

## **ARCH347 | When Egypt meets the Aegean: Interconnections in the Bronze Age Eastern Mediterranean Summer 2024**

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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. Several 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 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 Nauplion 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 harbor-towns major players in the trade networks? These questions will be discussed from an eastern Mediterranean perspective with references to other important centers in culture, politics and economy.

### **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".
- been aware of the methodologies and scientific applications needed for the study of the human past and especially complex societies.

### **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**

j) (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](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, to comprehend the topic and participate lively 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 over a wide geographical region. As a result, the bibliography is immense, starting from simple excavation reports to long, synthetic works 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 to prepare for the following lecture or site/museum visit. The handouts will include basic key words, 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 only a guide, and it cannot replace your attention in class and the study of the *Required Readings*.

## vi) *Online resources*

There are several online resources about 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/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](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 small research groups 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 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 need. *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).

*Group Project study morning: 28 June*

*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 must choose your port of origin and, if you want, your own identity. As a participant to 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 many photographs. Keep notes on a diary during boat and bus rides. Read the bibliography, make your own research. 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.

*Milestone:* There will be one (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 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 diary should be no more than 2000 words (excluding bibliography, tables, maps and illustrations).

*Bibliography:* It is required to use at least three (3) relevant references from the course readings and/or the syllabus.

*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 manuscript to the instructors via email.

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

(Note: For details check Rubric)

*Milestone:* 30 June  
*Captain's log submission date:* 12 July, 20:00

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

- Class attendance and participation: 25%
- Group presentation, quizzes and Group Project: 25%
- Captain's logbook: 50%

**Total: 100%**

**Hints and tips**

*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.

### *Outdoor activities*

There will be plenty of outdoor activities, such as fieldtrips to various archaeological sites and city walking. Athens and the Greek islands can be quite warm during June and July, 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, museums, 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 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.

### **Suggested presentation themes**

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

1. Scientific approaches to prehistoric archaeology
2. Methods of dating in prehistory
3. The Early Cycladic marble figurines
4. Thoughts and views on 'palatial redistribution' in the Aegean
5. Defining a 'palace' in Minoan Crete
6. The Phaistos Disc
7. Knossos and its environs
8. Habitation and circulation in the town of Akrotiri on Thera
9. Iconography of the Akrotiri wall-paintings
10. Iconography as a source of information for the everyday life
11. The Shaft Graves of Mycenae: Social complexity
12. Types of tombs, building methods and labor
13. Funerary practices in the Aegean Bronze Age
14. The 'Mask of Agamemnon'
15. The weapons of the Mycenaeans
16. The citadels of Mycenae and Tiryns: Compare and contrast
17. Linear A and Linear B script
18. The Uluburun shipwreck
19. Ugarit as a trade port
20. The quest for copper (and tin)
21. Trojan War: Myth or reality?
22. The End of the Bronze Age in the Eastern Mediterranean

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

**Course Calendar (Short)**

<b>Date</b>	<b>Themes/ Activities</b>	<b>Venue</b>
(Tue) 18 June	1. Chronology, geography and the Eastern Mediterranean	CYA
(Wed) 19 June	2. Cultures in contact: What does it mean 3. Boats and shipwrecks: Crossing the Middle Sea	CYA CYA
(Thu) 20 June	4. Mobility, storage, arts in prehistory	MCA
(Fri) 21 June	5. Raw materials, finished products, trade and exchange	NAM
(Sat) 22 June	6. Age of the Empire: Egypt in the New Kingdom <b>Quiz 1</b>	NAM
(Sun) 23 June	<b>Departure for Thera/ Free day</b>	
(Mon) 24 June	7. When a volcano clears its throat: The "Minoan" eruption and its effects (inc. boat trip)	Thera
(Tue) 25 June	8. Akrotiri: Pompeii of prehistoric Aegean (incl. boat trip)	Akrotiri
(Wed) 26 June	9. Theran arts and crafts <b>Quiz 2</b>	Museum of Prehistoric Thera
(Thu) 27 June	10. Outside the main settlement 11. Architecture and planning: Private & public	Archangelos hill Akrotiri
(Fri) 28 June	12. Group project study morning <b>Departure for Crete</b>	Thera
(Sat) 29 June	13. Minoan arts and crafts	Arch. Museum of Herakleion
(Sun) 30 June	14. A Palace and a workshop 15. Cemetery and society	Mallia & Quartier Mu Fourni
(Mon) 1 July	16. What is a villa? 17. Aspects of everyday life in Minoan Crete	Nirou Khani Gournia
(Tue) 2 July	18. The 'palaces' of Crete 19. Pottery workshop	Knossos Margarites Village
(Wed) 3 July	20. Minoan political and economic geography <b>Departure for Athens</b>	Phaistos, Agia Triada, Mesara Museum
(Thu) 4 July	Free day	
(Fri) 5 July	21. Introduction to the Mycenaean culture <b>Quiz 3</b>	CYA
(Sat) 6 July	<b>Departure for the Peloponnese</b>	
(Sun) 7 July	22. Trade makes the world go round 23. Citadels of the Mycenaean world (Part I) 24. An early palace? 25. Citadels of the Mycenaean world (Part II) 26. Mycenaean arts and crafts	Corinth Mycenae Lerna Tiryns Nauplion
(Mon) 8 July	27. The political geography of the Mycenaean world 28. A burial landscape <b>Departure for Athens</b>	Midea Dendra
(Tue) 9 July	29. Study Day <b>Quiz 4</b>	
(Wed) 10 July	30. Cyprus: The island of copper <i>Optional visit to the Acropolis of Athens (and Museum)</i>	MCA (Acropolis & New Acropolis Museum)
(Thu) 11 July	31. Ugarit: A thriving port of trade 32. Gifts and Diplomacy in the Eastern Mediterranean	CYA CYA
(Fri) 12 July	33. Redefining an 'International Koine' 34. The end of the Bronze Age (*Captain's log submissions)	CYA CYA

