

Syllabus

College Year in Athens

ARCH347

When Egypt meets the Aegean: Interconnections in the Bronze Age Eastern Mediterranean



Instructors

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Course description

This course provides an interpretative survey and a thematic coverage of the history of the Aegean and Egypt with a special focus on the Late Bronze Age (*ca.* 1700-1050 BCE). The students will explore a brilliant moment in the history of civilization of Greece, the Aegean Bronze Age, during which Egyptian culture had a great impact on the local societies. A number of aspects of everyday life will be explored, such as architecture and planning, burial practices, trade and exchange, scripts and literacy, religion and ritual, arts and crafts, hierarchy and political organization.

The participants will benefit from accessing the unique collections of Egyptian and Aegean prehistoric antiquities at the Athens National Archaeological Museum and the stimulating collection of Cypriot antiquities at the Museum of Cycladic Art. A great part of the course will take place at the site of Akrotiri on Thera. In addition, a five-day visit to the island of Crete, a land of extreme archaeological importance, is organised in order to explore the complex sites of Knossos, Malia with Quartier Mu and Phaistos, the villa of Nirou Khani and the Archaeological Museum of Heraklion, the magnificent Quartier Mu, the harbour of Kommos, etc. As it is crucial to study these cultures in depth, they will be discussed within their greater Aegean social and political context. Thus a three-day excursion to the citadels of Mycenae, Tiryns and Midea, the cemetery of Dendra and the settlement of Lerna, as well as the Archaeological Museum of Nafplion are a fundamental part of this summer course.

Course aim

The aim of the course is to illustrate the relationship between prehistoric Greece and Egypt and to explore the archaeological sites and material culture of the Aegean societies of the Late Bronze Age. The course aims also at making students reflect on the definition of what constitutes a high civilization. What was the role of Egypt in affecting Minoan art and culture? How did Crete influence Mycenae? Were the island harbour-towns major players in the trade networks? These questions will be discussed from an eastern Mediterranean perspective with references to the other important 'players' in the political and economic arena.

Learning outcomes

By the end of the course the students will have:

- familiarized themselves with the archaeology of the region through personal experience and some bibliographic research.
- improved their on-site observations at major archaeological sites.
- seen a unique, currently on-going (since 1967) archaeological excavation at Akrotiri, the so-called "Pompeii of prehistoric Aegean"
- become aware of the methodologies and scientific applications needed for the study of the human past and especially complex societies.

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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. However, it would be an advantage to have already taken one or more courses on Aegean Prehistory, Greek, Egyptian or Near Eastern Archaeology.

Readings for the course

i) (Instead of a) Textbook

Although this course is based on a series of readings (see next part) rather than on a textbook, the following publication, available free to download, is extremely useful for the purposes of this programme and provides great data for research and stimulating discussions. Feel free to use it throughout these four weeks.

(*Note: some of the Required Readings will be from this volume*)

- Aruz, J., K. Benzel and J.M. Evans (eds.) (2008) *Beyond Babylon. Art, Trade and Diplomacy in the Second Millennium B.C.* New York and New Haven: The Metropolitan Museum of Art and Yale University Press.

https://www.metmuseum.org/art/metpublications/beyond_babylon_art_trade_and_diplomacy_in_the_second_millennium_bc

ii) *Required Reading*

For each class/visit an amount of *Required reading* of one or two papers is required. The participants should preferably read these papers before the class, in order to comprehend the topic and participate fully in the discussion. All the *Required readings* are available on moodle as pdf files.

iii) *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 required readings consist of a long list of publications, all of which are available at CYA and/or online. You 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 Eastern Mediterranean societies.

iv) *Handouts*

Students will receive handouts in order to prepare for the following lecture or site/museum visit. The handouts will include basic keywords, some research questions and important issues that will be discussed in class, as well as the required and recommended readings. **All handouts will be available only at moodle.**

v) *Study guide*

A Study Guide will be provided, so that you can use it for key aspects of Aegean and Eastern Mediterranean archaeology, chronologies, maps and other useful information. Bear in mind that the guide is exactly that, a guide, and it cannot replace your attention in class and the study of the *Required Readings*.

