



UNIVERSITY OF  
CAMBRIDGE

Institute of Continuing Education

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

**2021-2022**

Course code: 2122CCR203

## **COURSE GUIDE**

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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/info/academic-credits-cats-points](http://www.ice.cam.ac.uk/info/academic-credits-cats-points)

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

The programme will be taught remotely, through pre-recorded lectures which students can access at times convenient to them in addition to scheduled live sessions where tutor and students will gather for discussion. While attendance at the live sessions is encouraged, all sessions will be recorded and will be accessible via the Virtual Learning Environment (VLE). Discussion forums and suggestions for additional reading and resources will also be found on the VLE.

The programme 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 and Academic Director in Archaeology at the Institute of Continuing Education. She also has additional responsibility for programmes in Heritage Studies, Holocaust Studies, Classical Studies and Landscape History. She is Fellow and Director of Studies in Archaeology at St Catharine's College, a Partner of the Cambridge Heritage Research Centre, and Member of the McDonald Institute for Archaeological Research. Beyond the University, Gilly is a member of the UK delegation of the International Holocaust Remembrance Alliance and on the Academic Advisory Board of the UK Holocaust Memorial Learning Centre.

## 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 Senior Assistant Keeper for the Department of Antiquities of the Fitzwilliam Museum Cambridge. She is currently leading a 4-year research project titled 'Being an Islander': Art and Identity of the large Mediterranean Islands'; culminating in a large exhibition in Cambridge, starting in February 2023. Anastasia's research is primarily on Island Archaeology in the Mediterranean perspective as well as Digital Archaeology, Public Archaeology and Public engagement with Museums. 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

Arts and Sciences Enquiries
e. <a href="mailto:artscience@ice.cam.ac.uk">artscience@ice.cam.ac.uk</a> t. 01223 746418 / 746236

## Institute of Continuing Education

The Institute of Continuing Education's administrative headquarters are at Madingley Hall, an elegant country house built in the 16th century and set in gardens of about seven acres, designed in the 18th century by Capability Brown. Please visit [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk) and [www.madingleyhall.co.uk](http://www.madingleyhall.co.uk) for further information.

## Contact details of ICE

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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 2021-22 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.

# Syllabus for first unit

Michaelmas term 2021

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## The Classical World

<b>Start date</b>	9 October 2021	<b>End date</b>	15 December 2021
<b>Days</b>	Wednesday & Saturday	<b>Time</b>	See below
<b>Tutors</b>	Dr Anastasia Christofilopoulou	<b>No of meetings</b>	15

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### 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 BCE to roughly the 3rd century CE) 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 of specialist lectures on materials, technology and iconography of ancient Greek and Roman ceramics, metalware and glass.
- 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 develop skills in evaluating ancient Greek and Roman material culture and in curating displays in the museum setting, based on the knowledge they have acquired during the lectures and meetings.

### 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' in material culture studies.

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 virtual lectures, discussions and exercises, as well as through students' own reading and written assignments.

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with slides) and live seminars (tutor-led discussion combined with group exercises), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include skills sessions that relate to the topics currently being addressed by students, and tutor drop-ins that dedicate time for students to ask questions relating to that week's work. Two pre-recorded lectures will be released one week in advance of the live seminars in order that students have the opportunity to watch at a time that suits them.

## **Provisional lecture list / Course Structure**

### **Saturday 9 October 2021, 4-5pm**

Welcome and introduction to the course (live session)

### **Wednesday 13 October 2021, 7-8pm:**

Introduction to the study of the ancient Mediterranean world (pre-recorded lecture)

Introduction to the study of the ancient Mediterranean world, (live session).

### **Wednesday 20 October 2021, 7-8 pm:**

The Land of the Ancient Greeks: Geography, landscape and territories (pre-recorded lecture)

The Land of the Ancient Greeks: Geography, landscape and territories (live session).

### **Saturday 23 October 2021, 4-5pm**

Social Q&A (live session)

### **Wednesday 27 October 2021, 7-8pm:**

Growing communities: From Early Iron Age Greece to the birth of the Greek City States: communities, material culture and urban and civic developments (guest lecturer, pre-recorded lecture)

From Early Iron Age Greece to the birth of the Greek City States: communities, material culture and urban and civic developments (guest lecturer, live session).