**Calendar of activities (detailed)**

CYA *College Year in Athens (Room TBA)*  
 NAM *National Archaeological Museum at Athens*  
 MCA *Museum of Cycladic Art*

Class Day	Topic / Readings / Assignments Due
18 June (Tuesday)	<p>1. Chronology, geography and the Eastern Mediterranean context  <i>Venue:</i> CYA  <i>Description</i>                      Aegean societies should be studied and understood in their wider environmental and geographical context over a long period of time. This introduction focuses on the climate and ecology of the Greek region, the relationship between people, animals, land and sea, and how all these factors influenced the development of these very distinctive local cultures. Special attention should be paid to chronological issues and relevant problems and limitations.  <i>Required reading</i></p> <p style="padding-left: 100px;">Aruz in Aruz <i>et al.</i> 2008: 3-10                      Mee 2011: 1-7                      Bennet 2007: 175-182</p> <p><i>Recommended reading</i></p> <p style="padding-left: 100px;">Abulafia 2014 (for a diachronic review)                      Bintliff 2012: 11-27                      Dickinson 1994: 23-29                      Dickinson 2014                      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</p> <p><i>Food for thought</i>                      To what extent environmental factors affect the shaping of cultures and civilizations?</p>
19 June (Wednesday)	<p>2. Cultures in Contact: What does it mean?  <i>Venue:</i> CYA  <i>Description</i>                      What do we mean by contact between cultures? Was there a network that developed further during the Late Bronze Age? What is the evidence? What was the role of the centres, the king, the merchant in these interactions? These are some of the questions that will be raised and discussed during this course in order to begin our journey around the Aegean with a strong theoretical background, taking into account all the limitations and methodological approaches to the subject.  <i>Required reading</i></p> <p style="padding-left: 100px;">Galaty <i>et al.</i> in Parkinson and Galaty 2010: 3-28</p> <p><i>Recommended reading</i></p> <p style="padding-left: 100px;">Aruz, J. S.B. Graff and Y. Rakic (eds.) (2013)                      Bietak 2013: 188-199                      Papadimitriou 2015: 423-425                      Sherratt in Parkinson and Galaty 2009: 81-106</p> <p><i>Food for thought</i>                      How many ways can you think for an object to move from point A to point B?</p> <p>3. Boats and shipwrecks: Crossing the Middle Sea  <i>Description</i>                      As early as the 3rd millennium BC, the peoples of the Aegean and the Cyclades had developed maritime skills, as evidenced by the various artefacts and raw materials found. By the 14th century BC, a series of land and sea routes had been established, which, in addition to the written sources and the various technological and pictorial influences in the local arts, suggest the existence of exchanges that could be called an 'eastern Mediterranean Koine'. Shipwrecks, snapshots in time, provide modern archaeology with all kinds of information. We will focus on the cases of Uluburun and Cape Gelidonya in southern Turkey and the case of Point Iria and Modi in Greece to explore what we can learn about travel, exchange and connectivity by land and sea.  <i>Required reading</i></p> <p style="padding-left: 100px;">Bachhuber 2006: 348-351                      Pulak in Aruz <i>et al.</i> 2009: 289-310</p> <p><i>Recommended Reading</i></p> <p style="padding-left: 100px;">Bass in Cline 2010: 797-803                      Dickinson 1994: 234-256                      Fawcett – Zietsman 2001: 5-20</p>

