

CS 2500B (Spring 2015)

ANCIENT CITIES IN THE MEDITERRANEAN



WELCOME to CS 2500B!

The civilizations of the ancient Mediterranean were some of the best city-builders in human history, with discoveries that allowed them to construct colossal buildings, to implement vast systems for moving water and waste, and to house hundreds of thousands of people in small urban spaces. Did you know that 2,500 years ago the Greeks built temples the size of a football field? And the Romans invented concrete with which they built towering apartment buildings and revolving dining rooms? “Ancient Cities” is an introductory survey of the urban centers of the ancient Mediterranean world. The course focuses on the archaeological remains of some of the most impressive cities and civilizations in human history, such as Jericho, Babylon, Mycenae, Athens, Rome and Pompeii. Throughout the course, we will investigate the earliest signs of urban organization in the archaeological record of the Near East and track the evolution of the physical layout and social organization of urban life through 10,000 years of history in the Mediterranean. The course ends with an in-depth look at the vast urban centers of the Greeks and Romans, many of which are still thriving cities today.

I am Dr. Elizabeth Greene and I will be your instructor for this course. I am an Assistant Professor of Roman Archaeology in the Department of Classical Studies. I teach on all aspects of Classical Archaeology (primarily Greek and Roman), particularly the archaeology of the Roman world and the Roman provinces in Western Europe. I have worked on archaeological excavations in Tuscany and Rome, and on various military forts along the Roman frontier in England. Currently, I am involved in an on-going excavation project at a site called Vindolanda located near Hadrian’s Wall in northern England, where I co-direct a field school for students to train in excavation technique and the history and archaeology of Roman Britain. Please feel free to discuss with me any aspect of archaeology, how to get involved with the field school or other archaeological projects.

CONTACT INFO

INSTRUCTOR: Dr. Elizabeth Greene
Assistant Professor of Roman Archaeology
Department of Classical Studies

OFFICE: Lawson Building, Room 3208
519-661-2111, ext. 84571

OFFICE HOURS: Tues. and Wed. 2-3:00 pm (or by appointment egreene2@uwo.ca)

TEACHING ASSISTANT: TBA
Office Hour: TBA

CLASS INFO

MEETINGS: Tues/Thurs. 3:30-4:30pm

ASSESSMENT

Midterm Exam	February 26th	40%
Quizzes x 3	Jan. 22; Feb. 10; March 19	15%
Final exam	(scheduled by registrar, April 11-30th)	45%

Required Course Material: Gates Textbook

Gates, Charles. 2011. *The archaeology of urban life in the Ancient Near East and Egypt, Greece, and Rome, Second edition* (Routledge) (you must get the 2nd edition)

Accompanying textbook website: <http://cw.routledge.com/textbooks/9780415498647>

NOTE FROM THE DEAN OF ARTS and HUMANITIES: You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite course. Lack of prerequisites may not be used as basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no adjustment to your fees. These decisions cannot be appealed.

PLAGIARISM: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

POLICY ON ACCOMMODATION FOR MEDICAL ILLNESS: http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf
[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> [under the Medical Documentation heading]
Students seeking academic accommodation on medical grounds for any missed tests, exams and/or assignments worth 10% or more of their final grade must apply to the Office of the Dean of their home faculty and provide documentation.
ACADEMIC ACCOMMODATION CANNOT BE GRANTED BY THE INSTRUCTOR OR DEPARTMENT.

WESTERN ACCESSIBILITY POLICY. Western has many services and programs that support the personal, physical, social and academic needs of students with disabilities. For more information and links to these services: <http://accessibility.uwo.ca/>

WESTERN SUPPORT SERVICES: Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

COURSE DESCRIPTION & GOALS:

In the first few weeks of the course, the earliest known villages (*ca.* 12,500 BC) and cities (*ca.* 3000 B.C.) in Mesopotamia and the Near East will serve as case studies for detecting urbanization and social organization in the archaeological record. We will consider such questions as: 1) How can we discuss the social organization of an urban center when we find large walls and towers in the archaeological record?; 2) What is the meaning of the presence of an authoritative figure found in artistic representations?; 3) How do we evaluate the central placement of a religious precinct in an archaeological site? We will consider how these spaces were built, who became politically important in these early communities, and how we can deduce social organization from the archaeological record.

