



UNIVERSITY OF  
CAMBRIDGE

Institute of Continuing Education

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# **Undergraduate Certificate in Archaeology of the Ancient World**

**2019-2020**

Course code: 1920CCR203

## **COURSE GUIDE**

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ  
Tel 01223 746222 [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)

Welcome to the **Undergraduate Certificate in Archaeology of the Ancient World**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: [www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer](http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer)

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course specification.

The course aims to:

- give students classroom-based grounding in the key aspects of archaeological method and practice;
- introduce students to methods of scientific analysis of archaeological data;
- develop students' awareness and understanding of archaeological terms and concepts;
- familiarise students with key case studies within the field;
- give students an understanding of a range of archaeological societies across the globe.

### Transferable skills for further study and employability

- The capacity for independent thought and judgement
- The development of independent learning, study and time management skills
- The deployment of skills in critical reasoning
- The development of competence in using IT to support one's work
- The ability to work with others, productively and equitably
- The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

### Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning<sup>1</sup>. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

1 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

### Teaching staff

#### Academic Director:

**Dr Gilly Carr** is a University Senior Lecturer in Archaeology with academic responsibility for Archaeology at the Institute of Continuing Education. She also has additional responsibility for programmes in Heritage Studies, Anthropology, Egyptology and Classical Archaeology. She is attached to the University of Cambridge Department of Archaeology, is a member of the McDonald Institute for Archaeological Research and a Fellow and Director of Studies at St Catharine's College.

Since 2006 Gilly has been working in the field of Conflict Archaeology, Heritage Studies and POW Archaeology. This research has been funded by, variously, the British Academy, the McDonald Institute of Archaeological Research, and the Société Jersiaise.

## Tutors:

**Dr Nicholas James** is a consultant in management and interpretation of historical resources. He is also lecturer at Magdalene College. He teaches a range of topics in history and anthropology for the Institute. His research is on the Aztecs, on the Modern history and archeology of the Fens and on contemporary urbanism in eastern India.

**Dr Corinne Duhig** teaches archaeology and Egyptology, mainly at the University of Cambridge, and runs the osteoarchaeology and funerary-archaeology consultancy Gone to Earth. She also spent 15 years assisting the police and coroners in suspicious-death cases and teaching forensic and biological sciences. Corinne's research is primarily on taphonomy and depositional ritual, interpretation of trauma, and physiological stress indicators.

**Dr Anastasia Christofilopoulou** is the Assistant Keeper and Cyprus Curator for the Department of Antiquities of the Fitzwilliam Museum Cambridge. She is currently leading 3-year research project aiming to re-contextualise and redisplay the Fitzwilliam Museum's collections of Ancient Cyprus as well as curating an interdisciplinary exhibition on the history of codebreaking. Previously, she has held research and teaching posts in Cambridge, London and Berlin and has been a College supervisor for Art and Archaeology in Cambridge since 2007.

## Administrative staff

### Heads of Academic Centre Administration

Sarah Blakeney: [sarah.blakeney@ice.cam.ac.uk](mailto:sarah.blakeney@ice.cam.ac.uk), 01223 760865

Ola Dlugokencka: [aleksandra.dlugokencka@ice.cam.ac.uk](mailto:aleksandra.dlugokencka@ice.cam.ac.uk), 01223 760066

### Academic Centre Co-ordinator

Lieke van Bree: [lieke.vanbree@ice.cam.ac.uk](mailto:lieke.vanbree@ice.cam.ac.uk), 01223 761322

### Academic Centre Administrators

Rachel Revell: [rachel.revell@ice.cam.ac.uk](mailto:rachel.revell@ice.cam.ac.uk), 01223 746282

Emily Wells: [emily.wells@ice.cam.ac.uk](mailto:emily.wells@ice.cam.ac.uk), 01223 746418

## Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and Wi-Fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms. The student B&B rate is £60/night.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley

Hall typically take around 20-25 minutes. Full directions are given on our website at:  
<http://www.ice.cam.ac.uk/about-us/how-find-us>

Please note that some sessions are held at the Fitzwilliams Museum rather than at Madingley Hall. Such sessions are clearly labelled on the timetable. Lunch will be provided where day schools take place at Madingley Hall, but not where sessions are held in the Department.