	<p>Laffineur in Laffineur &amp; Greco 2005: 53-58 Pulak in Cline 2010: 862-876</p> <p><i>Food for thought</i> Bronze Age Crete at the crossroads of three continents. What was the role of the sites of Kommos and Mochlos?</p>
20 June (Thursday)	<p>4. Mobility, storage, arts in prehistory <i>Venue:</i> MCA <i>Description</i> Before the vast trade networks and impressive exchange systems of the Late Bronze Age, we need to explore the beginnings of seafaring and the development of the technology that allowed the LBA merchants to travel long distances. The transport of raw materials dates back to at least the 8th millennium BC, and the islands of the Cyclades are a very informative and diachronic case study in this direction. The islanders initiated long-distance maritime trade and at the same time formed a culture known for its pan-Aegean anthropocentric approach.</p> <p><i>Required reading</i></p> <p>Broodbank in Shelmerdine 2008: 47-76 Pullen 2022: 335-346</p> <p><i>Recommended reading</i></p> <p>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</p> <p><i>Food for thought</i> Iconographic evidence of seafaring (e.g. boat types)</p>
21 June (Friday)	<p>5. Raw materials, finished products, trade and exchange. <i>Venue:</i> NAM <i>Description</i> The NAM hosts some of the most impressive artefacts from the ancient world. The weapons, gold jewellery, metal vessels and objects made from exotic raw materials that were used as offerings for the deceased in burial circles A and B clearly demonstrate the need for differentiation between social classes, the formation of hierarchies, and also provide evidence of links between the peoples of the islands, Crete and the mainland. These interactions are discussed in detail in the context of these spectacular funerary offerings.</p> <p><i>Required reading</i></p> <p>Dickinson 2005: 299-307 Schofield 2007: 32-47</p> <p><i>Recommended Reading</i></p> <p>Barber 1987: 201-223 Bintliff 2012: 155-180 Cavanagh in Shelmerdine 2008: 327-341 Cultraro 2015: 288-296 Pieniazek-Pavuk-Kozal 2018: 375-379 Wright in Shelmerdine 2009: 230-257</p> <p><i>Food for thought</i> The import of exotic objects and raw materials in the Late Bronze Age Aegean.</p>
22 June (Saturday)	<p>Age of the Empire: Egypt in the New Kingdom <i>Venue:</i> NAM <i>Description</i> The long history of cultural links between the Aegean and Egypt, from the Bronze Age onwards, will be discussed in this course through the study of artefacts on display at the NAM. Trade networks and sea routes facilitate the movement of goods such as raw materials and finished products, but also ideas, technologies and beliefs. The Egyptian gallery allows us to discuss various aspects of the distinctive New Kingdom period.</p> <p><i>Required reading</i></p> <p>Bard 2007: 207-216 Koehl in Aruz <i>et al.</i> 2008: 270-73 Schneider in Aruz <i>et al.</i> 2008: 251-54</p> <p><i>Recommended reading</i></p> <p>Bevan 2007: 100-102, 134-143 Bietak (ed.) (1994) Bietak 2023: 1-7 Gates 2011: Ch. 6 James 1995: 57-126 (Ch. 4-8) Kaltsas 2005 (for the NAM collections)</p>

	<p>Kemp 1989: Part III Manning in Bang and Scheidel 2013: 61-93 Phillips in Cline 2010: 820-831</p> <p><i>Food for thought</i> How far back can we trace the earliest evidence of direct contact between the Aegean and Egypt?</p>
23 June (Sunday)	<p><b>AM: Departure for Thera</b> <b>Free Day</b></p>
24 June (Monday)	<p>7. When a volcano clears its throat: The "Minoan" eruption and its aftermath <i>Site visit:</i> Kammenes islands <i>Description</i> A boat trip to the islets of Kammenes allows students to learn about the geological history of the island, the volcano and the deep blue waters of the caldera. Old and new scientific approaches to the history of the volcano and the dating of the eruption are presented. <i>Required reading</i>  Driessen 2019: 195-202 Wiener 2009: 197-206  <i>Recommended reading</i>  Friedrich 2013: 37-48 Hardy <i>et al.</i> 1990: Vol. 2 (various papers on Earth Sciences) Vougioukalakis 2013  <i>Food for thought</i> Discuss how the eruption of Thera must have affected the Bronze Age Aegean.</p>
25 June (Tuesday)	<p>8. Akrotiri: Pompeii of prehistoric Aegean <i>Site visit:</i> Akrotiri, Thera <i>Description</i> The time has come to explore one of the most amazing archaeological discoveries in the history of the world: the city of Akrotiri, buried under tons of volcanic ash, a true "Pompeii of the prehistoric Aegean". The finds at Akrotiri provide a crucial understanding of the other Aegean sites through the preservation of entire rooms, in situ wall paintings and important features of Minoan and Cycladic architecture. We will walk along the original streets and alleyways to see what a Cycladic Late Bronze Age settlement looked like. <i>Required reading</i>  Doumas in Cline 2010: 752-761 Palyvou 2000: 413-415, 422-425  <i>Recommended reading</i>  Doumas 1983: 29-42 Doumas <i>et al.</i> 2015 Niemeier in Hardy <i>et al.</i> 1990: 267-284 Manning in Cline 2010: 457-474 Marinatos Sp. 1971 Marinatos Sp. 1999: Thera I-VII  <i>Food for thought</i> Can you identify any mainland or Minoan elements in the arts of Akrotiri? Which is the direction of the artistic influence?</p>
26 June (Wednesday)	<p>9. Thera arts and crafts <i>Venue:</i> Museum of Prehistoric Thera <i>Description</i> 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. <i>Required reading</i>  Doumas 2013: 180-187 Marthari 2018: 206-221 Vlachopoulos 2015: 37-60  <i>Recommended reading</i>  Davis in Cullen 2001: 19-76 (+ addendum Davis <i>et al.</i> 77-94) Doumas 1983: 77-124 Vlachopoulos 2018  <i>Food for thought</i> The eruption of the Thera volcano preserved perishable materials such as food, traces of baskets and furniture. Discuss with examples what kind of information we can get and how.</p>