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vi) *Online resources*

There are several online resources on the subject of the course some of which you will find below:

- Latsis Foundation, The Museums Cycle
<https://www.latsis-foundation.org/eng/e-library>
- Dartmouth Aegean Prehistoric Archaeology
<http://www.dartmouth.edu/~prehistory/aegean/>
- Nestor Aegean Bibliography
<http://classics.uc.edu/nestor/index.php/nestorbib>
- Metropolitan Museum of Art, Heilbrunn Timeline of Art History
<http://www.metmuseum.org/toah/>
- Foundation of Hellenic World
<http://e-history.gr/en/index.html>
- National Archaeological Museum at Athens
<http://www.namuseum.gr/welcome-en.html>
- Museum of Cycladic Art
<http://www.cycladic.gr>
- Greek Ministry of Culture and Sports- Odysseus
http://odysseus.culture.gr/index_en.html
- Minoan Crete
<http://www.minoancrete.com/>

Assessment

Important note: In order to be more involved in the course, you should create your own small research group of three to five participants (choose a cool name too).

i) *Attendance and participation (individual)*

This is a short and very demanding course and therefore you are expected to attend all classes and contribute to the discussions and exchange of ideas and views. As this is also a lively and interactive programme, you are encouraged to criticise any interpretations you may find problematic and to show familiarity and supporting data via your required readings. Additionally, there will be on-site group activities and you are expected to contribute to your group effort.

Grade: Your overall attendance will count towards **25%** of the final grade.

(Note: For details check Rubric).

ii) *Group presentation and quizzes*

As research groups, you will have to work on three categories of assignments:

a) **Short quizzes.** These will be scattered around the course. They are four in number and you will be expected to respond to the challenge (often on a competitive basis with the other groups) and produce your deliverable within specific time limits (Check *Calendar*, page 8).

b) **A group presentation** (15-20 minutes in total) will take place at certain times (see below and *Calendar of Activities*). Please choose a *Theme* from the following table or create your own. Afterwards, on the agreed date, you should present to the rest of the class a description of the site (such as aspects of geographical location, architectural features, material culture, function, parallels elsewhere, materials used, technologies, symbolisms, problems in the interpretation, etc). For bibliography and presentation

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guidelines, contact your course instructor. After the oral presentation, you should deliver a short written report in a single file, around 200 words per group participant (i.e. a 4-person group should deliver a single word file with 800 words in total). Remember, in order for your group to reserve a theme/date, you need to email me your Group's Bronze Age name, the names of the participants and the theme you choose.

First come, first served.

c) **One Group Project** (Details TBA).

Grade: Your overall attendance will count towards **25%** of the final grade.

(Note: For details check Rubric).

iii) Captain's logbook

Topic: You are the captain of a vessel that sails around the Bronze Age Eastern Mediterranean region and, as a merchant, you decided to explore the islands and famous towns of the Aegean Sea as well. Each day you record the life of your ship and your crew, as well as your mercantile activities or other events in a Captain's logbook. That logbook should be a treasure of knowledge and personal thoughts at the end of the journey.

How to do it: You have to choose your port of origin and, if you want, your own identity. As a participant in this course, you should keep notes for literally everything: the topics we discuss in class, the artefacts we shall see in the various museums, the sites we shall explore. Take as many photographs as you can. Keep notes on a diary during boat and bus rides. Read the bibliography, do your own research, write down references. At the end, you should provide a diary of an imaginative trip that is full of facts, data and illustrations from your own experience and personal autopsies.

Milestones: There will be 1 milestone during this assignment. On the specific date (see below) you should email your instructor and let him know of your progress (no more than one paragraph).

Note: For the final deliverable i.e. the logbook, you shall need references and bibliography as in any proper research essay. Discuss these matters with your instructor.

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

Length: The essay should be no more than 2000 words (excluding bibliography, tables, maps and illustrations).

Plagiarism: You should be very clear and careful in referencing your work, sourcing the illustrations, and providing full references 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 manuscript to the instructors via email.

Grade: The captain's logbook will count towards **50%** of your final grade.

(Note: For details check Rubric)

The **Final Grade** is broken down as follows:

- Class attendance and participation: 25%
- Group presentation (& report), quizzes and Projects: 25%
- Captain's logbook: 50%

Total: 100%

Hints and tips

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Access to bibliography

Libraries:

- @ Athens: Library of the College Year in Athens (CYA)
- @ Athens: Athens Archaeological Society (ask instructor for details)
- @ Thera: Library facilities of Bellonio Foundation at Fira.

Portable library

A selection of important books and journal articles will be available throughout our residence at Thera and Crete.

Outdoor activities

There will be plenty of outdoor activities, such as field trips to various archaeological sites and city walking. Athens and the Greek islands can be quite warm during summer so you need to take all necessary precautions regarding sun protection (hat, sun block) and always carry some water with you. 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.

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 they are not used for class-related work. Members of the faculty are welcome 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.

