

DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY
FINAL COURSE OUTLINE: WINTER 2021
ARCHAEOLOGY 401, ARCHAEOLOGY OF THE NEAR EAST
LEC 01
GFC HOURS(3-0)

Instructor: Dr Mary McDonald
Office: ES 828
Phone: 220-6018; e-mail: mmcdona@ucalgary.ca
Lectures: SYNCHRONOUS: TR 2:00-3:15 PM Web Based Course

Contact Information

- I am available through Zoom for office hours on Tuesdays from 11:00 AM to 12:00 PM (noon). An invitation will be posted on the class D2L website.
- I am very responsive to email and normally respond within 24 hours. I do not check my work email before 1:00 PM and after 9 PM

Lecture schedule

This is a synchronous course: the lectures will be posted live during the scheduled class periods, Tuesdays and Thursdays from 2:00 to 3:15 PM. The lectures will then be available in D2L for a week before being removed. Thus, a lecture posted on a Tuesday will be removed the following Tuesday; one on a Thursday, the following Thursday.

Official Course Description

Survey of the prehistory of the Near East, starting with the earliest traces of human activity up to the Bronze Age. Topics include adaptations to a varied environment, successive human migrations out of Africa, the nature of the Middle-Upper Palaeolithic transition, the agricultural revolution, and the world's earliest cities and states.

Course Learning Outcomes

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. 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.

Prerequisites

Archaeology 201 or 205

Required textbook

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

Learning Technologies and Requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology.

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updated web browser
- Microphone and speaker (built in or external) or headset with microphone
- Broadband internet connection
- Optional webcam to be used for zoom meetings (built in or external)

Course grading

25%	First mid-term exam (Tuesday February 9)
25%	Second mid-term exam (Tuesday March 30)
10%	Final quiz (Thursday April 15)
5%	Abstract of research paper (due Tuesday March 2)
35%	Research paper (due Tuesday March 16)

Note: there is no final exam in this course

Grading System

A+	95–100	B+	80–84.9	C+	67–70.9	D+	55–58.9
A	90–94.9	B	75–79.9	C	63–66.9	D	50–54.9
A-	85–89.9	B-	71–74.9	C-	59–62.9	F	<50

In the event that a student misses a quiz or any course work, the student needs to contact the instructor in writing within 24 hours of the closing date/time of the quiz or assignment. Accommodations for reasonable explanations will be made.

Exemptions to the Examination and Tests Regulations (if applicable)

This course has received an exemption to the Examination and Tests regulations and has been approved on pedagogical grounds by the Dean's designate. As per changes in regulations made by the Provost in December 2020, the instructor is allowed to offer the examinations in this course synchronously during the regular class period.

Description of the mid-terms and final quiz:

- They will consist of multiple-choice and other short-answer questions
- They will be assessed based on information from the lectures and course readings
- No outside material is allowed to be used while taking the mid-terms or quiz, nor are you allowed to consult other members of the class. Read the information on **plagiarism, cheating and student misconduct** in the Supplemental Information appended to this course outline
- Exams and the quiz are **not** cumulative, and It is not essential to pass all components to pass the course as a whole.
- Exams and the quiz will be delivered through D2L at the beginning of the regular lecture period on exam day
- Mid-term exams are expected to take 45 minutes, but in accordance with university regulations, 50% of extra time will be allotted. Therefore, the total time for each exam will be 70 minutes. The total time for the quiz will be 45 minutes.
- If questions or problems arise, the instructor will be available by email to answer questions during the 70-minute period of the test
- Students will be allowed one attempt to take the test
- Students who cannot take a quiz at the allotted time can request an alternative time. They must email me at least 24 hours before the quiz is to begin to request a different time.

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 Tuesday March 2, and worth 5 points.

Research paper:

A 10- to 12-page research paper, worth 35 points, is required. It is due on Tuesday March 16.

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.

