

COURSE SYLLABUS
ARCHAEOLOGY OF MEDITERRANEAN CIVILIZATIONS
SOC-3930

PLACE: St. Louis University, Madrid Campus, PRH 11

TIME: Spring 2018, MW 14:30-15:45

CURRICULUM: 3 credits, fulfills social science requirement for A&S, Business and Engineering

INSTRUCTOR: Dr. Carolina A. Aznar, e-mail: carolinaana.aznar@slu.edu (please write: "Arch. Med. Civ." as subject title). Office telephone: 91 554 58 58, ext. 247

OFFICE HOURS: TR 10:00-11:00; 12:30-13:30 and MW 12:30-13:30 at SIH 312

COURSE DESCRIPTION

Archaeological study of several Mediterranean cultures in the Second and First Millennia BCE., particularly of those with a maritime component. The course will particularly focus on the ancient societies living in the areas of modern day Greece, Italy and Spain and on how they make up the origin of Europe and Western Civilization.

LEARNING OUTCOMES

By the end of the semester students will:

- Know the most important archaeological discoveries related to the ancient Mediterranean in general and Southern Europe in particular,
- Be aware of the main contributions of the ancient Mediterranean world to Western civilization,
- Be familiar with the most current research trends on the subjects, and
- Understand the contributions and limitations of the various approaches used in archaeology of the Mediterranean. In addition, they will:
- Have developed some understanding of the main religious traditions of the most important ancient Mediterranean cultures.

SKILL ACQUISITIONS

By the end of the semester students will:

- Be able to read archaeological articles critically,
- Do good, creative research on an archaeological topic related to the ancient Mediterranean,
- Have presented the results of their research both orally and in writing, and they will:
- Have developed an awareness of the importance of protecting all cultural heritages and of the importance of criticizing the manipulation of archaeological finds for ideological goals. Also, they will:
- Have become aware of the richness and challenges of a culturally diverse class by traveling and discussing concepts with class members from different backgrounds in the visit to the Roman site of Complutum.

Collection of Student Work for University-Wide Assessment

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

REQUIRED BOOKS

Whitley, James. *The Archaeology of Ancient Greece* (Cambridge, Cambridge University Press: 2001).

Ramage, Nancy H. and Andrew Ramage. *Roman Art: Romulus to Constantine*, 4th ed. (Upper Saddle River, NJ: Prentice Practice Hall: 2005).

BOOKS FROM WHICH READINGS HAVE BEEN SELECTED

Aubet, Maria Eugenia. *The Phoenicians and the West: Politics, Colonies and Trade* (Bellaterra, Cambridge University Press: 1993).

Ben-Tor, Amnon (ed.) *The Archaeology of Ancient Israel* (New Haven: Yale University Press: 1992).

Bierling, Marilyn R. and Seymour Gitin (eds.) *The Phoenicians in Spain* (Winona Lake, Indiana, Eisenbrauns: 2002).

Biers, William R. *The Archaeology of Greece*, 2nd ed. (Ithaca, Cornell University Press: 1996).

Coogan, Michael D. (ed.) *The Oxford History of the Biblical World*. (Oxford, Oxford University Press: 1998).

Fagan, Brian M. *People of the Earth: An Introduction to World Prehistory* (Prentice Hall, 11th edition: 2004).

Greene, Kevin. *Archaeology of the Roman Economy* (Berkeley, University of California Press: 1992).

Renfrew, Colin and Paul Bahn. *Archaeology: Theories, Methods, and Practice*. (New York: Thames and Hudson: 2000).

Ruiz, Arturo and Manuel Molinos. *The Archaeology of the Iberians*. (Cambridge University Press 1999).

Winks, Robin W. *The Ancient Mediterranean World: From the Stone Age to A.D. 600* (Oxford, Oxford University Press: 2004).

A few other texts will be provided during the semester.

OTHER BIBLIOGRAPHIC REFERENCES

Cline, E. *The Oxford Handbook of the Bronze Age Aegean* (Oxford, Oxford University Press: 2012)

Kleiner, Fred S. *A History of Roman Art* (Australia, Thomson: 2007).