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Suggested presentation themes

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

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

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

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Course Calendar (Short)

Day	Themes/ Activities	Venue
Tuesday	1. Chronology, geography and the Eastern Mediterranean	CYA
Wednesday	2. Cultures in contact: What does it mean 3. Boats and shipwrecks: Crossing the Middle Sea	CYA CYA
Thursday	4. Mobility, storage, arts in prehistory	MCA
Friday	5. Raw materials, finished products, trade and exchange.	NAM
Saturday	6. Age of the Empire: Egypt in the New Kingdom Quiz 1	NAM
Sunday	Departure for Thera/ Free day	
Monday	7. When a volcano clears its throat: The "Minoan" eruption and its effects (incl. boat trip)	Thera
Tuesday	8. Akrotiri: Pompeii of prehistoric Aegean (incl. boat trip)	Akrotiri
Wednesday	9. Theran arts and crafts Quiz 2	Museum of Prehistoric Thera
Thursday	10. Outside the main settlement 11. Architecture and planning: Private & public	Archangelos hill Akrotiri
Friday	12. Group project study morning Departure for Crete	Thera
Saturday	13. Minoan arts and crafts	Arch. Museum of Herakleion
Sunday	14. A Palace and a workshop 15. Cemetery and society	Mallia & Quartier Mu Fourni
Monday	16. What is a villa? 17. Aspects of everyday life in Minoan Crete Visit INSTAP East Crete	Nirou Khani Gournia INSTAP
Tuesday	18. The 'palaces' of Crete Pottery workshop	Knossos Margarites Village
Wednesday	19. Minoan political and economic geography Departure for Athens	Phaistos, Agia Triada, Kommos
Thursday	Free day	
Friday	20. Introduction to the Mycenaean culture Quiz 3	CYA
Saturday	Departure for the Peloponnese 21. Trade makes the world go round 22. Citadels of the Mycenaean world. (Part I)	Corinth Mycenae
Sunday	23. An early palace? 24. Citadels of the Mycenaean world. (Part II) 25. Mycenaean arts and crafts	Lerna Tiryns Nauplion
Monday	26. The political geography of the Mycenaean world 27. A burial landscape Return to Athens	Midea Dendra
Tuesday	28. Study Day Quiz 4	Acropolis

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	Optional visit to the Acropolis of Athens (and Museum)	New Acropolis Museum
<i>Wednesday</i>	29. Cyprus: The island of copper	MCA
<i>Thursday</i>	30. Ugarit: A thriving port of trade 31. Gifts and Diplomacy in the Eastern Mediterranean	CYA CYA
<i>Friday</i>	32. Redefining an 'International Koine' 33. The end of the Bronze Age (*Captain's log submissions)	CYA CYA

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Activities (detailed)

<i>CYA</i>	<i>College Year in Athens (VK-1)</i>
<i>NAM</i>	<i>National Archaeological Museum at Athens</i>
<i>MCA</i>	<i>Museum of Cycladic Art</i>
<i>Acropolis</i>	<i>Acropolis of Athens</i>
<i>Acropolis Museum</i>	The New Acropolis Museum

1. Chronology, geography and the Eastern Mediterranean context

Venue: CYA

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. Special attention should be paid to chronological issues and relevant problems and limitations.

Required reading

Aruz in Aruz *et al.* 2008: 3-10
Mee 2011: 1-7

Recommended reading

Abulafia 2014 (for a diachronic review)
Bintliff 2012: 11-27
Dickinson 1994: 23-29
Hughes 2005 (various chapters)
Manning in Cline 2010: 11-28
Muhly in Cline 2010: 3-10
Renfrew and Bahn 2001: Ch. 2, 4 and 9
Shelmerdine in Shelmerdine 2008: 1-18
Tartaron 2008: 83-161

Food for thought

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

2. Cultures in Contact: What does it mean?

Venue: CYA

Description

What do we mean by contact between cultures? Is there a network? What is the evidence? What is the role of the state, the polity, the king, the merchant during these interactions? These are some of the issues that will be addressed and discussed during this class, in order to start our journey around the Aegean with a strong theoretical background, considering all the limitations and methodological approaches on this matter

Required reading

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Galaty *et al.* in Parkinson and Galaty 2010: 3-28

Recommended reading

Aruz, J. S.B. Graff and Y. Rakic (eds.) (2013)

Sherratt in Parkinson and Galaty 2009: 81-106

Food for thought

How many ways can you think for an object to move from point A to point B?

3. Boats and shipwrecks: Crossing the Middle Sea

Description

Already from the 3rd millennium BCE 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. BCE a series of land and sea routes were 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 on 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 in Cline 2010: 797-803

Dickinson 1994: 234-256

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?

4. Mobility, storage, arts in prehistory

Venue: MCA

Description

Prior to the vast trade networks and impressive exchange systems of the Late Bronze Age (LBA), we need to explore the beginnings of seafaring and the evolution of technology that allowed the long-distance trips of the LBA merchants. Transportation of raw materials dates back to at least 8th millennium BCE and the islands of the Cyclades are a very informative and diachronic case study.

