

College Year in Athens

ARCH 367
Aegean Prehistory: The Rise & Fall of the Bronze Age Cultures



Instructor: Dr. Angelos Papadopoulos

1. Course description

This course provides an exploration of the Aegean prehistory from the Neolithic times (7th millennium B.C.) up to the beginning of the Early Iron Age (11th c. B.C.), focusing primarily on the Bronze Age cultures that flourished in the region. The archaeology of the islands and the mainland will be placed within the greater Eastern Mediterranean cultural sphere in order to achieve an in-depth survey of the various aspects of political, artistic, technological, religious, administrative and social dynamics of the Bronze Age people. When people began to build permanent settlements? Why the deceased are buried frequently with grave offerings? How can civilisations collapse? Does the climate have an impact on populations' well-being? What information can we get from images when textual documentation is lacking?

Students will be introduced to theoretical and interpretative methodologies, current debates as well as old and modern approaches of studying the available corpus of archaeological data. At the same time, the results of new and on-going research projects and excavations will be discussed offering a fresh look on the large number of sites in the areas of interest. Finally, the students will be able to experience site (such the Mycenaean parts of the Acropolis of Athens) and museum visits (e.g. the National Archaeological Museum and the Museum of Cycladic Art) as well as unique hands-on activities in order to study closely the construction, function, circulation and consumption of the abundant material culture of the Aegean Bronze Age.

Aims

- To study the emergence of social complexity as well as the cultural and technological processes that took place in the Aegean during the Bronze Age;
- To explore the unique material culture of these areas in museums and sites in order to ensure familiarity;
- To familiarise the participants with the various approaches, theories and models regarding the interpretation of this material culture;
- To place various aspects and themes of Aegean archaeology within the wider Eastern Mediterranean context.

Learning Outcomes

By the end of the course the students will:

- Familiarise themselves with the prehistoric archaeology of the Aegean through personal experience and extensive bibliographic research;
- Improve their critical skills in reading and debate through extensive discussions and exchanges of points of view between themselves and their instructors;
- Be further aware of the application of scientific methods in the interpretation of the archaeological data.

Prerequisites

This course has no prerequisites and no knowledge of foreign languages is required as it is designed to cover all basic knowledge of the topic.

2. Studying for the course

i) *Required Reading*

For each class/ visit the Reading of one or two papers is Required. The participants should read these papers before the class, in order to comprehend the topic and participate lively in the discussion. All the Required Readings are available on moodle as pdf files.

ii) *Recommended Reading*

The course covers a wide range of themes and topics throughout a lengthy period of time over a wide geographical region. As a result the bibliography is immense, starting from simple excavation reports to long, synthetic work bringing together data from a variety of sites and offering various interpretations. The *Recommended Reading* consists of a list of publications, all of which are available at the CYA library and/or online. Students are encouraged to consult this list for further personal research, either towards your essay work or simply to comprehend better the dynamics and the complexity of the Bronze Age societies of the Aegean region.

iii) *Course handbook*

A Course Handbook will be given to you in Week II so that you can use it for key-aspects of Aegean archaeology, chronologies, maps and other useful information. Bear in mind that this is only a Handbook and not a textbook as it cannot replace your attention in class and the study of the Required Readings.

iv) *Handouts*

At the end of each day you will receive handouts in order to prepare for the following lecture or site/museum visit. The handouts will include basic key words, research questions and important issues that will be discussed in class (that could be the basis of your essay titles) and the Required and Recommended Readings.

Note: If you do not wish to get them printed (think green) and you prefer to get them from the moodle alone, do let the instructor know asap.

v) *Online resources*

There are several online resources on Aegean Prehistory some of which you will find below:

General information

- Dartmouth Aegean Prehistoric Archaeology
<http://www.dartmouth.edu/~prehistory/aegean/>
(Very useful summaries of topics with extra bibliography)
- Nestor Aegean Bibliography
<http://classics.uc.edu/nestor/index.php/nestorbib>
(An amazing search tool for relevant bibliography)
- Metropolitan Museum of Art, Heilbrunn Timeline of Art History
<http://www.metmuseum.org/toah/>
(Essays and objects of interest)
- Foundation of Hellenic World
<http://e-history.gr/en/index.html>
(The history of Greece in chapters)

Museum websites and guides

- Herakleion Museum (of Minoan Crete)
<http://heraklionmuseum.gr/>
- National Archaeological Museum at Athens
<http://www.namuseum.gr/wellcome-en.html>
- Museum of Cycladic Art
<http://www.cycladic.gr>
- Greek Ministry of Culture and Sports- Odysseus
http://odysseus.culture.gr/index_en.html
- Latsis Foundation, The Museums Cycle
<http://www.latsis-foundation.org/default.asp?pid=92&la=2&libID=1>
(especially for Mycenae, Akrotiri, the National Archaeological Museum and the Herakleion Museum of Crete)

vi) Instead of a textbook...

