

ARCH 373 | Ancient Mediterranean Routes: Corridors of Trade, Economy and Interaction Through the Ages Fall 2026

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Course Description

The Mediterranean Sea (also known as the Middle or Great or White Sea) is more of a bridge rather than a barrier between cultures. Sailors and merchants were (and still are) crossing this magnificent space, the world's largest inland sea, for thousands of years. Ports-of-trade, maritime networks and caravan routes allowed the movement of raw materials and finished products, as well as of people, ideas, technologies, religious beliefs, viruses and cures. This course explores the dynamics of mobility, trade and exchange networks in the Mediterranean from prehistory (3rd mil. BCE) to Late Antiquity (ca. 7th C. CE). These dynamics have shaped economic and military superpowers, all thriving and eventually collapsing, sometimes overlapping in this quite unique region.

Through a series of case studies, course participants will discuss the evolution of maritime technologies, economic systems, values and prices, distribution of ideas, aspects of warfare and piracy as observed in the practices of different peoples, such as the Egyptians, Phoenicians, Greeks, Etruscans, Romans, Carthaginians and Iberians. Textual sources, data from material culture, interdisciplinary studies on environment and technology, as well as personal observation through museum and site visits will be the necessary tools for understanding this region from a Pan-Mediterranean perspective. This is an area of constant transformation exactly because of the human mobility: lemon and orange trees came from the Far East through the Arabs; tomatoes from Peru; Cypress trees from Persia. The Mediterranean, "Our Sea" for the Romans, offers a unique arena to study human interactions, political and economic histories, and the trajectories of social change.

Aims

- To provide an advanced knowledge of the prehistory and early history of the societies and cultures in and around the Mediterranean.
- To instill an interdisciplinary and wide-ranging approach towards the study and understanding of ancient economies and trade networks.
- To promote personal research and to stimulate students to work beyond the borders of their chosen academic fields.
- To appreciate the various regional methodological approaches and limitations.

Learning Outcomes

At the end of the course, students will have

- Studied the geography and chronology of the Mediterranean region from prehistory to Late Antiquity.
- Explored how economy and exchange shaped cultural and social traits as well as practices.
- Discussed the constant changes of major political players (kingdoms, states and empires)
- Surveyed all the major ancient cultures and civilizations in the region.

Course Requirements

Readings and information

i) Required Reading

For each class/ visit the reading of (usually) one paper is required. The participants should read this paper before the class, as this will allow them to be engaged lively in the discussion and comprehend the day's topic more fully. All the Required Reading is available on moodle as pdf files.

ii) Recommended Reading

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

iii) Study Guide

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

iv) Handouts

Handouts are useful collections of notes that include keywords and web links, directly related to each class/ topic. At the end of each day the handout of the next meeting will be available to download and/ or to print at moodle in order to prepare for the following lecture or site/museum visit.

The course covers a wide range of themes and topics throughout a lengthy period of time over a wide geographical region. Therefore, a selection of Recommended Bibliography that will be in the class Handouts will give you the opportunity to explore the given subject in greater detail.

Class Field Work

There will be plenty of outdoor activities, such as field tasks, visits to various archaeological museums and sites, as well as walking around the city. 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.

CYA Field Study

As ARCH 373 explores places of archaeological interest, CYA field study is directly connected to it. Before each field study, guidelines will be given and it would be most useful to take field notes and photographs for the *Captain's logbook* (see below). Check with the course instructor for further details.

Evaluation and Grading

Evaluation Criteria - Course Assignments

I. Attendance and participation

You are expected to attend all classes whether they are held at CYA, museums, archaeological sites or workshops. You are also expected to participate in the discussion, as any comments or questions are welcome. Finally, you are requested to respond to all tasks and quizzes throughout the semester. This will count towards the 15% of the Final Grade. Note: Check moodle for a Scoring Rubric.

Research groups: In order to be more involved in the course, you are requested to create small groups of three to five participants. During the semester there will be individual and group tasks (e.g. go to place X and do Z). When a group assignment will be requested, then there will be a certain prize for the winners (as part of the friendly competition).

Make-up work: In our course the policy is simple: when you miss a class for any reason (excused or unexcused), you are requested a) to get notes from your fellow students, b) to provide your instructor with a summary (one page long) of the Required Reading (see below) of the day of absence (within 5 days) and c) to create a powerpoint of five (5) illustrations of objects/ sites/ structures related to the topic of that day. Unexcused absences or non-delivered make-up work will affect the Final Grade.