Lunch will be provided where day schools take place at Madingley Hall. Students are responsible for their own travelling costs to the venue for fieldtrips and for any venue entry fees.

## Contact details of ICE

Institute of Continuing Education  
University of Cambridge  
Madingley Hall  
Madingley  
Cambridge  
CB23 8AQ  
T: 01223 746222  
[www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)  
[ug-awards@ice.cam.ac.uk](mailto:ug-awards@ice.cam.ac.uk)

*Please also refer to the 'information for students' section on ICE's website [www.ice.cam.ac.uk/studying-with-us/information-for-students](http://www.ice.cam.ac.uk/studying-with-us/information-for-students) and the 2019/20 Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.*

*Information correct as at 17<sup>th</sup> July 2019*

# Syllabus for first unit

Michaelmas term 2019

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## Civilisation: the archaeology of complex society

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<b>Start date</b>	5 October 2019	<b>End date</b>	7 December 2019
<b>Day</b>	Saturday	<b>Time</b>	9.30am – 5.15pm
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Tutor</b>	Dr Nicholas James	<b>No of meetings</b>	4 day-schools on 5 <sup>th</sup> and 19 <sup>th</sup> October, 9 <sup>th</sup> November and 7 <sup>th</sup> December and field trip on 26 <sup>th</sup> October 2019.

### Aims

- To explain social complexity for the purposes of archaeological research;
- To provide case studies, both well-known and less familiar;
- To review the principal archaeological methods for studying complex society;
- To encourage participants' confidence and competence in developing and appraising evidence and argument.

### Content

The unit investigates the historical development and fluctuation of social complexity. We shall review the principal theories that have guided research. The main themes covered are: social stratification; urbanism and its economic and political effects on hinterlands; the development and management of technological intensification; state organization, conflict and imperialism; and the expression of ideas.

The unit will build around case studies drawn from Egypt, Western Asia, Britain and the Americas. It is important that these cases are historically unrelated to each other: on what basis could we expect to discern general patterns in world history?

How could general patterns be recognized on the archaeological evidence? Using the method of comparison, we shall consider how the remains of villages and cities, buildings and roads, farming and industry, trade and war, and the evidence for religion, arts and science can be interpreted. We shall assess how archaeology complements historical studies and social anthropology.

## Presentation of the unit

Participants will be encouraged to take part by presenting evidence and argument in both discussion and writing. The Tutor will guide them to readings appropriate both to the unit's general principles and students' own respective interests. Study will be supported by means of illustrated lectures and discussion and an excursion.

## Course Structure

Date	Session	Indicative content
05/10/2019	Day-school 1	Concepts and case studies (Egypt, Peru)
19/10/2019	Day-school 2	The rise of civilization in the Middle East
26/10/2019	Fieldtrip	Excursion to Cambridge: 11am – 1pm Fitzwilliam Museum: 2.30 – 3.30pm
09/11/2019	Day-school 3	The pattern of history in Mesoamerica
07/12/2019	Day-school 4	Britain from Mesolithic to Empire

## Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to show they can:

- identify the principal theories for the long term development of complex society;
- account for the early development of social complexity in the Middle East, Mesoamerica and Britain;
- recognize the principal sources of archaeological evidence, their strengths and weaknesses;

## Student assessment

The course requires a commitment to reading and pre-class preparation, students will be expected to read material provided by the Tutor in advance of lectures and participate in classroom discussions.

Students are expected to write **two assignments of 1,500-2,000 words each** (totalling 3,000-4,000 words overall).

## Assignment Titles

- Did social complexity develop by consensus or through conflict?
- What was the role of towns in the development of complex society?
- What are the main ways by which archaeologists trace the development of complex society?