Although it is not considered as a textbook for this course, the following book contains a wealth of information and bibliographic references. If you want to take it from the library for the entire semester, simply ask the librarian.

- Preziosi, D. and L. Hitchcock (1999) *Aegean Art and Architecture*. Oxford University Press.

3. Assessment

i) Attendance and participation (10%)

You are required to attend all classes whether they are held at CYA, museums, archaeological sites or workshops. You are also expected to participate in discussion, as any comments or questions are welcome. In keeping with CYA guidelines, no unexcused absence is allowed. It is your own responsibility to contact in advance the Executive Director of Student Affairs, Ms. Nadia Meliniotis, in order to let her know the reason for your absence. Unexcused absences may result in a lower grade, as 5% will be deducted from your final grade for each absence. In case of illness, it is your responsibility to contact both Ms. Meliniotis and myself and to make up for the missed work (which includes a short essay on the day's topic).

In order to be more involved in the course, you are requested to create three groups of three or four participants: The Merchants, the Metalsmiths, the Farmers, etc. As members of these research teams you will be working together in order to complete short assignments and activities based on the topic of the classes, for example you will create a short (1 page) Captain's logbook. These activities will be distributed throughout the semester.

Important note: Regarding field trips, please refer to pages 9-10

ii) Research essay (30%):

The participants are required to write one research essay

Format: Use Times New Roman font, 1.5 space, size 12 and preferably footnotes (no endnotes or in-text references).

Length: Each essay should be no more than 2500 words (*excluding* bibliography, tables, maps and illustrations).

Essay title: You can either choose from the available list of topics (see page 12) or select a new one that suits your own questions and interests, always in discussion with your instructor. In any case, you are strongly advised to contact your instructor well before the deadline and discuss thoughts and queries you may have.

Plagiarism: You should be very clear and careful in order to reference your work, source the illustrations and give proper reference to other people's work. There is nothing wrong in using theories and ideas found elsewhere in publications or online, but it is considered a copyright violation to use this data without properly referencing the person who made it available to the public.

Delivery: You are asked to submit your paper to the instructor as a hard copy that you will leave at his mailbox and electronically via email.

<i>Research essay submission deadline: 20.00, Thursday 16 November</i>

iii) Museum Exhibition Group Project (20%)

You are going to choose from a number of different Bronze Age objects and you are going to prepare a mini exhibition that will last for one week within the CYA building facilities. You are requested to study about this objects, provide information and generally present it to the wider public. Feel free to see it from your own perspective and use visual aids if you want to achieve your target. In Week II you will receive a handout with hints and tips to prepare a memorable mini-exhibition. Tell us a great story...

Exhibition dates: Monday 4 - Thursday 7 December

iv) Mid-term quiz (15%)

A short quiz will take place instead of mid-term exams, so that you and the instructor will get an idea about your progress up to that moment.

Mid-term quiz: Thursday 17 October

v) Final examinations (25%):

At the end of the course a written exam will take place at the facilities of College Year in Athens. This will include short questions, illustration analysis and a short essay, all of them deriving from the Essential Reading and the teaching (powerpoint presentations included).

Examinations: Tuesday 12 December (time TBA)

The Final Grade is broken down as follows:

- Class attendance & participation: 10%
- Research essay: 30%
- Group project: 20%
- Mid-term quiz: 15%
- Final examinations: 25%

Total: 100%

In summary:

<i>Project/ Assignment</i>	<i>Date/ Deadline</i>
Mid-term quiz	17 October
Research essay	16 November
Museum Exhibition	4-7 December
Final examinations	12 December

4. Upgrading the course (choose one of the following)

a) 400-level upgrade (A467)

If you wish, you can attend this course as at a 400 level, which means that you need to dedicate more time in researching for your essay and do an individual presentation towards the end of the semester as listed below:

- Your research paper should be 25% longer in length, which translates to 600 words more, i.e. 3100 words (excluding bibliography).
- The bibliography should include at least six (6) individual publications.
- Together with the essay you should submit an annotated bibliography of the five (5) main books/ papers/ articles you used for your research. This means you need to write a brief (ca. 150 words) descriptive and evaluative paragraph of the reference you used.
- You are required to present at topic of your choice. The presentation should last for 10 minutes and you should submit in writing a short report/ summary afterwards. This topic should not be related to the aforementioned research essay.
- Be enthusiastic and active during classes.

b) Intensive writing

You can upgrade this course to a 400-level by taking it as a writing-intensive module. This means that together with the course instructor you will be required to do the following throughout the semester:

- Write a review of a published paper/ article/ chapter/ book of your choice. The review should be critical with references to other comparative published works. The length of the text should be no more than 1000 words (bibliography excluded).
- Prepare a poster (A0 size, portrait) to be exhibited within the CYA facilities. It should consist of 2/3 images and illustrations and 1/3 text. You can choose any topic you prefer, other than the one you choose for your research essay. On a certain day and time you will be requested to stand next to the poster and answer any questions by interested parties.

