

COURSE SYLLABUS
ARCHAEOLOGY OF MEDITERRANEAN CIVILIZATIONS
SOC-3930

PLACE: St. Louis University, Madrid Campus

TIME: Spring 2016, MW 12:30-13:45

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

PROFESSOR: Dr. Carolina A. Aznar, e-mail: caznarsa@slu.edu (please write: "Arch. Med. Civ." as subject title)

OFFICE HOURS: TR 10:00-11:00; 12:30-13:00; 16:15-17:45 in Dr. Aznar's office at Loyola Hall, third floor

COURSE DESCRIPTION

Archaeological study of several Mediterranean cultures in the Second and First Millennia BCE., particularly of those with a maritime component. This course will be particularly useful for students traveling through Spain and other Mediterranean (both European and non-European) countries, as they will be able to relate what they are visiting with what they are learning.

LEARNING OUTCOMES

By the end of the semester students will:

- know the most important archaeological discoveries related to the ancient Mediterranean,
- 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 Mérida (lasting two days).

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

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

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).

CLASS ATTENDANCE, EVALUATION PROCEDURES AND PENALTIES

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, 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 24** and a **final exam on May 5**. 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 archaeological outing to Mérida (April 2-3) and the class at the Museo Nacional de Arqueología (April 22). 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 25-27. Then each student will submit an abstract, an outline and a short bibliography of the paper on February 1 and a draft on March 2. The instructor will provide feedback on both. None of these will be graded, but not coming to speak with the Professor on January 25-27, 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 March 28.

4. Students will present the results of their research by means of an **oral Powerpoint-based presentation** in one of the classes of the second part of the semester, so they have a chance to discuss the results of their research with the instructor and with their peers.

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

Please, note that **on April 2-3 there will be a compulsory group visit to the Roman city of Mérida**. Failing to participate in it (documentally justified medical emergencies excepted) will decrease a student's participation grade. Also, **regular class on April 20 will be substituted for class at the Museo Arqueológico Nacional on April 22**. It is a regular class but offered on a Friday so everyone has the time to get to the museum. If a student cannot come to the museum that day, he/she must go on a different day and write a small assignment about it according to the instructor's instructions. Not submitting the make-up assignment will be penalized.

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 documentally 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. 13), 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.

GRADING SCALE

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

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty. Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which

the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link:

http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

ELECTRONIC DEVICE POLICY

The use of laptops, tablets, and mobile phones is not allowed during class time.

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).

Being late and/or lacking knowledge of the assigned readings for any given day: 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+).

Not visiting with the instructor on Jan. 25-27: one full letter of the participation grade will be decreased.

Missing the group visit to the Roman city of Mérida: two full letters of the participation grade will be decreased.

Missing the class at the Museo Nacional de Arqueología on April 22 and not submitting the make-up assignment about it: one full letter of the 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.

Using mobile phones, tablets or laptops in class: one third of the participation letter will be decreased each time this happens.

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 the paper 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. 13) must stay after class on Jan. 27 for fifteen minutes. Not doing so will be penalized: one third of the student's participation grade will be decreased.

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, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of your work for this course, including exams, oral presentations and submitted papers may be kept on file for institutional research, assessment and accreditation purposes. If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

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 http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter. **If you need special accommodations, please get in contact with Disability Services and let the instructor know during the first week of class and (again) one week before the exam so the instructor can plan accordingly.**

TITLE IX SYLLABUS 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; 91-700-1979) 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 Chalcolithic 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
 - Required Reading: Stager, "Forging an Identity..."
12. The Greek Dark Age
 - Required Reading: AAG, Chapter 5

13. Midterm Exam

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

14. The Israelites
 - Required Reading: Stager, Forging an Identity..."
15. The Phoenicians and the Orientalizing phenomenon
 - Required Reading: AAG, Chapter 6
16. The Etruscans
 - Required Reading: Ramage, Chapter 1

IV. THE MEDITERRANEAN AND THE GREEK CIVILIZATION

17. The Archaic Age
 - Required Reading: AAG, Chapter 7, 8
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, the Punics, 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. Presentation and discussion of students' research papers

V. THE MEDITERRANEAN AND THE ROMAN CIVILIZATION

23. The Roman Republic. Rome and the early Empire
 - Required Reading: Ramage, Chapters 2 and 3
 24. Rome and the Archaeology of the Empire I
 - Required Reading: Ramage, Chapters 4 and 5
 25. Rome and the Archaeology of the Empire II
 - Required Reading: Ramage, Chapters 6 and 7
 26. Rome and the Archaeology of the Empire III. Christianity and the Late Roman World
 - Required Reading: Winks, Chapter 4
 27. Rome in Spain, class at the Museo Arqueológico Nacional
 - Required Reading: TBA
 28. Presentation and discussion of students' research projects
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29. The Collapse and Subsistence of Ancient Civilizations. Discussion: What remains of the Ancient Mediterranean Civilizations?
 - Required Reading: TBA
 30. Final Exam

COURSE GENERAL SCHEDULE*

- WEEK 1: - W Jan. 13
- WEEK 2: - M Jan. 18
- W Jan. 20
- WEEK 3: - **T-R Jan. 25-27: Speak with the instructor during office hours**
- M Jan. 25
- T Jan. 26: Last day to Add/Drop (without “W”). Last day to choose Audit (AU) or Pass/No pass (P/NP) status
- W Jan. 27
- WEEK 4: - **M Feb. 1: Paper abstract, outline, and short bibliography due**
- W Feb. 3
- WEEK 5: - M Feb. 8
- W Feb.10
- WEEK 6: - M Feb. 15
- W Feb. 17: Registration for Summer Sessions begin
- WEEK 7: - M Feb. 22
- **W Feb. 24: Mid-term exam**
- WEEK 8: - M Feb. 29
- **W March 2: Paper draft due**
- WEEK 9: - M March 7
- W March 9
- F March 11: Last day to Drop with “W”
- WEEK 10: - M March 14
- W March 16: No class (substituted for class on April 2-3)
- WEEK 11: - M, W March 21, 23: No class (Semana Santa)
- WEEK 12: - **M March 28: Final paper due**
- W March 30
- **Sat.- Sun. April 2-3: Visit to the Roman city of Mérida**
- WEEK 13: - **M April 4: Paper presentation day**
- W April 6: Registration for Fall Semester begins
- WEEK 14: - M April 11
- W April 13
- WEEK 15: - M April 18
- W April 20: No class (substituted for class on F April 22)
- F April 22: Class at the Museo Arqueológico Nacional (instead of class on April 20)
- WEEK 16: - **M April 25: Paper presentation day**
- W April 27
- WEEK 17: - **R May 5: Final exam (12:00-15:00)**

*** PLEASE, NOTE: The dates in this general schedule are tentative. They will be matched to the topics in the course topic list according to the Professor’s indications.**