Answers are expected to show familiarity with evidence from both the Old World and the Americas.

Equal weightage will be given to both assignments for the award of credit for this unit.

**Closing date for the submission of both assignments: Monday, 6 January 2020 by 12.00 (noon) GMT (Greenwich Mean Time)**

## Reading and resource list

Please note that students have borrowing rights from the Haddon Library of Archaeology and Anthropology and reading rights only at the Classics faculty.

### Books

Author / editor	Year of publication	Book title	Publisher and place of publication
Algaze, G	2008	<i>Ancient Mesopotamia</i>	Chicago: University of Chicago Press
Blanton, R. E., et al.	1993	<i>Ancient Mesoamerica (2nd ed.)</i>	Cambridge: CUP
Blanton, R. E., et al.	1999	<i>Ancient Oaxaca</i>	Cambridge: CUP
Bowden, M. (ed.)	2000	<i>Furness iron</i>	Swindon: English Heritage
Clark, C. M.	1993	<i>Ironbridge Gorge</i>	London: Batsford,
Coe, M. D., & R. Koontz	2013	<i>Mexico (7th ed.)</i>	London: Thames & Hudson
Cowgill, G. L.	2015	<i>Ancient Teotihuacan</i>	Cambridge: CUP
Deetz, J.	1996	<i>In small things forgotten (2nd ed.)</i>	New York: Anchor
Demarest, A.	2004	<i>Ancient Maya</i>	Cambridge: CUP
Feinman, G., & J. Marcus (ed.)	1998	<i>Archaic states</i>	Santa Fe, N.M. : School of American Research Press
Hunter, J., & I. Ralston (ed.)	2009	<i>The archaeology of Britain (2nd ed.)</i>	London: Routledge
Jennings, J.	2016	<i>Killing civilization</i>	University of New Mexico Press
Johnson, M.	1996	<i>An archaeology of capitalism</i>	Oxford: Wiley-Blackwell
Kemp, B. J.	2006	<i>Ancient Egypt (2nd ed.)</i>	London: Routledge
Leick, G.	2001	<i>Mesopotamia</i>	London: Penguin
Matthews, R.	2003	<i>The archaeology of Mesopotamia</i>	London: Routledge
Moseley, M. E.	2001	<i>The Incas and their ancestors (2nd ed.)</i>	London: Thames & Hudson
Pollock, S.	1999	<i>Ancient Mesopotamia</i>	Cambridge: CUP
Postgate, J. N.	1994	<i>Early Mesopotamia (2nd ed.)</i>	London: Routledge
Renfrew, C., & P. Bahn	2016	<i>Archaeology (7th ed.)</i>	London: Thames & Hudson
Trigger, B. G.	2003	<i>Understanding Early Civilizations.</i>	Cambridge: CUP

## Syllabus for second unit

Lent term 2020

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# An introduction to Egyptology

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<b>Start date</b>	18 January 2020	<b>End date</b>	21 March 2020
<b>Day</b>	Saturday	<b>Time</b>	9.00am – 3.45pm
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Tutor</b>	Dr Corinne Duhig	<b>No of meetings</b>	4 x day-schools on 18 January, 1 and 29 February and 21 March 2020. Museum visit 15 February 2020

### Aims

- To give students a structured foundation in the history of ancient Egypt;
- To examine key aspects of ancient Egyptian society;
- To enable students to critically engage with the various types of evidence available to us from ancient Egypt.

### Content

This unit builds on the content of the previous term by providing a term-long ‘case study’ in one ancient civilization; it also links chronologically to the following unit. The environment, history and culture of ancient Egypt will be compared with those of other complex societies, referring to archaeological, documentary, environmental and anthropological evidence.

Lectures working through ancient Egyptian history chronologically will be interleaved with those dealing with key aspects of society: language and literacy, religion, economy, art and architecture and the funerary sphere. Other aspects, for example daily life and the household, the roles of women, and the history of ancient Egypt’s relations with its neighbouring cultures and peoples will be considered at appropriate points. Topics in the news can be discussed as they arise, and there are two practical and a museum session.

