

**CLSC 280: Introduction to Mediterranean Archaeology**  
Fall Semester, Monday, Wednesday, and Friday 3:00-3:50 pm Wyatt 303



### **I. Basic Information**

**Instructor:**

Megan Daniels, Wyatt 134  
mdaniels@pugetsound.edu

253-879-3779 (office)  
650-338-6622 (cell)

**Office Hours:**

Wednesdays 1:00-3:00 pm in Wyatt 134 or by appointment (no office hours the week of November 21<sup>st</sup>)

**Description:**

This course introduces students to the field of classical/Mediterranean archaeology, both describing “how to do” archaeology (that is, the techniques of locating, retrieving, and analyzing remains) and reflecting upon how the nature of these techniques influences our understanding of the past. Students discuss specific archaeological sites in their historical, social, anthropological, economic, religious, and architectural contexts. Students explore these sites not as monuments to be admired, but as a means to understand archaeology as a discipline. Attention is given to issues relevant to classical archaeology today, including our modern relationships to the past, stewardship and “ownership” of the past, and ethics in archaeology. Students thus gain an appreciation of the complexities of present-day archaeological research and of both the benefits and limitations of the role of archaeology in creating our images of the past.

**Course Website:**

moodle.pugetsound.edu

**On the website you can expect to find:**

- The schedule of classes and readings (also listed below on the syllabus)
- Posted readings and guiding questions to help you with readings
- Helpful notes on writing techniques, further resources, etc.

**\*\*\*Copyright and Fair Use\*\*\***

Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way outside of the course.

**II. Important 2016 Dates**

**\*\*Double-Check on Academic Calendar\*\***

**September 5<sup>th</sup>:** Labour Day (no classes)

**September 6<sup>th</sup>:** Last day to add or audit classes; last day to exercise pass/fail option

**September 12<sup>th</sup>:** Last day to drop without record

**September 23<sup>rd</sup>:** Last day to drop with 50% tuition adjustment

**October 7<sup>th</sup>:** Last day to drop with 25% tuition adjustment

**October 17<sup>th</sup>-18<sup>th</sup>:** Fall Break (no classes)

**October 21<sup>st</sup>:** Last day to drop with 10% tuition adjustment

**November 4<sup>th</sup>:** Last day to withdraw with an automatic “W”

**November 23<sup>rd</sup>-25<sup>th</sup>:** Thanksgiving Break (no classes)

**December 7<sup>th</sup>:** Last day of classes

**December 8<sup>th</sup>-11<sup>th</sup>:** Reading Period (no classes)

**December 12<sup>th</sup>-16<sup>th</sup>:** Final exams

**III. Course Resources**

**Textbook (required – available at the campus bookstore):**

Gates, C. 2011. *Ancient Cities: The Archaeology of Urban Life in the Ancient Near East and Egypt, Greece, and Rome*. Second Edition. London: Routledge.

Gates is very wide-ranging in geographical and temporal scope. His chapters are short, and will give you a basic overview of specific places and time periods. In order to delve into important issues and arguments concerning these specific places and time periods, however, we will also read additional articles and book chapters. See below for other books, some of which we will use throughout the course.

**Other books that might be of interest:**

**\*\* = book will be used at least once in course (on reserve or scanned chapters)**

Archaeological Methods, Theory, History:

\*\*Bahn, P. 2000. *Archaeology: A Very Short Introduction*. Oxford: Oxford University Press.

Burke, H., C. Smith, and L. J. Zimmerman. 2008. *The Archaeologist's Field Handbook*. Lanham: Altamira.

\*\*Hester, T. R., H. J. Shafer, and K. L. Feder. 1997. *Field Methods in Archaeology*. Seventh Edition. Mountain View: Mayfield Publishing.

Hodder, I. (ed.). 2014. *Archaeological Theory Today*. Second Edition. Malden: Wiley-Blackwell.

Johnson, M. 2011. *Archaeological Theory: An Introduction*. Malden: Wiley-Blackwell.

Joukowsky, M. 1986. *A Complete Manual of Field Archaeology*. New York: Prentice Hall.

McIntosh, J. 1999. *The Practical Archaeologist*. Second Edition. New York: Checkmark Books.

\*\*Renfrew, C. and P. Bahn (eds.). 2004. *Archaeology: The Key Concepts*. London: Routledge.