Miles, Richard. *Carthage Must Be Destroyed: The Rise and Fall of an Ancient Civilization* (London, Penguin Books: 2011).

Neer, Richard T. *Greek Art and Archaeology: a New History* (New York, Thames & Hudson: 2012).

Pedley, John Griffiths. *Greek Art and Archaeology* (Upper Saddle River, Prentice Hall, 5th edition: 2012).

Preziosi, Donald and Louise A. Hitchcock. *Aegean Art and Architecture* (Oxford, Oxford University Press: 2000).

Soren, David. *Greek and Roman Art and Archaeology and Their Influence: An Introduction* (Dubuque, Kendall Hunt Publishing: 2017).

Soren, David and Archer Martin. *Art and Archaeology of Ancient Rome: An Introduction Vols. I and II* (Baltimore, Midnight Marquee Press: 2015).

COURSE REQUIREMENTS

The final grade will be based on the following percentages:

Class participation:	10 %
Mid-term exam:	20%
Final exam:	30%
Ten- to twelve-page paper:	30 %
Oral presentation of paper:	10%

1. **Class participation** is a part of the final grade. Active participation includes attending class regularly, doing the readings assigned for each class, being able to present and discuss the assigned readings, doing any class-related homework the instructor asks students to do, answering the questions posed by the professor in class, asking and discussing content-related questions when appropriate, and being considerate to one's classmates, which includes not interrupting and/or mocking them, and taking one's fair share of discussion time. As a general guideline, students who participate regularly and actively in a way that shows meaningful engagement with the material may receive a participation grade of A. Students with good attendance but less engaged participation may receive a grade of B. Students who are frequently absent, rarely participate, and/or show inconsiderate behavior, may receive a grade of C, D or F, depending on the case. The instructor takes frequent notes on students' participation, so after three or four weeks into the course, students can ask her how they are personally doing in this respect at any point.

2. Students will take a **mid-term exam on February 19 and a final exam on May 4**. Both exams will be based on the analysis of archaeological remains related to the cultures studied in class as well as on the experience gained from the visit to the National Museum of Archaeology (April 3) and to the Roman archaeological site of Complutum (April 13). Study guidelines will be provided for each of them two weeks before the exam is due.

3. Students will devote a large part of the semester to working on a research topic related to the archaeology of Greece and/or Rome. They will write a **ten- to twelve-page paper** on it according to the guidelines the instructor will provide in class. **For this paper each student will visit with the instructor in her office during the office hours of January 22-29. Then each student will submit an abstract, an outline and a short bibliography of the paper on January 31 and a draft on March 5.** The instructor will provide feedback on both. None of these will be graded, but not coming to speak with the Professor on January 22-29, not submitting the abstract, the outline and the bibliography and/or the paper draft at all or submitting them late will be penalized. **The final version of the paper will be due on April 9.**

4. Students will present the results of their research by means of **an oral Powerpoint-based presentation on April 23**, so they have a chance to discuss the results of their research with the instructor and their peers.

5. All students will **complete the on-line course evaluation** at the end of the semester.

All written assignments must be submitted double-spaced, page-numbered, typed and printed. They must be submitted in class. **E-mail submission of assignments is not acceptable** and does not count towards the grade (i.e. an e-mailed assignment counts as not submitted) unless the instructor sends the student an e-mail explicitly saying he/she can e-mail his/her assignment. In the assignments, bibliography and attachments will be placed at the end and will not count towards the page account. Cover pages are not needed.

All due assignments must be submitted at the beginning of the class on the due date. Submitting an assignment at the end of the class of the due date will count as submitting it late and therefore will be penalized as such. **If for any reason a student could not submit his/her assignment on time or make it to the final exam, he/she should contact the instructor BEFORE the due date** to discuss what the options are (the only exception to this are justified medical emergencies).

