

THE DHIBAN EXCAVATION & DEVELOPMENT PROJECT, JORDAN

Course ID: HIS 489

May 1 -June 21, 2025

Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)

School of Record: Culver Stockton College

DIRECTORS:

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INTRODUCTION

Located 40 miles south of Amman and 12 miles east of the Dead Sea, Tâll Dhiban is one of Jordan's most important historical sites. A mound of more than 30 acres in area and 130 feet in height, Tâll Dhiban contains a fascinating record of some 6,000 years of human occupation. Dhiban has been a town in the first phase of urbanism, capital of the biblical kingdom of Moab, an outpost of Nabataean culture at the time of the Roman conquest, a thriving city at the peak of the Byzantine Empire, an early conquest of first Islamic caliphs, and a key agricultural center in the aftermath of the Crusades. Today, Dhiban is a vibrant modern town primarily composed of Bedouin from the Bani Hamida tribe.

The Dhiban Excavation and Development Project (DEDP) has been working since 2004 to both understand the rich and complex archaeological record of Tâll Dhiban and to help local residents and government agencies preserve and develop this record as an economic and heritage resource

for the future. The story of Dhiban is one of “boom and bust”, of rapid settlement growth and equally rapid contraction. We are interested in understanding why people continually returned to a place that has no permanent water supply. We are also interested in understanding how the difficult environmental conditions at Dhiban have interacted with the wider economic and social developments in the Near East over the past six millennia. How has the material past of Dhiban continually shaped its present and its future?

In 2025 the DEDP will explore these issues in two ways. In the field, we will excavate a large house that collapsed between c. 570-610 CE (radiocarbon dated), probably as the result of an earthquake. We will document the rich record this house contains of life in the 6th -7th centuries CE, including a wealth of organic remains and objects from everyday life. In particular, we will ask if the local autonomy that is said to characterize the last phase of the Byzantine Empire in Jordan can be seen in the economic organization of Dhiban. Can the changes in diet and economic strategies that seem to follow the collapse of this house be related to the Islamic conquest of Dhiban?

This season we will also continue to excavate a Nabataean Temple. The Nabataeans, most known from the site of Petra, were an ancient Arabian people who rose to economic prominence by controlling a large trade network that facilitated connections throughout the Arabian Peninsula and into the northern Levant. The temple dates to the time when the Nabataean kingdom was centered in Jordan, and Dhiban, while no longer a “capital” city, was an important regional site. In later periods, the site of the temple was incorporated into a Christian Byzantine religious complex. While we know much about the late phases of this temple, this season we hope to learn about the earliest uses of the area, perhaps gaining an understanding of its use as long ago as the Iron Age.

Time permitting, we will continue our study of a major Iron Age water reservoir built at the end of the 9th century BCE when Dhiban was capital of the biblical kingdom of Moab. Major public infrastructure projects such as this are rare for Iron Age Jordan and raise many questions regarding the nature of kingdoms like Moab, which otherwise seem to lack the centralized governmental institutions normally associated with the concept of the State.

Depending upon the status of several site development and museum projects involving Dhiban, students may also have the opportunity to work with the Department of Antiquities of Jordan to clean and consolidate buildings excavated in the 1950s, erect information signs on site, prepare informational brochures and other resources for both students and adults in Dhiban, and upgrade the display cases dedicated to Dhiban in the Madaba Archaeological Museum.

All students will receive training in, and perform, both field excavation and post-excavation laboratory work. Student interest and aptitude will help determine how much time each student spends on any one component of the project.

IMPORTANT DISCLAIMER

The Center for Field Sciences was established to support field training in a range of sciences at sites within the U.S. & across the world. Traveling and conducting field work involves risk. Students interested in participating in any CFS program must weigh the potential risk against the value of education provided by the program of their choosing.

Risk is inherent in everything we do and the CFS takes risks seriously. A committee of leading scholars review each field school location prior to approval. Once a program is accepted, the

CFS continually monitor conditions at the program's site and so we can provide an experience that is as safe as possible.

