

Undergraduate Certificate in Archaeology II

2017-2018

Course code: 1718CCR203

COURSE GUIDE

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
Tel 01223 746222 www.ice.cam.ac.uk

Welcome to the **Undergraduate Certificate in Archaeology II**, 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

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 learning¹. 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 lecturer and director of studies in social anthropology at Magdalene College. He teaches a range of topics in history and anthropology for the Institute. Since learning is achieved by learners, he encourages his students to take an active part with him, including on excursions for assessing evidence directly. His priority is that of the Institute's founder: to encourage intellectual acumen for tackling public issues.

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.

Dr Ruth Allen is a classicist and art historian, specializing in the material culture of the Roman imperial period. She has recently completed her doctorate in the Faculty of Classics at the University of Cambridge with a thesis focusing on the iconography, material, and function of engraved Roman gemstones. She is currently working in the Department of Greece and Rome at The British Museum.

Administrative staff

Academic Programme Manager: Linda Fisher, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 746218
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Programme Administrator: Liz Deacon, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 746227
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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 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 in the Department of Archaeology or museums rather than at Madingley Hall. Such sessions are clearly labelled on the timetable.

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 and the 2017/18 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 26/04/2017

Syllabus for first unit

Michaelmas term 2017

Civilisation: the archaeology of complex society

Start date	7 October 2017	End date	9 December 2017
Day	Saturday	Time	9.30am – 5.15pm
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutor	Dr Nicholas James	No of meetings	4 day-schools and a fieldtrip

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 three sets of archaeological case studies: two of the primary development of social complexity and one of landscape history. 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
07/10/2017	Day-school one	Concepts and case studies (Egypt, China, Peru)
28/10/2017	Day-school two	The rise of civilization in the Middle East
18/11/2017	Day-school three	The pattern of ancient history in Mexico
25/11/2017	Fieldtrip	Excursion to Cambridge: 11am – 1pm Fitzwilliam Museum: 2.30 – 3.30pm
09/12/2017	Day-school four	Case studies in the landscape history of Britain

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;
- recognize the principal sources of archaeological evidence, their strengths and weaknesses;
- demonstrate understanding of the methods by which the evidence is collected and analysed.

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), **weighted 50:50**.

Essay 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. **If students wish to create their own titles, this must be agreed in writing with the tutor first.**

Closing date for the submission of assignments: Friday 12 January 2018 by 12.00 (noon) GMT*.

*Greenwich Mean Time

Reading and resource list

Books

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
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
Feinman, G., & J. Marcus (ed.)	1998	<i>Archaic states</i>	Santa Fe, N.M. : School of American Research Press
Hoskins, W. G.	1988	<i>The making of the English landscape (3rd ed.)</i>	London: Hodder & Stoughton
Leick, G.	2001	<i>Mesopotamia</i>	London: Penguin
Lewis, M.	2007	<i>The Early Chinese Empires: Qin and Han</i>	Cambridge, Mass.: Harvard University Press
Oates, J.	2008	<i>Babylon (3rd 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
Yoffee, N.	2005	<i>Myths of the Archaic State: Evolution of the Earliest Cities, States, and Civilizations</i>	Cambridge: CUP

Syllabus for second unit

Lent term 2018

An introduction to Egyptology

Start date	13 January 2018	End date	24 March 2018
Day	Saturday	Time	9.00am – 3.45pm
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutor	Dr Corinne Duhig	No of meetings	4 day-schools and 2 museum visits

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 module builds on the learning of the previous term by providing a term-long 'case study' in one ancient civilization; it also links chronologically to the following module. 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 two museum sessions.

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 are two museum visits, one in the Fitzwilliam Museum in Cambridge and one in London. Worksheets are to be completed, thereby expanding and reinforcing the classroom learning.

Course Structure

Date	Session	Indicative content
13/01/2018	Day-school one	A developing civilization in its environment: the predynastic period and state formation
		Stability and centralisation: the Old Kingdom
		The emanations of Ra: religion
10/02/2018	Day-school two	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
03/03/2018	Day-school three	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
24/03/2018	Day-school four	'I saw it as if heaven were in it!' Art and architecture
		The last reunification. The Third Intermediate Period and the Late Period
TBA	Museum visit one	The Fitzwilliam Museum
TBA	Museum visit two	The British Museum/Petrie Museum

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** essays; 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).

Essay titles

The notes below each essay title will guide you to the core concepts around which you should write. For each essay 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 essays 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 consider what resources Kemet 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. What are the purposes of mummification and did the ancient Egyptians achieve those purposes?

This essay should bring in aspects of religion: give attention to what souls are and do; what afterlives there are and how the body participates in achieving and enduring in the afterlife. Do not, however, neglect other, more material aspects of mummification: the mummy and funeral itself, and the changes, if any, through Egyptian history.

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. To what extent was the ancient Egyptian economy a redistributive one, and what sources can we use to assess this?

The 'standard' early state society has been defined by some as purely redistributive, with all resources centrally taxed, controlled and circulated. Does ancient Egypt show features that challenge such a straightforward view? Written sources dominate, including those from the rare, literate commoners of the Place of Truth and the large Ptolemaic archives, but this need not overwhelm the archaeological contribution, especially that from recent work at Amarna and Giza.