<p>27 June (Thursday)</p>	<p>10. Outside the main settlement <i>Site visit:</i> Archangelos <i>Description</i> The island of Thera is not fully explored and it seems that there are more sites to be identified in the future. One of these sites, only partially explored, is the hill of Archangelos, very close to the modern village of Akrotiri, but clearly outside the area covered by the prehistoric settlement. We will be visiting and exploring this area as only limited excavations took place in 1870. <i>Required reading</i> No reading is required <i>Recommended reading</i> Davis and Cherry in Hardy <i>et al.</i> 1990: 185-200 Davis in Shelmerdine 2006: 186-208 Dickinson 1994: 45-94 Marthari 2019: 135-139 Tzachili 2005: 231-236 <i>Food for thought</i> Which other sites (contemporary to Akrotiri) existed on the island of Thera? 11. Architecture and planning: Private &amp; public <i>Site visit:</i> Akrotiri <i>Description</i> The town of Akrotiri has provided modern scholarship with a unique opportunity to study in situ buildings up to three storeys high, some with elaborate facades and impressive architectural features such as light wells, staircases and Minoan features like pier-and-door partitions. At the same time, there is a wealth of public spaces, such as squares, alleys and main roads, which provide valuable information about 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. <i>Required reading</i> Palyvou in Doulas <i>et al.</i> 2015: 29-50 Palyvou 2017: 185-190 <i>Recommended reading</i> Gates 2011: Ch. 7 Hitchcock in Cline 2010: 189-199 Mee 2011: 69-82 Palyvou 2000: 413-415, 422-425 Sali-Axioti in Hardy <i>et al.</i> 1990: 437-440 <i>Food for thought</i> Habitation and circulation at the site of Akrotiri Group Presentation (subject 1): Write a short guide to one of the buildings discovered at Akrotiri. Discuss its construction, architecture, decoration, contents, function and location within the town. Group Presentation (subject 2): Write a story based on the Fleet wall-painting of the West House at Akrotiri.</p>
<p>28 June (Friday)</p>	<p>12. Group Project study morning: Small world interactions. Merchants and harbours <i>Site visit:</i> Akrotiri <i>Description</i> Akrotiri was not the only harbour-town to flourish in the Aegean during the Middle and Late Bronze Age. Other sites such as Phylakopi on Melos and Ayia Irini on Keos also flourished, perhaps all of them acting as a bridge between Crete and the Greek Mainland. What can we learn from Akrotiri about prehistoric trade and exchange? What do we need to build a safe harbour? What role did Crete play in the trading activities of the city of Akrotiri? <i>Required reading</i> Davis in Shelmerdine 2008: 186-208 <i>Recommended reading</i> Bintliff 2012: 155-181 Broodbank 2004: 46-50 Brysbart in Antoniadou and Pace 2007: 325-359 Knappett and Nikolakopoulou 2008: 1-42 Preziosi and Hitchcock 1999: 122-135 Sahoglou 2015: 593-598 Wiener 2013: 149-169 <u>Project details to be announced</u></p>
<p><b>PM: Departure for Crete</b></p>	
<p>29 June</p>	<p>13. Minoan arts and crafts</p>

<p>(Saturday)</p>	<p><i>Venue:</i> Archaeological Museum of Heraklion  <i>Description</i>  The newly renovated Heraklion Museum hosts a large and outstanding collection of artworks, weapons and other material culture from all over Crete, dating from Prehistory to Late Antiquity. We will focus on the prehistoric collection and appreciate the level of sophistication reached by the Minoans, especially during the Neopalatial period, the 'Golden Age' of Minoan Crete, a period contemporary with the last phase of the town of Akrotiri.  <i>Required reading</i>  Dimopoulou-Rethemiotaki 2005: 297-357 (have a quick look)  <i>Recommended reading</i>  Betancourt 1985 (Introduction to Minoan pottery)  Betancourt 2007: 29-53, 67-108  Blakolmer 2010: 91-108  Blakolmer 2016: 97-110  Immerwahr 1990: 77-104  Evely in Cline 2010: 387-404  Galanakis <i>et al.</i> 2017: 47-98  Hallager in Cline 2010: 405-414  Vlachopoulos 2018  Younger and Rehak in Shelmerdine 2006: 140-164  <i>Food for thought</i>  Can you identify any objects that are possibly originating from the Cyclades, Egypt, or the Levant?</p>
<p>30 June (Sunday)</p>	<p>14. A palace and a workshop  <i>Site visits:</i> The Palace of Malia and Quartier Mu  <i>Description</i>  The Palace of Malia, one of the three Minoan sites where a monumental building appears as early as the beginning of the second millennium BC and which preserves some of the most interesting Minoan features of the Protopalatial period, will be the focus of our attention, especially as we will be visiting this site before the Palace of Knossos. Its key location will be discussed in relation to other important Minoan sites. We will then visit the well-preserved remains of the quarter known as 'Quartier Mu' and discuss the presence of workshops in the vicinity of the palaces.  <i>Required reading</i>  Driessen in Cline 2010: 556-570  Poursat 2010: 259-266  <i>Recommended reading</i>  Fitton 2002: Ch. 3-4  Pelon in Driessen <i>et al.</i> 2002: 111-121 (in French)  <i>Food for thought</i>  The relationship between craftsmen, raw materials and palatial control (e.g. craft specialization)  15. Cemetery and society  <i>Site visit:</i> Fourni Archanes  <i>Description</i>  One of the greatest sources of information about prehistoric societies comes from their cemeteries. The mortuary practices, the burial offerings and the way the Minoans treated their dead reveal a wealth of information about social hierarchies, material culture and technologies, trade and networking, craftsmanship, etc. Using the cemetery of Fourni at Archanes as a case study, with more than 1000 years of continuous use, we will further explore questions concerning the diachronic treatment of the dead in Minoan Crete.  <i>Required reading</i>  Fitton 2002: 50-54, 189-191 (Fourni cemetery)  <i>Recommended reading</i>  Maggidis 1998: 87-100  Sakellarakis and Sakellarakis 1997: 152-267  Younger and Rehak in Shelmerdine 2008: 165-85  <i>Food for thought</i>  Can you see any changes in the burial practices and in the architecture of the tombs as we move towards the Late Bronze Age?</p>
<p>1 July (Monday)</p>	<p>16. What is a villa?  <i>Site visit:</i> Nirou Khani  <i>Description</i>  A very special category of buildings, the so-called 'villas', provide us with crucial information about settlement hierarchies and the structure of Minoan society, especially with regard to the political geography of the island. The study of villas and other large complexes provides clues as to how land was used and how administration would have functioned, taking into account the redistributive system of the Minoan economy. Monumentality</p>