The CFS does not provide trip or travel cancellation insurance. Students are encouraged to explore such insurance policies on their own. Post Covid 19, most basic policies do not cover trip cancellation due to pandemics. If you wish to purchase an insurance policy that covers such contingencies, explore Cancel for Any Reason (CFAR) plans. [Insuremytrip.com](https://www.insuremytrip.com), [Squaremouth.com](https://www.squaremouth.com) or [Travelguard.com](https://www.travelguard.com) are possible websites where students may explore different insurance policies.

Students should be aware that conditions in the field are different than those experienced at home, dorms or college towns. Students will be exposed to the elements, live in rustic accommodation, and expect to engage in daily physical activity.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal, and/or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to modification.

All students must consult medical professionals to ensure they are fit to participate in a CFS field program. CFS is not qualified to provide medical advice. For all other concerns, please consult with CFS staff members or program director(s) – as appropriate.

COURSE OBJECTIVES

The major objectives of the course fit into the following general categories: 1) exposure to history and theory of Jordanian and Levantine archaeology and history; 2) excavation, recording techniques; and 3) knowledge acquisition and interpretation in Jordanian Archaeology. To achieve these objectives, students will receive lectures, participate in hands-on workshops, and complete assignments. They will develop their excavation, and laboratory skills throughout the field school. Students will also participate in field trips that will further expose them to the region's natural and human history.

At the end of the field school the students will have practical working knowledge of archaeological field methods, mainly focusing on excavation. They will also gain experience in laboratory analysis, including artifact classification, cleaning, cataloguing, and attribute analysis. Students will be exposed to the intellectual challenges presented by archaeological research, including research design, the interpretation of data, and the continual readjustment of hypotheses and field strategies regarding information recovered in the field. Moreover, the students will be taught the field and laboratory documentation procedures in accordance with laws and regulations designed to protect and curate cultural resources in Jordan.

Students will participate in the following research activities:

Theoretical Orientation: Students will participate in a ZOOM-based seminar format class for two weeks before excavations begin, where they will be introduced to the archaeology and history of Jordan, major controversies and debates in Levantine archaeology, especially in relation to biblical studies, the history of Islam, and contemporary culture in Jordan.

Excavations: Students will participate in guided excavations at Tâll Dhiban.

Cataloging: Students will participate in field sorting and cataloging of finds.

Recording: Students will record the excavation of their units, complete specific excavation forms, map finds, and draw stratigraphic profiles. Many of these forms are relevant to commercial archaeology and the cultural resource management sector.

Laboratory: Scheduled lab tasks will include cleaning, sorting, classifying, attribute assessment and analysis, and cataloging the excavated cultural remains.

LEARNT SKILLS

We are aware that many students may not seek academic careers but will pursue employment in the private sector. To that end, we are following the example set by Twin Cairns with their Skills Log Matrix™ (<https://twincairns.com/skills-log-matrix/>). Students will be trained in the following skills:

| Skill | Skill Definition |
|----------------------------|--|
| Artifact Processing | Ability to safely register, document, and store a wide range of artifact types in curation facilities following provincial laws |
| Artifact Recovery | Ability to record, safely excavate, and properly store artifacts and ecofacts made of different types of materials (lithics, bones, etc.) and various level of fragility |
| Drawing Plans-Theodolite | Can create site plans using a theodolite, total station, plumb bob, and measuring tape |
| Geoarchaeology | Ability to collect, sample, and analyze soil and sediment samples through dry sieving, wet sieving, and flotation |
| Grid & Trench Layout | Ability to lay out an accurate grid and generate a reliable trench outline for excavations |
| Large Hand Tools | Can operate a pickaxe, shovel, hoe, or similar large hand tools to conduct excavations |
| Photography | Ability to take clear images of various features, artifacts, and soil colors in various lights and field depth conditions |
| Public Interpretation | Ability to understand site history and provide clear and coherent interpretations for the public |
| Recording-Excavations | Ability to understand, collect, and record all excavation processes and data |
| Recording Sheets | Ability to understand and properly record the excavation process, stratigraphy, sections, and artifact documentation |
| Recording-Survey | Ability to understand, collect, and record all pedestrian survey data and details |
| Screening | Ability to use geological and general screens to identify, collect, and record small scale finds |
| Section Drawing | Ability to understand concepts of physical and chronological stratigraphy and the method to record those accurately |
| Small Hand Tools | Can operate a trowel or similar small hand tool to conduct excavations |
| Soil Identification | Ability to identify, describe, and record different types of soil and depositions |
| Understanding Stratigraphy | Ability to understand the relationships between layers of both cultural and natural depositions |