- \*\*Renfrew, C. and P. Bahn. 2012. *Archaeology: Theories, Methods, and Practice*. Sixth Edition. London: Thames & Hudson.
- \*\*Roskams, S. 2001, *Excavation*. Cambridge Manuals in Archaeology. Cambridge: Cambridge University Press.
- Trigger, B. G. 2006. *A History of Archaeological Thought*. Second Edition. Cambridge: Cambridge University Press.

Bronze Age Art and Archaeology:

- \*\*Preziosi, D. and L. A. Hitchcock. 1999. *Aegean Art and Architecture*. Oxford: Oxford University Press.

Greek Art and Archaeology:

- \*\*Barringer, J. M. 2015. *The Art and Archaeology of Ancient Greece*. Cambridge: Cambridge University Press.
- Biers, W. R. 1996. *The Archaeology of Greece: An Introduction*. Ithaca and London: Cornell University Press
- \*\*Bintliff, J. 2012. *The Complete Archaeology of Greece*. Malden: Wiley-Blackwell.
- Camp, J. 2001. *The Archaeology of Athens*. New Haven: Yale University Press.
- Neer, R. T. 2012. *Greek Art and Archaeology, c. 2500- c. 150 BCE*. London: Thames & Hudson.
- \*\*Pedley, J. 2011. *Greek Art and Archaeology, Fifth Edition*. Upper Saddle River: Prentice Hall.
- Plantzos, D. 2016. *Greek Art and Archaeology, C. 1200-30 BC*. Atlanta: Lockwood Press.
- Pollitt, J. J. 1972. *Art and Experience in Classical Greece*. Cambridge: Cambridge University Press.
- \_\_\_\_\_. 1986. *Art in the Hellenistic Age*. Cambridge: Cambridge University Press.
- \*\*Whitley, J. 2001. *The Archaeology of Ancient Greece*. Cambridge: Cambridge University Press.

Roman/Etruscan Art and Archaeology:

- Claridge, A. 2010. *Rome: Oxford Archaeological Guides*. Oxford: Oxford University Press.
- Coulston, J. and H. Dodge. 2000. *Ancient Rome: The Archaeology of the Eternal City*. Oxford: Oxford University Press.
- \*\*Kleiner, F. S. 2010. *A History of Roman Art*. Boston: Wadsworth.
- Ramage, N. H. and A. Ramage. 2013. *Roman Art*. Sixth Edition. Upper Saddle River: Pearson Education, Prentice Hall.
- Spivy, N. 1997. *Etruscan Art*. London: Thames & Hudson.
- \*\*Tuck, S. L. 2015. *A History of Roman Art*. Malden: Wiley Blackwell.
- Zanker, P. 2008. *Roman Art*. Trans. H. Heitmann-Gordon. Los Angeles: Getty Publications.

Phoenician History and Archaeology:

- Aubet, M. E. 2001. *The Phoenicians and the West: Politics, Colonies and Trade*. Second Edition. Trans. M. Turton. Cambridge: Cambridge University Press.
- Markoe, G. 2002. *The Phoenicians*. London: British Museum Press.

Mediterranean History:

- \*\*Boatwright, J., D. Gargola, N. Lenski, and R. J. A. Talbert. 2011. *The Romans: From Village to Empire*. Oxford: Oxford University Press.
- Brookbank, C. 2014. *The Making of the Middle Sea*. Oxford: Oxford University Press.
- Horden, P. and N. Purcell. 2001. *The Corrupting Sea: A Study of Mediterranean History*. Malden: Blackwell.

- \*\*Morris, I. and B. Powell. 2010. *The Greeks: History, Culture, and Society, Second Edition*. Upper Saddle River: Prentice Hall.
- Snodgrass, A. 1980. *Archaic Greece: The Age of Experiment*. University of California Press.

Museum catalogues:

- \*\*Aruz, J., S. B. Graff, and Y. Rakic (eds.). 2014. *Assyria to Iberia at the Dawn of the Classical Age*. New York: The Metropolitan Museum of Art.
- \*\*de Puma, R. 2013. *Etruscan Art: In the Metropolitan Museum of Art*. New York: Metropolitan Museum of Art.
- \*\*Hiebert, F. and P. Cambon (eds.). 2008. *Afghanistan: Hidden Treasures from the National Museum, Kabul*. Washington, D.C.: National Geographic.
- Kottardi, A. (ed.). 2011. *From Heracles to Alexander the Great: Treasures from the Royal Capital of Macedon, an Hellenic Kingdom in the Age of Democracy*. Oxford: The Ashmolean Museum.