Required reading

Broodbank in Shelmerdine 2008: 47-76

Recommended reading

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Betancourt 2007: 9-26
Bintliff 2012: 102-122
Sherratt in Galanakis 2013: 84-101
Preziosi and Hitchcock 1999: 53-57
Renfrew in Cline 2010: 83-98

Food for thought

The introduction of the sail and its implications

5. Raw materials, finished products, trade and exchange.

Venue: NAM

Description

The NAM hosts some of the most impressive artefacts of the ancient world. The weapons, gold jewellery, metal vessels and objects made of exotic raw materials that were used as offerings to the deceased of Grave Circles A and B clearly show the need for differentiation between social classes and also provide evidence for interconnections between the peoples of the islands, Crete and the mainland. These interactions will be discussed extensively in front of these spectacular burial gifts.

Required reading

Schofield 2007: 32-47

Recommended Reading

Barber 1987: 201-223

Bintliff 2012: 155-180

Cavanagh in Shelmerdine 2008: 327-341

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.

6. Age of the Empire: Egypt in the New Kingdom

Venue: NAM

Description

The long history of cultural interconnections between the Aegean and Egypt starting from the Bronze Age will be discussed in this class, while examining the artefacts exhibited at the NAM. Trade networks and sea routes facilitate not only the movement of goods, such as raw materials and finished products, but also ideas, technologies and beliefs. The Egyptian galleries will allow us to discuss several aspects of the distinctive New Kingdom period.

Required reading

Bard 2007: 207-216

Koehl in Aruz *et al.* 2008: 270-73

Schneider in Aruz *et al.* 2008: 251-54

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Recommended reading

- Bevan 2007: 100-102, 134-143
Bietak (ed.) (1994)
Gates 2011: Ch. 6
James 1995: 57-126 (Ch. 4-8)
Kaltsas 2005 (for the NAM collections)
Kemp 1989: Part III
Manning in Bang and Scheidel 2013: 61-93
Phillips in Cline 2010: 820-831

Food for thought

How far back can we trace the earliest evidence of direct contact between Aegean and Egypt?

Departure for Thera

Free Day

7. When a volcano clears its throat: The “Minoan” eruption and its aftermath

Site visit: Kammenes islands

Description

A boat trip to the islets of Kammenes will allow students to familiarise themselves with the geological history of the island, the volcano and the deep blue waters of the caldera.

Required reading

Driessen 2019: 195-202

Recommended reading

- Friedrich 2013: 37-48.
Hardy *et al.* 1990: Vol. 2 (various papers on Earth Sciences)
Vougioukalakis 2013

Food for thought

Discuss the relationship between settlement, landscape, geography and natural resources.

8. Akrotiri: Pompeii of prehistoric Aegean

Site visit: Akrotiri, Thera

Description

The time has come to explore one of the most amazing archaeological discoveries in world history: the town of Akrotiri that was buried under tons of volcanic ash making this site a true “Pompeii of the prehistoric Aegean”. We are going to walk along the original roads and alleys and see what a Late Bronze Age settlement looked like.

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Required reading

Doumas in Cline 2010: 752-761

Recommended reading

Doumas 1983: 29-42

Doumas *et al.* 2015

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

Manning in Cline 2010: 457-474

Marinatos Sp. 1971

Marinatos Sp. 1999: Thera I-VII

Food for thought

Can you identify any mainland or Minoan elements in the arts of Akrotiri? Which is the direction of the artistic influence?

9. Theran arts and crafts

Venue: Museum of Prehistoric Thera

Description

From the current archaeological evidence, we know that Akrotiri was not the only settlement on the island of Thera during the Late Cycladic I period. At the same time, thanks to the excavations for the new protective roof, it is possible to track down the chronological sequence of Akrotiri down to the Neolithic period. At the Museum of Prehistoric Thera at Fira, students will be able to see the available material culture and also explore in depth various aspects of life of the final phase of Akrotiri. Finally, the direct or indirect contacts between Thera and the Eastern Mediterranean will be discussed in front of the relevant exhibit case.

Required reading

Doumas 2013: 180-187

Recommended reading

Davis in Cullen 2001: 19-76 (+ addendum Davis *et al.* 77-94)

Doumas 1983: 77-124

Vlachopoulos 2018

Food for thought

The volcanic eruption of the Thera volcano allowed the preservation of perishable materials, like foodstuffs and traces of baskets that usually do not survive in the archaeological record of Greece due to its climatic condition. Discuss with examples what kind of information we can get and how.