SKILLS MATRIX LEVELS

The school instructors will evaluate the level each student achieved on the Twin Cairns Skills Log Matrix™ skills list provided above. Each skill will be graded on one of the following three levels:

Basic: Can perform the skill/task with some supervision.

Competent: Can perform the skill/task without any supervision.

Advanced: Can perform the skill/task and teach others how to do it.

COURSE SCHEDULE

The field school has three main components: 1) a two-week online course to prepare students for the field and lab work; 2) four weeks of excavation at Tâll Dhiban; and 3) field trips throughout Jordan. Students must participate in all three components. The online component of the field school begins on May 1 and ends on May 16. Most students will complete the online option of the field school from home but can participate from anywhere.

Immediately following these first two weeks, students will travel to Jordan, likely arriving on May 18. The students must book their flights in consultation with the instructor as the team should fly and arrive in Jordan together if possible. The four-week excavation component of the field school will take place at Tâll Dhiban. Students will live in the town of Madaba, traveling to and from Tâll Dhiban on a near daily basis.

| Date | Weeks 1-7 (May 1 – June 21, 2025) | |
|--------------|---|-------------------|
| | Online Component ZOOM classes May 1-16 (10:00 am MST start time) | |
| May 1 | Introduction, Geography, History of the Middle East | Readings: Topic 1 |
| May 2 | Emergence of “Civilization” in the Levant | |
| May 5 | Iron I and the Emergence of the Levantine Kingdoms | Readings: Topic 2 |
| May 6 | Iron II and the Kingdom of Moab Part 1 | Readings: Topic 3 |
| May 7 | Iron II and the Kingdom of Moab Part 2 | Readings: Topic 3 |
| May 8 | Classical Era Part 1 | Readings: Topic 4 |
| May 9 | Classical Era Part 2 | Readings: Topic 4 |
| May 12 | Classical Era Part 3 | Readings: Topic 4 |
| May 13 | Islamic-era Levant | Readings: Topic 5 |
| May 14 | Final Projects due | Readings: Topic 6 |
| May 15 | Conclusions and Zoom course wrap-up | |
| May 16 | Travel to Jordan | |
| May 17 | Travel, arrive in Madaba, lab set-up | |
| May 18 | Excavations begin, Week 1 Field set up, site overview, safety orientation, excavation tool kits/supplies orientation | |
| May 19 | Excavations and Workshop: Site layout and units | |
| May 20 | Excavations and Workshop: Field records and recording | |
| May 21 | Excavations and local field trip around Madaba | |
| May 22 | Excavations and Workshop: Pottery washing and reading | |
| May 23 | Lab work | |
| May 24-30 | Excavations and Targeted Workshops Week 2 | |
| May 31-Jun 6 | Excavations and Targeted Workshops Week 3 | |
| June 7-12 | Excavations and Targeted Workshops Week 4 | |
| June 12 | Last day of the excavation | |
| June 13 | Equipment and artifact packing | |
| June 14 | Final Exam | |
| June 15-21 | Field Trip across Jordan | |
| June 21 | Travel home | |