### **Wednesday 3 November 2021, 7-8pm:**

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 (pre-recorded lecture)

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 (live session).

### **Saturday 6 November 2021, 4-5pm**

Social Q&A

### **Wednesday 10 November 2021, 7-8pm:**

Locating Rome, people, landscape, and early history. The Roman expansion and its legacy: Roman art in the provinces (pre-recorded lecture)

Locating Rome, people, landscape, and early history. The Roman expansion and its legacy: Roman art in the provinces (live session).

### **Wednesday 17 November 2021, 7-8pm:**

Households, families, women and children: the study of Roman domestic life (pre-recorded lecture)

Households, families, women and children: the study of Roman domestic life (live session).

### **Saturday 20 November 2021, 4-5pm**

Social Q&A

**Wednesday 24 November 2021, 7-8pm:**

Death in the Roman world: the materiality of dying (pre-recorded lecture)

Death in the Roman world: the materiality of dying (live session).

**Wednesday 1 December 2021, 7-8pm:**

From Rome to Constantinople and beyond (pre-recorded lecture)

From Rome to Constantinople and beyond (live session).

**Saturday 4 December 2021, 4-5pm**

Social Q&A (live session)

**14. Wednesday 8 December, 7-8pm:**

Masterclass on Greek and Roman material culture (pre-recorded lecture)

Masterclass on Greek and Roman material culture (live session).

**Wednesday 15 December 2021, 7-8pm:**

Conservation and display techniques for ancient Greek and Roman pottery, metalware and glass and sculpture (pre-recorded lecture)

Conservation and display techniques for ancient Greek and Roman pottery, metalware and glass and sculpture (live session).

**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 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.

Both assignments are 1,500-2,000 words essays. The first assignment must be chosen from a list of topics below (general, Greek or Roman material culture) and the second assignment is from a worksheet containing a variety of artefacts, architectural elements or material culture categories from the collections of the University of Cambridge Museums (documents available through the VLE). Please note that both essays are required to be submitted in written form.

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.
- 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?
- 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
- How and why did the villa develop in Italy between the 5th and the 2nd centuries BC?

### **Assignment 2 – Material Culture project:**

In this assignment, you should research a maximum of three objects, or a distinct Greek or Roman material culture category from the collections of the Fitzwilliam Museum. You should use this to create an evaluation of the object/category, based on the method of writing 'object biographies' as discussed analytically in class (please refer back to lecture notes to help you with this). You will also need to comment on the object's state of preservation/conservation, display requirements, original archaeological context and acquisition history. A worksheet containing all information relevant to the objects proposed for study, including all relevant bibliography to research them will be available on the VLE along with a repository of 3D images of all the artefacts. You will need to write up your essay and submit it for marking in the same way as assignment 1.