B. History

7. 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 periods more distinctive features, and then what happened to them after Akhenaten's reign.

8. 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, and others that 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.

9. 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.

10. In what ways did the millennium after the end of the New Kingdom reflect Egypt's position within its world?

Later Ramesside times had seen a rise of various power blocs and a tangle of political and cultural influences appearing in the country. At the same time neighbouring (and some far distant) societies were themselves changing, expanding and negotiating position. In the first millennium BC, Kemet to some extent retained its power, core structures and values, to some extent it was altered and damaged significantly, and you should evaluate these changes through the many phases of the Third Intermediate Period and beyond.

11. 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.

12. In what ways were the Old, Middle and New Kingdoms similar and in what significant ways different, and what were the causes of these similarities and differences?

Three periods of a strong, centralised state form what is generally understood as the 'essential' ancient Egypt. But these 'Kingdoms' are divided by many hundreds of years and it is possible to identify a few key features that they had in common and certain distinct differences between them caused by changes in material culture, societal structure, external relations and even environment and population.

If students wish to create their own titles from the list, this must be agreed in writing with the tutor first.

Closing date for the submission of assignments: Monday 16 April 2018 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 2018

The Classical World

Start	14 April 2018	End date	7 July 2018
Day	Saturday	Time	9.30am – 5.15pm
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutors	Dr Anastasia Christofilopoulou and Dr Ruth Allen	No of meetings	4 day-schools and 1 museum practical (Sunday 20 May)

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;
- 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.

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 trips and practical exercises, as well as through students' own reading and assignments.

Course Structure

Date	Session	Indicative content
14/04/2018	Day-school one <i>Dr Anastasia Christofilopoulou</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
		Session 4: The birth of the Greek City States: urban and civic developments between 700- 500 BC
19/05/2018	Day-school two <i>Dr Anastasia Christofilopoulou</i>	Session 1: Go West! The Greek expansion: communities, trade and material culture
		Session 2: The archaeology of the Greek Household: Family life, gender roles and society
		Session 3: Religion and Sanctuaries during the Classical and Hellenistic period
		Session 4: Burial customs and funerary monuments from the Archaic to the end of the Hellenistic period
20/05/2018 Sunday	Museum and artefact practical <i>Dr Anastasia Christofilopoulou & Dr Ruth Allen</i>	Location: Fitzwilliam Museum Time: 12:00 - 5:00pm Museum seminar and handling classes on Ancient Greek and Roman material culture
16/06/2018	Day-school three <i>Dr Ruth Allen</i>	Session 1: Locating Rome: its people, landscape, and early history
		Session 2: The Eternal City
		Session 3: The Roman expansion and its legacy I: collecting Greece
		Session 4: The Roman expansion and its legacy II: Roman art in the provinces
07/07/2018	Day-school four <i>Dr Ruth Allen</i>	Session 1: Households, families, women and children: the study of Roman domestic life
		Session 2: Death in the Roman world: the materiality of dying
		Session 3: Transferring capital: from Rome to Constantinople
		Session 4: Epilogue: Greece, Rome, and beyond

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.

Coursework will be in the form of two assignments weighted 50/50, at least one of which should be an essay. The word limit for the two pieces of coursework should total 3,000-4,000 words.

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.

Essay Titles

If students choose a title that is not given below it must be discussed and agreed with the tutors first. Please also feel free to ask the tutor if further guidance is needed in order to answer these questions.

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).
- How did the creation of temples and sanctuaries in early Greece affect the communities they served? (hint: Think of the relation between sanctuaries and community boundaries, or between sanctuaries and the formation of a new 'polis identity'. Coldstream J. N. (1985) as well as, Alcock S. and Osborne R. eds. (1994), might prove useful reads).
- In considering the Periclean building programme of the 5th 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. How did the role of ancient women change between the Classical and the Hellenistic period? (hint: art and pictorial representations of women are good sources of evidence in illustrating the role and position of women in ancient Greek society. Refer to the case studies presented during lecture 5 and the associated bibliography).

Roman:

- How does 'imperial iconography' aid our understanding of politics and society in ancient Rome and its Empire? Answer with reference to at least three structures, monuments, or objects. (You might, for example, consider the imperial *fora* of Rome, the Ara Pacis, coinage, and/or imperial portraiture.)
- 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)
- Did the Romans care for their children? What do different sources (ancient texts, inscriptions, burials etc.) tell us about childhood in ancient Rome (for a debate on the question see Golden 1998 for an archaeological perspective see e.g. Carroll 2011 and Graham 2013)
- 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).

Artefact project:

This project will be based on the field trip to the Fitzwilliam Museum. During day-school 1, you will be given a worksheet of questions on a range of artefacts during and this assignment requests that you write up the project based on your choice of artefacts.

If students wish to create their own titles from the list, this must be agreed in writing with the tutor first.

Closing date for the submission of assignments: Tuesday 31 July 2018 by 12.00 (noon) BST*.

*British Summer 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.