## IV. Themes and Objectives

### Major Objectives of the Course:

1. Gain a broad familiarity with the archaeological remains of the Mediterranean world from the Bronze Age to the late Roman Period along with their historical context
2. Gain an understanding of basic techniques and principles of archaeology
3. Gain a broad familiarity with different sources of evidence for understanding the ancient world, and how these pieces of evidence intersect with one another
4. Learn to be critical of the sources, both material remains and texts – what can they tell us and what are the limitations of each?
5. Know and be able to discuss some of the major arguments concerning different periods, sites, and archaeological remains of the Mediterranean world
6. Understand ancient Greece, Rome, and their neighbours in their broader historical and geographical contexts
7. Understand modern politics, ethics, sentiments, and motivations concerning archaeology and the past

### Skills To Be Gained:

1. Argumentation – written and oral (lectures, response assignments, discussions, and final paper)
2. Research skills in Classics, History, Art History, and Archaeology (lectures, readings, library exercises, final paper, and final paper milestones)
3. Synthesis – ability to read fairly large amounts of material and identify/understand the main arguments and points of evidence used (lectures, readings, discussions, response papers, final paper)
4. Criticism – ability to not only synthesize arguments, but also to evaluate them based on a growing understanding of sources of evidence and our own motivations for studying the past (lectures, readings, discussions, response assignments, final paper)

**\*\*\*When in doubt, always keep these two questions in mind:**

**How do we know what we know?**

**What is our relationship to the past?\*\*\***

## V. Assignments and Grading

|   |            |
|---|------------|
| <b>Class Discussions, Labs, Library Exercises .....</b>         | <b>15%</b> |
| <b>Response Papers for Discussions and Labs .....</b>           | <b>15%</b> |
| <b>Five Quizzes (see schedule).....</b>                         | <b>30%</b> |
| <b>Final Paper Paragraph Description and Bibliography .....</b> | <b>5%</b>  |
| <b>Rough Draft of Paper .....</b>                               | <b>5%</b>  |
| <b>Final Paper/Project.....</b>                                 | <b>30%</b> |

1. **Class Discussions/Labs/Library Exercises + Response Papers, 30% of final grade:** Reading, synthesizing information, forming opinions, and discussing those opinions with peers in a respectful and exploratory manner are skills that will help you in most careers, not just academic ones. I hope these discussions will help you develop the skills and confidence to voice and elaborate opinions to a peer group. There are two components to discussions:
  - a. A two-page (double-spaced) response to the readings based on guiding questions, which I will provide. **This response is due by midnight the night before the discussion.**
  - b. Your participation in the discussion itself. See below for tips on discussion.

On the schedule below, the dates and topics for the rest of the term are laid out (the schedule is also on the web). Days that are more discussion-focused are indicated in block letters. The first “discussion day” is more lab-based, and is thus labeled as such. Two other “discussions” will consist of library exercises. If you cannot make one or more of the discussion/lab/library days, please email me or talk to me ASAP.

There are many ways to participate in a seminar discussion. Reflect on your own approach, and challenge yourself to try a new one. Some possibilities are listed below:

- Show up for class prepared (i.e. having done the required reading).
- Offer your opinion of the readings.
- Respond to someone else’s opinion – either agreeing/supporting, elaborating, asking for clarification, or expressing a different point of view.
- Ask a question – either a discussion question or merely something from the readings that confused/perplexed/fascinated you.
- Guide/get the discussion back on track.
- Play devil’s advocate.
- Be an active listener at all times.

### **General Policies on Class Participation:**

- Show up having done the reading – even during lectures I like to ask for people’s input, thoughts, and opinions – it makes the class much less monotonous!

- No laptops during labs, discussions, or quizzes. I will allow laptops for note-taking purposes only during lectures. Please refrain from distracting activities like checking social media, emails, internet surfing, etc.
  - No cell phones in class except for emergencies. If cell phones are with you, please turn them off.
2. **Five Quizzes, 30% of final grade (6% each):** Another 30% of the grade consists of bi-weekly quizzes on the topics covered in the two weeks preceding the quiz. These quizzes will be short (~20 minutes), and consist of multiple choice, short answer questions, and slides. Answer keys will be posted online following each quiz.
  3. **Final Project, 40% of final grade, due Friday December 16<sup>th</sup> by 6 pm:** this project will require you to build off the work we have done during the quarter with discussions and response papers. Your main task will be to take a major archaeological case study (usually a site, but it could be a particular monument or class of objects), research how archaeologists and historians have interpreted it, and evaluate how these interpretations have influenced the historical narratives and the preservation of this particular site/monument/artifact/time period. **A quarter of this 40% grade (i.e. 10% of your entire grade) is devoted to final paper milestones** (i.e. brief description of project + project bibliography and rough draft – see Section VII: Schedule), due at the beginning of class.