**Closing date for the submission of assignments: Wednesday 5 January 2022 by 12 noon GMT\*** (\*Greenwich Mean Time)

### **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

### Greek material culture books:

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
*Vout, Caroline	2018	<i>Classical Art: A Life History from Antiquity to the Present. 2018. Web.</i>	Princeton, NJ : Princeton University Press, 2018 Available online: Cambridge University Library <a href="https://doi-org.ezp.lib.cam.ac.uk/10.23943/9781400890279">https://doi-org.ezp.lib.cam.ac.uk/10.23943/9781400890279</a>
*Bintliff, J. L.	2012.	<i>The Complete Archaeology of Greece: From Hunter-gatherers to the 20th Century AD.</i>	Chichester, West Sussex ; Malden, MA : Wiley-Blackwell, 2012. Available online: Cambridge University Library: <a href="https://doi-org.ezp.lib.cam.ac.uk/10.23943/9781400890279">The Complete Archaeology of Greece   Wiley Online Books (cam.ac.uk)</a>
Palagia, Olga.	2019	<i>Ancient Greek and Roman Art and Architecture. Volume 1, Handbook of Greek Sculpture. 2019. De Gruyter; Volume 1.</i>	Berlin, De Gruyter, 2019 Available online: Cambridge University Library: <a href="https://doi-org.ezp.lib.cam.ac.uk/10.1515/9781614513537">https://doi-org.ezp.lib.cam.ac.uk/10.1515/9781614513537</a>
Thompson, De Montebello, Lydecker, Picón, Thompson, Nancy L, Lydecker, John Kent, Picón, Carlos A.	2007	<i>Art of the Classical World in the Metropolitan Museum of Art. New York: Metropolitan Museum of Art, 2007. Web.</i>	New York : The Metropolitan Museum of Art, 2007 Available online: Cambridge University Library: <a href="https://doi-org.ezp.lib.cam.ac.uk/10.23943/9781400890279">Art of the Classical World in The Metropolitan Museum of Art: Greece, Cyprus, Etruria, Rome   MetPublications   The Metropolitan Museum of Art (metmuseum.org)</a>
Mattusch, Carol C.	2019	<i>Classical Bronzes : The Art and Craft of Greek and Roman Statuary. 2019. Web.</i>	Ithaca, NY : Cornell University Press, 2019. Available online: Cambridge University Library: <a href="https://doi-org.ezp.lib.cam.ac.uk/10.7591/9781501738784">https://doi-org.ezp.lib.cam.ac.uk/10.7591/9781501738784</a>
Von Bothmer, Dietrich	1987	<i>Greek Vase Painting. Metropolitan Museum of Art, 1987. Web.</i>	New York : The Metropolitan Museum of Art, 1987 Available online: Cambridge University Library: <a href="https://doi-org.ezp.lib.cam.ac.uk/10.23943/9781400890279">b1049546 1 - Metropolitan Museum of Art Publications - Digital Collections from The Metropolitan Museum of Art Libraries (oclc.org)</a>
Fullerton, Mark D	2016	<i>Greek Sculpture. Hoboken: John Wiley &amp; Sons, Incorporated, 2016.</i>	Hoboken: John Wiley & Sons, 2016 Available online: Cambridge University Library: <a href="https://doi-org.ezp.lib.cam.ac.uk/10.23943/9781400890279">ProQuest Ebook Central - Detail page</a>



Williams D., Connor P., Robertson M. et al.	1983	<i>Greek Vases in The J. Paul Getty Museum: Volume 1 (OPA 1)</i> . Getty Publications, 1983. Web.	Getty Publications, 1983 Available online: Cambridge University Library: <a href="#">Greek Vases in the J. Paul Getty Museum: Volume 1 - The J. Paul Getty Museum - Google Books</a>
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#### Roman material culture books:

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
Marconi, Clemente	2014	<i>The Oxford Handbook of Greek and Roman Art and Architecture</i> . 2014. Oxford Handbooks The Oxford Handbook of Greek and Roman Art and Architecture. Web.	Oxford University Press, 2014. Available online: Cambridge University Library: <a href="#">Oxford Handbook of Greek and Roman Art and Architecture - Oxford Handbooks (cam.ac.uk)</a> Please read in particular chapter 2: Greek and Roman Art and Architecture in the Making and chapter 3 : Ancient contexts
Stone, Shelley C	2015	<i>The Hellenistic and Roman Fine Pottery</i> . 2015. Morgantina Studies; v. 6.	Princeton, N.J. : Princeton University Press, 2015 Available online: Cambridge University Library <a href="https://doi-org.ezp.lib.cam.ac.uk/10.1515/9781400845163">https://doi-org.ezp.lib.cam.ac.uk/10.1515/9781400845163</a>
*Borg, Barbara. A	2015	<i>Companion to Roman Art</i> . 2015. Blackwell Companions to the Ancient World.	Blackwell Companions to the Ancient World Available online: Cambridge University Library <a href="#">A Companion to Roman Art   Wiley Online Books (cam.ac.uk)</a>
Frieland, E.A., Grunow Sobocinski, M., and Gazda, E.K.	2015	<i>The Oxford Handbook of Roman Sculpture</i>	Oxford: Oxford University Press Available online: Cambridge University Library: <a href="#">Oxford Handbook of Roman Sculpture - Oxford Handbooks (cam.ac.uk)</a>
Clarke, John R.	1991	<i>The Houses of Roman Italy, 100 B.C.- A.D. 250 : Ritual, Space, and Decoration</i> . 1991. Web.	University of California Press, 1991 Available online: Cambridge University Library: <a href="#">The Houses of Roman Italy, 100 B.C.- A.D. 250 : Ritual, Space, and Decoration (cam.ac.uk)</a>
Zarmakoupi, Mantha	2014	<i>Designing for Luxury on the Bay of Naples: Villas and Landscapes (c. 100 BCE-79 CE)</i> . 2014. Oxford Studies in Ancient Culture and Representation Designing for Luxury on the Bay of Naples. Web.	Oxford: Oxford University Press, 2014. Available online: Cambridge University Library: <a href="#">Roman luxury villas: Introduction, historiography, and scope - Oxford Scholarship (cam.ac.uk)</a> Please read in particular chapter 1 : Roman luxury villas Introduction, historiography, and scope
Fejfer, Jane	2009	<i>Roman Portraits in Context</i> . 2009. Image & Context; 2.	Berlin : De Gruyter, 2009 Available online: Cambridge University Library: <a href="#">ProQuest Ebook Central - Reader</a>