### Presentation of the unit

The heavily illustrated lectures will be supplemented by detailed chronologies, maps and handouts, documentary material, excerpts from academic papers and website links. Around the core lecture in each session, ample time will be available for students to present their own ideas, ask questions and discuss with the Tutor and each other, with reference to both the specifics of ancient Egypt and general theories about the development and structure of complex societies.



Practical sessions within lectures are light relief, but 'Dress like an Egyptian' supports the discussion of economy and art, while 'Reading hieroglyphs' demonstrates the power of literacy and its limitations in ancient Egypt.

There is a museum visit to the Petrie Museum in London. Worksheets are to be completed, thereby expanding and reinforcing the classroom learning.

Date	Session	Indicative content
18/01/2020	Day-school 1	A developing civilization in its environment: the predynastic period and state formation
		Stability and centralisation: the Old Kingdom
		The emanations of Ra: religion
01/02/2020	Day-school 2	Periphery and centre: the First Intermediate Period and the Middle Kingdom
		The house of eternity: the soul, death and burial
		Periphery and a new centre: the Second Intermediate Period and the early New Kingdom
15/02/2020	Museum visit	The Petrie Museum
29/02/2020	Day-school 3	Redistribution, barter and all points between: the economy
		'Be a scribe my son!' Language and literacy
		Wealth, empire and heresy: the later New Kingdom and Third Intermediate Period
21/03/2020	Day-school 4	'I saw it as if heaven were in it!' Art and architecture
		The last reunification. The Third Intermediate Period and the Late Period

## Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate familiarity with key events in the history of ancient Egypt and suggest reasons for major changes and developments;
- describe aspects of ancient Egyptian culture and explain how they functioned within society;
- outline, with examples, the types of evidence upon which our reconstruction of Egyptian society is based, and critically examine assertions deriving from them.

## Student assessment

The course requires a commitment to reading and pre-class preparation. Students will be expected to read set texts and other materials provided by the Tutor, in advance of or after a lecture, participate in classroom discussions and activities and complete the museum worksheets.

Students are expected to write **two equally-weighted** assignments one to be chosen from the 'Themes' section and one from the 'History' section below. Students are expected to write **two assignments of 1,500-2,000 words each** (totalling 3,000-4,000 words overall).

## Assignment titles

The notes below each assignment title will guide you to the core concepts around which you should write. For each assignment you should refer to at least one of the marked textbooks in the

three categories to familiarise yourself with the topic, then use other books on the reading list (content is self-evident from the titles) and follow references in them as necessary. The Tutor will be glad to discuss the assignment in class or by email.

## **A. Themes**

1. How did their environment affect the world view of the ancient Egyptians?

*Some aspects of ancient Egypt's geography and climate were stable and some were fluctuating or unpredictable; some provided security while others presented dangers. The landscape also creates a tension between the compass directions and between unity and division, which is echoed in royal iconography — think of that on pharaoh's regalia and throne — and tomb and temple architecture.*

2. Explain with examples how ancient Egyptian religion fulfilled — or failed — the needs of society and the individual.

*You will need to decide how far you think that state religion and its structures were successful, in both the spiritual and practical aspects of life, and what other beliefs, activities or institutions were needed to supplement or replace it. Overall, was the religious system essential to the success of the state?*

3. What advantages did Egypt obtain from trade, conquest and political alliances, and did this vary through history?

*It is necessary, in answering this question, to compare what resources Kemet had with what it lacked and what weaknesses it had, and whether these needs could be met or weaknesses repaired by its relationships with its neighbours. Various ways of managing these relationships were tried and with different levels of success. Don't get bogged down in every detail; a broad sweep and some examples from different periods are what is required.*

4. Use illustrative examples to explain the main functions of ancient Egyptian art and monumental architecture.

*Art and monumental architecture were very 'active' in Kemet: they had both practical and symbolic functions. You should think about how their form and content made political and spiritual assertions and enabled transformations and the perpetuation of the balance of the universe. They also gave messages to the observer through imagery and texts, including both the living and the dead. (Don't forget the practical aspects but be sure not to stray into considering non-monumental architecture.)*

## **B. History**

5. Were the religious and social changes of the Amarna period without precedent; how much and for how long did they affect the country?