** Course structure may be subject to change upon directors' discretion.*

TYPICAL WORKDAY

Students will follow this daily schedule during the course of this field school:

| Time | Activity |
|-------------|--|
| 4:00am | Wake up, get ready, first breakfast at the hotel |
| 5:00am | Departing for the site |
| 5:30am | Arrive to site |
| 9:00-9:30am | 2 nd breakfast at site |
| 1:00pm | Return to Madaba |
| 2:00pm | Lunch |
| 2:30-4:00pm | Break (shower) |
| 4:30-5:30pm | Pottery washing |
| 5:30-6:00pm | Lab work |
| 6:00-7:00pm | Evening lecture (occasional) |
| 7:00pm | Dinner |
| 9:00pm | Lights out/quiet time |

ACADEMIC GRADING MATRIX

Students are required to participate in all components of the field school. Grades are determined as follows:

- ❖ **10% - Online Component Participation.** Students are expected to attend zoom lectures, meetings, and complete assignments related to various assigned readings. It is expected that students will attend all of these sessions and participation will be graded based on attendance, preparedness, and quality of contributions made.
- ❖ **10% - Online Component Exams.** There will be two open-book exams, worth 5% each, as a part of the online course. The exams will be essay-format and written on Moodle. Each exam will have a 1-hour time limit and students will be expected to complete it within a period of time set by the instructors.
- ❖ **5% - Online Component Final Project.** At the end of the online course, students will be required to present and/or submit a final project. This project will be an “unessay”, which is a type of project where students select a topic that interests them and communicate that interest through a media of their own choosing. This can take the form of a traditional two-page paper. However, students may choose a non-traditional medium, such as an artistic work, fictional story, poem, theatrical presentation, song, etc. Think outside-the-box for this! You will be evaluated on your active engagement with course material and effort that you put into your project.
- ❖ **25% - Field work and Field Records.** Students will be assessed on the quality of their field work (i.e., their ability to effectively use the excavation tools, correctly articulate a cultural feature, trim a baulk, measure the provenience of an artifact, bag and tag artifacts, draw scaled level plans, draw sections, etc.).
- ❖ **10% - Laboratory work.** Students are expected to participate in all lab activities, including pottery washing and reading, faunal cleaning and analysis, sediment sorting and screening, floatation, etc. They will be graded on the efforts in the lab and during the workshops, and the quality of their work (i.e., how effectively they engage in these activities).
- ❖ **10% - Teamwork General Participation.** Students will be assessed on their ability to work together and create a collaborative work environment. This will be evaluated on-site, in the lab, and at homebase. Students are expected to be active learners during the excavations and on the weekend field trips.

- ❖ **20% - Field Journal.** Students are required to keep a personal field journal. This field journal must include a daily top-plan sketch and a summary of day's excavation activities. Students are also encouraged to note the significance of their finds as they learn more about them, the site, and the broader cultural sphere. Students are also expected to take notes during the field trips, which should include highlights of the sites as well as site sketches. The journals will be assessed and feedback given at different points throughout the 5 weeks in Jordan, with the final grading done at the end of the field trips. These journals will be returned to the students before they leave Jordan.
- ❖ **10% - Final Examination.** Students will take an exam in the last week of the field school. They will be tested on excavation techniques, the laboratory process, recording methods, the cultural remains recovered, and the context of these remains. They are expected to be able to link the lectures and readings to their field and laboratory work.

ATTENDANCE POLICY

The required minimum attendance for the successful completion of the field school is 95% of the course hours. Any significant delay or early departure from an activity will be calculated as an absence from the activity.

An acceptable number of absences for medical or other personal reasons will not be considered if the student catches up on the field school study plan through additional readings, homework, or tutorials with program staff members.

PREREQUISITES

There are no prerequisites for participation in this field school. Students will receive hands-on training in archaeological field work so will spend most of their time learning how to excavate and record their finds. Students must come equipped with sufficient excitement and adequate understanding that the archaeological endeavor requires real, hard work in a rural Middle Eastern environment. Some days will be hot; temperatures can reach 35°C (95°F).