			Please read in particular Part 1, p.16-29.
Featherstone, Spieser, Tanman, Wulf-Rheidt, Featherstone, Michael, Spieser, J.-M., Tanman, Gülrü, and Wulf-Rheidt, Ulrike	2015	<i>The Emperor's House: Palaces from Augustus to the Age of Absolutism</i> . 2015. Urban Spaces ; Bd. 4. Web.	Berlin: De Gruyter, 2015  Available online: Cambridge University Library <a href="https://doi-org.ezp.lib.cam.ac.uk/10.1515/9783110331769">https://doi-org.ezp.lib.cam.ac.uk/10.1515/9783110331769</a>

## 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

Pottery database (ox.ac.uk): Beazley Archive Pottery Database

Gem research (ox.ac.uk): Beazley Archive Gem Database

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

The Fitzwilliam Museum - Online resources: Online collections' resources from the Fitzwilliam Museum, Cambridge.

The Fitzwilliam Museum - Material Cultures in Public Engagement : Webpages on engaging with the Classical collections of the Fitzwilliam Museum and aspects of curatorial and display practice as discussed during course lectures.

3D model collections by Fitzwilliam Museum (@fitzwilliammuseum) - Sketchfab : Official account of the Fitzwilliam Museum's collections in 3D documentation. Please note that this 3D photographic archive will be essential for the completion of your second assignment. Please look out in particular for folders named 'classical busts', 'classical archaeology', and 'galleries 21, 22 and 24'.

5 Classical Museums Around the World — Google Arts & Culture : Google Arts and Culture Online exhibits, 5 of the largest Classical Museums

<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

Project "Rome in 3D" - Reconstruction of the Campus Martius (video) - History in 3D (relivehistoryin3d.com) : 'Project Rome in 3D'

# Syllabus for second unit

## Lent term 2022

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### Civilisation: complex society in Mesopotamia and Mexico

<b>Start date</b>	5 January 2022	<b>End date</b>	9 March 2022
<b>Day</b>	Wednesday & Saturday	<b>Time</b>	see below
<b>Tutor(s)</b>	Dr Nicholas James	<b>No of meetings</b>	14

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#### Aims

- To explain social complexity for the purposes of archaeological research;
- To compare case studies;
- 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 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 is based on case studies drawn from Southwest Asia and Mexico. It is important that they are historically unrelated to each other: can we expect to discern general patterns in world history? A study of the town of Cambridge will provide a further test as to whether conclusions from other parts of the world are general enough!

How can general patterns be recognized on the archaeological evidence? How can we interpret the remains of villages and cities, buildings and roads, farming and industry, trade and war, and the evidence for religion, arts and science?