Attendance and participation will count for 15% of the Final Grade.

II. A captain's logbook

You are the captain of a vessel that sails around the Eastern Mediterranean region (during any chronological period) and, as a merchant, you decided to explore the islands and famous harbor towns as well. You should 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. You can include maps, plans, photographs, drawings, even your own handwriting, as long as the final deliverable is a word/ pdf file.

Note: Check moodle for a Scoring Rubric (research paper section).

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

Length: The log should be no more than 1500 words (excluding bibliography, tables, maps and illustrations).

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 should submit your logbook to the instructor electronically via email. Note: You are expected a) to use at least 3 bibliographic references from the Required reading/ Recommended bibliography, b) to inform via email the instructor on your progress (Milestone email) and c) to attend the personal feedback session.

The logbook will count for 35% of the Final Grade. Note: Check moodle for a Scoring Rubric (research paper section).
Logbook submission: TBD

III. Mid-term quiz

A short quiz will take place instead of mid-term exams, so that you and the instructor will get an idea about your progress up to that moment. You are strongly encouraged to answer the questions by using your imagination, knowledge and personal experience. The mid-term quiz will count for 20% of the Final Grade.

Note: The grade from this quiz together with your overall academic performance in the first half of the semester (participation and attendance) will shape the mid-term grade.

Midterm quiz date: TBD

IV. Diplomatic correspondence project

The second assignment will be focusing on diplomatic correspondence. You will need to prepare a series of letters between the ruling elites, addressing the king/queen/ official of another region/polity/Kingdom and discuss the exchange of raw marriage and precious commodities. Students will work in groups and present their individual letters in class. These letters should be based on real correspondence with material to be given to them during the course. You are expected to address imperative issues, such as protection of the cargo, fees, status of the merchants and ambassadors, etc.

The presentations will take place upon agreement and on the same day the correspondence will be delivered via email. Keep your eyes open, be innovative, be imaginative, be accurate. This project will count towards 30% of your Final Grade. Note: Check moodle for a Scoring Rubric.

Manuscript submissions: TBD

The Final Grade is broken down as follows:

Class attendance & participation:	15%
Captain's logbook:	35%
Mid-term quiz:	20%
Diplomatic Correspondence project:	30%
Total:	100%

CYA Regulations and Accommodations

Attendance Policy

CYA regards attendance in class and on-site (in Athens or during field study trips) as essential. Absences are recorded and have consequences. Illness or other such compelling reasons which result in absences should be reported immediately to the Student Affairs Office, via the form available in the Student Portal.

ePolicy on Original Work

Unless otherwise specified, all submitted work must be your own original work. Any ideas taken from the work of others must be clearly identified as quotations, paraphrases, summaries, figures etc., and accurate internal citations and/or captions (for visuals) as well as an accompanying bibliography must be provided.

Use of Laptops

In-class or onsite use of laptops and other devices is permitted if this facilitates course-related activities such as note-taking, looking up references, etc. Laptop or other device privileges will be suspended if devices are not used for class-related work.

Allowed/ disallowed AI uses

- Course participants will have to prepare two sets of manuscripts with notes and illustrations (Captain's Logbook and Diplomatic Correspondence). Equally they have to produce deliverables as Research Groups for the various short Quizzes throughout the semester. These documents should be prepared **without** the use of AI. AI tools can only be used for: a) proofreading the texts (although this is not recommended as AI has been caught making spelling and content mistakes and b) for making images, logos, or other illustrations for the above deliverables, although, again, AI is known for making serious errors in the creation of visuals.
- Students must disclose their AI usage on assignments, following the guidelines below (see "AI disclosure"). Failure to disclose how AI has been used, or submission of AI work as one's own, is a violation of academic integrity [see relevant section on student handbook].
- Using AI in any way that is not explicitly permitted by the syllabus, assignment instructions, or the professor is

considered a violation of academic integrity. If the course instructor suspects that AI was improperly used to complete an assignment, he may ask the student to explain or discuss their work orally to confirm that the student has the knowledge their submitted work represents.