Students will be taught how to use a variety of excavation tools, from shovels and wheelbarrows, to trowels, brushes, and sieves, and are expected to use all of them. Archaeology involves physical work and exposure to the elements, thus, requires a measure of acceptance that this will not be the typical university learning environment. Students will get dirty, sweaty, tired, and must work closely with others. We hope that the thrill of discovering archaeological remains will outweigh the stiff muscles and exhausting days.

PROGRAM ETIQUETTE

It is important to remember that while living and working in Jordan we are guests and should always be respectful towards our hosts. This means maintaining a level of modesty and decorum in our dress, public behavior and consumption of alcohol. For both men and women, our modest dress code in public spaces includes sleeved shirts and long trousers/skirts (no bare chests, shorts, short skirts, low neck lines, sleeveless or backless clothing). Not only will you avoid drawing attention to yourself, you will also help to protect yourself against sunburn, sunstroke and skin cancer.

The roof and patios of the project's apartments are considered public spaces. Be mindful of what you wear and say, as our neighbours will be living nearby. Also, be discrete--watch your noise levels, since neighbors will be disturbed by the noise. No sunbathing on the roof or on patios.

Team members are forbidden from consuming alcohol when in Dhiban and must limit their consumption elsewhere. Jordan's official religion is Islam, and drinking in the street is against the

law. Consuming alcohol is acceptable outside of Dhiban, for example, in restaurants in Amman and Madaba. However, even in larger towns your behavior will reflect upon the project as a whole. Reports of public displays of drunkenness will lead to your dismissal from the project. Basic guidelines to remember: 1. Be discreet 2. Do not drink too much--public drunkenness is unacceptable 3. Team members are expected to work, regardless of self-inflicted fatigue. 4. Alcohol contributes to dehydration.

CLOTHING

In Dhiban, as in much of Jordan, the way people dress, their body gestures, and interactions across gender lines are restrained. Those who have not spent time in the Middle East will find that specific behaviors are likely to be interpreted differently than they would be at home. This is especially the case for female team members, in the sense that Jordanians may view even walking down the road alone as unseemly or unsafe. You will probably notice that nearly all the people out and about in the town's main street are men. How much you alter your behavior is your decision, but keep in mind that rude and immodest behaviors have very real consequences for you and for the team. If we are sensitive to local modes of conduct, like modesty, then we can foster positive relationships with people in the Madaba and Dhiban communities.

For both men and women, our modest dress code in public spaces includes long-sleeved shirts and long trousers. Take extra care that all your shirts are long enough to cover your back while bent over to excavate. Avoid bringing clothes with images. Clothes bearing writing can only be written in Latin (Roman) or Arabic letters. Shorts and sleeveless shirts are not appropriate for anyone outside our private, interior living spaces. Women should not wear low-cut or tight-fitting tops. A scarf to cover the head and/or neck can come in handy during your time in the country (if you want to visit a mosque, for example). Women may wear full-length skirts (to the ankle) when not excavating.

TRAVEL & MEETING POINT

We suggest you hold off purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancelation of a program. The CFS typically takes a close look at local conditions 6-7 weeks prior to program beginning and makes a Go/No Go decision by then. Such time frame still allows for the purchase deeply discounted airline tickets while protecting students from potential loss of airline ticket costs if the CFS is forced to cancel a program.

It is best if students travel together as a larger team, meeting *en route*. In any case, students must communicate with the project directors BEFORE purchasing their flights so that pickup times can be arranged in Amman. Students will be picked up by a member of the team in the Amman International Airport upon arrival (presuming students do not intend to arrive in Jordan before the project begins). Meeting point is on the first day of the program, by the left-most parking kiosk when you face the arrival terminal (see Fig 1). Time of meeting will be determined later.