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

Reading and resource list day-school 1

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
Session 1: Introduction to the study of the ancient Mediterranean world			
*Alcock, S. and Osborne, R.	2011	<i>Classical Archaeology</i>	Oxford: Wiley-Blackwell
*Beard, M. and Henderson, J.	2001	<i>Classical Art from Greece to Rome</i>	Oxford: OUP
Dyson, S.L.	2006	<i>In Pursuit of Ancient Pasts. A History of Classical Archaeology in the Nineteenth and Twentieth Centuries</i>	New Haven; London: Yale University Press
Schnapp, A.	1996	<i>The Discovery of the Past</i>	London: British Museum Press
*Spivey, N.J. and Squire, M.J.	2004	<i>Panorama of the Classical World</i>	London: Thames & Hudson
Trigger, B. A.	2006	<i>History of Archaeological Thought</i>	Cambridge: Cambridge University Press
Session 2: The 'Land' of the Ancient Greeks: Geography, landscape and territories			
Alcock, S. E.	2002	<i>Archaeologies of the Greek Past: Landscape, Monuments, and Memories</i>	Cambridge: Cambridge University Press
Alcock S. and Osborne R. (eds.)	2007	<i>Classical Archaeology, Blackwell Studies in Global Archaeology</i>	Oxford: Blackwell
*Osborne R.	1987	<i>Classical Landscape with figures: The Ancient Greek City and its Countryside, ch. 2: Farming the Country, p.27-52</i>	London: Philip
Hutton. W.	2005	<i>Describing Greece: landscape and literature in the Periegesis of Pausanias</i>	Cambridge: Cambridge University Press
Schoder, R.V.	1974	<i>Ancient Greece from the air</i>	London: Thames & Hudson
*Spawforth A. and Mee C., A. (eds.)	2001	<i>Greece: An Oxford archaeological guide. Introduction: Environment and Geology p.1-8</i>	Oxford: OUP
Session 3: Growing communities: From Early Iron Age Greece to the Archaic period			
Bergquist, B.	1967	<i>The Archaic Greek Temenos, A study of Structure and Function</i>	Lund: Gleerup
Mazarakis Ainian A.	1997	<i>From Rulers' Dwellings to Temples; architecture, religion and society in Early Iron Age Greece</i>	Jonsered: P. Åströms förlag
*Morris, I.	2000	<i>Archaeology as cultural history: words and things in Iron Age Greece</i>	Oxford: Blackwell
*Osborne R.	1987	<i>Classical Landscape with figures: The Ancient Greek City and its Countryside</i>	London: Philip
Session 4: The birth of the Greek City States: urban and civic developments between 700- 500 BC			
*Camp, J.	2004	<i>The Archaeology of Athens</i>	New Haven Connecticut: Yale University Press
Coulson, W. D. E., Palagia, O., Shear Jr, T.L., Shapiro, H.A. and Frost, F.J.	1994	<i>Archaeology of Athens and Attica under the democracy</i>	Oxford: Oxbow

(eds.)			
Morris, I.	1987	<i>Burial and Ancient Society: The Rise of the Greek City-State</i>	Cambridge: Cambridge University Press
Murray O. and Price S. (eds.)	1990	<i>The Greek city from Homer to Alexander</i>	Oxford: Clarendon
Neils, J. (ed.)	2005	<i>The Parthenon: From Antiquity to the Present.</i>	Cambridge: Cambridge University Press
Parlama, L. and Stampolidis, N.	2001	<i>Athens: The City beneath the City: Antiquities from the Metropolitan Railway Excavations.</i>	Athens: N.P. Goulandris Foundation Museum of Cycladic Art
*Whitley J.	2001	<i>The archaeology of Ancient Greece, ch. 12: Cities and Sanctuaries of Classical Greece, pp.294-328</i>	Cambridge: Cambridge University Press

Reading and resource list day-school 2:

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
Session 1: Go West! The Greek expansion: communities, trade and material culture			
Boardman, J.	1999	<i>The Greeks Overseas: The Early Colonies and Trade</i>	London: Thames & Hudson
*Dunbabin, T. J.	1948	<i>The Western Greeks: The History of Sicily and South Italy from the Foundation of the Greek Colonies to 480 B.C.</i>	Oxford: Clarendon Press
Pugliese Carratelli, G., (ed.)	1996	<i>The Greek World: Art and Civilization in Magna Graecia and Sicily</i>	New York: Rizzoli
Ridgway Stampolidis N.Chr., Tassoulas G. (eds.),	2004	<i>Magna Graecia. Athletics and the Olympic Spirit in the Periphery of the Hellenic World</i>	Athens: Museum of Cycladic Art
*Tsetskhladze, G. and De Angelis, F.	1992	<i>The Archaeology of Greek Colonisation. Essays dedicated to Sir John, David. The First Western Greeks</i>	Cambridge: Cambridge University Press
Stampolidis, N. Chr., (ed.)	2003	<i>Sea Routes... From Sidon to Huelva. Interconnections in the Mediterranean 16th-6th c. BC, Athens</i>	Athens: Museum of Cycladic Art
Session 2: The archaeology of the Greek Household: Family life, gender roles and society			
Blundell S.,	1995	<i>Women in Ancient Greece</i>	London: British Museum Press
*Jameson, M. H.	1990	<i>'Domestic Space in the Greek City-State', in S. Kent ed., Domestic Architecture and the Use of Space p. 92-113</i>	Cambridge: Cambridge University Press
Jameson, M. H.	1990	<i>'Private space and the Greek city', in Murray O. and Price S. eds., The Greek City from Homer to Alexander, p. 171-95,</i>	Oxford: Clarendon Press
Kent, S.	1993	<i>Domestic Architecture and the Use of Space: Interdisciplinary Cross-cultural Study</i>	Cambridge: Cambridge University Press
Lefkowitz, M.R.	1986	<i>Women in Greek Myth</i>	London: Duckworth
Nevett, L.C.	1997	<i>'Housing and Households: Greek', in Osborne R. and Alcock S. eds., Classical Archaeology, Blackwell Studies in Global Archaeology, p. 202-233</i>	Oxford: Wiley-Blackwell