*This time period and its religious, social and artistic changes seem to have arisen as a unique, brief phenomenon driven by one man. But do the gaps and biases in the archaeological and historical record, and the eagerness of commentators to create an Akhenaten and Akhetaten 'all their own' mask a longer and less unexpected evolution? Look at the earlier manifestations of some of the Amarna period's more distinctive features, and then what happened to them after Akhenaten's reign.*

6. In what form and over what time scales did the institutions and ideologies of early-state society emerge in Egypt?

*There are certain factors that appear to be necessary for an early state society to form, while still others tend to propel societies in this direction. The balance and pace of development, however, differs between societies. As you examine Egypt's progress toward early-state formation, consider when and why there are nodal points at which this progress is particularly significant or was in danger of 'failing' or taking a different route to that which we see in classic Pharaonic times.*

7. The Intermediate Periods have been characterised as episodes of state 'collapse': use examples to show why this is, or is not, the case for the FIP and SIP, and how they differed.

*The question brings into focus what the Egyptian state was and how it functioned, while reminding us that there were other potential forms of the state and that these were embedded in society, perhaps 'awaiting their time'. Internal and external forces gradually changed Kemet until the balance was tipped towards one of these alternatives (which include the Intermediate Periods) and we have to estimate in what way they functioned, how well and whether they could be sustained.*

8. What were Egypt's relations with Nubia in the Early Dynastic period, Old and Middle Kingdoms, and what drove them?

*Environment affected the 'style' of Nubian cultures, as it did Egypt's, but the boundary between the lands was not necessarily fixed, and in ancient times had the potential for variable permeability. Their peoples were both traditional enemies and participants in relationships from the personal level up to state diplomacy: occasionally with minor contact (at least in the archaeological record), often having some form of reciprocity and sometimes overtly engaged in warfare.*

Equal weightage will be given to both assignments for the award of credit for this unit.

**Closing date for the submission of both assignments: Wednesday 15 April 2020 by 12.00 (noon) BST (British Summer Time)**

### Reading and resource list

\*\* = worth purchasing to facilitate 'navigating' your way through ancient Egyptian history

§ = valuable analytical perspective, especially social and economic history

¶ = specifically archaeological perspective

Other texts, and a list of websites, will be suggested in lectures and/or posted on the VLE as the course progresses.

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
¶ Bard, K.	2008	<i>Introduction to the archaeology of ancient Egypt</i>	Oxford: Blackwell
Dodson, A. & Ikram, S.	2008	<i>The tomb in ancient Egypt</i>	London: Thames & Hudson
Ikram, S. & Dodson, A.	1998	<i>The mummy in ancient Egypt</i>	London: Thames & Hudson
James, T. G. H.	1984	<i>Pharaoh's people; scenes from life in imperial Egypt</i>	London: Bodley Head (out of print)