All the aforementioned assignments will be evaluated by your course instructor and peer-reviewed by a third party (CYA faculty member) and you will receive feedback for each one of them during a tutorial.

c) Work placement (*practicum*)

As this is a course that involves hands-on activities, it will be possible to organize a work placement (subject to agreement) so that the interested student will be able to handle archaeological material and/or do research in archaeological library and/or work on databases in order to contribute to an original archaeological research project or assist museum curators with their work. The placement will be monitored closely by the course instructor who will provide the relevant feedback and academic assistance.

Hours of contact: The student should be able to dedicate 4-5 hours per week for 3 months in total (45 contact hours).

Requirements: The student should be enthusiastic, punctual, able to interact and collaborate with others, professional, open to discussion, criticism and exchange of ideas, able to demonstrate initiative with good in oral and written communication.

Aims and objectives: To develop oral and written communication skills; to improve organizational skills; to practice reliability and responsibility; to demonstrate initiative and to suggest solutions to possible problems throughout the placement; to explore deeper the subject of his/her interest; to benefit from the overall experience of a placement at a foreign country.

Progress monitoring: At the end of each month, the student should submit a short briefing in written form. In total three (3) reports should reach your instructor. In the meantime, feel free to contact your instructor as the project progresses.

Deliverables and dissemination: At the end of the practicum, the student will be required to present his or her work at the class and deliver a 1000-word report on the work he/she conducted, if possible with illustrations.

Assessment: You will be assessed by your course instructor and by the collaborative organization (subject to agreement)

Grading: When you agree with your tutor on a work placement, you will be given the Work Placement Guidelines.

Important notes

- The instructor will not be with you during your entire placement working hours, yet feel free to contact him at any stage.
- Let your course instructor know of your intentions by Thursday 14 September.

5. Hints, tips and points of interest

Access to bibliography

Libraries:

- Library of the College Year in Athens. Do check our very own Reserve Shelf.
- Blegen Library of the American School of Classical Studies at Athens (for access and arranged visits talk to the CYA Librarian Ms Georgia Katsarou, Mon-Thur 09.00-16.00).

Note for the use of Laptops: In-class or on-site use of laptops and other devices is permitted if that facilitates course-related activities such as note-taking, looking up references, etc. Laptop or other device privileges will be suspended if there are not used for class-related work. Members of the faculty are welcomed to create a ‘laptop-free zone’ in the classroom for students who do not use electronic devices and feel distracted if they sit close to one.

Outdoor activities

There will be plenty of outdoor activities, such as visits to museums, excursions to archaeological sites and city walking. Ideally, as some of the visits are one off, you should carry with you your notebook and a pen/ pencil, a photographic camera (be aware that in some museums and sites photography is not allowed) and your smile.

Student-Instructor collaboration

Students are encouraged to discuss with the instructors any aspect of the course that may be of special interest to them throughout the programme. There will be plenty of time between classes and site, museum or laboratory visits to do so.

6. School trips

The semester School Trips are ideal for this class, as the connection between human activities and landscape will be highlighted and become comprehensive. All cultures are depended on the natural resources and the geomorphological settings of the region they are developed. Wood supply, stone and metal quarries, fertile lands for agricultural, proximity to the sea and rivers, mountain ranges, natural bridges or barriers have a massive impact on the shaping of local identities, social hierarchies and technological advance. At the same time, participants will explore through personal autopsy and experience some of the most important sites, such as Mycenae and Knossos.

As a result, these trips will allow you to comprehend the complete picture of Bronze Age societies by combining the information from the indoors classes, the artefacts exhibited in the museums and, during travelling around Greece, the archaeological sites and their surroundings. This is a unique opportunity to appreciate and discuss the character of the Aegean Bronze Age through a holistic approach.

Crete

The trip to Crete will add significantly to our understanding of the Minoan palatial societies and how the fact that it is an island in the crossroads of three continents allowed prehistoric Cretans to develop their unique character. The major site of Knossos, as well the Archaeological Museum of Herakleion will provide the ground for fruitful discussions on the nature of prehistoric Crete and together with our

indoors classes we will trace the evolution from pre-Palatial to the Final Palatial period of this unique culture.