The primary focus of the course will trace the evolution of urbanization with major emphasis on the well-known cities of the Greek and Roman worlds. We begin with the early civilizations of the Minoans and Mycenaeans on Crete and the Greek mainland (*ca.* 3000-1200 BC) and will look at the colossal palaces and city walls of Knossos and Mycenae, their impressive wall paintings, and rich tombs and grave goods. We will consider what all this material means for our understanding of the organization of the city at this time. Tracing the rise of cities in Greece (“the Polis”) takes us through some of the most impressive archaeological sites in the Mediterranean, investigating the important political and religious centers at Athens, Sparta, Delphi and Olympia (*ca.* 750-300 BC) among others.

The last part of the course investigates Italy and the Roman world. Readings on the early civilizations in Italy (Villanovans, Etruscans, *ca.* 1000-500 BC) will be the background to understanding the meteoric rise of Rome and its eventual conquest of the entire Mediterranean (*ca.* 500 BC – AD 200). The Roman Republic and Empire will be discussed considering new approaches to urban development, use of borrowed urban characteristics, and the use of the city as a backdrop for displaying power and wealth. We will consider the varied approaches the Romans took in order to subjugate well-developed cultures around the Mediterranean, considering closely how the city of Rome itself became the center of a large empire and incorporated material culture borrowed from these conquered peoples.

During this course, students will develop an understanding of the processes behind urbanization in general and the archaeological and historical setting of ancient cities in the Mediterranean in particular. Student should be able to critically assess concepts such as ‘city’ or ‘urban’, and recognize the strengths and limitations of the archaeological data. We will end with consideration of our own urban environment and how we may better understand our own social organization through the study of ancient urbanization.

LEARNING OBJECTIVES

On successful completion of this course students are expected to be able to:

- I. Understand basic archaeological terms and concepts of dating and evaluating archaeological evidence.
- II. Understand the basic historical timeline and the physical components of the civilizations of the ancient Mediterranean, especially those of Greece and Rome.
- III. Identify the archaeological traces of urbanization in the ancient Mediterranean and how we interpret this material to understand the social organization of urban centers.
- IV. Identify characteristics of specific ancient cities (e.g. Jericho, Knossos, Athens, Pompeii) by reading a plan or with images of its specific features (e.g. temples, houses, defenses, sculpture).
- V. Articulate how the “built environment” of a city reflects social and political organization and how this urban environment was used as a backdrop for political means.
- VI. Understand how past monuments and motifs were manipulated and incorporated for political gain (particularly the role of the Greek cultural past in the development of the city of Rome).

LEARNING OUTCOMES/TRANSFERABLE SKILLS

Students completing this course are expected to have acquired:

- I. historical perspective: An understanding of the need to consider civilizations and cities within their own historical circumstance, as well as within the broader context of history. The span of the course content and class discussions will allow students to reflect upon 10,000 years of human history in the Mediterranean.
- II. appreciation of the physical environment: How the monuments, buildings, street layout, etc. in any historical period may signify important ideals such as status, identity, and power, on both the civic and individual level. Throughout the course both lectures and discussions will emphasize the messages present in the physical layout of cities.
- III. the ability to analyze primary evidence (archaeological, documentary, artistic, etc.): Students should gain a developed understanding of the potential, as well as limits and restrictions, of our evidence in the reconstruction of ancient societies. Our class discussions will provide practice and guidance in this interpretation.
- IV. communication skills: The ability to present succinct thoughts in oral discussion is important, which students will practice by stating opinions and posing questions to their peers towards advancing group discussion. It is hoped that students will learn to be inquisitive, to question presumed “fact,” and to learn to craft an argument for oral presentation. This should not only involve the repetition of learned knowledge but analysis and conclusions that newly acquired knowledge may lead to in other spheres.

COLLABORATION AND INDIVIDUAL WORK

Any learning experience is highly enhanced by group discussion, teaching your peers, and asking questions of me and your classmates. I encourage you throughout the course to create study groups, to quiz each other on historical and aesthetic details learned in the course, and to help each other with difficult topics when necessary. These efforts will always create livelier discussion in class and ultimately help you remember information and utilize facts towards a greater understanding of our subject matter and better performance on assignments.