#### 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.

Teaching and learning will be delivered remotely through a combination of pre-recorded lectures (formal presentations with slides) and live seminars (tutor-led talk combined with group exercises and discussion), as well as reading and assignments undertaken individually by students outside the course sessions. Teaching will include sessions that relate to the topics currently being addressed by students and tutor drop-ins that dedicate time for students to ask questions relating to that week's

work. In Unit 2, pre-recorded lectures will be released one week in advance of the live seminar in order that students have the opportunity to watch at a time that suits them.

Two hours of teaching material are provided each week: a pre-recorded lecture and a live seminar for discussion of issues and points arising. The pre-recorded material will be released one week in advance and students can study this at any point during the week before the respective meetings.

Fortnightly meetings are scheduled on Saturday afternoons. The purpose of these sessions is to provide informal opportunities for students to consult the Tutor and for students to socialise.

### **Provisional lecture list / Course Structure**

#### **Wednesday 5 January 2022, 7-8 p.m**

The northern Fertile Crescent & Mesopotamia and Central & southern Mexico: historical summaries(pre-released lecture)

The northern Fertile Crescent & Mesopotamia and Central & southern Mexico: historical summaries: (live seminar)

#### **Wednesday 12 January 2022, 7-8 p.m.**

Issues in the development of social complexity; archaeological methods: (pre-released lecture)

Issues in the development of social complexity; archaeological methods: (live seminar)

#### **Saturday 15 January 2022, 4-5pm p.m.**

Saturday drop in

#### **Wednesday 19 January 2022, 7-8 p.m.**

Development of social structure in the northern Fertile Crescent & Mesopotamia to 2000 BC: (pre-released lecture)

Development of social structure in the northern Fertile Crescent & Mesopotamia to 2000 BC: (live seminar)

#### **Wednesday 26 January 2022, 7-8 p.m.**

Development of social structure in prehispanic Central & southern Mexico: (pre-released lecture)

Development of social structure in prehispanic Central & southern Mexico: (live seminar)

#### **Saturday 29 January 2022, 4-5pm p.m.**

Saturday drop in

#### **Wednesday 2 February 2022, 7-8 p.m.**

Economic development in prehispanic Central & southern Mexico: (pre-released lecture)

Economic development in prehispanic Central & southern Mexico: (live seminar)

#### **Wednesday 9 February 2022, 7-8 p.m.**

Economic development in the northern Fertile Crescent & Mesopotamia to 2000 BC: (pre-released lecture)

Economic development in the northern Fertile Crescent & Mesopotamia to 2000 BC: (live seminar)

#### **Saturday 12 February 2022, 4-5 p.m.**

Saturday drop in

#### **Wednesday 16 February 2022, 7-8 p.m.**

Ideology in the northern Fertile Crescent & Mesopotamia to 2000 BC: (pre-released lecture)

Ideology in the northern Fertile Crescent & Mesopotamia to 2000 BC: (live seminar)

**Wednesday 23 February 2022, 7-8p.m.**

Ideology in Central & southern Mexico: (pre-released lecture)

Ideology in Central & southern Mexico: (live seminar)

**Saturday 26 February 2022, 4-5 p.m.**

Saturday drop in

**Wednesday 2 March 2022, 7-8 p.m.**

Cambridge's landscape: (pre-released lecture);

Cambridge's landscape: (live discussion)

**Wednesday 9 March 2022, 7-8 p.m.**

Theoretical issues: (pre-released lecture)

Discussion of assessment (live seminar)

**Learning outcomes**

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

- Discuss the principal theories for the long-term development of complex society in the ancient world;
- account for and discuss the development of social complexity in the northern Fertile Crescent & Mesopotamia to 2000 BC and in prehispanic Central Mexico;
- recognize and evaluate the principal sources of archaeological evidence, their strengths and weaknesses;

**Student assessment**

The course requires a commitment to reading and preparation for meetings. The tutor will advise students about what to read in advance of lectures and discussions.

Students are assessed on two written assignments **of 1,500-2,000 words each** (totalling 3,000-4,000 words). Answers should show familiarity with both the northern Fertile Crescent & Mesopotamia to 2000 BC and prehispanic Central Mexico. Students are encouraged to produce timely out-lines of what they propose to write, for the Tutor to return as guidance. Further advice will be given in class about how to approach the assignments.

