurring in the region throughout Prehistory.
- Identify (and locate on maps) major Near Eastern prehistoric sites, and recognize, from illustrations, diagnostic artifacts, features and architecture in the archaeological record.
- Outline the changes that occurred in chipped stone tools and technology throughout the prehistory of the Near East.
- Outline and critically evaluate some of the methods and techniques used by archaeologists in studying the Near Eastern prehistoric record.
- Evaluate the findings of academic articles on Near Eastern Prehistory.
- Write a research paper on some aspect of the Near Eastern prehistoric record.

Required Text:

There is no required text.

Instead, you will be assigned readings each week from a list (see below). All are from journals available to you online through the university library.

Course evaluation:

20%	First mid-term exam (Friday February 9)
30%	Second mid-term exam (Monday March 26)
10%	Final quiz (Friday April 13)
5%	Abstract of research paper (due Monday February 26)
35%	Research paper (due Monday March 12)

Note: there is no final exam in this course

Grading scheme (%):

A+	90-100	A	85-89.5	A-	80-84.5
B+	76.5-79.5	B	73-76	B-	70-72.5
C+	66.5-69.5	C	63-66	C-	60-62.5
D+	55-59.5	D	50-54.5	F	49.5 and below

Description of Exams:

Exams are not cumulative.

It is not essential to pass all components to pass the course as a whole.

The use of computers in exams is not allowed.

Missed exams and quizzes require a medical certificate for rescheduling

Abstract of research paper:

A 100-word summary of your research paper in which you state your thesis or argument.

Also, please provide 2 to 4 of your major references.

Due Monday February 26, and worth 5 points.

Research paper:

A 10-12 page research paper, worth 35 points, is required. It is due on Monday March 12.

Choose a topic that is appropriate to the course. A few possible topic areas are suggested below.

A research paper should involve on average at least one source per page of text, so at least 12 substantial sources (e.g. other than textbooks, encyclopedia articles), from scholarly journals, monographs or web sources. Also, you can use individual articles from the reading list.

Use the referencing format found in *American Antiquity*, which you can find at www.saa.org/Publications/StyleGuide/styframe.html

No plastic binders or holders, please! Number your pages and staple them together.

Also, of course, avoid plagiarism.

Suggested topic areas:

- A critical analysis of a major site that has been comprehensively published, such as 'Ubeidiya, Tabun Cave, Boker Tachtit, Nabta Playa, Göbekli or Çatalhöyük.
- New approaches to the study of stone tools in Near Eastern Prehistory.
- Burials in the Middle Palaeolithic.
- Problems surrounding the Middle-Upper Palaeolithic transition.
- Role of environmental change in the switch to food production.
- Disease and/or dietary consequences of the Neolithic Revolution.

Rough outline of weekly topics and readings:

Week 1: Introduction. Modern climates and environments, time scales and frameworks.
Read: Sherratt 1997.

Week 2: Stone tool classification.
The Lower Palaeolithic.
Read: Ambrose 2001; Bower 2015; Bar-Yosef 1994; Stiner et al. 2011.

Week 3: The initial spread out of Africa (Out of Africa 1).
The Middle Palaeolithic.
Read: Bar-Yosef & Belfer-Cohen 2001; Gabunia et al. 2000.
Bar-Yosef et al. 1992; Jelinek 1982.

Week 4: Emergence of modern human behavior.
Out of Africa 2
Read: Bower 2012; Groucutt et al. 2015.

Week 5: Middle to Upper Palaeolithic transition.
Read: Hershkovitz et al. 2015.
1st mid-term exam: Friday February 9.

Week 6: Upper Palaeolithic
The Epipalaeolithic.
Read: Gilead 1991; Mayer et al. 2012; Rosen & Rivera-Collazo 2012.

Mid-Term Break

Week 7: The Natufian.
The Neolithic: introduction.
Read: Bar-Yosef 1998; Fuller 2010; Zeder 2011.