	<p>and large-scale architecture indicate varying degrees of complexity and contextualized social practices.</p> <p><i>Required reading</i></p> <p style="padding-left: 40px;">Fitton 2002: 140-145 (Minoan 'villas') Hitchcock 1994: 14-41</p> <p><i>Recommended reading</i></p> <p style="padding-left: 40px;">Hägg 1997 (ed): Various chapters Hitchcock 2010: 189-197 Palyvou 2017: 190-201</p> <p><i>Food for thought</i> Consider in a diachronic way the role and place of Knossos in the reconstruction of the political geography of Crete.</p> <p>17. Aspects of everyday life in Minoan Crete</p> <p><i>Site visit:</i> Gournia</p> <p><i>Description</i> Gournia, in eastern Crete, is remarkably well preserved. It was established as a palatial centre in the Neopalatial period. This part of Crete, including the excavations at Mochlos, Pseira and Priniatikos Pyrgos, has provided remarkable evidence for the Late Bronze Age on the island. The town of Gournia comprises the best and most extensively excavated example of a Minoan town, with a complex system of adjoining houses and alleys, cobbled streets and a palatial structure at the top of the hill. Its main archaeological contribution is that it gives a clear picture of the daily life and occupations of the inhabitants of Late Bronze Age Crete. Its Mycenaean period is also visible, allowing us to draw useful conclusions about the life of everyday Cretans over a long period of time.</p> <p><i>Required reading</i></p> <p style="padding-left: 40px;">Preziosi and Hitchcock 1999: 103-105 Buell – McEnroe 2017: 204-225</p> <p><i>Recommended reading</i></p> <p style="padding-left: 40px;">Bennet in Galanakis 2013: 102-117 Cadogan in Myers <i>et al.</i> 1992: 104-111 Davaras 1989 Fotou 1993 Smith 2022: 137-146 Watrous <i>et al.</i> 2015: 397-400, 457-459</p> <p><i>Food for thought</i> Compare the site of Gournia with that of Akrotiri and try to identify similarities and differences.</p>
2 July (Tuesday)	<p>18. The 'palaces' of Crete</p> <p><i>Site visit:</i> Knossos</p> <p><i>Description</i> Despite extensive restoration, the site of Knossos is clearly of a majestic character, highlighting the high level of planning and spatial organisation, skills and technologies of the Minoans. The Great Court, wall paintings, storerooms, workshops and the scale of this palatial complex will be discussed in situ, with emphasis on the links and connections between Knossos, other palatial centres and their Aegean context.</p> <p><i>Required reading</i></p> <p style="padding-left: 40px;">MacDonald in Cline 2010: 529-540 Sakellarakis-Sakellaraki 2010 (palace description and images)</p> <p><i>Recommended reading</i></p> <p style="padding-left: 40px;">Bintliff 2012: 123-154 Cadogan in Myers <i>et al.</i> 1992: 124-147 Driessen <i>et al.</i> (eds.) 2002: various chapters Fitton 2002: 66-108 Mountjoy in Cadogan <i>et al.</i> 2004: 399-404 Niemeier in Cadogan <i>et al.</i> 2004: 393-398 Vavouranakis in Antoniadou and Pace (eds.) 2007: 263-289 Watrous in Cullen 2001: 157-223</p> <p><i>Food for thought</i> What are the arguments for and against the Mycenaean "occupation" of Crete?</p>
<b>19. Pottery workshop at Margarites village</b>	
3 July (Wednesday)	<p>20. Minoan political and economic geography</p> <p><i>Site visits:</i> Phaistos, Agia Triada and Kommos</p> <p><i>Description</i> Trade has been the lifeblood of several island communities since the 3rd mill. BC. It is also one of the reasons why some settlements have flourished over the centuries. The choice of location is crucial, as the trade routes between the Aegean, Africa and Asia were established from the Middle Bronze Age onwards. Kommos and Phaistos, with its famous Minoan palace overlooking the Mesara plain, are two important sites and we will</p>