**\*\*\* Your topic can build off of one of our discussion topics. I will also provide a list of possible topics and research questions. Feel free to choose your own as well, but please consult with me about it well in advance of the deadline \*\*\***

We will talk about all of the course requirements in class, and will have at least one session on research skills. The reading response papers are also a chance for you to practice your writing skills. As always, feel free to get in touch before or after class, by email, or during office hours if you have any further questions.

➔ Please visit the **Center for Writing, Learning, & Teaching (CWLT)** for help at any time during the term for writing assignments. You can find out more about their services and request an appointment here: <http://www.pugetsound.edu/academics/academic-resources/cwlt/writing-advisor-schedule/writing/>.

➔ Also, our Classics library liaison is **Peggy Burge**, who is ready and willing to assist you with your research needs. Her contact info is below. Please consider using her services! Peggy, along with Kaity Fain (Educational Technologist for the Humanities), can also help you design research projects with digital humanities components, if you are interested.

- Peggy Burge, Humanities Librarian & Coordinator of Teaching, Learning and Digital Humanities; Collins Library 131
- Email: [pburge@pugetsound.edu](mailto:pburge@pugetsound.edu)
- Appointment request: <http://pugetsound.libcal.com/appointment/14420>

**Missed class and late assignment policies:**

- You can miss a maximum of TWO lab/library/discussion/lecture days. You are still responsible for handing in the response paper (if applicable). If you think you will miss any more this quarter, please get in touch with me ASAP.
- For late assignments (namely, the final project and response papers), I will be taking off 10% of the grade per 24 hours of lateness. If there is an extreme reason for lateness (i.e. medical or family issue), please get in touch ASAP.

**Academic Integrity and Plagiarism**

Please consult the UPS Academic Handbook for policies on academic integrity, including the procedures for handling violations of academic integrity. You can find this section of the handbook online here: <http://www.pugetsound.edu/student-life/personal-safety/student-handbook/academic-handbook/academic-integrity/>.

In addition, please consult the UPS webpage on plagiarism, which includes a definition of plagiarism and helpful tips to avoid it: <http://www.pugetsound.edu/academics/academic-resources/cwlt/writing-advisor-schedule/writing-resources/plagiarism/>.

**Students with documented disabilities:**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. More information, including the steps required to request accommodations, can be found at <http://www.pugetsound.edu/academics/academic-resources/accessibility-accommodation/>.

## **VI. University Emergency Preparedness**

Please review university emergency preparedness, response procedures and a training video posted at [www.pugetsound.edu/emergency/](http://www.pugetsound.edu/emergency/). There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

## VII. Schedule of Lectures and Discussions

### Week 1: Introductions

- **August 29<sup>th</sup>:** Introduction to the course
- **August 31<sup>st</sup>:** What is archaeology?
  - Introduction and Chapter 1 (pp. 1-16) in Bahn, P., *Archaeology: A Very Short Introduction* (Oxford 2000)
  - In-class modern artifact analysis exercise
- **September 2<sup>nd</sup>:** Archaeology: a brief history
  - Harry J. Shafer's chapter, "Goals of Archaeological Investigation", which is Chapter 2 (pp. 5-20) in Hester, T. R., H. J. Shafer, and K. L. Feder *Field Methods in Archaeology* (Mayfield 1997)

### Week 2: Archaeological Methods

- **September 5<sup>th</sup>:** Labour Day: no classes
- **September 7<sup>th</sup>:** An introduction to methods: excavation and survey
  - Chapter 3 (pp. 71-120) in Renfrew & Bahn (Thames & Hudson 2012)
  - OPTIONAL: Chapter 2 (pp. 30-39) in Roskams, S. *Excavation* (Cambridge 2001)
- **September 9<sup>th</sup>:** An introduction to methods: dating and stratigraphy
  - Pages 47-52 in Renfrew & Bahn (2004)
  - Pages 121-127 in Chapter 4 of Renfrew & Bahn (2012) and skim the rest of the chapter (pp. 128-166)