10. Outside the main settlement

Site visit: Archangelos

Description

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The island of Thera is not fully explored and it seems that there are yet further sites to be identified and explored. One of these sites, only partly studied, is the hill of Archangelos, in very close proximity to the modern village of Akrotiri, but clearly outside the area covered by the prehistoric settlement. We are going to visit and explore this area as only limited excavation took place back in 1870.

Required reading

No reading is required

Recommended reading

Davis and Cherry in Hardy *et al.* 1990: 185-200

Davis in Shelmerdine 2006: 186-208

Dickinson 1994: 45-94

Food for thought

Which other sites (contemporary to Akrotiri) existed on the island of Thera?

11. Architecture and planning: Private & public

Site visit: Akrotiri

Description

The town of Akrotiri provided modern scholarship with the unique opportunity to examine *in situ* buildings up to three storeys high, some with elaborate façades and impressive architectural elements, such as light wells, staircases and pier-and-door partitions. At the same time there are abundant public spaces, such as squares and of course alleys and main roads giving valuable information on the structure and layout of Middle and Late Bronze Age town planning. We will be able to explore all these aspects within the site itself.

Required reading

Palyvou in Doumas *et al.* 2015: 29-50

Recommended reading

Gates 2011: Ch. 7

Hitchcock in Cline 2010: 189-199

Mee 2011: 69-82

Sali-Axioti in Hardy *et al.* 1990: 437-440

Food for thought

Compose a brief guide for one of the buildings discovered at Akrotiri. Discuss its construction, architecture, decoration (if any), contents, function and location within the town.

12. Group Project study morning: Small world interactions. Merchants and harbours

Site visit: Akrotiri

Description

Akrotiri was not the only harbour-town that thrived during the Middle and Late Bronze Age in the Aegean. Other sites, like Phylakopi in Melos and Agia Irini on Keos

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prospered as well, perhaps all of them acting as a bridge between Crete and the mainland. What can we learn from Akrotiri in terms of prehistoric trade and exchange? What do we need in order to build a safe harbour? What is the role of Crete in the mercantile enterprises of the town of Akrotiri?

Required reading

Davis in Shelmerdine 2008: 186-208

Recommended reading

Bintliff 2012: 155-181

Brysbaert in Antoniadou and Pace 2007: 325-359

Knappett and Nikolakopoulou 2008: 1-42

Preziosi and Hitchcock 1999: 122-135

Details to be announced

PM: Departure for Crete

13. Minoan arts and crafts

Venue: Archaeological Museum of Herakleion

Description

The newly renovated Herakleion Museum hosts a large and superb collection of works of art, weapons and other material culture from the entire island of Crete dating from Prehistory to Late Antiquity. We shall focus on the prehistoric collection and appreciate the level of sophistication the Cretans reached, especially during the Neopalatial period, the era that was contemporary to the last phase of the site of Akrotiri.

Required reading

Dimopoulou-Rethemiotaki 2005: 297-357 (have a quick look)

Recommended reading

Betancourt 1985 (Introduction to Minoan pottery)

Betancourt 2007: 29-53, 67-108

Immerwahr 1990: 77-104

Evely in Cline 2010: 387-404

Hallager in Cline 2010: 405-414

Vlachopoulos 2018

Younger and Rehak in Shelmerdine 2006: 140-164

Food for thought

Can you identify any objects that are possibly originating from the Cyclades?

14. A palace and a workshop

Site visits: The Palace of Malia and Quartier Mu

Description

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The Palace of Malia with some of the most interesting features in the Minoan world will be the focus of our attention today, especially as we will visit this site prior to the Palace of Knossos. Spectacular storage facilities are part of the great complex and its key location will be discussed in connection with other major sites in the area. Afterwards, we shall visit the well preserved remains of the neighbourhood known as 'Quartier Mu' and discuss the presence of the workshops within the vicinity of the palaces.

Required reading

Driessen in Cline 2010: 556-570

Recommended reading

Fitton 2002: Ch. 3-4

Pelon in Driessen *et al.* 2002: 111-121 (in French)

Food for thought

The relationship between craftsmen, raw materials and palatial control

15. Cemetery and society

Site visit: Fourni Archanes

Description

One of the greatest sources of information for students of the prehistoric societies come from the cemeteries of these people. Their mortuary customs, the burial offerings and the way they treated their dead reveals a wealth of information regarding their technologies, the way they traded with their neighbours and their social ranking. The cemetery at Fourni Archanes with more than 1000 years of continuous use will be explored.

Required reading

Fitton 2002: 50-54, 189-191 (Fourni cemetery)

Recommended reading

Sakellarakis and Sakellarakis 1997: 152-267

Younger and Rehak in Shelmerdine 2008: 165-85

Food for thought

Can you identify any changes in the burial practices and the architecture of the tombs?