**Assignment Titles**

- Can geography explain the development of social complexity?
- Did social complexity develop by consensus or through conflict?
- What was the role of towns in the development of complex society?
- Is the development of social complexity a history of administration?
- Poverty or piety: what trapped people in complex societies?
- What are the main ways by which archaeologists trace the development of complex society?
- From the British Museum's website, choose two pieces as evidence for social complexity and follow the instructions provided on the VLE for this assignment

Equal weight will be given to both assignments for the award of credit.

**Closing date for the submission of assignments: Wednesday 23 March 2022 by 12 noon GMT\*** (\*Greenwich Mean Time)

### Reading and resource list

Please note that an online reading list (Leganto) will be provided for this course so that students will be able to access texts. Although a list of key texts can be found below, further sources will be placed on Leganto.

#### 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., <i>et al.</i>	1999	<i>Ancient Oaxaca</i>	Cambridge: CUP
Cowgill, G. L.	2015	<i>Ancient Teotihuacan</i>	New York: CUP
Jennings, J.	2016	<i>Killing civilization</i>	Albuquerque: University of New Mexico Press
Matthews, R.	2003	<i>The archaeology of Mesopotamia</i>	London: Routledge
Postgate, J. N.	1992	<i>Early Mesopotamia</i> (1st ed.)	London: Routledge
Renfrew, C., & P. Bahn	2016	<i>Archaeology</i> (7th ed.)	London: Thames & Hudson
Smith, M. E.	2012	<i>The Aztecs</i> (3rd ed.)	Boston: Blackwell
Trigger, B. G.	2003	<i>Understanding early civilizations.</i>	Cambridge: CUP

# Syllabus for third unit

Easter term 2022

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## An introduction to Egyptology

<b>Start date</b>	30 March 2022	<b>End date</b>	25 May 2022
<b>Day</b>	Wednesday & Saturday	<b>Time</b>	See below
<b>Tutor(s)</b>	Dr Corinne Duhig	<b>No of meetings</b>	10

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### 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 previous terms by providing a term-long 'case study' of one ancient civilization, through its development, consolidation, change, growth and final absorption into the Roman empire. 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 such as religion, economy, art and literacy. Seminars will cover other aspects including daily life and the household, what can be learned from mummies and other human remains, the development of the Valley of the Kings, and the significance of monumental architecture, and there is a practical on the basics of reading hieroglyphs. The Saturday socials allow for general chat and any Egyptological points that students want to raise, and will include the opportunity for students and their families to dress as ancient Egyptians — comparing imagery with reality!

### Presentation of the unit

Teaching and learning will be delivered remotely:

- two pre-recorded lectures will be released each week (one in the final week), five days in advance of the live session in order that students have the opportunity to watch at a time that suits them
- seminars each week will continue aspects of the week's lectures, add a new topic or address students' problems; times for each are marked on the lecture list
- reading and assignments will be undertaken individually by students outside the course sessions

## Provisional lecture list / Course Structure

### Week 1 — Wednesday 30 March 2022

- First principles and environment (Pre-recorded lecture 1 hour)
- Towards a state society — the Predynastic period (Pre-recorded lecture 1 hour)
- Welcome and structure of the course (Live session 19.00–19.30)
- The process of unification (Live seminar 19.30–20.30)

### Week 2 — Wednesday 6 April 2022

- Stability and centralisation — the Old Kingdom (Pre-recorded lecture 1 hour)
- The emanations of Ra — religion (Pre-recorded lecture 1 hour)
- Everyday life in Kemet (Live lecture/seminar 19.00–20.00)

### Week 2 — Saturday 9 April 2022

- Saturday social (live session, 16.00–17.00)

### Easter break

### Week 3 — Wednesday 27 April 2022

- The house of eternity — funerary Egyptology (Pre-recorded lecture 1 hour)
- Periphery and centre — the First Intermediate Period and the Middle Kingdom (Pre-recorded lecture 1 hour)
- What can we learn from ancient Egyptian human remains? (Live seminar 19.00–20.00)
- Health in the First Intermediate Period (Live seminar 20.15–20.45)