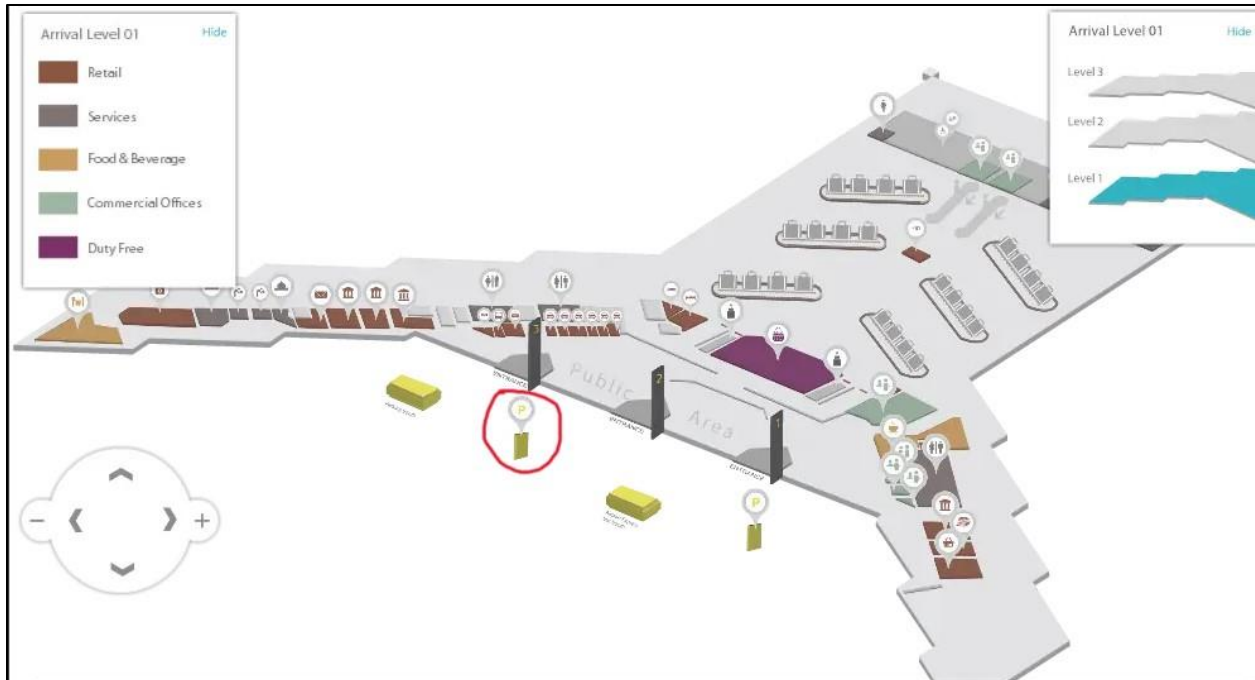


Figure 1: Meeting Point at the Queen Alia International Airport arrival area, Jordan

VISA REQUIREMENTS

You must have a valid passport to travel outside of the United States and Canada. Most countries in the Middle East require the passport expiry date to be at least 6 months later than your return date. A tourist visa is required for Jordan, which we will help you purchase, along with a Jordan Pass for entrance into most historic sites in Jordan. Visa arrangements and applications will be made in coordination with the program directors.

You must be able to access your visa for Jordan and have a printed copy of it with you in your carry-on bag. Citizens of other countries are asked to check the Jordanian Embassy website page at their home country for specific visa requirements.

MEALS & ACCOMMODATIONS

During the four-week excavation component of the field school, the students and directors live in the town of Madaba. Students must bring their own personal items (shampoo, soap, etc.) but if you run out of things or forget something, there is a grocery store nearby.

For breakfast and lunch, students will be provided with well-balanced, nutritious meals. Since these are group meals, individual dietary needs will be accommodated as best as possible, although it is not possible to be fully gluten free, kosher, etc. There will be meat or dairy, vegetable, and starch (rice, potatoes, bread, etc.) choices. Students will be on their own for dinner; there are numerous meal options available in the city of Madaba.