Week 8: The Neolithic: the early stages. PPNA
Read: Goring-Morris & Belfer-Cohen 2011; Curry 2008; Finlayson et al. 2011.

Week 9: The Later Neolithic in the Levant: PPNB
Read: Hodder 2007; Kuijt 2000; Twist 2007; Watkins 2008

Week 10: The Later Neolithic (continued)

Week 11: The Neolithic beyond the Levant: the Taurus area, the Zagros, and elsewhere.

Read: Starkovich & Stiner 2009; Riehl et al. 2013; Zeder & Hesse 2000; Zeder 2008.

2nd mid-term exam: Monday March 26

Week 12: The Neolithic in Egypt.

Mesopotamia: moving towards complexity.

Read: McDonald 2009; Wendorf & Schild 1994; Bernbeck 1994.

Week 13: Mesopotamia: features of the civilization.

Read: Algaze 2001; Oates et al. 2007.

Final quiz: Friday April 13

Additional readings and sources:

Journals are good places to look for both paper topics and references. Some of the journals carrying Near Eastern Prehistory include *Anatolian Studies*, *Antiquity*, *Archaeologia*, *Archaeology*, *Biblical Archaeologist*, *Current Anthropology*, *Expedition*, *Iran*, *Iraq*, *J. of Anthropological Archaeology*, *J. of Mediterranean Archaeology*, *J. of Near Eastern Studies*, *J. of World Prehistory*, *Levant*, *Paléorient*, *Palestine Exploration Quarterly*, *Proceedings of the Prehistoric Society*, *World Archaeology*.

A few search engines, web sites:

A good website for maps:

<http://www.wartoft.nu/software/seterra/exercises-2.aspx>

ArchAtlas [great visual discussions via satellite imagery & GIS, compiled by A. Sherratt & students; very good references].

<http://www.archatlas.dept.shef.ac.uk/>

EARTH [excellent resource for origins of agriculture & locations of early sites].

<http://acl.arts.usyd.edu.au/projects/earth/>

Çatalhöyük (Anatolia [Turkey])

<http://catal.arch.cam.ac.uk/Catal/catal.html>

Arky 401: Basic Reading list

All these items are from journals available to you online through the university library. Additional readings may be assigned from time to time.

Algaze, G. 2001. Initial social complexity in Southwestern Asia: the Mesopotamian advantage. *Current Anthropology* 42:199-233.

Ambrose, S.H. 2001 Paleolithic technology and human evolution. *Science* 291:1748-1753.

- Bar-Yosef, O. 1994. The Lower Paleolithic of the Near East. *Journal of World Prehistory* 8:211-265.
- Bar-Yosef, O. 1998. The Natufian culture in the Levant, threshold to the origins of agriculture. *Evolutionary Anthropology* 6:159-177.
- Bar-Yosef, O. & A. Belfer-Cohen 2001. From Africa to Eurasia – early dispersals. *Quaternary International* 75:19-28.
- Bar-Yosef, O. et al. 1992. The excavations in Kebara Cave, Mt. Carmel. *Current Anthropology* 33:497-550.
- Bernbeck, R. 1995. Lasting alliances and emerging competition: economic developments in Early Mesopotamia. *Journal of Anthropological Archaeology* 14:1-25.
- Bower, B. 2012. Tangled roots. *Science News* August 25:22-26.
- Bower, B. 2015. Reading the stones. *Science News* April 4:16-21.
- Curry, A. 2008. Seeking the roots of ritual. *Science* 319:278-280.
- Finlayson, B. et al. 2011. Architecture, sedentism, and social complexity at Pre-Pottery Neolithic A WF16, Southern Jordan. *PNAS* 108:8183-8188.
- Fuller, D.Q. 2010. Origins of agriculture. *General Anthropology* 17, No. 2:1, 8-12.
- Gabunia, L. et al. 2000. Earliest Pleistocene hominid cranial remains from Dmanisi, Republic of Georgia: taxonomy, geological setting, and age. *Science* 288:1019-1025.
- Gilead, I. 1991. The Upper Paleolithic period in the Levant. *Journal of World Prehistory* 5:105-154.
- Goring-Morris, A.N. & A. Belfer-Cohen 2011. Neolithization processes in the Levant: the outer envelope. *Current Anthropology* 52, Suppl. 4:S195-S208.
- Groucutt, H.S. et al. 2015. Rethinking the dispersal of *Homo sapiens* out of Africa. *Evolutionary Anthropology* 24:149-164.
- Hershkovitz, I. et al. 2015. Levantine cranium from Manot Cave (Israel) foreshadows the first European modern humans. *Nature* 520: 216-219.
- Hodder, I. 2007. Çatalhöyük in the context of the Middle Eastern Neolithic. *Annual Review of Anthropology* 36:105-120.
- Jelinek, A.J. 1982. The Tabun Cave and Paleolithic man in the Levant. *Science* 216:1369-1375.