Peloponnese

On a totally different basis, CYA's trip to the Peloponnese offers a whole different range of information. We are going to explore the Mesolithic and Neolithic cave of Franchthi, as well as the palatial sites of Mycenae and Pylos, which will allow us to comprehend the different, yet similar in many ways, state formation process of the mainlanders in comparison to Crete. The landscape of the Peloponnese allowed the formation of different polities, a fact that will be the focus of several classes and museum visits at Athens.

Assignment (part of the Class attendance and participation grade, see page 5)

A three-page long archaeological guide is requested for these trips, i.e. one guide per trip. You are requested to discuss through your own eyes and experiences the two different landscapes (Crete and Peloponnese) and to offer some thoughts on the level of impact these landscapes had on the local communities/ chiefdoms/ polities. You can add your own photographs, drawings or other visual data and submit it one week after the last school trip.

Short calendar of activities

<i>CYA</i>	College Year in Athens (Room AC-3, unless otherwise stated)
<i>NAM</i>	National Archaeological Museum at Athens
<i>MCA</i>	Museum of Cycladic Art
<i>BSA</i>	British School at Athens
<i>Acropolis</i>	The Acropolis of Athens

Date	Title	Venue	Notes
5 Sep (Tue)	1. Introduction. Chronology, Geography and the history of research	CYA	
7 Sep (Thu)	2. The Neolithic culture of Greece	NAM	
12 Sep (Tue)	3. The Neolithic household and society	CYA	
19 Sep (Thu)	4. Workshop on prehistoric pottery		
21 Sep (Thu)	5. The art of Early Bronze Age Cyclades	NAM	
26 Sep (Tue)	6. Burial practices and settlement in the Early Bronze Age Cyclades	CYA	
28 Sep (Thu)	7. Before the palaces: a look at Pre-palatial Crete	CYA	
3 Oct (Tue)	8. The emergence of the Palaces in Crete (Protopalatial)	CYA	
5 Oct (Thu)	9. Minoan Crete at its peak: The Neopalatial period	CYA	
10 Oct (Tue)	10. New Kingdom Egypt	NAM	
12 Oct (Thu)	11. The Art of Neopalatial Crete	CYA	
17 Oct (Tue)	12. A Minoan Thalassocracy?	CYA	*Mid-term quiz
19 Oct (Thu)	13. The town of Akrotiri on Thera	NAM	
23 Oct (Mon)	14. Moving between the Aegean and the Levant	MCA	
31 Oct (Tue)	15. Trade and exchange: Sea routes and shipwrecks	CYA	
2 Nov (Thu)	16. Pottery: How, why, when, what does it mean?	BSA	
7 Nov (Tue)	17. The mainland during the Early Bronze Age	CYA	
9 Nov (Thu)	18. The Shaft Graves of Mycenae	NAM	
14 Nov (Tue)	19. Mycenaean architecture	CYA	
16 Nov (Thu)	20. Metals make the world go round. A craftsman's toolbox	CYA	*Research essay
28 Nov (Tue)	21. Mycenaean art	NAM	
30 Nov (Thu)	22. A Mycenaean citadel	Acropolis	
5 Dec (Tue)	23. Systems collapse and the LH IIIC period	CYA	
7 Dec (Thu)	24. Wrap-up	CYA	
12 Dec (Tue)	Final examinations	CYA	*Examinations

Suggested research essay Topics

(Check also the 'Food for Thought' for each class)

1. Early Bronze Age metallurgy
2. Scientific methods in archaeology
3. Carbon-14 dating
4. The Corridor Houses
5. Thoughts and views on 'palatial redistribution'
6. The town of Akrotiri on Thera
7. The Shaft Graves of Mycenae: Social stratification and complexity
8. The citadels of Mycenae and Tiryns: Compare and contrast
9. The Uluburun shipwreck
10. The End of the Bronze Age in the Eastern Mediterranean
11. The Cemetery of Perati, Attica
12. Iconography as a source of information for the everyday life.
13. The Neolithic 'Revolution'
14. The Early Cycladic marble figurines
15. Defining a 'palace'
16. Why people bury their dead with offerings?
17. The 'Mask of Agamemnon'
18. The weapons of the Mycenaeans
19. Linear A/ Linear B
20. The Phaistos Disc
21. The Palace of Pylos
22. Knossos and its environs
23. Trojan War: Myth or reality?
24. The quest for copper (and tin)
25. Scientific approaches to prehistoric archaeology

These are just rough titles. Alter them if you like and/or create your own.

Analytical calendar of activities

5 September (Tuesday)

Venue: CYA

1. Introduction. Chronology, geography and the history of research

Description

Aegean societies should be studied and understood within the greater environmental and geographical context over a long period of time. This introduction will focus on the climate and ecology of the Greek region, the connection between people, animals, land and sea and how all these factors affected the development of these very distinctive local cultures. Issues of chronology will be addressed and we shall discuss briefly the key-characters in the history of research in the prehistoric Aegean.