*Nevett, L.C.	1999	<i>House and society in the Ancient Greek world</i>	Cambridge: Cambridge University Press
Pomeroy, S.	1995	<i>Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity</i>	New York: Schocken Books
Reeder, E.	1995	<i>Pandora: Women in Classical Greece</i>	Baltimore, Md.: Trustees of the Walters Art Gallery in association with Princeton University Press
Session 3: Religion and Sanctuaries during the Classical and Hellenistic period			
*Alcock, S. E. and Osborne, R. (eds.)	1994	<i>Placing the Gods: Sanctuaries and Sacred Space in Ancient Greece.</i>	Oxford: Clarendon Press
Burford,	1969	<i>The Greek Temple Builders of Epidauros</i>	Liverpool: Liverpool University Press
*Burkert, W.	1985	<i>Greek Religion: Archaic and Classical</i>	Oxford: Blackwell
Drees, L.	1968	<i>Olympia, Gods, Artists and Athletes</i>	London: Pall Mall Press
Ogden, D.	2007	<i>A companion to Greek religion</i>	Oxford: Blackwell
Session 4: Burial customs and funerary monuments from the Archaic to the end of the Hellenistic period			
Antonaccio, C.M.	1995	<i>An Archaeology of Ancestors, Tomb Cult and Hero cult in early Greece</i>	Lanham, Md.: Rowman & Littlefield
Garland, R.	1985	<i>The Greek Way of Death</i>	London: Duckworth
*Morris, I.	1992	<i>Death-ritual and Social Structure in Classical Antiquity</i>	Cambridge: Cambridge University Press

Reading and resource list day-school 3

Books:

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
Session 1: Locating Rome: its people, landscape, and early history			
Dyson, S.L.	2003	<i>The Roman countryside</i>	London: Duckworth
Dyson, S.L.	1989	<i>Community and society in Roman Italy</i>	Baltimore: Johns Hopkins University Press
Fulminante, F.	2014	<i>The Urbanization of Rome and Latium vetus from the Bronze Age to the Archaic Era (in particular p.133-170).</i>	Cambridge: Cambridge University Press
Hopkins, K.		<i>Conquerors and slaves (in particular p.1-98)</i>	Cambridge: Cambridge University Press
Marzano, A.	2007	<i>Roman villas in central Italy (especially p.82-153)</i>	Leiden; Boston: Brill
Mattingly, D. and Witcher, R.	2004	<i>"Mapping the Roman World: the contribution of field survey data" in Alcock, S.E. and Cherry, J.F. (eds.), Side-by-Side Survey: Comparative Regional Studies in the Mediterranean World</i>	Oxford: Oxbow
Perkins, P.	1999	<i>"Reconstructing the Population History of the Albegna Valley and the Ager Cosanus, Tuscany, Italy", in Gillings M., Mattingly, D. and Van Dalen, J., Geographical Information Systems and Landscape Archaeology: The</i>	Oxford: Oxbow