§ ¶ Kemp, B. J.	2006	<i>Ancient Egypt. Anatomy of a civilization</i>	London: Routledge
Lehner, M.	1997	<i>The complete pyramids</i>	London: Thames & Hudson
Lichtheim, M.	1973-80	<i>Ancient Egyptian literature</i> (3 volumes)	Berkeley, Calif. : University of California Press
** Manley, B.	1996	<i>The Penguin historical atlas of ancient Egypt</i>	London: Penguin
Parkinson, R.B.	1991	<i>Voices from ancient Egypt; an anthology of Middle Kingdom writings</i>	London: British Museum Press
Quirke, S.	1992	<i>Ancient Egyptian religion</i>	London: British Museum Press
Robins, G.	1997	<i>The Art of Ancient Egypt</i>	London: British Museum Press
** Shaw, I.	2000	<i>The Oxford history of ancient Egypt</i>	Oxford: OUP
Shaw, I and Nicholson, P	1995	<i>British Museum dictionary of ancient Egypt</i>	London: British Museum Press
Taylor, J.H.	2001	<i>Death and the afterlife and ancient Egypt</i>	Chicago, Il.: University of Chicago Press
§ Trigger, B. G. et al.	1983	<i>Ancient Egypt. A social history</i>	Cambridge: CUP
¶ Wendrich, W.	2010	<i>Egyptian archaeology</i>	Oxford: Wiley-Blackwell
Wengrow, D.	2006	<i>The archaeology of early Egypt. Social transformations in north-east Africa 10,000 to 2650 BC</i>	Cambridge: CUP
¶ Wilkinson, R. H.	2008	<i>Egyptology today</i>	Cambridge: CUP
Wilkinson, R. H.	2003	<i>The complete gods and goddesses of ancient Egypt</i>	London: Thames & Hudson
Wilkinson, R. H.	2000	<i>The complete temples of ancient Egypt</i>	London: Thames & Hudson
Wilkinson, T.	2010	<i>The rise and fall of ancient Egypt</i>	London: Bloomsbury

## Syllabus for third unit

Easter term 2020

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# The Classical World

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<b>Start date</b>	25 April 2020	<b>End date</b>	30 May 2020
<b>Day</b>	Saturday	<b>Time</b>	10.00am – 5.15pm
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Tutors</b>	Dr Anastasia Christofilopoulou	<b>No of meetings</b>	3 day-schools on 25 April, 2 and 9 May and a museum-led day, based at the Fitzwilliam Museum on 23 May 2020

### Aims

- Introduce the study of the Classical World within its Mediterranean context with particular reference to the Greek and Roman people;
- Provide a general overview of the most important developments within the Greek and Roman cultures over a large period of time (9th century BC to roughly the 3rd century A.D) by closely examining themes such as art and society; landscape; urbanism; and city-states;
- Provide a hands- on approach to ancient Greek and Roman material culture, through a series handling seminars, Demonstrate how important phenomena such as Greek colonisation or the Roman empire emerged and evolved as well as how we can understand other important ancient world practices such as religion and burial through their manifestation in the archaeological record.
- Provide the opportunity for students to co-curate a display of their choice at the Fitzwilliam Museum, based on the knowledge they have acquired during the day-schools.

### Content

Following both an archaeological and art-historical approach, looking at typology and style, as well as context, function, distribution/diffusion and reception, this course will give a concise thematic and chronological overview of the Greek and Roman worlds and of the way these cultures have interacted with each other. We will also touch upon the issues of continuity and change in Greek and Roman culture and the definition of 'identity', as understood by archaeologists.

After introducing the history and current state of the study of the ancient Mediterranean world the remaining lectures will present 'parallel' thematic cases in both the Greek and the Roman world, such as Greek and Roman landscape(s) and territories, urban and civic developments and their

imprint in the creation of important cities in Greece and Rome, the phenomena of ancient Greek expansion (colonization) and Roman Empire, the world of private living and family in both Greece and Rome, and, finally, religion and burial and their associated material cultures in both worlds.

Overall, we anticipate that students will not only develop their own critical thought over a varied corpus of material, and understand changes through time and assess how these reflect changes in society, politics, economy, or in religious and funerary practices, but will also become familiar with current scholarly approaches and the limitations of the archaeological evidence when it comes to interpreting material evidence.

### Presentation of the unit

Learning on the course will be achieved through lectures, discussions, museum trip and practical exercises, as well as through students' own reading and assignments.