Required reading

Shelmerdine in Shelmerdine 2008: 1-18

Recommended Reading

Bintliff 2012: 11-27

Dickinson 1994: 23-29

Manning in Cline 2010: 11-28

Mee 2011: 1-7

Muhly in Cline 2010: 3-10

Preziosi and Hitchcock 1999: 7-20

Renfrew and Bahn 2001 (for various chapters on archaeological science)

Tartaron 2008: 83-161

Food for thought

- To what extent environmental factors affect the shaping of cultures and civilizations?

7 September (Thursday)

Venue: NAM

2. The Neolithic culture of Greece

Description

Major events took place in the Aegean region during the Neolithic period (6800-3200 B.C.). The stabilization of climate and the systematic farming, stock-breeding, trade of raw material and finished products and production of pottery vessels led to the establishment of permanent settlements. This visit to the National Archaeological Museum will allow us to explore the material culture of this period (including some famous pieces of golden jewellery) and discuss the case of the major sites of Dimini and Sesklo.

Required reading

Theocharis in Valavanis 2007: 184-195

Recommended reading

Andreou in Cline 2010: 643-659

Bintliff 2012: 46-82

Food for thought

- How can we identify social hierarchy in Neolithic Aegean?

12 September (Tuesday)

Venue: CYA

3. The Neolithic household and society

Description

After our examination of the Neolithic material culture exhibited at the NAM, we are going to explore the permanent structures and try to reconstruct their function and how Neolithic societies were stratified. The main focus of this class will be on the Final Neolithic (*ca.* 4500-3200 B.C.).

Required reading

Tomkins in Cline 2010: 31-49

Recommended reading

Perlès 2001: 173-199

Preziosi and Hitchcock 1999: 33-44

Souvatzi 2015: 63-106

Food for thought

- The cultural and technological innovations of the Neolithic period and their impact in the shaping of the Bronze Age societies that followed

13-16 September

Trip to Crete (see pages 9-10)

19 September (Tuesday)

Venue: BSA (Upper House, Director's residence)

4. Workshop on prehistoric pottery in memory of Prof. Christopher Mee,

Description

During that day, you are all welcome to attend this workshop that focuses on pottery studies and it covers a variety of periods from Neolithic to Late Helladic IIIC by a number of specialists. For further details, please contact me.

Required Reading

No reading is required

21 September (Thursday)

Venue: NAM

5. The art of Early Bronze Age Cyclades

Description

The material culture of the Early Bronze Age Cyclades, a very distinctive island civilisation, is well represented at the collection of the NAM which includes marble figurines, weapons, vessels and tools. We are going to investigate the various beliefs

and ideologies behind these distinctive objects and at the same time discuss how a major limitation of study, the looting and illicit trade of antiquities, can damage the study of the ancient world.

Required reading

Betancourt 2007: 9-26

Recommended reading

Broodbank in Shelmerdine 2008: 47-76

Doumas 2000: 18-50

Renfrew in Cline 2010: 83-98

Food for thought

- Compare the social organization of EBA societies in the mainland with their contemporaries in Crete.

26 September (Tuesday)

Venue: CYA

6. Burial practices and settlement in the Early Bronze Age Cyclades

Description

We are going to explore some of the major sites that the early Cycladic people lived and explore how some of these towns grew out to become major ports. However, a great amount of information on everyday life comes from the study of burial practices and it deserves our attention.

Required reading

Sherratt in Galanakis 2013: 84-101

Recommended reading

Bintliff 2012: 102-122

Preziosi and Hitchcock 1999: 53-57

Food for thought

- What might have been the function of the Cycladic folded-arm figurines?

28 September (Thursday)

Venue: CYA

7. Before the palaces: a look at Pre-palatial Crete

Description

It is now time to start exploring the magnificent island of Crete, long before Knossos, Phaistos and other so-called Palaces were built. It is the time of the Early Minoan Period in Crete. Tholos tombs with multiple inhumations, bronze objects, contacts with the Aegean, specially designed pottery are all signs that definitive cultural change.

Required reading

Wilson in Shelmerdine 2008: 77-104

Recommended reading

Fitton 2002: 37-65

Food for thought

- Why did the EM people use multiple burials?

3 October (Tuesday)

Venue: CYA

8. The emergence of the Palaces in Crete (Protopalatial)

Description

At the beginning of the 2nd millennium B.C. Crete enters a new cultural era, that of the First Palaces. After centuries of occupation, major architectural complexes appear at Knossos, Mallia, Zakros and Phaistos that appear to be the focal point of the local communities; it has even been suggested that these were Protopalatial ‘states’. This class will focus on the architecture, material culture and the foreign relations of these major centres and discuss their function according to recent scholarship.