EQUIPMENT LIST

- A pair of working shoes (sneakers, running shoes) and a pair of comfortable shoes for walking/hiking
- Clothing suitable for an outdoor working environment: light clothes with long sleeves and legs (protecting from the sun and insects)

- Marshalltown pointing trowel (4 or 5")
- Wide brim hat
- Small backpack (for your water bottle, snacks, camera, etc.)
- Ruler, pens, pencils, eraser, field journal
- Medication - only prescription medicines you may need since you can buy all basic non-prescription drugs in Jordan.
- A converter to EU type electricity, if needed.
- A good attitude for work, fun, study, and discoveries

EMERGENCY CONTACT INFORMATION

In case of an emergency at home your family can contact:

The American Center of Research (ACOR)

Phone: (962)-6-534-6117

Email: acor@acorjordan.org

Director: Dr. Pearce Paul Creasman

ACOR's physical address is:

8 Rashad Al Abadle Tla'a Ali

Amman 11181, Jordan

PRACTICAL INFORMATION

International dialing code: The Jordanian international phone code is +962. North Americans will have to dial 011 first.

Money/Banks/Credit Cards: Visa is accepted in the larger shops; however, most purchases will require local currency. The currency in Jordan is called the Jordanian Dinar. One Canadian dollar is about 0.5 JOD. One US dollar is about 0.7 JOD. Your bank cards that have a Cirrus symbol on the back will work in most bank machines. You can also use your Visa in these machines as long as your PIN is a 4-digit number. Do not bring Canadian cash to Jordan as most shops deal with American money only. It is a good idea to bring \$200 US cash in case we don't get to a bank machine right away. Be sure to bring your Visa in case of emergencies (i.e., if your bank card does not work).

ATM Availability: The Jordanian economy is cashed-based but there are plenty of banks with ATMs to withdraw money. Students will be able to use the local ATM machines to withdraw funds. Credit card use is widespread. There will be limited need for currency during the field school. Many ATM machines are available in Jordan, and multiple options are available within walking distance from the dig apartment. Students will be able to withdraw funds during their free time in Madaba.

Local Language: The primary language spoken in Jordan is Arabic, although many people speak English fluently. Students will be exposed to some Arabic in the ZOOM class and during the excavation project.

Measurement units: degree Celsius (°C), meter (m.), gram (gr.), liter (l)

ACADEMIC CREDITS & TRANSCRIPT

Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units). Students will receive a letter grade for attending this field school based on the assessment matrix (above). This program provides a minimum of 160 direct instructional hours. Students are

encouraged to discuss the transferability of credit units with faculty and the registrar at their home institutions prior to attending this program.

Students will be able to access their transcript through our School of Record – Culver-Stockton College. C-SC has authorized the National Student Clearinghouse to provide enrollment and degree verification (at <https://tsorder.studentclearinghouse.org/school/select>). Upon completion of a program, students will get an email from C-SC with a student ID that may be used to retrieve transcripts. The first set of transcripts will be provided at no cost, additional transcripts may require payment. If you have questions about ordering a transcript, contact the C-SC office of the registrar at registrar@culver.edu.

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder.

TOPIC 1

1. King, G.R.D. 1997. "Transjordan." Pp. 226-243 in *Oxford Encyclopedia of Archaeology in the Near East*. Eric Meyers, ed. Oxford: Oxford University Press.

TOPIC 2

1. Routledge, Bruce and Ben Porter. 2007. "A Place in Between." Pp 323-329 in *Crossing Jordan: North American Contributions to the Archaeology of Jordan*. Thomas Levy, Michèle Daviau, Randall Younker, and May Shaer, eds. London: Equinox.
2. Porter, Ben. 2016. "Assembling the Iron Age Levant: The Archaeology of Communities, Polities, and Imperial Peripheries." *Journal of Archaeological Research* 24: 373-420.