### Course Structure

Date	Session	Indicative content
25/04/2020	Day-school 1 <i>Location: Madingley Hall</i>	Session 1: Introduction to the study of the ancient Mediterranean world
		Session 2: The "Land" of the Ancient Greeks: Geography, landscape and territories
		Session 3: Growing communities: From Early Iron Age Greece to the Archaic period: communities, trade and material culture.
		Session 4: The birth of the Greek City States: urban and civic developments between 700- 500 BC
02/05/2020	Day-school 2 <i>Location: Madingley Hall</i>	Session 1: The archaeology of the living and the dead: domestic architecture and family life, burial customs and funerary architecture from the Archaic to the end of the Hellenistic period.
		Session 2: Religion and Sanctuaries during the and Hellenistic period.
		Session 3: Locating Rome: its people, landscape, and early history
		Session 4: The Eternal City
09/05/2020	Day-school 3 <i>Location: Madingley Hall</i>	Session 1: The Roman expansion and its legacy: Roman art in the provinces.
		Session 2: Households, families, women and children: the study of Roman domestic life.
		Session 3: Death in the Roman world: the materiality of dying.
		Session 4: From Rome to Constantinople and beyond.
23/05/2020	Fitzwilliam Museum study day <i>Location: Fitzwilliam Museum Time: 10:00 - 5:00pm</i>	Session 1: Masterclass on Greek and Roman material culture.
		Session 2: Handling seminar on ancient Greek ceramics, metalware and glass.
		Session 3: Handling seminar on ancient Roman pottery, glass and sculpture.
		Session 4: 'Curate your own case' student presentations and final discussion.

## Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate the ability to analyse material culture and associate it with major ideas and principles of the ancient Greek and Roman societies;
- show, through written work, how archaeological material is used to suggest interpretations about the ancient past;
- develop, through written work, how and why the classical world has contributed to ideas, perceptions, and aesthetics in the modern (western) world;
- demonstrate an understanding of change over time, the characteristics and development of aesthetic, chronological, and socio-political phases of the ancient world.

## Student assessment

The course requires a commitment to reading and pre-class preparation. Students will be expected to join in discussion, read set texts and participate in class-work.

The assessed work for this unit will be in the form of two equally weighted assignments.

The first assignment is a 1,500 -2,000 word essay and the second assignment is a 1,500 – 2,000 word artefact project.

Students are expected to consult at least 6 reference sources to prepare for their essays, and should list any sources in the bibliography that they cite in the body of the essay. Background reading should not be listed in the bibliography if it has not been cited in the body of the essay.

## Assignment 1 – Essay

Please select an essay to write from the list below. It should be between 1,500-2,000 words in length.

### General:

- What contribution has archaeological survey made to the study and interpretation of the Ancient Greek and Roman past? Aim to present 2-3 case studies as part of your answer.
- What was the importance of natural landscape in classical ritual practices and religious architecture? Give 2-3 examples.
- In which ways has Classical Art influenced the western and modern world and thought? Include examples from the post-medieval and modern world to illustrate your answer.

### Greek:

- What were the major themes in Greek art and what do they tell us about ancient social life? Discuss with particular reference to either pottery, sculpture or metalwork.
- What was the role played by the western Greek colonies in transmitting Greek culture in Italy? Aim to use at least 2 examples of the Greek colonies in the west as part of your answer. (hint: read Tsetskhladze G. & De Angelis F (1994), as well as Boardman, J. (1999).

- In considering the Periclean building programme of the 5<sup>th</sup> ce. B.C., how unique was Athens in terms of the city's civic and political developments? Please answer with reference to the Acropolis and the Agora monuments.

### Roman:

- What kinds of buildings are present in the Roman forum and what do they tell us about everyday life, trade, religion and government in ancient Rome? (on the Forum Romanum see e.g. recent works by Laurence-Newsome 2011; Gorky Paker 2015 and Amy 2015)
- What do burial customs tell us about society and daily life? Or do they tell us only about funerary rituals? Discuss with reference to three case studies from the Roman world (For a methodological and theoretical perspective see Parker Pearson 1999 for case studies see Bietti Sestieri 1992, Morris 1992, Smith 1996, Toynbee 1996, Von Eles 2012, Heyn 2012, Scopacasa 2014).
- How and why did the villa develop in Italy between the 5th and the 2nd centuries BC? (See Hopkins 1978, p.1-98 for a traditional view and Terrenato 2001 for a recent perspective based on new archaeological evidence).