	<p>discuss their role within Minoan Crete in this course, as well as the role of Ayia Triadha, which seems to have been the most important site in the valley during the Mycenaean period.</p> <p><i>Required reading</i></p> <p>Bennet in Bang and Scheidel 2013: 235-243 Bevan 2010: 1-4, 19-22</p> <p><i>Recommended reading</i></p> <p>Burns in Cline 2010: 291-304 Knappett 2012: 384-397 La Rosa in Myers <i>et al.</i> 1992: 232-243 (Phaistos) Preziosi and Hitchcock 1999: 99-103, 112-20, 171-73 Shaw in Myers <i>et al.</i> 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)</p> <p><i>Food for thought</i></p> <p>Bronze Age Crete at the crossroads of three continents. Discuss the role of port sites such as Kommos and Mochlos.</p>
<b>PM: Departure for Athens</b>	
4 July (Thursday)	Free day
5 July (Friday)	<p>21. Introduction to the Mycenaean culture</p> <p><i>Venue:</i> CYA</p> <p><i>Description</i></p> <p>The Mycenaean culture dominated the Aegean during the 14th and 13th centuries BC and its manifestations first appeared in Argolid and Messenia in the 17th century BC. Closely related to the island of Crete and the Cycladic islands, Mycenaean societies created a very distinctive material culture. They had specific burial practices, fortified citadels and a very distinctive script, Linear B, which they created and used throughout the Mycenaean world for their transactions. Trade played an important role in the economic and political expansion of the Mycenaeans. They traded extensively with the Near East for raw materials such as copper, gold and ivory. Fine artefacts made from precious materials have been found in the famous Mycenaean tombs and tholoi. Large quantities of Mycenaean pottery flooded the markets of Asia Minor, Cyprus and the Levant.</p> <p><i>Required reading</i></p> <p>Davis in Galanakis 2013: 118-131 Dickinson 2014: 143-157</p> <p><i>Recommended reading</i></p> <p>Bennet 2007: 188-207 Dickinson 1984: 115-117 Immerwahr 1990: 105-146 Mee in Shelmerdine 2006: 362-386 Papazoglou-Manioudaki in Aruz <i>et al.</i> 2009: 274-5 Preziosi and Hitchcock 1999: 155-190 Voutsaki 1999: 103-116</p> <p><i>Food for thought</i></p> <p>Why did the early Mycenaeans choose to bury their dead with luxurious offerings and works of art? Is there a symbolic meaning behind the offering of weapons?</p>
6 July (Saturday)	<p>AM: Departure for the Peloponnese</p> <p>22. Trade makes the world go round</p> <p><i>Site visit:</i> Corinth</p> <p><i>Description</i></p> <p>The city of Corinth will dominate the trade routes in the historical periods. However, we will explore the whereabouts and appreciate how the site has been used and inhabited since the Bronze Age and discuss a fundamental question: Where is the palace (if there is one)?</p> <p><i>Required reading</i></p> <p>Archaeological museum of Corinth (explore its prehistory) <a href="https://www.corinth-museum.gr/en/">https://www.corinth-museum.gr/en/</a></p> <p><i>Recommended reading</i></p> <p>Tzonou-Herbst 2015: 297-311 Tzonou-Herbst 2010: 39-49</p> <p>23. Citadels of the Mycenaean world (part I)</p> <p><i>Site visit:</i> Mycenae</p> <p><i>Description</i></p> <p>A visit to the site of Mycenae (and the local museum) will contribute greatly to the understanding of the Aegean world in the first phase of the Late Bronze Age. Contemporary with Akrotiri and with several artistic similarities,</p>