### Week 4 — Wednesday 4 May 2022

- Periphery and centre again — the Second Intermediate period and early New Kingdom (Pre-recorded lecture 1 hour)
- Redistribution, barter and all points between — the economy (Pre-recorded lecture 1 hour)
- The Great Place and the Servants in the Place of Truth (Live seminar 19.00–19.30)
- A staple of the economy — *menkhet* (Live seminar 19.45–20.15)

### Week 4 — Saturday 7 May 2022

- Saturday social and (optional) 'dress like an Egyptian' (live session, 16.00–17.00)

### Week 5 — Wednesday 11 May 2022

- The golden years? The later New Kingdom (Pre-recorded lecture 1 hour)
- Art — what is it doing and how? (Pre-recorded lecture 1 hour)
- Tomb robbing, mummy caches and taphonomy (Live seminar 19.00–19.30)
- The functions of monumental architecture (Live seminar 19.45–20.45)

### Week 6 — Wednesday 18 May 2022

- The last reunification — the Third Intermediate Period and the rule of Kush (Pre-recorded lecture 1 hour)
- Conquered or conquering? Assyria to Rome (Pre-recorded lecture 1 hour)
- 'What on earth does this mean?' — student problems, and puzzles in Egyptology (Live seminar 19.00–21.00)

### Week 6 — Saturday 21 May 2022

- Saturday social (live session, 16.00–17.00)

### Week 7 — Wednesday 25 May 2022

- 'Be a scribe my son' — literacy (Pre-recorded lecture 1 hour)
- The ancient Egyptian language and hieroglyphs (Live seminar 19.00–20.00)
- Final questions/discussions, summing-up and farewell (Live session 20.15–21.00)



## 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 evaluate reasons for major changes and developments;
- discuss aspects of ancient Egyptian culture and explain how they functioned within their social context;
- critically examine sources from which our reconstruction of Egyptian society is derived.

## 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 and participate in seminar discussions and activities.

Students are expected to write **two** assignments, each of 1500-2000 words, totalling 3,000-4,000 words overall. The assignments are of equal weight.

### Assignment 1 — Artefacts in context — 1500–2000 words

Choose an ancient Egyptian site, large or small: a piece of architecture, a settlement site, an excavation, a landscape feature, a tomb — whatever you are interested in. Describe and explain the significance of your site and then similarly describe, explain and interpret two artefacts of your choice that you can link to the site, whether by context, function, meaning, person, imagery, or any other link that you can persuasively argue for.

*For example, you might choose Tutankhamun's tomb and set it in its historical and religious context; amongst his grave goods, a plain and worn pair of sandals demonstrates craft skill and indicates that he had both funerary and everyday-life items with him (and we can see the size and wear patterns of his feet, so they present him as a living person!); his iron-bladed dagger which was clearly a magnificent gift from an iron-working society to his iron-poor country, showing the inter-connectedness of the New Kingdom which had required great diplomatic skills on the part of his ancestors to maintain.*

### Assignment 2 — Essay — 1500–2000 words

The notes below each essay 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 recommended texts to familiarise yourself with the topic, then use other items 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 essay in class or by email.

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. The Intermediate Periods have been characterised as episodes of state 'collapse': use examples to show why this is, or is not, the case, and how the periods 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.*

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. 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.*

5. 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.)*

6. Were the 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.*

**Closing date for the submission of assignments: Friday 10 June 2022 by 12 noon BST\***  
(\*British Summer Time)

### **Reading and resource list**

§ = valuable analytical perspective, especially social and economic history

¶ = specifically archaeological perspective

Other texts, and a list of websites, will be posted on the VLE in the form of a Leganto online reading list, before the course begins.