16. What is a villa?

Site visit: Nirou Khani

Description

A very special category of buildings, the so-called 'villas' can provide us with crucial information on the settlement hierarchy and the structure of Minoan society, especially regarding the political geography of the island, the way land was used and how administration would have functioned.

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Fitton 2002: 140-145 (Villas)

Recommended reading

Hägg 1997 (ed): Various chapters

Food for thought

Have you come across a similar system of political organization anywhere else in later periods, e.g. in medieval Europe?

17. Aspects of everyday life in Minoan Crete

Site visit: Gournia

Description

Located in eastern Crete, Gournia survives remarkably well and we will have the chance to walk within its stone-paved alleys. It is one of the few surviving Minoan towns with evidence of a very organized society of craftsmen focusing as it seems on pottery production. Very close to the beach, it seems that Gournia had ship-shed facilities as well. Its Mycenaean period is also visible, allowing us to draw useful conclusions about the life of everyday Cretans through a lengthy period of time.

Required reading

Preziosi and Hitchcock 1999: 103-105

Recommended reading

Bennet in Galanakis 2013: 102-117

Cadogan in Myers *et al.* 1992: 104-111

Davaras 1989

Fotou 1993

Food for thought

Do compare the site of Gournia with Akrotiri and try to identify any similarities and differences.

Visit INSTAP East Crete

18. The 'palaces' of Crete

Site visit: Knossos

Description

Despite heavy restoration, the site of Knossos is clearly of majestic character, highlighting the high level of organisation and skill of the Minoan culture. The Great Court, its wall paintings, storage facilities, workshops and the huge size of this palatial complex will be discussed *in situ* and the connections between Knossos, the rest of Crete and the Cyclades will be understood within the greater Aegean context.

Required reading

MacDonald in Cline 2010: 529-540

Recommended reading

Bintliff 2012: 123-154

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

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- Driessen *et al.* (eds.) 2002: various chapters
Fitton 2002: 66-108
Mountjoy in Cadogan *et al.* 2004: 399-404
Niemeier in Cadogan *et al.* 2004: 393-398
Vavouranakis in Antoniadou and Pace (eds.) 2007: 263-289
Watrous in Cullen 2001: 157-223

Food for thought

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

Pottery workshop at Margarites village

19. Minoan political and economic geography

Site visits: Phaistos, Agia Triada and Kommos

Description

Trade is considered to be the life-blood of several island communities already from the 3rd mil. BCE. In addition, it is one of the reasons 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. Kommos and Phaistos are two major sites and we are going to discuss their role within Minoan Crete. At the same time, we are going to explore the role of Agia Triada that seems to be the major site in the valley during the Mycenaean period.

Required reading

Bennet in Bang and Scheidel 2013: 235-243

Recommended reading

Burns in Cline 2010: 291-304

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

Preziosi and Hitchcock 1999: 99-103, 112-20, 171-73

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

Shaw 2006: 113-143 (Kommos)

Shaw and Shaw in Cline 2010: 543-555

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

Food for thought

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

PM: Departure for Athens

Free day

20. Introduction to the Mycenaean culture

Venue: CYA

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Description

The Mycenaean culture dominated the Aegean region during the 14th and 13th c. B.C., but it firstly appeared in the Argolid in the 17th c. B.C. Closely related to the island of Crete and the Cycladic islands, the Mycenaean societies created a very distinctive material culture. They had certain burial practices, magnificent fortified citadels and a very characteristic script, Linear B. As usual, trade has played a major role in their economic and political expansion.

Required reading

Davis in Galanakis 2013: 118-131

Recommended reading

Immerwahr 1990: 105-146

Mee in Shelmerdine 2006: 362-386

Papazoglou-Manioudaki in Aruz *et al.* 2009: 274-5

Preziosi and Hitchcock 1999: 155-190

Food for thought

Why did the rising Mycenaean elite decide to bury their dead with luxurious offerings and works of art? Is there a symbolic meaning behind the offering of weapons?

AM: Departure for the Peloponnese

21. Trade makes the world go round

Site visit: Corinth

Description

The city of Corinth will dominate the trade routes in the historical periods. Yet, we shall explore the whereabouts and appreciate how the site was used and inhabited already from the Bronze Age and discuss one fundamental question: Where is the palace (if any)?

Useful link

Archaeological museum of Corinth

<https://www.corinth-museum.gr/en/>

22. Citadels of the Mycenaean world (part I)

Site visit: Mycenae

Description

Visiting the site of Mycenae (and the local museum) will contribute greatly to the understanding of the Aegean world at the first phase of the Late Bronze Age. Contemporary to Akrotiri and with several artistic similarities, Mycenae is about to expand economically, artistically, culturally and perhaps militarily and become a major player in the politics of the Palatial era. In this field trip, we shall explore the societies of the LBA mainland and compare them to those of Crete and the Cyclades. We are going to discuss the Shaft Graves, the fortified citadel as well as the tombs and houses outside it.