	<p>Mycenae is about to expand economically, culturally, politically and perhaps militarily to become a major player in Late Bronze Age affairs. On this field trip we will explore the communities of mainland Greece and compare them with those of Crete and the Cyclades. We will discuss the famous Mycenaean shaft tombs, the citadel with its Cyclopean walls and the Tholos tombs outside.</p> <p><i>Required reading</i></p> <p style="padding-left: 150px;">French in Cline 2010: 671-679 (Mycenae) Bennet 2013: 243-250</p> <p><i>Recommended reading</i></p> <p style="padding-left: 150px;">Crowley in Shelmerdine 2006: 258-288 Dickinson 1994: 77-94 Preziosi and Hitchcock 1999: 184-190 Zeman-Dudlik 2023:133-146</p> <p><i>Food for thought</i> Compare the site of Mycenae of the 16th century BC with that of the 13th century BC.</p>
<p>7 July (Sunday)</p>	<p>24. An early palace? <i>Site visit: Lerna</i> <i>Description</i> The Early Bronze Age (c. 3200-2100 BC) on the mainland is characterised by the intensification of the use of metals for the manufacture of tools and weapons. The result is an increase in production, the creation of a surplus of goods and the development of technologies in the manufacture of products. The need for metals and various raw materials led to the intensification of trade 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 pronounced social stratification and potential control of surplus.</p> <p><i>Required Reading</i></p> <p style="padding-left: 150px;">Bintliff 2012: 84-92</p> <p><i>Recommended reading</i></p> <p style="padding-left: 150px;">Forsén in Cline 2010: 53-65 Preziosi and Hitchcock 1999: 44-47 Wiencke in Cline 2010: 660-670</p> <p><i>Food for thought</i> Do you consider the House of Tiles as a "proto-palace"?</p> <p>25. Citadels of the Mycenaean world (part II) <i>Site visit: Tiryns</i> <i>Description</i> The huge fortification walls that divide the citadel of Tiryns into an upper and a lower town surround an area that includes two megara, halls, greenside entrances, propylae and workshops. Tiryns is another important Mycenaean citadel in the Argolid, close to other major Mycenaean centres such as Mycenae, Midea and Argos. Our main task will be to compare the site with the citadel at Mycenae and discuss its role and purpose given its coastal location and defensive architecture.</p> <p><i>Required reading</i></p> <p style="padding-left: 150px;">Maran in Cline 2010: 722- 34 Voutsaki 2010: 600-607</p> <p><i>Recommended reading</i></p> <p style="padding-left: 150px;">As in #23 Farmer-Lane 2010: 41-69</p> <p><i>Food for thought</i> Mycenae, Tiryns, Midea and perhaps Argos. At least three fortified citadels in the Argive plain. How do you explain this?</p> <p>26. Mycenaean arts and crafts <i>Venue: Archaeological Museum of Nauplion</i> <i>Description</i> After exploring two of the Mycenaean citadels of the Argolid, we will look at the material culture of the Mycenaean as exhibited in the small but impressive museum of Nauplion. The Late Bronze Age of the Argolid will be discussed as we observe and discuss some of the most impressive products of Mycenaean craftsmanship, including a unique (to this day) bronze armour, from the cemetery of Dendra.</p> <p><i>Required reading</i></p> <p style="padding-left: 150px;">Betancourt 2007: 155-161, 172-182</p> <p><i>Recommended reading</i></p> <p style="padding-left: 150px;">Dickinson 1994: 95-207 Evely in Cline 2010: 387-404 Mountjoy 1993 Petrakis 2022: 405-410</p>

	<p>Pullen 2013: 437-443  Schofield 2007: 116-143  Voutsaki in Pullen 2010: 86-111</p> <p><i>Food for thought</i>  The Mycenaean Aegean koine. Common language, burial customs and artwork. Does this mean one kingdom (or state or polity)?</p>
8 July (Monday)	<p>27. The political geography of the Mycenaean world  <i>Site visit:</i> Midea  <i>Description</i>  This area is of great interest: an important outpost, with workshops, areas of habitation, several artefacts and a massive wall. But there seems to be no Megaron. Can the site of Midea shed light on the thorny issue of Mycenaean political geography?  <i>Required reading</i></p> <p>Bennet in Bang and Scheidel 2013: 243-254  Bennet 2017: 1-23</p> <p><i>Recommended reading</i></p> <p>Dickinson 2019: 31-46  Galaty <i>et al.</i> 2014: 449-453  Parkinson 2010: 15-25  van Wijngaarden and Driessen for various approaches</p> <p><i>Food for thought</i>  Can you compare and contrast Mycenaean Greece with Minoan Crete?</p> <p>28. A burial landscape  <i>Site visit:</i> Dendra cemetery  <i>Description</i>  The cemetery of Dendra seems to have been the necropolis of the citadel of Midea, which is very close to the site. A large number of chamber tombs and a large tholos tomb have been excavated, allowing scholars to study various aspects of Mycenaean mortuary architecture and burial customs and to discuss its material manifestations. The bronze cuirass now on display in the Museum of Nauplion was found at the site of Dendra (see previous day).  <i>Required reading</i></p> <p>Cavanagh in Shelmerdine 2008: 327-341</p> <p><i>Recommended reading</i></p> <p>Dickinson 1994: 222-233  Mee in Cline 2010: 277-290  Papadimitriou 2018: 159-183  Schofield 2007: 164-169  Wright 2008: 144-150</p> <p><i>Food for thought</i>  From which tomb do you think the bronze cuirass came? Think again.</p>
9 July (Tuesday)	<p>29. Study Day</p>
10 July (Wednesday)	<p>30. Cyprus: The island of copper  <i>Venue:</i> MCA  <i>Description</i>  Trade has been the lifeblood of many island communities since the 3rd millennium BC. It is also one of the reasons why some settlements have flourished over the centuries. The choice of location is crucial, as the trade routes between the Aegean, Africa and Asia were more or less established from the Middle Bronze Age onwards. Cyprus played an important role in the trade of goods and raw materials, and this visit to the MCA's Cypriot collection will illustrate how objects, technologies and people moved around the coasts of the Eastern Mediterranean.  <i>Required reading</i></p> <p>Sherratt in Steiner and Killebrew 2014: 497-508  Steel in Steiner and Killebrew 2014: 577-591</p> <p><i>Recommended reading</i></p> <p>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 <i>et al.</i> 1992: 232-243  Papadimitriou in Papadopoulos 2012: 79-91  Shaw 2006: 113-143 (Kommos)  Shaw in Myers <i>et al.</i> 1992: 148-153</p>