In all cases, of course, avoid **plagiarism**: presenting an author's words and/or ideas as your own without adequate citation (see **Supplemental Information** below)

For organizing your bibliography, citing sources in the body of your paper etc., use the referencing format found in articles in the periodical *Current Anthropology*. For a quick guide, check out the referencing format I use below in the **Basic Reading List**.

Provide a title page for your paper, number your pages, and submit it in the Dropbox for the course in D2L

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.

Lecture and reading schedule:

This schedule is approximate. Timing may vary.

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; Gibbons 2017.

Week 5: Middle to Upper Palaeolithic transition.
Read: Greenbaum et al. 2019; Hershkovitz et al. 2015.

1st mid-term exam: Tuesday February 9

Mid-term Break

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

Week 7: The Natufian.
The Neolithic: introduction.
Read: Bar-Yosef 1998; Fuller 2010; Zeder 2011, Gibbons 2019.

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)
Read: Arbuckle & Hammer 2019.

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: Tuesday March 30

Week 12: Mesopotamia: moving towards complexity.

Read: Algaze 2001; Oates et al. 2007; Lawrence & Wilkinson 2015.

Week 13: Mesopotamia: features of the civilization.

Read: Sanders 2020.

Final quiz: April 15.

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.

Arbuckle, B.S. & E.L. Hammer 2019. The rise of pastoralism in the Ancient Near East. *Journal of Archaeological Research* 27:391-449.

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.

Byrd, B.F. 2005. Reassessing the emergence of village life in the Near East. *Journal of Anthropological Research* 13:231-290.

Carleton, W.C. et al. 2013. Corporate kin-groups, social memory, and “history houses”? A quantitative test of recent reconstructions of social organization and building function at Çatalhöyük during the PPNB. *Journal of Archaeological Science* 40:1816-1822.

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.
- Gibbons, A. 2017. Oldest members of our species discovered in Morocco. *Science* 356:993-994.
- Gibbons, A. 2019. How farming reshaped our smiles and our speech. *Science* 363:1131.
- 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.
- Greenbaum, G. et al. 2019. Was inter-population connectivity of Neanderthals and modern humans the driver of the Upper Palaeolithic transition rather than its product? *Quaternary Science Reviews* 217: 316-329.
- 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.
- Lawler, A. 2014. In search of Green Arabia. *Science* 345 (6200):994-997.
- Lawrence, D. & T.J. Wilkinson 2015. Hubs and upstarts: pathways to urbanism in the northern Fertile Crescent. *Antiquity* 89:328-344.
- 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.
- Sanders, A. 2020. An aesthetic of resistance: beauty and power in northern Mesopotamia. *Journal of Anthropological Archaeology* 59:101174.
- 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.

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*, *Paleorient*, *Palestine Exploration Quarterly*, *Proceedings of the Prehistoric Society*, *World Archaeology*.

SUPPLEMENTAL INFORMATION

Principles of Conduct

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

Plagiarism, Cheating, and Student Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>.

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Anthropology and Archaeology recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

Instructor Intellectual Property

Information on Instructor Intellectual Property can be found at <https://ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>.

Freedom of Information and Protection of Privacy

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Human subjects

Students in the course **will not** participate as subjects or researchers when research on human subjects may take place.

Guidelines for Zoom Sessions (office hours)

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published with the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Accessibility

Students need to see the lecture (visually) in order to get all of the information.

Posting of Grades and Picking-up of Assignments

Grades will be made available electronically through the course D2L webpage. Grades will not be available at the Department of Anthropology and Archaeology’s main office.

Academic Accommodations

It is the student’s responsibility to request academic accommodations. Students may find information on accommodations at: <https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>. 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: <https://ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing to their instructor or the Department Head (email: pcdawson@ucalgary.ca).

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright: <https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Act.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: sar@ucalgary.ca. For more immediate response, please call: 403-210-9355 and select option #2.

Contact Information for Student and Faculty Representation

- Student Union VP Academic 403-220-3911, suypaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

Campus Safewalk

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