All students in this class have a slU e-mail account (i.e. an e-mail address ending in slU.edu)— both their Banner and SLU-Global accounts are linked to it. Therefore, all e-mail communications between the instructor and the students will be take place by using the slU email system. **It is each student's responsibility to get to know his/her slU e-mail address, to check it works on the first day of class (W Jan. 10), to check it regularly (or to have the mail from this address forwarded to a preferred account which is checked regularly), and to speak with the people at the Registrar's Office (in Padre Arrupe Hall) if there is any problem with it.**

For bibliography for the paper, please **make sure you check the SLU book catalogue** (at <http://spain.slu.edu/academics/library/index.html>) **as well as the JSTOR, ATLA and WorldCat (FirstSearch) databases** (at <http://libraries.slu.edu/databases/databases.php#dbname>). To use the latter, you will need your SLU-Madrid login and password. If you do not know or have them yet, go to the Registrar's Office in Padre Arrupe Hall and ask for them there. Useful articles can also be found at: *Archaeology Oddisey* and *Biblical Archaeology Review* (<http://www.basarchive.org>). These are not scholarly journals but popular magazines. However, the authors who write in them are scholars and many of the articles are summarized versions of similar, more detailed articles in scholarly journals. So you can use their articles, especially if you do not have access to the scholarly journal where the original version is published.

Keep in mind that many of the articles and books found in the ATLA and WorldCat (FirstSearch) Database may be retrieved in Madrid at the libraries of the Universidad Complutense, Universidad Autónoma, Universidad Pontificia de Comillas, Instituto Arqueológico Alemán, and/or the Consejo Superior de Investigaciones Científicas. But for saving time, look for bibliographic resources on the internet first.

MANDATORY ACTIVITIES

Please, note that **on the week of April 2 students will visit the Greek, Phoenician and Iberian collections at the National Museum of Archaeology in Madrid and will write a short assignment on the visit.** Failing to submit the assignment will decrease a student's participation grade. **Also, on April 13 there will be a compulsory group visit to the Roman city of Complutum (in Alcalá de Henares, ca. 20 miles from Madrid).** Failing to participate in it (documentally justified medical emergencies excepted) will decrease a student's participation grade.

ACADEMIC ACCOMODATIONS

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <https://www.slu.edu/madrid/campus-life/student-services/disability-services>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

GRADING SYSTEM

The grading scale is as follows:

93-100	= A	- Excellent understanding of subject matter and mastery of the skills of the course
90-92	= A-	
87-89	= B+	
83-86	= B	- Good understanding of the subject matter and deployment of the skills of the course
80-82	= B-	
76-79	= C+	
71-75	= C	- Minimally satisfactory understanding of the subject matter and deployment of the skills of the course
68-70	= C-	
60-67	= D	- Less than satisfactory understanding of the subject matter or less than satisfactory deployment of the skills of the course
0 -59	= F	- Basic failure in understanding of the subject matter or basic inability to deploy the skills of the course

The following are general principles concerning grading standards and criteria at SLU:

A range = *Superior, exceptional, outstanding* with evidence of critical, informed, and creative inquiry that deepens their understanding of essential concepts. This means the student demonstrates depth of insight beyond what is normally expected. Carefully nuanced reasoning and writing, free from material, structural and grammatical error are presupposed in this grade.

B range = *Good*, ready command of full range of concepts and shows some critical, informed, and creative inquiry that deepens their understanding of essential concepts. This means the student has produced an assignment that is free from material, structural and grammatical errors.

C range = *Acceptable*, satisfactory ability to describe overall picture and essential concepts. This means the student has completed the assignment in a manner involving no significant errors. Material may not be free from structural and grammatical errors. Nuanced reasoning is not demonstrated.

D range = *Below normal expectation*. Reasoning is neither carefully nuanced nor coherently presented; writing is insufficient in depth of insight and/or use of texts; presentation is not free from material error in structure, spelling and grammar. This means that the student failed to respond adequately to the assignment and its intentions.

F = *Unsatisfactory*. The student failed to respond to the assignment: 1) failed to turn in the assignment; 2) did not respond to the assignment as given; 3) submitted work so thoroughly flawed as to indicate that the student did not make a serious effort, 4) plagiarism or cheating involved.