- Mistakes made by AI are the responsibility of the student, even when they have disclosed their AI usage. Using AI does not excuse errors, misrepresentations, plagiarism, or violations of course policies. All allowed AI output should be double-checked and used with caution.
- Because mistakes made by AI are the responsibility of the student, when faculty allows for specific AI uses, faculty also has a responsibility to provide students with the critical tools necessary to evaluate AI output for those uses.

AI disclosure

- To disclose the use of AI on submitted work, students should either use the format given by the following format: "AI Usage Disclosure: [specific AI tool] was used in the creation of this work in the following ways: [list uses and outcomes]. The content can be viewed here [add link] and has been reviewed and edited by [student's full name]."
- Failure to disclose, or incomplete disclosure, is a violation of academic integrity. You are fully responsible for the accuracy, originality, and integrity of any work you submit, regardless of whether AI tools were used. Keep records of your process (prompts, drafts, and sources) in case your professor requests documentation.

Class Schedule

Class Day	Day/Date/Place	Topic / Readings / Assignments Due
1	CYA, Room TBD	The Land and the Sea. What is the Mediterranean? Chronology and Geography. Introduction to the course. <i>Required reading</i> Broodbank 2013: 15-44 <i>Recommended reading</i> Mee 2011: 1-7
2	CYA, Room TBD	Modes of mobility and exchange. Land routes, caravans and sea routes. <i>Required reading</i> Aruz 2009: 3-10 in Aruz <i>et al.</i> Fedele 2014: 177-194 <i>Recommended reading</i> Pulak 2009: 289-310 in Aruz <i>et al.</i>
3	CYA, Room TBD	Aegean prehistoric trade and mobility. Obsidian, marble figurines with and without sails. <i>Required reading</i> Mee 2011: 166-175 <i>Recommended reading</i> Broodbank 2008: 47-76 in Shelmerdine
4	National Archaeological Museum	Exploring exotica in prehistoric Greece. Mycenaean involvement in the trade networks. <i>Required reading</i> Cline 2013: 26-33 in Aruz <i>et al.</i> <i>Recommended reading</i> Kardulias 1996: 1-36
5	CYA, Room TBD	The first globalized Mediterranean? The Bronze Age. States and polities. Archaic state interaction. <i>Required reading</i> Galaty <i>et al.</i> 2009: 29-51 <i>Recommended reading</i> Broodbank 2013: Ch. 8 & 9.
6	CYA, Room TBD	The Old Assyrian Colonies. Caravans and precious commodities. Fees and safety. Words of wisdom from a senior merchant.

		<p><i>Required reading</i> Palmisano 2017: 29-48</p> <p><i>Recommended reading</i> Larsen 2015: 171–188</p>
7	CYA, Room TBD	<p>Syria and Ugarit. A two-harbour melting pot. The status of the merchants. Trade and warfare?</p> <p>Quiz 1</p> <p><i>Required reading</i> Bell 2012: 180-187</p> <p><i>Recommended reading</i> Knapp 2024</p>
8	CYA, Room TBD	<p>Under Egyptian control? Way(s) of Horus. Protecting routes in Egypt. Cypriot and Mycenaean pottery beyond the coastline.</p> <p><i>Required reading</i> Hoffmeier and Moshier 2014: 34-61</p> <p><i>Recommended reading</i> Bard 2007: 207-216 Koehl 2009: 270-73 in Aruz <i>et al.</i> Schneider 2009: 251-54 in Aruz <i>et al.</i></p>
	CYA, Room TBD	<p>A colonized Mediterranean? Archaic Greece and beyond. The Orientalizing period. A time of Renaissance.</p> <p><i>Required reading</i> Antonaccio 2007: 201–224 in Shapiro (ed.)</p> <p><i>Recommended reading</i> Hansen 2013: 259-278 in Bang and Scheidel</p>
10	CYA, Room TBD	<p>Cyprus: Metals make the world go round. The island between three continents. Brothers in the political arena.</p> <p><i>Required reading</i> Knapp 2015: 17-30</p> <p><i>Recommended reading</i> Sherratt 2014: 497-508 in Steiner and Killebrew Steel 2014: 577-591 in Steiner and Killebrew</p>
11	CYA, Room TBD 4	<p>Etruscan trade: A network of independent cities? Exploring the Italian peninsula and beyond.</p> <p>Midterm quiz</p> <p><i>Required reading</i> D' Ercole 2017: 143-164</p> <p><i>Recommended reading</i> Zeviani <i>et al.</i> 2025 (Iron Age Etruria, follow the hyperlink)</p>
12	Museum of Cycladic Art	<p>Workshop: A captain's logbook. Collection of primary material.</p> <p>Practical assignment.</p> <p><i>No reading is required</i></p>
13	CYA, Room TBD	<p>Markets and economy. Trade, exchange and agriculture. Harbours and commodities. Core and periphery. World systems theory.</p> <p><i>Required reading</i> Davies 2016: 299-315</p> <p><i>Recommended reading</i> Stampolidis <i>et al.</i> 2017</p>
14	Agora of Athens	<p>Exploring an ancient market. The earliest malls in the Mediterranean. Banks and currency. Measurements and other laws.</p>