Required reading

French in Cline 2010: 671-679 (Mycenae)

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Bennet in Bang and Scheidel 2013: 243-254

Recommended reading

Crowley in Shelmerdine 2006: 258-288

Dickinson 1994: 77-94

Preziosi and Hitchcock 1999: 184-190

Food for thought

Compare the site of Mycenae of the 16th c. B.C. to that of the 13th c. BC.

23. An early palace?

Site visit: Lerna

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 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

Bintillf 2012: 84-92

Recommended reading

Forsén in Cline 2010: 53-65

Preziosi and Hitchcock 1999: 44-47

Wiencke in Cline 2010: 660-670

Food for thought

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

24. Citadels of the Mycenaean world (part II)

Site visit: Tiryns

Description

The huge fortification walls (that date earlier than those of Mycenae) encircle an area that included two megara, several workshops, halls and *propyla*. Seemingly this was yet another fortress in the area of the Argive plain, very close to the sea (only 1 km in the Late Bronze Age). Our main task will be to compare this site with Mycenae and discuss its role and purpose of existence.

Required reading

Maran in Cline 2010: 722- 34

Recommended reading

Syllabus

As in #22

Food for thought

Mycenae, Tiryns, Midea and perhaps Argos. At least three fortified citadels at the Argive plain. How do you explain it?

25. Mycenaean arts and crafts

Venue: Archaeological Museum of Nafplion

Description

After having explored two of the Mycenaean citadels of Argolid, we are going to have a look at the greater picture of the area as exhibited in the small yet impressive museum of Nafplion. The Late Bronze Age of the region will be discussed as we are going to walk around some of the most amazing products of Mycenaean craftsmen including a unique (to this day) bronze panoply.

Required reading

Betancourt 2007: 155-161,172-182

Recommended reading

Dickinson 1994: 95-207

Evely in Cline 2010: 387-404

Mountjoy 1993

Schofield 2007: 116-143

Voutsaki in Pullen 2010: 86-111

Food for thought

The Mycenaean Aegean koine. Common language, burial customs and artwork. Does this mean one kingdom (or state or polity)?

26. The political geography of the Mycenaean world

Site visit: Midea

Description

This area is of great interest: a major outpost, it has workshops, areas of habitation, several finds and a massive wall. Yet there seems to be no megaron. Can the site of Midea enlighten us on the thorny issue of Mycenaean political geography?

Required reading

No reading is required

27. A burial landscape

Site visit: Dendra cemetery

Description

The cemetery of Dendra seems to have been the burial ground of the mighty citadel of Midea, which is situated very close to this site. A good number of chamber tombs and a grand tholos tomb have been discovered, allowing scholars to study various aspects

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of mortuary architecture and to discuss the material culture found. The bronze cuirass now exhibited at the Nafplion museum (see next day) was found at this site.

Required reading

Cavanagh in Shelmerdine 2008: 327-341

Recommended reading

Dickinson 1994: 222-233

Mee in Cline 2010: 277-290

Schofield 2007: 164-169

Food for thought

From which tomb do you think the bronze cuirass came? Think again.

28. Study Day

Optional visit to the Acropolis of Athens and the New Acropolis Museum
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29. Cyprus: The island of copper

Venue: MCA

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

Bevan 2007: 8-39

Burns in Cline 2010: 291-304

Dickinson 1994: 234-256

Gates 2011: Ch. 8

Knapp 2013: 348-476

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

Papadimitriou in Papadopoulos 2012: 79-91

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

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

30. Ugarit: A thriving port-of-trade

Description

Ugarit, a major economic centre and port-of-trade, prospered during the period of the New Kingdom. Apart from the rich material culture, the discovery of written archives provides important information on the town itself, its population and the role of merchants. We shall focus on this harbour town, a true melting pot, in order to further discuss the international and trade relations in the Near East during that time.

Required reading

Luciani in Steiner and Killebrew 2014: 509-523

Margueron in Aruz *et al.* 2008: 236-238

31. Gifts and Diplomacy in the Eastern Mediterranean

Venue: CYA

Description

The nature of the connections between the Aegean and the East will be explored based on both the material culture and the (limited) textual evidence. The well-known Amarna Letters will be discussed in this class as they offer a unique insight into the thoughts and dialogues between the rulers of the Late Bronze Age, with the Aegean people being almost absent. Yet, it is crucial to understand how societies would communicate at a diplomatic level and the exchange of luxury gifts would certainly keep certain balances between the various states (although some famous battles took place between them).