TOPIC 3

1. Burnett, Joel. 2016. "Amman, Moab, and Edom: Gods & Kingdoms East of the Jordan." *Biblical Archaeology Review* 42.6 (November/ December): 26-40, 66-67.
2. Øystein LaBianca and Randall Younker. 2003. "The Kingdoms of Ammon, Moab and Edom: The Archaeology of Society in Late Bronze Age/Iron Age Transjordan." Pp. 399-415 in *The Archaeology of Society in the Holy Land*. Thomas Levy, ed. New York: Facts on File.
3. Herr, Larry G. 1997. "Archaeological Sources for the History of Palestine: The Iron Age II Period:
4. Emerging Nations." *The Biblical Archaeologist* 60.3: 114–83. <https://doi.org/10.2307/3210608>.
5. Stern, Philip. 2020. "Implications of the Mesha Inscription." Pp. 19-56 in *The Biblical Herem*. Brown Judaic Studies. <https://www.jstor.org/stable/j.ctvzpv53h.9>
6. Bienkowski, Piotr. 2022. "The Formation of Edom: An Archaeological Critique of the "Early Edom" Hypothesis." *BASOR* 388 (November): 113-132.
7. Ray, Paul. 2006. "Connectivity: Transjordan during the Persian Period." *Connectivity in Antiquity: Globalization as a Long-term Historical Process*, Øystein LaBianca, and Sandra Scham, eds. London: Equinox.

TOPIC 4

1. Schmid, Stephen. 2008. "The Hellenistic Period and the Nabateans." Pp. 353-412 in *Jordan: An Archaeological Reader*. Russel Adams, ed. London: Equinox.
2. Hamarneh, Catreena, Nizar Abu-Jaber, Safa' Joude, Abdullah Al-Rawabdeh, Qasem Abdelal,

and Khaldoun Al Qudah. 2022. "The Nabatean Flood Control System of Wadi Hremiyeh, Petra: Restoring and Learning from the Past." *NEA* 85.3 (September): 220-227.

3. Patrich, Joseph. 2003. "Church, State and the Transformation of Palestine-Byzantine Period (324-640 CE)." Pp. 470-487 in *The Archaeology of Society in the Holy Land*. Thomas Levy, ed. New York: Facts on File.
4. Freeman, Philip. 2008. "The Roman Period." Pp. 413-442 in *Jordan: An Archaeological Reader*. Russel Adams, ed. London: Equinox.
5. MacDonald, Burton. 2010. *Pilgrimage in Early Christian Jordan: A Literary and Archaeological Guide*. Oxford, UK: Oxbow Books.
6. Kowalewska, Arleta, and Craig A. Harvey. 2023. "Baths of the Roman and Byzantine Southern Levant: Roman Ideas and Local Interpretations." *AANE Today* 11.6. (June 2023).

TOPIC 5

1. Whitcomb, Donald. 2003. "Islam and the Socio-cultural Transition of Palestine – Early Islamic Period (638-1099 CE)." Pp. 488-501 in *The Archaeology of Society in the Holy Land*. Thomas Levy, ed. New York: Facts on File.
2. Walmsley, Alan. 2008. "The Middle Islamic and Crusader Periods." Pp. 495-538 in *Jordan: An Archaeological Reader*. Russel Adams, ed. London: Equinox.
3. Nol, Hagit. 2022. "Early Islamic Copper Coins from Excavations in the Central Levant: An Indicator for Ancient Economy." *BASOR* 387 (May): 139–169.
4. Boas, A. J. 1998. "Archaeological Sources for the History of Palestine: The Frankish Period: A Unique Medieval Society Emerges." *Near Eastern Archaeology*, 61(3): 138–173.
<https://doi.org/10.2307/3210688>

TOPIC 6

1. Porter, Ben, Bruce Routledge, Danielle Steen, and Firas al-Kawamlha. 2007. "The Power of Place: The Dhiban Community through the Ages." Pp. 315-322 in *Crossing Jordan: North American Contributions to the Archaeology of Jordan*. Thomas Levy, Michèle Daviau, Randall Younker, and May Shaer, eds. London: Equinox.

RECOMMENDED READINGS

Adams, Russel, ed. 2008. *Jordan: An Archaeological Reader*. London: Equinox.

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