Author / editor	Year	Book/article title	Publisher and place of publication	E-text available
Baines, J.	1994	<i>On the status and purposes of ancient Egyptian art</i>	Cambridge Archaeological Journal 4:1 pp. 25–54 (Cambridge University Press)	External — Cambridge Core
¶ Bard, K.	2008	<i>Introduction to the archaeology of ancient Egypt</i>	Oxford: Blackwell	University Library
§ ¶ Kemp, B. J.	2006	<i>Ancient Egypt. Anatomy of a civilization</i>	London: Routledge	University Library
Kemp, B. J.	1995	<i>How religious were the ancient Egyptians?</i>	Cambridge Archaeological Journal 5:1 pp. 25–54 (Cambridge University Press)	External — Cambridge Core
Lichtheim, M.	1973-80	<i>Ancient Egyptian literature</i> (3 volumes)	Berkeley, Calif.: University of California Press	External — Academia
Metropolitan Museum of Art staff	1999	<i>Egyptian art in the age of the pyramids</i>	New York: Metropolitan Museum of Art (out of print, hence made available in full via Google books)	External — Google Books
Quirke, S.	2015	<i>Exploring religion in ancient Egypt</i>	Chichester: Wiley-Blackwell	External — Internet Archive
Robins, G.	1997	<i>The Art of Ancient Egypt</i>	London: British Museum Press	External — Internet Archive
Rossi, C.	2003	<i>Architecture and mathematics in ancient Egypt</i> (selected chapters as recommended)	Cambridge: Cambridge University Press	External — Internet Archive
** Shaw, I.	2000	<i>The Oxford history of ancient Egypt</i>	Oxford: OUP	University Library
Shaw, I and Nicholson, P	1995	<i>British Museum dictionary of ancient Egypt</i>	London: British Museum Press	External — Internet Archive
§ Trigger, B. G. et al.	1983	<i>Ancient Egypt. A social history</i>	Cambridge: CUP	University Library
¶ Wendrich, W.	2010	<i>Egyptian archaeology</i>	Oxford: Wiley-Blackwell	University Library

# TIMETABLE

Michaelmas 2021

## **The Classical World**

Session 1	Saturday 9 October 2021
Session 2	Wednesday 13 October 2021
Session 3	Wednesday 20 October 2021
Session 4 Tutor drop-in/ Social	Saturday 23 October 2021
Session 5	Wednesday 27 October 2021
Session 6	Wednesday 3 November 2021
Session 7 Tutor drop-in/ Social	Saturday 6 November 2021
Session 8	Wednesday 10 November 2021
Session 9	Wednesday 17 November 2021
Session 10 Tutor drop-in/ Social	Saturday 20 November 2021
Session 11	Wednesday 24 November 2021
Session 12	Wednesday 1 December 2021
Session 13 Tutor drop-in/ Social	Saturday 4 December 2021
Session 14	Wednesday 8 December 2021
Session 15	Wednesday 15 December 2021

Lent 2022

## **Civilisation: complex society in Mesopotamia and Mexico**

Session 1	Wednesday 5 January 2022
Session 2	Wednesday 12 January 2022
Session 3 Tutor drop-in/ Social	Saturday 15 January 2022
Session 4	Wednesday 19 January 2022
Session 5	Wednesday 26 January 2022
Session 6 Tutor drop-in/ Social	Saturday 29 January 2022
Session 7	Wednesday 2 February 2022
Session 8	Wednesday 9 February 2022
Session 9 Tutor drop-in/ Social	Saturday 12 February 2022
Session 10	Wednesday 16 February 2022
Session 11	Wednesday 23 February 2022
Session 12 Tutor drop-in/ Social	Saturday 26 February 2022
Session 13	Wednesday 2 March 2022
Session 14	Wednesday 9 March 2022

Easter 2022

## **An introduction to Egyptology**

Session 1	Wednesday 30 March 2022
Session 2	Wednesday 6 April 2022
Session 3 Tutor drop-in/ Social	Saturday 9 April 2022
Session 4	Wednesday 27 April 2022
Session 5	Wednesday 4 May 2022
Session 6 Tutor drop-in/ Social	Saturday 7 May 2022
Session 7	Wednesday 11 May 2022
Session 8	Wednesday 18 May 2022
Session 9 Tutor drop-in/ Social	Saturday 21 May 2022
Session 10	Wednesday 25 May 2022

*Whilst every effort is made to avoid changes to this course, changes to course-content and structure and timings may be made. Students will be consulted on any changes.*

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