Required reading

Fitton 2002: 66-108

Recommended Reading

Bintliff 2012: 123-154

Cadogan in Myers *et al.* 1992: 124-147

MacDonald in Cline 2010: 529-540

Mountjoy in Cadogan *et al.* 2004: 399-404

Niemeier in Cadogan *et al.* 2004: 393-398

Watrous in Cullen 2001: 157-223

Food for thought

- Which are the arguments for and against the “occupation” of Crete by the mainlanders?

5 October (Thursday)

Venue: CYA

9. Minoan Crete at its peak: The Neopalatial period

Description

The complex political geography and the economic activities of the Neopalatial centres will be explored in this session. The sites of Knossos, Phaistos and Mallia seem to have been culturally inter-related states (or polities), yet politically independent and perhaps equal. This “peer-polity” model will be analysed and discussed over the new data, especially the recent discovery of a new “palace” at Galatas.

Required reading

Bennet in Bang and Scheidel 2013: 235-243

Recommended Reading

- Fitton 2002: 109-179
- Hamillakis in Driessen *et al.* 2002: 179-199
- Hallager in Cline 2010: 149-159
- Mee 2011: 47-50
- Preziosi and Hitchcock 1999: 89-109
- Rehak and Younger in Cullen 2001: 383-473
- Younger and Rehak in Shelmerdine 2008: 140-164

Food for thought

- According to the available evidence, which seem to be the power relations between the major Minoan centres during the MM III-LM I period?

10 October (Tuesday)

Venue: NAM

10. New Kingdom Egypt

Description

This visit to the very impressive collection hosted by NAM aims at introducing students not only to the world famous and extremely impressive art and archaeology of Egypt, but also to highlight the connections between the Aegean and the land of the Nile. Aspects of material culture as well as written sources will be discussed, while walking around some of the most characteristic Egyptian artefacts, forming one of the most important collections in Europe.

Required Reading

- Bard 2008: 208-216
- Schneider in Aruz *et al.* 2008: 251-259

Recommended Reading

- Bard 2008: Ch. 1-3, 7 & 8
- James 1998: Ch. 6 & 7
- Phillips in Cline 2010: 820-831

Food for thought

- Were there any diplomatic contacts between Aegean and Egypt during the Late Bronze Age?

12 October (Thursday)

Venue: CYA

11. The Art of Neopalatial Crete

Description

In this session we are going to explore various aspects of Minoan art. Wall paintings, ivory figurines, jewellery made of gold, silver and semi-precious stones, stone vases and other arts and crafts will be presented in class and discussed in order to appreciate the qualities of the Cretan artist.

Required reading

Fitton 2002: 146-163

Recommended reading

Betancourt 2007: 67-108

Younger and Rehak in Shelmerdine 2008: 140-164

Food for thought

- Bull leaping! Could it have happened?

17 October (Tuesday)

Venue: CYA

12. A Minoan Thalassocracy?

Description

The question whether Minoan Cretans ruled the rest of the Aegean or the Cycladic islands were autonomous and perhaps allies to Crete is going to be our topic for this class. The relationships between Crete and the rest of the Aegean in general will also be part of our discussion.

Required reading

Davis in Shelmerdine 2008: 186-208

Recommended reading

Hägg and Marinatos 1982 (an interesting collection of papers on the subject)

Food for thought

- The Miniature Frieze of the West House seems to depict Theran, Cretan or Mycenaean warriors?

19 October (Thursday)

Venue: NAM

13. The town of Akrotiri on Thera

Description

Having discussed the relationship between Crete and the Cyclades, we should explore a case study: Thera. A very representative portion of the amazingly well-preserved artefacts recovered at the site of Akrotiri on Thera is on permanent exhibition at the NAM, allowing a first glimpse to that spectacular site. The major issue of the dating of the Thera eruption, the history of the excavations, as well as some of the highlights amongst the discoveries, will be discussed.

Required reading

Doumas in Cline 2010: 752-761

Recommended Reading

Devetzi in Doumas *et al.* 2015: 51-74

Doumas 1983: 29-42

Doumas in Doumas *et al.* 2015: 5-26

Niemeier in Hardy *et al.* 1990: 267-284

Manning in Cline 2010: 457-474

Food for thought

- Can you identify any mainland or Minoan elements in the arts of Akrotiri? Which is the direction of the artistic influence?
- The chronology of the Thera eruption. Why does it matter?