POLICY ON ACADEMIC HONESTY AT SLU

Please note that, as a student in this course, you are required to adhere to the university's Academic Integrity Policy. Cheating, falsification, and plagiarism are strictly forbidden. Plagiarism is the intentional representation of someone else's thoughts or words as if they were one's own. A violation of this policy will result in an F for the given assignment or exam where the violation is detected. In addition, the violation will be reported to the chair. In consultation with the professor, the chair will write a report, which will then be sent to the Madrid Campus Committee on Academic Honesty.

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office **website**. Additionally, SLU-Madrid has posted its academic integrity policy online: **<http://www.slu.edu/madrid/academics>**. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals. The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

ELECTRONIC DEVICE POLICY

Laptops, tablets and mobile phones are acceptable for class work. However, the use of these tools for things such as e-mailing, chatting, text messaging and surfing sites not related to the class is not acceptable and will be penalized (see below).

CLASS ATTENDANCE AND PENALTIES

- Repeated unjustified absences: one full letter of the participation grade will be decreased for each three unjustified absences (e.g. from B to C). Please, note that only medical emergencies count as justified absences.
- Being late and/or lacking knowledge of the assigned readings: one third of the participation grade letter will be decreased for each two days in which this situation takes place (e.g. from B- to C+).

- Unauthorized use of mobile phones, tablets or laptops in class: one third of the participation letter will be decreased each time this happens. Unauthorized use includes e-mailing, chatting, text messaging, and surfing internet sites not related to the class.
- Missing the group visit to the Roman city of Complutum: two full letters of the participation grade will be decreased.
- Not submitting the assignment on the visit to the National Museum of Archaeology: one full letter of the participation grade will be decreased.
- Not visiting with the professor in her office on Jan. 22-31: one third of the assignment letter will be decreased.
- Submitting the abstract+table of contents+short bibliography and/or the paper draft late: one third of the assignment letter for each day of delay in submitting it.
- Not submitting the abstract+table of contents+short bibliography and/or the paper draft after a week from the time when it is due: one full letter of the assignment letter will be decreased each time this happens.
- Submitting the final paper late: one third of the assignment letter for each day of delay in submitting it. After a week, no late submissions will be accepted and the assignment will be graded as 0 (=F).
- Submitting an assignment in the middle of or at the end of the class when it is due: one third of the assignment letter will be decreased.
- Students who missed the introduction on the first day of class (Jan. 11) must stay after class on Jan. 22 for fifteen minutes. Not doing so will be penalized: one third of the student's participation grade will be decreased.
- Missing a class when classmates are presenting: two thirds of the participation letter will be decreased each time this happens.

Please, note: **If for any reason a student could not submit his/her assignment on time or make it to the final exam, he/she should contact the instructor BEFORE the due date** to discuss the situation (the only exception to this are justified medical emergencies).

TITLE IX STATEMENT

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>

COURSE TOPICS

I. INTRODUCTION TO ARCHAEOLOGY AND TO THE EARLY MEDITERRANEAN HISTORY

1. Introduction.
2. The Mediterranean landscape
 - Required Reading: Streeeter, Chapter 1
3. The history of archaeology in the Mediterranean. Types of archaeological evidence and fieldwork.
 - Required Reading: Renfrew, Chapter 3
4. Archaeology and chronology. Chronology of the Ancient Mediterranean
 - Required Reading: Renfrew, Chapter 4
5. Social complexity, ethnicity, and the archaeological record
 - Required Reading: Renfrew, Chapter 5
6. Current approaches to the archaeological study of Antiquity
 - Required Reading: overview of Renfrew, Part II
7. Archaeology and the public
 - Required Reading: Renfrew, Chapter 14
8. From the Paleolithic to the Calcolithic in the Mediterranean
 - Required Reading: Fagan, Chapters 8 and 10

II. THE MEDITERRANEAN IN THE SECOND MILLENNIUM BCE

9. The Minoans
 - Required Reading: AAG, Chapter 2
10. The Mycenaeans
 - Required Reading: AAG, Chapter 3
11. The Sea Peoples. The Greek Dark Age.
 - Required Reading: AAG, Chapter 5