		<i>Archaeology of Mediterranean Landscapes</i>	
Patterson, H. (ed.)	2004	<i>Bridging the Tiber. Approaches to Regional Archaeology in the Middle Tiber Valley</i>	London: British School at Rome
Patterson, H. and Coarelli, F. (eds.)	2008	<i>Mercator Placidissimus. The Tiber Valley in Antiquity. New research in the upper and middle river valley. Rome 27 – 28 February 2004</i>	Rome, Edizioni: Quasar
Patterson, J.R.	2006	<i>Landscapes and cities (especially p.5-71)</i>	Oxford: Oxford University Press
Potter, T.W.	1987	<i>Roman Italy</i>	London: British Museum Publications
Rich, J. and Wallace-Hadrill, A. (eds.)	1991	<i>City and Country in the Ancient World</i>	London: Routledge
Torelli, M.	1995	<i>Studies in the Romanization of Italy, First Edition (translated by Helena Fracchia)</i>	Alberta: The University of Alberta Press
Session 2: The Eternal City			
Amy, R.	2015	<i>The politics of public space in Republican Rome (in particular chapters 3 and 4)</i>	Cambridge: Cambridge University Press
Beard, M.	2015	<i>SPQR A History of Ancient Rome</i>	London: Profile books
Beard M. and Crawford, M.H.	1999	<i>Rome in the Late Republic</i>	London: Duckworth
Carandini, A.	2011	<i>Rome: Day One (translated by Stephen Sartarelli)</i>	Princeton, N.J.: Princeton University Press
Coarelli, F.	2007	<i>Rome and Environs: an archaeological guide</i>	London: University of California Press
Coarelli, F., Zanker, P., Brizzi, B., Conti, C., and Meneghini, R.	2000	<i>The Column of Trajan</i>	Rome: Editore Colombo
Cornell, T.	1995	<i>The Beginnings of Rome: Italy and Rome from the Bronze Age to the Punic Wars (c.1000-264 BC),</i>	London: Routledge
Claridge, A	2010	<i>Rome: an Oxford archaeological guide</i>	Oxford: Oxford University Press
Coulston, J. and Dodge, H.	2000	<i>Ancient Rome: The Archaeology of the Eternal City</i>	Oxford: Oxford University School of Archaeology
Edwards, C.	1998	<i>Writing Rome: Textual Approaches to the City</i>	Cambridge: Cambridge University Press
Edwards, C. and Woolf, G. (eds.)	2003	<i>Rome the Cosmopolis</i>	Cambridge: Cambridge University Press
Evans, J.D.	2013	<i>A Companion to the Archaeology of the Roman Republic</i>	Chichester: Wiley Blackwell
Favro, D.	1996	<i>The Urban Image of Augustan Rome</i>	Cambridge: Cambridge University Press
Fulminante, F.	2014	<i>The Urbanization of Rome and Latium vetus from the Bronze Age to the Archaic Era</i>	Cambridge: Cambridge University Press
Gorski, G.J., and Paker G.E.	2015	<i>The Roman Forum. A Reconstruction and Architectural Guide</i>	Cambridge: Cambridge University Press
Laurence, R. and Newsome, D. (eds.)	2011	<i>Rome, Ostia, and Pompeii: Movement and Space</i>	Oxford: Oxford University Press
Luce, T.J.	1990	<i>"Livy, Augustus, and the Forum Augustum" in Raaflaub, K.A. and Toher, M. (eds.) Between Republic</i>	Berkeley, CA.: University of California Press

		<i>and Empire. Interpretations of Augustus and his Principate</i>	
Nicolet, C.	1991	<i>Space, Geography and Politics in the Early Roman Empire</i>	Ann Arbor: University of Michigan Press
Owens, E.J.	1991	<i>The City in the Greek and Roman World</i>	London: Routledge
Smith, C.	1996	<i>Early Rome and Latium. Economy and Society c.1000 to 500 B.C.,</i>	Oxford: Clarendon Press
Smith, C.	2000	"Early and Archaic Rome", in <i>Ancient Rome: the Archaeology of the Eternal City</i> , J. Coulston & H. Dodge (eds.) Oxford University School of Archaeology Monograph 54, pp. 16-41	Oxford: Oxford University School of Archaeology
Smith, C.	2005	"The beginning of urbanization in Rome", in R. Osborne & B. Cunliffe (eds.) <i>Mediterranean Urbanization (800-600 B.C.)</i> , pp. 91-112	Oxford: Oxford University Press
Terrenato, N.	2010	"Early Rome", in A. Barchiesi, W. Scheidel, (eds.), <i>Oxford Handbook of Roman Studies</i> , pp. 507-518	Oxford: Oxford University Press
Wallace-Hadrill, A.	1993	<i>Augustan Rome</i>	London: Bristol Classical Press
Zanker, P.	1988	<i>The Power of Images in the Age of Augustus</i>	Ann Arbor: University of Michigan Press
Session 3: The Roman expansion and its legacy I: collecting Greece			
Bounia, A.	2004	<i>The Nature of Classical Collecting: Collectors and Collections, 100 BCE-100 CE</i>	Aldershot: Ashgate
Bartman, E.	1991	'Sculptural collecting and display in the private realm' in Gazda, E. (ed.) <i>Roman Art in the Private Sphere</i> , pp. 71-88	Ann Arbor: University of Michigan Press
Carey, S.	2003	<i>Pliny's Catalogue of Culture: Art and Empire in the Natural History</i>	Cambridge: Cambridge University Press
D'Ambra, E. (ed.)	1993	<i>Roman Art in Context</i>	Englewood Cliffs, N.J.: Prentice Hall
Gazda, E.K. (ed.)	1991	<i>Roman Art in the Private Sphere. New Perspectives on the Architecture and Decor of the Domus, Villa, and Insula</i>	Ann Arbor: University of Michigan Press
Kousser, H. M.	2008	<i>Hellenistic and Roman Ideal Sculpture: the Allure of the Classical</i>	Cambridge: Cambridge University Press
Marvin, M.	2008	<i>The Language of the Muses: The Dialogue Between Greek and Roman Sculpture</i>	Los Angeles: J. Paul Getty Museum
Rutledge, R.	2012	<i>Ancient Rome as a Museum: Power, Identity and the Culture of Collecting</i>	Oxford: Oxford University Press
Stewart, P.	2008	<i>The Social History of Roman Art</i>	Cambridge: Cambridge University Press
Terrenato, N.	2008	"The cultural implications of the Roman conquest", in E. Bispham, ed., <i>Roman Europe, The short Oxford History of Europe</i> , pp. 234-264	Oxford: Oxford University Press
Vermeule, C.C.	1977	<i>Roman Sculpture and Roman Taste: the Purpose and Setting of Greco-Roman Art in Italy and the Greek Imperial East</i>	Ann Arbor: University of Michigan Press