Required reading

Cline in Aruz *et al.* 2013: 26-33

Spar in Aruz *et al.* 2008: 168-169

Recommended reading

Aruz *et al.* 2008

Aruz *et al.* 2013

Food for thought

What was the role of the Aegean societies within the Great Powers Club of the 14th and 13th c. B.C.?

32. Redefining an 'International Koine'

Venue: CYA

Description

For the past few weeks, we have been exploring various cultures that were thriving during the 2nd millennium B.C, in this part of the world. Can we talk about a complex system of beliefs and practices that all of these societies shared at some point and to some extent? Can we use a term such as the 'International Koine'? How do people

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choose their symbols, traditions and customs? Is there space for regional preferences and differentiations during these busy times?

Required reading

Feldman 2002: 6-29

Food for thought

Can you identify common artistic elements in all of the cultures discussed so far?

33. The end of the Bronze Age

Venue: CYA

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 focus of the day.

Required reading

Schofield 2007: 170-185

Recommended reading

Barber 1987: 224-246

Bintliff 2012: 209-233

Cline 2014: Ch. 4 & 5

Deker-Jakoltzy in Shelmerdine 2008: 387-415

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

Vlachopoulos 2008: 479-91

Food for thought

Were the catastrophes of the major administrative centres simultaneous and caused by the same reason throughout the Aegean area?

Total sessions: 33	Total contact hours: 60
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[pdf] Available in pdf format only

* Available as a hard copy at the library of the CYA

[R] Available at the ARCH347 Reserve Shelf

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APPENDIX I

Scoring Rubric for class participation

Points	5	4	3	2	1
Performance during classes(*)	Attends class regularly and always contributes to the discussion	Attends class regularly and frequently contributes to the discussion	Attends class regularly and sometimes contributes to the discussion	Attends class regularly and rarely contributes to the discussion	Attends class regularly and never contributes to the discussion

Contribution in the discussion is defined as:

1. raising relevant questions
2. discussing relevant issues
3. expanding the class perspective
4. providing alternative interpretations and ideas
5. synthesizing data from previous classes
6. Refer to the readings

You are also expected to participate fully (level 1-5) in all activities.

(*) You are expected to attend all classes

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Scoring Rubric for Oral Presentations

Category	Scoring Criteria	Points	Score
Organization (15 points)	The type of presentation is appropriate for the class and the relevant audience.	1-5	
	Information is presented in a logical sequence.	1-5	
	Presentation has a beginning, a middle part and an end	1-5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	1-5	
	Technical terms are well-defined in language appropriate for the target audience.	1-5	
	Presentation contains accurate and correct information.	1-10	
	Material included is relevant to the overall topic	1-10	
	Selection of case study (e.g. a specific artefact) relevant to the topic	1-10	
	There is a clear conclusion summarizing the presentation.	1-5	
Presentation (30 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	1-5	
	Speaker uses a clear, audible voice.	1-5	
	Delivery is poised, controlled, and smooth.	1-5	
	Good language skills and pronunciation are used.	1-5	
	Visual aids are well prepared, informative, effective, and not distracting.	1-5	
	Length of presentation is within the assigned time limits.	1-5	
Response (10 points)	Speaker understood the questions and responded in a clear and organized manner	1-10	
Score	Total Points	100	

Comments:

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Scoring Rubric for Research Papers

	(A-/A/A+)	(B-/B/B+)	(C-/C/C+)	(D-/D/D+)	(F)
Research question/ topic	Clearly stated and appropriately focused	Clearly stated but focus could have been specific	Argument phrasing too simple, lacks complexity; or, not clearly worded	Research lacks a clear objective and/or does not match content of essay	Question not evident
Supporting Research	Thorough and relevant	Less thorough but still substantial and relevant	Adequate; relevance made clear	Insufficient; relevance not always made clear	Irrelevant, missing, or relies on assertion rather than research
Content & analysis	Sharp, distinct focus; balanced, substantial, specific, and/or illustrative content; sophisticated, with ideas particularly well-developed	Clear focus; specific, illustrative, and balanced content	Adequate focus, but unbalanced content; more analysis needed	Essay contains too much research information without analysis or commentary	Absence of focus and relevant content; content does not match the question
Organization	Clearly controlled and/or subtle organization; strong topic sentences. Great use of illustrations	Logical and appropriate organization; clear topic sentences. Good use of illustrations	Organization attempted, but unclear or inappropriate theme sentences. Limited use of illustrations	Inconsistent organization. No use of illustrations	Absence of planned organization. No use of illustrations
References	All sources are accurately documented and cited	All sources are documented, but a few are not in the desired format	Most sources are documented, but many are not in the desired format	Several sources lack proper documentation	Sources are not accurately documented