12. Midterm Exam

III. THE MEDITERRANEAN IN THE FIRST HALF OF THE FIRST MILLENNIUM BCE

13. The Israelites
 - Required Reading: Stager, Forging an Identity...”
14. The Phoenicians and the Orientalizing phenomenon
 - Required Reading: AAG, Chapter 6
15. The Greek Archaic Age
 - Required Reading: AAG, Chapter 7, 8
16. The Etruscans
 - Required Reading: Ramage, Chapter 1
17. The Roman Republic
 - Required Reading: Ramage, Chapter 2

IV. THE MEDITERRANEAN AND THE GREEK CIVILIZATION

18. Athens and the Archaeology of Democracy
 - Required Reading: AAG, Chapter 13
19. The 5th and the 4th centuries BCE in Greece
 - Required Reading: Biers, Chapters 8 and 9
20. The interactions of the Greeks with the Phoenicians and the Iberians
 - Required Reading: Ruiz Mata, “The Ancient Phoenicians...” pp. 155-198
 - Required Reading: Ruiz and Molinos, Chapter 6

21. The Hellenistic Period
 - Required Reading: Biers, Chapter 10
22. Visit to the Greek, Phoenician and Iberian collections at the National Museum of Archaeology of Madrid

VI. THE MEDITERRANEAN AND THE ROMAN CIVILIZATION

23. Rome and the Punic Wars. The rise of the Early Empire
 - Required Reading: Ramage, Chapter 3
24. Archaeology of the Empire I
 - Required Reading: Ramage, Chapters 4 and 5
25. Visit to the Roman archaeological site of Complutum
26. Rome and the Archaeology of the Empire II
 - Required Reading: Ramage, Chapters 6 and 7
27. Rome and the Archaeology of the Empire III. Christianity and the Late Roman World
 - Required Reading: Winks, Chapter 4

VII. SYNTHESIS AND CONCLUSIONS

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28. Presentation and discussion of students' research projects
 29. The Collapse and Subsistence of Ancient Civilizations (I). Discussion: Why do societies collapse?
 - Required Reading: TBA
 30. The Collapse and Subsistence of Ancient Civilizations (II). Discussion: What remains of the ancient Mediterranean Civilizations in Europe and the West?

 31. Final Exam

COURSE GENERAL SCHEDULE*

- Week 1: - W Jan. 10
- Week 2: - M Jan. 15
- W Jan. 17
- S Jan. 21: Last day to Add/Drop (without “W”). Last day to choose Audit (AU) or Pass/No pass (P/NP) status
- Week 3: - **M-W Jan. 22-31: Every student must speak with the instructor during office hours**
- M Jan. 22
- W Jan. 24
- Week 4: - M Jan. 29
- **W Jan. 31: Paper abstract, outline, and short bibliography due**
- Week 5: - M Feb. 5
- W Feb. 7
- Week 6: - M Feb. 12
- W Feb. 14: Registration for Summer 2018 sessions begins
- Week 7 : - **M Feb. 19: Midterm exam.**
- W Feb. 21
- Week 8: - M Feb. 26
- W Feb. 28
- Week 9: - **M March 5: Paper draft due**
- W March 7
- F March 9: Last day to drop with “W”
- Week 10: - M March 12
- W March 14
- Week 11: - M March 19
- W March 21
- Week 12: - M March 26: No class (Semana Santa)
- W March 28: No class (Semana Santa)
- Week 13: - **M April 2: Visit to the National Museum of Archaeology**
- W April 4: No class (substituted for class on April 13)
- Week 14: - **M April 9: Paper due**
- W April 11
- **F April 13: Visit to the Roman city of Complutum**
- Week 15: - M April 16
- W April 18
- Week 16: - **M April 23: Paper Presentation Day**
- W April 25
- Week 17: - M April 30
- W May 2: No class (Día de la Comunidad holiday)
- **F May 4: Final exam (15:30-18:30)**

PLEASE, NOTE: The dates in this general schedule are tentative. They depend on class progress and circumstances and will be matched to the topics in the course topic list according to the instructor’s indications.