Wallace-Hadrill, A.	2009	<i>Rome's Cultural Revolution</i>	Cambridge: Cambridge University Press
Session 4: The Roman expansion and its legacy II: Roman art in the provinces			
Alcock, S., Egri, M., and Frakes, J.F.D. (eds.)	2016	<i>Beyond Boundaries. Connecting Visual Cultures in the Provinces of Ancient Rome</i>	Los Angeles: Getty Publications
Boatwright, M.T.	2000	<i>Hadrian and the Cities of the Roman Empire</i>	Princeton, N.J.: Princeton University Press
Brody, L.R. and Hoffman, G.L. (eds.)	2014	<i>Roman in the Provinces: Art on the Periphery of Empire</i>	Chestnut Hill, M.A.: McMullen Museum of Art, Boston College
Heyn, M.K.	2012	"Case Study VI: Female Portraiture in Palmyra", in James, S.L., Dillon, A companion to women in the ancient world, pp.439-442	Chichester: John Wiley & Sons
Millett, M.	1990	<i>The Romanization of Britain: an essay in archaeological Interpretation</i>	Cambridge: Cambridge University Press
Revell, L.	2009	<i>Roman Imperialism and Local Identities</i>	Cambridge: Cambridge University Press
Scott, S. and Webster, J. (eds.)	2003	<i>Roman Imperialism and Provincial Art</i>	Cambridge: Cambridge University Press
Woolf, G.	2000	<i>Becoming Roman: the origins of provincial civilization in Gaul</i>	Cambridge: Cambridge University Press

Journal articles:

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers
Session 1: Locating Rome: its people, landscape, and early history				
Patterson, H., di Gennaro, F., Di Giuseppe, H., Fontana, S., Gaffney, V., Harrison, A., Keay, S.J., Millett, M., Rendeli, M., Roberts, P., Stoddert, S., and Witcher, R.	2000	The Tiber Valley Project: the Tiber and Rome through two millennia	<i>Antiquity</i>	74 (284): 395–403
Stek, T.	2014	Roman imperialism, globalization and Romanization in early Roman Italy	<i>Archaeological Dialogues</i>	21 (1): 30-40
Session 2: The Eternal City				
Gowers, E.	1995	The anatomy of Rome from Capitol to Cloaca	<i>Journal of Roman Studies</i>	85: 23-32
La Rocca	2015	The Perception of space in ancient Rome	<i>Journal of Roman Archaeology, Supplementum</i>	101: 89-104
Session 4: The Roman expansion and its legacy II: Roman art in the provinces				
Bowman, A.K.	1992	Public buildings in Roman Egypt	<i>Journal of Roman Archaeology</i>	5
Cunliffe, B.	1991	Fishbourne revisited:	<i>Journal of</i>	4

		the site in its context	<i>Roman Archaeology</i>	
Mattingly, D.	2004	Being Roman: expressing identity in a provincial setting	<i>Journal of Roman Archaeology</i>	17 (1): 5-25
Smith, R.R.R.	1998	Cultural Choice and Political Identity in Honorific Portrait Statues in the Greek East in the Second Century A.D.	<i>The Journal of Roman Studies</i>	88: 56-93
Stewart, P.	2010	Geographies of provincialism in Roman sculpture	<i>Research Institutes in the History of Art Journal</i>	
Stewart, P.	2009	Totenmahl reliefs in the northern provinces: a case-study in imperial sculpture	<i>Journal of Roman Archaeology</i>	22: 253-274

Reading and resource list day-school 4

Books:

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
Session 1: Households, families, women and children: the study of Roman domestic life			
Allison, P. M.	2004	<i>Pompeian Households: An Analysis of the Material Culture</i>	Los Angeles: Monograph 42, The Cotsen Institute of Archaeology, UCLA
Baxter, J.E.	2005	<i>The Archaeology of Childhood. Children, gender and material culture (in particular chapter 1)</i>	Walnut Creek: Altamira Press
Beard, M.	2010	<i>Pompeii. The Life of a Roman Town</i>	London: Profile
Clarke, J. R.	2006	<i>Art in the Lives of Ordinary Romans: Visual Representation and Non-elite Viewers in Italy, 100 B.C.-A.D. 315</i>	Berkeley, C.A.: University of California Press
D'Ambra, E.	2007	<i>Roman Women</i>	Cambridge: Cambridge University Press
Dixon, S.	1992	<i>The Roman Family</i>	Baltimore: Johns Hopkins University Press
Hales, S.	2003	<i>Roman House and Social Identity</i>	Cambridge: Cambridge University Press
Laurence, R. and Wallace-Hadrill, A. (eds.)	1997	<i>Domestic Space in the Roman World: Pompeii and Beyond</i>	Portsmouth, RI: JRA
Kleiner, D.E.E and Matheson S.B. (eds.)	1996	<i>I Claudia. Women in Ancient Rome</i>	New Haven, C.T.: Yale University Art Gallery
Kleiner, D.E.E and Matheson S.B. (eds.)	2000	<i>I Claudia II. Women in Roman Art and Society</i>	Austin: University of Texas Press
Mouritsen, H.	2011	<i>The Freedman in the Roman World</i>	Cambridge: Cambridge University Press
Peterson, L.	2006	<i>The Freedman in Roman Art and Art History</i>	Cambridge: Cambridge University Press
Peachin, M.	2011	<i>The Oxford Handbook of Social Relations in the Roman World</i>	Oxford: Oxford University Press
Wallace-Hadrill, A.	1994	<i>Houses and Society in Pompeii</i>	Princeton, N.J.:

		<i>and Herculaneum</i>	Princeton University Press
Rawson, B (ed.)	1997	<i>The Roman Family in Italy - Status, Sentiment, Space</i>	Oxford: Oxford University Press
Uzzi, J.D.	2011	<i>Children in the visual arts of imperial Rome</i>	Cambridge: Cambridge University Press
Session 2: Death in the Roman world: the materiality of dying			
Bodel, J.	1999	<i>"Death on Display: Looking at Roman Funerals," in Bergmann, B. and Kondoleon, C. (eds) The Art of Ancient Spectacle (Studies in the History of Art 56)</i>	Washington, DC: National Gallery of Art
Beard, M., North, J., and Price, S.	1998	<i>Religions of Rome, vol. I, A History</i>	Cambridge: Cambridge University Press
Elsner, J. and Huskinson, J.	2011	<i>Life, Death, and Representation: Some New Work on Roman Sarcophagi</i>	Berlin: De Gruyter
Huskinson, J.	1996	<i>Roman Children's Sarcophagi: their Decoration and its Social Significance</i>	Oxford: Clarendon Press
Koortbojian, M.	1995	<i>Myth, Meaning, and Memory on Roman Sarcophagi</i>	Berkeley, C.A.: University of California Press
Morris I.	1992	<i>"Mos Romanus": cremation and inhumation in the Roman empire. in Death-ritual and social structure in classical antiquity, pp.31-69</i>	Cambridge: Cambridge University Press
Parker Pearson, M.	1999	<i>The Archaeology of Death and Burial</i>	Stroud: Sutton Publishing
Patterson, J.	2000	<i>"Living and dying in the city of Rome: houses and tombs" in Coulston, J. and Dodge, H. (eds.) Ancient Rome: the Archaeology of the Eternal City</i>	Oxford: Oxford University Press
Reece, R. (ed.)	1977	<i>Burial in the Roman World</i>	London: Council for British Archaeology
Toynbee, J.M.C.	1996	<i>Death and Burial in the Roman World</i>	Baltimore: Johns Hopkins University Press
Walker, S.	1985	<i>Memorials to the Roman Dead</i>	London: British Museum Publications for the Trustees of the British Museum
Session 3: Transferring capital: from Rome to Constantinople			
Reece, R.	1999	<i>The Later Roman Empire: An Archaeology AD 150-600</i>	Stroud: Tempus
Swain, S. and M. Edwards	2004	<i>Approaching Late Antiquity: The Transformation from Early to Late Empire</i>	Oxford: Oxford University Press
Bardill, J.	2012	<i>Constantine. Divine Emperor of the Christian Golden Age</i>	Cambridge: Cambridge University Press
Bassett, S. G.	2004	<i>The Urban Image of Late Constantinople</i>	Cambridge: Cambridge University Press
Eastmond, A., R. Cormack, and P. Stewart	2006	<i>The Road to Byzantium: Luxury Arts of Antiquity</i>	London: Fontanka
Session 4: Epilogue: Greece, Rome, and beyond			
Beard, M.	2004	<i>'Archaeology and collecting in late nineteenth-century Rome', in Ancient Art to Postmodernism: Masterpieces from the Ny Carlsberg Glytoteke, Copenhagen,</i>	London: Royal Academy of Arts

		<i>pp. 18-21</i>	
Bignamini I. and Hornsby, C.	2010	<i>Digging and Dealing in Eighteenth-Century Rome</i>	New Haven: Yale University Press
Coltman, V.	2006	<i>Fabricating the Antique: Neoclassicism in Britain</i>	Chicago: University of Chicago Press
Cuno, J.	2008	<i>Who Owns Antiquity? Museums and the Battle over Our Ancient Heritage</i>	Princeton, N.J.: Princeton University Press
Haskell, F. and Penny, N.	1981	<i>Taste and the Antique: the Lure of Classical Sculpture</i>	New Haven: Yale University Press
Jenkins, I.	1992	<i>Archaeologists and Aesthetes in the Sculpture Galleries of the British Museum</i>	London: British Museum Publications for the Trustees of the British Museum
Renfrew, C.	2000	<i>Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology</i>	London: Duckworth

Journal articles:

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers
Session 1: Households, families, women and children: the study of Roman domestic life				
Berry, J.	1997	Household Artefacts: Towards a Re-interpretation of Roman Domestic Space	<i>Journal of Roman Archaeology Supplementary Series</i>	22: 183-195
Graham, E.J.	2013	The making of infants in Hellenistic and early Roman Italy: a votive perspective	<i>World Archaeology</i>	45 (2): 215-231
Session 2: Death in the Roman world: the materiality of dying				
Carroll, M.	2011	Infant death and burial in Roman Italy	<i>Journal of Roman Studies</i>	24: 99-120
D'Ambra, E.	1988	A myth for a smith: A Meleager sarcophagus from a tomb in Ostia	<i>American Journal of Archaeology</i>	92: 85-100
Golden, M.	1988	Did the ancients care when their children died	<i>Greece and Rome</i>	35 (2): 152-163
Session 3: Transferring capital: from Rome to Constantinople				
Bardill, J.	1997	The Palace of Lausus and nearby monuments in Constantinople: A Topographical Study	<i>American Journal of Archaeology</i>	101: 67-95
Bassett, G.	1991	Antiquities in the Hippodrome at Constantinople	<i>Dumbarton Oaks Papers</i>	45
Bassett, G.	1996	"Historiae custos": sculpture and tradition in the baths of Zeuxippos	<i>American Journal of Archaeology</i>	100: 491-506
Bassett, S. G.	2000	"Excellent offerings": the Lausus collection in Constantinople	<i>The Art Bulletin</i>	3 (1)
J. Elsner	2000	From the Culture of Spolia to the Cult of Relics: The Arch of Constantine and the Genesis of Late	<i>Papers of the British School at Rome</i>	68: 149-84

		Antique Forms		
James, L.	1996	Pray not fall into temptation and be on your guard: pagan statues in Christian Constantinople	<i>Gesta</i>	35: 12-20
Mango, C. and M. Vickers	1992	The Palace of Lausus at Constantinople and its collection of ancient statues	<i>Journal of the History of Collections</i>	4: 89-98
Pierce, P.	1989	The Arch of Constantine: propaganda and ideology in late-Roman art	<i>Art History</i>	12: 387-418
Session 4: Epilogue: Greece, Rome, and beyond				
Ceserani, G. et al.	2007	Collecting and its Contexts in Eighteenth-Century Naples	<i>Journal of the History of Collections (Special Issue)</i>	19 (2)

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
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
Boardman, J.	1995	<i>Greek sculpture: the late classical period and sculpture in colonies and overseas</i>	London: Thames & Hudson
*Lawrence, A.W.	1996	<i>Greek Architecture, 5th ed. (Ch.8-12) revised by R.A. Tomlinson</i>	New Haven, C.T.: Yale University Press
Osborne, R.	2000	<i>Classical Greece, Short Oxford History of Europe</i>	Oxford: Oxford University Press
Palagia, O. (ed.)	2006	<i>Greek sculpture: function, materials, and techniques in the archaic and classical periods</i>	Cambridge: Cambridge 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
Spivey, N.	2007	<i>Greek art</i>	London: Phaidon
Tomlinson R.A.	1976	<i>Greek sanctuaries</i>	New York, N.Y.: St. Martin's Press

Roman material culture books:

Author / editor	Year of publication	Book title OR chapter in book	Publisher and place of publication
Barchiesi, A. and Scheidel W.	2010	<i>The Oxford Handbook of Roman Studies</i>	Oxford: Oxford University Press
Cooley, A.E.	2016	<i>A Companion to Roman Italy</i>	Chicester: Wiley Blackwell
Elsner, J.	1998	<i>Imperial Rome and Christian</i>	Oxford: Oxford University

		<i>triumph: the Art of the Roman Empire A.D. 100-450</i>	Press
*Elsner, J.	1995	<i>Art and the Roman Viewer</i>	Cambridge: Cambridge University Press
Hayes, J.W.	1997	<i>Handbook of Mediterranean Roman Pottery</i>	London: British Museum Pres
*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
Garnsey, P. and Saller, R.	1987	<i>The Roman Empire: economy, society and culture</i>	London: Duckworth
Ramage, A. and Ramage, N.	2000	<i>Roman Art: Romulus to Constantine</i>	London: Lawrence King
Stewart, P.	2008	<i>The Social History of Roman Art</i>	Cambridge: Cambridge University Press
Thorpe, M.	1995	<i>Roman Architecture</i>	London: Bristol Classical Press
Peacock, D.P.S.	1982	<i>Pottery in the Roman World</i>	London: Longman
Rasmussen, T.B.	2006	<i>Bucchero pottery from Southern Etruria</i>	Cambridge: Cambridge University Press
Zanker, P.	1998	<i>The Power of Images in the Age of Augustus</i>	Ann Arbor: University of Michigan Press

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/ - 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 2017

Civilisation: the archaeology of complex society

Day-school one	07/10/2017
Day-school two	28/10/2017
Day-school three	18/11/2017
Fieldtrip	25/11/2017
Day-school four	09/12/2017

Lent 2018

An introduction to Egyptology

Day-school one	13/01/2018
Day-school two	10/02/2018
Day-school three	03/03/2018
Day-school four	24/03/2018
Museum visit one	TBA
Museum visit two	TBA

Easter 2018

The Classical World

Day-school one	14/04/2018
Day-school two	19/05/2018
Museum and artefact practical	20/05/2018
Day-school three	16/06/2018
Day-school four	07/07/2018

Assignment submission dates are normally 3 weeks after final teaching session of term.

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.

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