- Kuijt, I. 2000. People and space in early agricultural villages: exploring daily lives, community size, and architecture in the Late Pre-Pottery Neolithic. *Journal of Anthropological Archaeology* 19:75-102.
- Mayer, L.A. et al. 2012. The Pre-Natufian Epipalaeolithic: long-term behavioural trends in the Levant. *Evolutionary Anthropology* 21:69-81.
- McDonald, M.M.A. 2009. Increased sedentism in the Central Oases of the Egyptian Western Desert in the Early to Mid-Holocene: evidence from the peripheries. *African Archaeological Review* 26:3-43.
- Oates, J. et al. 2007. Early Mesopotamian urbanism: a view from the north. *Antiquity* 81:585-600.
- Riehl, S. et al. 2013. Emergence of agriculture in the foothills of the Zagros Mountains of Iran. *Science* 341:65-67.
- Rozen, A.M. & I. Rivera-Collazo 2012. Climate change, adaptive cycles, and the persistence of foraging economies during the late Pleistocene/Holocene transition in the Levant. *PNAS* 109 (10):3640-3645.
- Sherratt, A. 1997. Climatic cycles and behavioural revolutions: the emergence of modern humans and the beginning of farming. *Antiquity* 71:271-287.
- Starkovich, B.M. & M.C. Stiner 2009. Hallan Çemi Tepesi: high-ranked game exploitation alongside intensive seed processing at the Epipaleolithic-Neolithic transition in Southeastern Turkey. *Anthropozoologica* 44:41-61.
- Stiner, M.C. et al. 2011. Hearth-side socioeconomics, hunting and paleoecology during the late Lower Paleolithic at Qesem Cave, Israel. *Journal of Human Evolution* 60:213-233.
- Twist, K.C. 2007. The Neolithic of the Southern Levant. *Evolutionary Anthropology* 16:24-35.
- Watkins, T. 2008. Supra-regional networks in the Neolithic of Southwest Asia. *Journal of World Prehistory* 21:139-171.
- Wendorf, F. & R. Schild 1994. Are the Early Holocene cattle in the Eastern Sahara domestic or wild? *Evolutionary Anthropology* 4:118-128.
- Zeder, M.A. 2008. Domestication and early agriculture in the Mediterranean Basin: origins, diffusion, and impact. *PNAS* 105:11597-11604.
- Zeder, M.A. 2011. The origins of agriculture in the Near East. *Current Anthropology* 52, Suppl. 4: S221-S235.
- Zeder, M.A. & B. Hesse. 2000. The initial domestication of goats (*Capra hircus*) in the Zagros Mountains 10,000 years ago. *Science* 287:2254-2257.

PLAGIARISM AND CHEATING

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the registrar scheduled final exam requires Registrar approval.

If a deferred exam is administered, the format of the exam may be different than the original exam.

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student’s individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain

access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate! Website: <http://www.ucalgary.ca/usri/>

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act:

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Ombudsman's office: <http://www.ucalgary.ca/ombuds/>