23 October (Monday)

Venue: MCA

14. Moving between the Aegean and the Levant.

Description

Trade is considered to be the life-blood of several island communities already from the 3rd mil. B.C. In addition, it is one of the reasons why some settlements thrived over the centuries. Selection of location is a key decision, as trade routes between the Aegean, Africa and Asia were more or less established from the Middle Bronze Age. Cyprus played a major role in the trafficking of goods and raw materials and this visit to the Cypriot collection of the MCA will make clear how objects, technologies and peoples were moving around the coasts of the Eastern Mediterranean littoral.

Required reading

Sherratt in Steiner and Killebrew 2014: 497-508

Steel in Steiner and Killebrew 2014: 577-591

Recommended reading

Burns in Cline 2010: 291-304

Dickinson 1994: 234-256

La Rosa in Myers *et al.* 1992: 232-243

Shaw 2006: 113-143 (Kommos)

Shaw in Myers *et al.* 1992: 148-153

Shaw and Shaw in Cline 2010: 543-555

Soles in Laffineur and Greco 2005: 429-439 (Mochlos)

Food for thought

- The economic relationship between the Aegean and Cyprus based on the available material evidence.

24-28 October

Trip to the Peloponnese (see pages 9-10)

31 October (Tuesday)

Venue: CYA

15. Trade and exchange: Sea routes and shipwrecks.

Description

As we saw at the MCA, already from the 3rd millennium B.C. the people of the Cyclades, and in fact from both sides of the Aegean, had developed maritime skills judging from the various artefacts and raw materials recovered. By the 14th c. B.C. a

series of land and sea routes have been established, in addition to the written sources and the various technological and pictorial influences in the local arts, suggesting the existence of exchange what may be called an eastern Mediterranean *koine*. Shipwrecks, actual frozen moments in time, provide modern archaeology with all kinds of information. We shall focus in the cases of Uluburun and Cape Gelidonya in (modern) south Turkey and the case of Point Iria and Modi in Greece in order to explore what we can learn about travel, exchange and connectivity via land and sea.

Required reading

Pulak in Aruz *et al.* 2009: 289-310

Recommended Reading

Bass 1998: 183-191

Bass in Cline 2010: 797-803

Berg in Antoniadou and Pace 2007: 387-415

Bevan 2007: 19-39

Broodbank: 2013: Ch. 8 & 9.

Brysaert in Antoniadou and Pace 2007: 325-359

Dickinson 1994: 234-256

Fappas in Papadopoulos 2012: 157-182

Galaty *et al.* 2009: 29-51

Laffineur in Laffineur & Greco 2005: 53-58

Pulak in Cline 2010: 862-876

Food for thought

- Bronze Age Crete at the cross-roads between three continents. What was the role of Kommos and Mochlos?

2 November (Thursday)

Venue: British School at Athens

16. Pottery: How, Why, When, What does this mean?

Description

The study of pottery is one of the most important tools of the archaeologist as it can provide scholarship with information on the level of local technologies, trade and exchange, interaction between people, provenance, social organization, population movements and chronology. We have the privilege to spend our class at the museum of the British School at Athens and study closely several pieces of characteristic Aegean pottery.

Required reading

Mee 2011: 129-139

Recommended reading

Betancourt 1985 (introduction to Minoan pottery)

Hallager in Cline 2010: 405-414

Mountjoy 1993 (introduction to Mycenaean pottery)

Rutter in Cline 2010: 415-429

Food for thought

- Does movement of pottery imply movement of people as well?

7 November (Tuesday)

Venue: CYA

17. The mainland during the Early Bronze Age

Description

The Early Bronze Age (*ca.* 3200-2100 BC) in the mainland is characterised by the intensification of the use of metals (especially bronze) for the manufacture of tools and weapons. As a result, the increase of production, the creation of surplus of goods and the development of productive activities is noticeable. The need for metals and various raw materials led to the intensification of commercial contacts, the development of navigation and the exchange of technological knowledge. Major buildings at sites, such as Lerna and Zygouries in the Peloponnese show evidence of distinctive social stratification.

Required Reading

Bintliff 2012: 84-92

Recommended reading

Forsén in Cline 2010: 53-65

Preziosi and Hitchcock 1999: 44-47

Wiencke 1989: 495-509

Wiencke in Cline 2010: 660-670

Food for thought

- Do you consider the House of Tiles as a “proto-palace”?

9 November (Thursday)

Venue: NAM

18. The Shaft Graves of Mycenae

Description

The finds from the “Rich-in-Gold” Mycenae, a site that gave its name to a civilization, are exhibited at the Prehistoric Galleries of the NAM. This visit will allow the students to examine closely these magnificent objects and identify for themselves the common elements between early Mycenaean and other Aegean art.