### Week 3: The Mediterranean World

- **September 12<sup>th</sup>:** **LAB:** archaeological excavation
  - Thomas R. Hester's chapter, "Methods of Excavation", which is Chapter 5 (pp. 69-112) in Hester, T. R., H. J. Shafer, and K. L. Feder *Field Methods in Archaeology* (Mayfield 1997)
  - Read the first few pages (113-120) of Chapter 6, "Data Preservation: Recording and Collecting", in this book as well, on Horizontal Location
- **September 14<sup>th</sup>:** The Mediterranean world: geography, ecology, and culture between Africa, Europe, and the Near East
  - Chapters 1 and 2 in Morris & Powell *The Greeks: History, Culture, and Society* (Prentice Hall 2010)
  - **FIRST QUIZ (August 31<sup>st</sup>-September 12<sup>th</sup>)**
- **September 16<sup>th</sup>:** What is Classical archaeology?
  - Chapters 1-2 in Whitley, J. *The Archaeology of Ancient Greece* (Cambridge 2001)

### Week 4: The Bronze Age Aegean

- **September 19<sup>th</sup>:** The Minoans and the idea of the Bronze Age
  - Gates, Chapter 7 (pp. 118-129)
  - First half of Chapter 1 (pp. 11-39) in Barringer, J. M. *The Art and Archaeology of Ancient Greece* (Cambridge 2015)
- **September 21<sup>st</sup>:** The Mycenaean world
  - Gates, Chapter 7 (pp. 129-137)



- Barringer (2015), second half of Chapter 1 (pp. 39-65)
- **September 23<sup>rd</sup>: DISCUSSION:** Troy and the Hittites: A Trojan War?
  - Gates, Chapter 8
  - Bryce, T., “The Trojan War: Myth or Reality?” (Chapter 14, pp. 357-371), in *The Kingdom of the Hittites* (Oxford 2005)
  - Wilford, John Noble, “Was Troy a Metropolis? Homer isn’t Talking, *New York Times*, October 22, 2002.

#### **Week 5: The Transition from the Bronze Age to the Iron Age**

- **September 26<sup>th</sup>:** Shipwrecks and trade in the Late Bronze Age
  - Gates, Chapter 9
  - Renfrew & Bahn (2012), Chapter 9 (pp. 347-380)
- **September 28<sup>th</sup>:** The Collapse of the Bronze Age States and the Greek “Dark Age”
  - Chapter 8 in Preziosi, D. and L. A. Hitchcock *Aegean Art and Architecture* (Oxford 1999)
  - Brief article by Eric Cline: <http://asorblog.org/2016/09/07/ask-nep-sea-peoples/>
  - **SECOND QUIZ (September 19<sup>th</sup> to September 26<sup>th</sup>)**
- **September 30<sup>th</sup>: DISCUSSION:** A Greek “Dark Age” or an “Age of Opportunity”?
  - Bintliff, J. Chapter 8 in *The Complete Archaeology of Greece* (Wiley-Blackwell 2012), pp. 209-233
  - Take a look at this website from Vassar College on the Dark Ages and the important site of Toumba at Lefkandi:  
[http://faculty.vassar.edu/jolott/old\\_courses/crosscurrents2001/Lefkandi/darkages.htm](http://faculty.vassar.edu/jolott/old_courses/crosscurrents2001/Lefkandi/darkages.htm)
  - Renfrew and Bahn (2004), pp. 40-43

#### **Week 6: The Growth of the Greek World**

- **October 3<sup>rd</sup>:** The Greek “Renaissance” and the rise of the polis
  - Gates, Chapter 12
  - Barringer (2015), Chapter 2 (66-123)
- **October 5<sup>th</sup>: DISCUSSION:** Who were the Phoenicians?
  - Gates, Chapter 11
  - TBA
- **October 7<sup>th</sup>: LIBRARY EXERCISE WITH PEGGY BURGE**
  - Meet in Collins Library, Room 118

#### **Week 7: Greeks in and beyond Greece in the Archaic Period**

- **October 10<sup>th</sup>:** Culture contact and trading networks across the Mediterranean: the “Orientalizing Period”
  - Selections from “Assyria to Iberia at the Dawn of the Classical Age”
- **October 12<sup>th</sup>:** Greek cities in the Archaic period
  - Gates, Chapters 13 and 14
- **October 14<sup>th</sup>: DISCUSSION:** Colonization and Colonialism

- Article by Peter Van Dommelen, “Colonialism and Migration in the Ancient Mediterranean”
- Article by Franco De Angelis, “Ancient Past, Imperial Present: The British Empire in T. J. Dunbabin’s *The Western Greeks*”