### Assignment 2 - Artefact project ('Curate your own case'):

This project will be based on the field trip to the Fitzwilliam Museum. During the day-school, you will be given a worksheet of questions on a range of artefacts. You will then research the object/objects in question and provide, in addition to an analysis of the object, a summary of how best these should be displayed in a Museum setting. You will need to write up the project based on your choice of artefacts and submit this as an essay for marking in the same way as titles listed above. The project should be between 1,500-2,000 words in length.

**Closing date for the submission of both assignments: Monday, 15 June 2020 by 12.00 (noon) BST (British Summer Time)**

Equal weightage will be given to both assignments for the award of credit for this unit.

### Reading and resource list

**Please note that students are NOT expected to read all of the books listed below; the core reading is marked with a star.** The list is comprehensive to be of use for essay writing or cover any topics students may have a special interest in.

### Reading and resource list general (also relevant to the Museum visit)

#### Greek material culture books:

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
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Beard, M. and J. Henderson	2001	<i>Classical Art</i>	Oxford: Oxford University Press
Boardman, J.	1967	<i>The art and architecture of Ancient Greece</i>	London: Thames & Hudson
Osborne, R.	2000	<i>Classical Greece, Short Oxford History of Europe</i>	Oxford: Oxford University Press
*Rasmussen, T. and Spivey, N., (eds.)	1991	<i>Looking at Greek Vases</i>	Cambridge: Cambridge University Press
Spawforth, A. and Mee C., A. (eds.)	2001	<i>Greece: An Oxford archaeological guide</i>	Oxford: Oxford University Press

### Roman material culture books:

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
Cooley, A.E.	2016	<i>A Companion to Roman Italy</i>	Chicester: Wiley Blackwell
Hayes, J.W.	1997	<i>Handbook of Mediterranean Roman Pottery</i>	London: British Museum Press
*Hölscher, T.	2004	<i>The Language of Images in Roman Art</i>	Cambridge: Cambridge University Press
Frieland, E.A., Grunow Sobocinski, M., and Gazda, E.K.	2015	<i>The Oxford Handbook of Roman Sculpture</i>	Oxford: Oxford University Press
Thorpe, M.	1995	<i>Roman Architecture</i>	London: Bristol Classical Press
Zanker, P.	1998	<i>The Power of Images in the Age of Augustus</i>	Ann Arbor: University of Michigan Press

### Relevant websites

<http://cgma.depauw.edu/MAGIS/> - database on survey projects in the Mediterranean

<http://potsherd.net/atlas/potsherd> – an online atlas of Roman pottery

<http://www.classics.cam.ac.uk/museum/> - Museum of Classical Archaeology (Cambridge)

<http://www.fitzmuseum.cam.ac.uk/onlineresources/> - resources on the Fitzwilliam's web site

<https://www.google.com/culturalinstitute/beta/partner/the-british-museum> - resources from the British Museum

[http://scholarworks.umass.edu/ces\\_er/](http://scholarworks.umass.edu/ces_er/) - The Centre for Etruscan Studies resources

<http://earth.google.com/rome/index.html> - A 3D Reconstruction of the city of Rome as it was in 320 AD



# TIMETABLE

Michaelmas 2019

## **Civilisation: the archaeology of complex society**

Day-school 1	05/10/2019
Day-school 2	19/10/2019
Fieldtrip	26/10/2019
Day-school 3	09/11/2019
Day-school 4	07/12/2019

Lent 2020

## **An introduction to Egyptology**

Day-school 1	18/01/2020
Day-school 2	01/02/2020
Museum visit	15/02/2020
Day-school 3	29/02/2020
Day-school 4	21/03/2020

Easter 2020

## **The Classical World**

Day-school 1	25/04/2020
Day-school 2	02/05/2020
Day-school 3	09/05/2020
Museum study day	23/05/2020

*Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.*