	<p>Shaw and Shaw in Cline 2010: 543-555 Soles in Laffineur and Greco 2005: 429-439 (Mochlos)</p> <p><i>Food for thought</i> The economic relationship between the Aegean and Cyprus on the basis of the available material evidence. Optional visit to the Acropolis of Athens and the New Acropolis Museum</p>
11 July (Thursday)	<p>31. Ugarit: A thriving port-of-trade <i>Description</i> Ugarit, an important economic centre and port of trade, flourished during the New Kingdom period. In addition to its rich material culture, the discovery of written archives provides important information about the city itself, its population and the role of the merchants. We will focus on this harbor town, a true melting pot, to further discuss international and trade relations in the Middle East during this period. <i>Required reading</i> Luciani in Steiner and Killebrew 2014: 509-523 Margueron in Aruz <i>et al.</i> 2008: 236-238</p> <p><i>Food for thought</i> Merchants as private entrepreneurs and state officials</p> <p>32. Gifts and Diplomacy in the Eastern Mediterranean <i>Venue: CYA</i> <i>Description</i> The nature of the links between the Aegean and the East will be explored through both material culture and (limited) textual evidence. The well-known Amarna Letters will be discussed in this course, as they provide a unique insight into the thoughts and dialogues of the rulers of the Late Bronze Age, in which the Aegean peoples are almost absent. However, it is crucial to understand how societies communicated on a diplomatic level and the exchange of luxury gifts would certainly have maintained a certain balance between the different states (even though some famous battles took place between them). <i>Required reading</i> Cline in Aruz <i>et al.</i> 2013: 26-33 Spar in Aruz <i>et al.</i> 2008: 168-169</p> <p><i>Recommended reading</i> Aruz <i>et al.</i> 2008 Aruz <i>et al.</i> 2013 Knapp 1993: 332-343 Mantzourani <i>et al.</i> 2017: 95-116 Rehak 1998: 39-49</p> <p><i>Food for thought</i> What was the role of the Aegean societies in the club of the great powers of the 14th and 13th centuries BC?</p>
12 July (Friday)	<p>33. Redefining an 'International Koine' <i>Venue: CYA</i> <i>Description</i> Over the past few weeks we have been exploring the different cultures that flourished in this part of the world during the 2nd millennium BC. Can we speak of a complex system of beliefs and practices that all these societies shared at some point and to some extent? Can we use a term like 'international koine'? How do people choose their symbols, traditions and customs? Is there space for regional preferences and differentiations in these busy times? <i>Required reading</i> Feldman 2002: 6-29</p> <p><i>Food for thought</i> Can you see common artistic elements (e.g. symbols, features) in all the cultures discussed?</p> <p>34. The end of the Bronze Age <i>Venue: CYA</i> <i>Description</i> The Aegean and the Eastern Mediterranean underwent widespread change due to the collapse of political systems in the late 13th and 12th centuries BC. Several theories and hypotheses have been proposed to explain these radical changes and these will be explored in this course. However, life goes on and a very interesting post-palatial period seems to be emerging, the Late Helladic IIIC, which will be our focus. <i>Required reading</i> Schofield 2007: 170-185</p> <p><i>Recommended reading</i> Barber 1987: 224-246 Bintliff 2012: 209-233 Cline 2014: Ch. 4 &amp; 5 Deker-Jakoltzy in Shelmerdine 2008: 387-415</p>

	<p>Dickinson 2006: 10-23, 24-57, 58-78          Dickinson 2009: 483-489          Maran 2009: 241-257          Vlachopoulos 2008: 479-91</p> <p><i>Food for thought</i>          Were the catastrophes of the major administrative centres of the Aegean region simultaneous and caused by the same cause?</p>
<p>Total sessions: 34                      Total contact hours: 60</p>	

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**APPENDIX I**

Scoring Rubric for class participation

Points	5	4	3	2	1
<b>Performance during classes(*)</b>	Attends class regularly and <b>always</b> contributes to the discussion	Attends class regularly and <b>frequently</b> contributes to the discussion	Attends class regularly and <b>sometimes</b> contributes to the discussion	Attends class regularly and <b>rarely</b> contributes to the discussion	Attends class regularly and <b>never</b> 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 lively (level 1-5) in all activities.

(\*) You are expected to attend all classes

Scoring Rubric for Oral Presentations

Category	Scoring Criteria	Points	Score
<b>Organization (15 points)</b>	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	
<b>Content (45 points)</b>	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	
<b>Presentation (30 points)</b>	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	
<b>Response (10 points)</b>	Speaker understood the questions and responded in a clear and organized manner	1-10	
<b>Score</b>	<b>Total Points</b>	<b>100</b>	

**Comments:**

Scoring Rubric for Research Papers

	(A-/A/A+)	(B-/B/B+)	(C-/C/C+)	(D-/D/D+)	(F)
<b>Research question/ topic</b>	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
<b>Supporting Research</b>	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
<b>Content &amp; analysis</b>	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
<b>Organization</b>	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
<b>References</b>	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