### Week 8: The Late Archaic and Early Classical Periods

- **October 17<sup>th</sup>:** Holiday: no classes
- **October 19<sup>th</sup>:** Archaic Athens cont’d; recap of last few sessions
  - Pedley, Chapter 6: pp. 147-150; 170-205
- **October 21<sup>st</sup>:** Greek Sanctuaries: Delphi and Olympia
  - Gates, Chapter 15
  - **THIRD QUIZ** (October 3<sup>rd</sup> to October 19<sup>th</sup>)

### Week 9: The Greek City in the Classical Period

- **October 24<sup>th</sup>:** The growth of cities and market places: The Athenian Agora
  - Whitley, Chapter 8
- **October 26<sup>th</sup>:** Classical Athens and the fruits of empire
  - Gates, Chapter 16
  - Pedley, pp. 249-261
- **October 28<sup>th</sup>:** **DISCUSSION:** An archaeology of democracy?
  - Article by M. Cool Root
  - Article by J. J. Pollitt
  - 5-minute National Geographic video:  
<https://www.youtube.com/watch?v=J3MXPqYKKRM>
  - **OPTIONAL:** Whitley, Chapter 13

### Week 10: The Hellenistic World

- **October 31<sup>st</sup>:** **LIBRARY EXERCISE WITH KATIE HENNINGSEN**
  - Meet in Archives and Special Collections (second floor, Collins Library)
- **November 2<sup>nd</sup>:** Cities in the late Classical and Hellenistic period
  - Gates, Chapters 17 and 18
  - **OPTIONAL:** J.-Y. Empereur, Chapter 1 in *Alexandria: Past, Present, and Future* (Thames & Hudson 2002)
- **November 4<sup>th</sup>:** The Greeks in Afghanistan and India
  - Selections from the catalogue *Afghanistan: Hidden Treasures from the National Museum, Kabul*
  - **BRIEF DESCRIPTION AND BIBLIOGRAPHY OF FINAL PROJECT DUE** (1-2 paragraphs description)

### Week 11: The Rise of Rome

- **November 7<sup>th</sup>:** Early Italy
  - F. Kleiner, “Introduction” in *A History of Roman Art* (Wadsworth 2010), pp. xxi-xlvi
  - Selections from *Etruscan Art in the Metropolitan Museum of Art*
  - **OPTIONAL:** Morris & Powell, Chapter 25
- **November 9<sup>th</sup>:** The rise of Republican Rome

- Gates, Chapter 20
- Kleiner, Chapter 4
- **FOURTH QUIZ** (October 24<sup>th</sup> to November 7<sup>th</sup>)
- **November 11<sup>th</sup>**: The city of Rome in the Age of Augustus and the Julio-Claudians
  - Gates, Chapter 21
  - Kleiner, Chapter 5

#### **Week 12: Daily Life in the Roman World**

- **November 14<sup>th</sup>**: Rome under the Julio-Claudians (cont'd) and the Flavians
  - Tuck (2015), Chapter 7 (pp. 178-210)
- **November 16<sup>th</sup>**: **DISCUSSION**: The Roman Provinces: Assimilation or Resistance?
  - Gates, Chapter 24
  - TBA
- **November 18<sup>th</sup>**: Pompeii and Ostia
  - Gates, Chapter 22

#### **Week 13: Visit to Special Collections**

- **November 21<sup>st</sup>**: **NO CLASS**
- **November 23<sup>rd</sup>**: Travel day: no class
- **November 25<sup>th</sup>**: Thanksgiving holiday: no class

#### **Week 14: The Roman World Under the High Empire**

- **November 30<sup>th</sup>**: Rome under Trajan and Hadrian
  - Gates, Chapter 23
- **November 28<sup>th</sup>**: The Roman Household
  - Articles by J. Berry (1997) and B. Bergmann (1994)
  - **FIFTH QUIZ** (November 11<sup>th</sup> to November 28<sup>th</sup>)
- **December 2<sup>nd</sup>**: Mortuary archaeology and human osteology
  - Kleiner, Chapter 6
  - Renfrew & Bahn (2012), Chapter 11 (pp. 421-462)

#### **Week 15: Final Discussions**

- **December 5<sup>th</sup>**: Late antiquity in the Mediterranean
  - Gates, Chapter 25
  - **ROUGH DRAFT OF PAPER DUE (in class)**
- **December 7<sup>th</sup>**: **DISCUSSION**: Student projects
  - TBA
- **December 9<sup>th</sup>**: Reading period: no class

#### **Week 16: Exam Week**

- **December 16<sup>th</sup>**: **FINAL PROJECT DUE – 6:00 pm**