		<p><i>Required reading</i> van den Eijnde 2019: 52-80 in Strootman <i>et al.</i> (eds.)</p> <p><i>Recommended reading</i> Camp 2003: Agora Excavations, esp. 12-20, 30-40, 43-44.</p>
15	Nautical Museum, Zea (TBC)	<p>Exploring the military harbours of Athens. Triremes and other warships. Ruling the waves.</p> <p>Quiz 2</p> <p><i>Required reading</i> Lovén 2015</p> <p><i>Recommended reading</i> Pakannen 2013 Steinhauer 2021: 231-243</p>
16	CYA, Room TBD	<p>Phoenicians. A maritime & merchant power. Colonies in the Mediterranean. The rivals of the Greeks? Trade as a lifeblood.</p> <p><i>Required reading</i> Sommer 2007: 97-111</p> <p><i>Recommended reading</i> Demetriou 2024 (Phoenician trade associations, ANE follow hyperlink)</p>
17	CYA, Room TBD	<p>Carthaginian trade and exchange. A North African superpower. Phoenicians again. A view from the West.</p> <p>Captain's Logbook to be submitted (1st assignment)</p> <p><i>Required reading</i> Cutillas-Victoria 2024</p> <p><i>Recommended reading</i> Rainey 2004 (Carthaginian Imperial activity, follow hyperlink)</p>
18	CYA, Room TBD	<p>Silk Road. Connecting china to the Mediterranean. A world wide web? Land routes and cultural exchange.</p> <p><i>Required reading</i> Burgersdijk 2019: 246-257</p> <p><i>Recommended reading</i> The Silk Roads in History (follow hyperlink)</p>
19	CYA, Room TBD	<p>Iberia. The western Mediterranean. Archaic connections to the East. Emporia and Greece.</p> <p><i>Required reading</i> Ruiz-Gálvez 2015: 196–214, in Knapp and van Dommelen (eds.)</p> <p><i>Recommended reading</i> Casal <i>et al.</i> 2003: 265-287</p>
20	Athens Metro stations	<p>Technologies of water and farming. The Sacred Road. Bridges, ceremonies, burials and paved areas. From Athens through Elaionas to the South. Workshops and land-owners.</p> <p><i>Required reading</i> Aigaleo Metro station antiquities (follow hyperlink)</p> <p><i>Recommended reading</i> Discovering Archaeology in the Athens Metro (follow hyperlink)</p>
21	CYA, Room TBD	<p>Rome I: Early trade and exchange. The rise of a superpower. Expansion and control.</p> <p>Quiz 3</p> <p><i>Required reading</i> Temin 2006: 133-151</p> <p><i>Recommended reading</i> Wilson and Bowman 2017 (various chapters)</p>

22	Numismatic Museum	Values and currencies. Coins, metals and weights. Scales of power. Salt, salaries, oxen and Wall Street. <i>Required reading</i> Stefanakis 2017: 67-72 in Stampolidis <i>et al.</i> Psoma 2017: 353-360 in Stampolidis <i>et al.</i> <i>Recommended reading</i> Michailidou 2008: 179-216, 217-87
23	CYA, Room TBD	Rome II: Dominating the Mediterranean. Mare Nosrum. The central market of the markets? <i>Required reading</i> Bouras 2016: 201-223 <i>Recommended reading</i> Wilson and Bowman 2017 (various chapters)
24	CYA, Room TBD	A glimpse to the future: Venetians Diplomatic correspondence to be submitted (2nd assignment) Wrap up and review <i>No reading is required</i>

N.B.: The course schedule, in terms of subjects and readings, may be subject to change to benefit student learning and to keep up to date with current research.

COURSE BIBLIOGRAPHY (Required and Recommended)

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