Required reading

Schofield 2007: 32-47

Recommended Reading

Barber 1987: 201-223

Bintliff 2012: 155-180

Cavanagh in Shelmerdine 2008: 327-341

Graziadio 1991: 403-440

Wright in Shelmerdine 2009: 230-257

Food for thought

- The import of exotic items and raw materials in the early Late Bronze Age Aegean. Function and symbolic meaning.

14 November (Tuesday)

Venue: CYA

19. Mycenaean architecture

Description

During the Late Bronze Age, intensive engineering activity took place in mainland Greece. Citadels, tomb architecture (chamber and tholoi tombs), bridges, large scale drainage systems, dam and the so-called Cyclopean fortification walls were constructed by skilled Mycenaean engineers and craftsmen. We are going to briefly survey several examples of them highlighting the level of organisation of the Mycenaean polities.

Required reading

Bintliff 2012: 185-195
Dickinson 1994: 153-164

Recommended reading

Davis in Galanakis 2013: 118-131
Preziosi and Hitchcock 1999: 184-190
Schofield 2007: 76-101
Wardle 1997: 55-62

Food for thought

- Raw materials and human effort to construct the ‘Treasury of Atreus’.

16 November (Thursday)

Venue: CYA

20. Metals make the world go round. A craftsman’s toolbox

Description

One of the most interesting subjects of discussion is the case of the travelling artisan. Skilled individuals would travel around a region and offer their services for hiring. Metal-smiths, painters, ceramicists would move with their tool boxes and create masterpieces. A modern skilled craftsman, Mr Akis Gkoumas will come to CYA to show us the toolbox he is using and share with us his amazing skills as he is researching and practicing Mycenaean metalworking for many decades.

Essential reading

Mee 2011: 149-157

Recommended Reading

Evely in Cline 2010: 387-404 (on crafts in general)
Papadimitriou 2015 (various pages)

Food for thought

- Choose a specific technique (e.g. for making granulation) and the various stages with examples.

28 November (Tuesday)

Venue: NAM

21. Mycenaean art

Description

Mycenaean art seems to be directly associated with the ruling elite(s) and the need of the patrons and their families to acquire and be buried with luxurious jewellery, magnificent weapons, sealstones of semi-precious stones, niello daggers and other spectacular artefacts. Aim of this class is to explore aspects of Mycenaean art and discuss its purpose and constructing techniques.

Required reading

Crowley in Shelmerdine 2008: 258-88

Recommended reading

Betancourt 2007: 133-153, 155-184

Kaltsas (2005) [Various parts, gloriously illustrated]

Food for thought

- Can we trace the origin of the gold used by the early Mycenaean craftsmen?

30 November (Thursday)

Venue: Acropolis

22. A Mycenaean citadel

Description

We are going to visit the vibrant site of Acropolis of Ancient Athens and with careful exploration we will be able to discuss the presence (or not) of a powerful Mycenaean fortified acropolis, now gone for ever. Despite the fact that prehistoric Athens is covered by structures or destroyed due to continuous use of the land and habitation (up to this day) the subject of this class will be this 'invisible' yet very present Mycenaean citadel.

Required reading

Bennet in Bang and Scheidel 2013: 243-254

Camp 2001: 11-20

Recommended reading

The ASCSA Agora Excavations

www.agahe.gr (Check for Mycenaean tombs and finds)

The city of Athens in prehistoric times

http://www.eie.gr/archaeologia/En/chapter_more_1.aspx

Food for thought

- Similarities and differences between Athens and Mycenae.

5 December (Tuesday)

Venue: CYA

23. Systems collapse and the LH IIIC period.

Description

The Aegean and the Eastern Mediterranean witnessed a widespread transformation due to the collapse of the political systems during the late 13th and 12th centuries B.C. Several theories and hypotheses have been suggested in order to explain these radical changes and they will be under examination at this class. However, life goes on and a very interesting post-palatial period appears to have happened, the Late Helladic IIIC that will be our second focus of the day.

Required reading

Schofield 2007: 170-185

Recommended Reading

Barber 1987: 224-246

Bintliff 2012: 209-233

Cline 2014: 102-138

Deker-Jakoltzy in Shelmerdine 2008: 387-415

Dickinson 2006: 10-23, 24-57, 58-78

Vlachopoulos 2008: 479-91

Food for thought

- Trojan War: Reality or Myth?

7 December (Thursday)

Venue: CYA

24. Wrap-up session and review

Last day of class. Bring together your notes, questions, queries and let us have a discussion about the rise and fall of Aegean Bronze Age cultures. The more questions, the more prepared you will be for the exams

12 December (Tuesday)

Venue: CYA (Room and times TBA)

FINAL EXAMINATIONS

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(all books are available from the CYA library unless otherwise stated)

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