It is expected, however, that all of your quizzes, exams, and any written assignments (i.e. things that are passed into me for course assessment) will be your own original work that you have completed on your own and in your own words. As an example, it is always very useful to study with a group for an upcoming test or exam and this is highly encouraged. What you will want to avoid, for example, is creating “sample” or “practice” essays together on topics that you think might end up on the exam and then use those words verbatim in an exam essay if that should be one of the questions. You want to discuss ideas, quiz each other on facts, and learn from each other. You DO NOT want to take each other’s words and original ideas and present them as your own in a paper or on a test or exam. This would be considered plagiarism and is an academic offence on the part of all involved. This is only one example, so please, if you have any questions about what does and does not constitute an academic offence, please come discuss this with me and see the Academic Handbook section on scholastic offences:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

CLASSROOM TECHNOLOGY USE

I will post PowerPoint lectures in advance of the class. It is perfectly acceptable for you to download these and have them on your laptop for class (in fact, I suggest this). You will be able to follow along with the lecture and not waste time writing down what is written on the slide. Sometimes the lecture will only appear the morning of the class. This is unavoidable as I reserve the right to make last minute changes and additions to the PowerPoint before it is covered in class. PowerPoint presentations will be based on the current subject of the class (e.g. Classical Athens) and the same file may be used for more than one lecture period. I will label files accordingly by the week to minimize any confusion.

I expect that laptops will be used in class for academic purposes. If you choose to spend the hour doing other things on your computer not related to class you will be disturbing your peers around you. Please be conscious of this and respect others in the class. **Laptops, other electronic devices and study aids are NOT allowed in tests or exams.**

COURSE COMPONENTS:

Lectures and Attendance:

I will not take daily attendance in this course, but it is highly recommended that you attend lectures. The most important part of this course is class meetings. Lectures will use the assigned reading as background and will build on the reading topics as well as introduce new material. **Exams are based on what is presented in class lectures in addition to text book reading.** Lecture will often overlap with the reading, though not always, but where it does is an indication of importance. There will be new information presented in lecture that you will have no background on from the course textbook (e.g. examples of buildings or cities).

The PowerPoint presentations will be posted on OWL. Since this is an archaeology class, there will be many images that you will be expected to recognize and analyze throughout the course. Images will appear in the PowerPoint presentation for the week's discussions as well as in the Gates textbook. Images will be labeled with their identification and date, but there will be highly relevant information about the buildings, cities and archaeological sites discussed that will only be accessible in the class lecture, including formal presentation by me and informal student participation and discussion. If you miss a class, it is advised that you obtain notes from a fellow student and the images from OWL, and I encourage you to utilize office hours with questions after you have familiarized yourself with the material.

Midterm and final exams:

Tests will always emphasize the understanding of major concepts and ideas rather than minute details (though you will indeed need to memorize information in this course to create a solid base of knowledge). I will ask you to know specific dates and features of important buildings and events (e.g.: What architectural style is the Parthenon in Athens?). I am not looking for you to memorize small details that have little consequence on broader concepts (e.g.: What are the dimensions of the platform on which the Parthenon stands?). The test and exam questions are never out to trick you, but they will take careful thought and understanding of the course material to answer correctly.

The midterm exam covers the material from the beginning of the semester to the midterm, while the final exam is cumulative of the whole semester. The course builds upon itself throughout the semester and cannot be understood without overall comprehension of the material. Concepts of urbanization will always cross over test dates, as will comparisons of cities throughout a long period of time in the Mediterranean. As an example, the city of Rome will quite intentionally utilize iconography and architectural forms from Classical Athens. We will discuss these processes and you will be expected to make these connections. The midterm test will include all material covered up to the lecture before the test period.

Exams are multiple choice (Midterm is 60 questions taken in a single class period; the Final exam is 100 questions taken in a 2-hour test period during the time scheduled by the registrar). Tests will include images for assessment that were encountered in the PowerPoint presentations. I will choose the most important images seen throughout the course (i.e. you will not be asked to memorize and recall every image that is shown in class!) and each week I will put those images in a folder on OWL marked, "Test/exam review images". Students will be responsible for identifying the place and general time period represented in the image and for understanding how these images pertain to our study of urbanization (e.g. I may ask a question about an image such as: What is the

date and cultural group that constructed this building/pot/defensive wall? **OR**, What does the presence of this building/pot/defensive wall suggest about the social organization of this city in which it was found?).

Quizzes:

There will be three 10-minute quizzes throughout the semester that will focus on a finite body of material that I assign ahead of time, such as “Archaeological Evidence” and “The geography and timeline of the Mediterranean”; and “Archaic and Classical Athens” (see above and below for exact days and topics). These are topics that will help you enormously throughout the semester and on tests if you have a good grounding in the knowledge. These are scheduled quizzes (i.e. not surprise “pop” quizzes) and will count all together for 15% of your final grade. These are meant to give you opportunities to check in with your own progress and make sure you understand the base knowledge of the course.

****No books, notes, laptops or any electronic devices are allowed to be used during quizzes, tests or exams****

****Make-up quizzes, tests and exams will only be given with a dean’s approval. If you miss an assignment it is not up to me to decide if your case warrants a make-up. Please take all such concerns to the academic counselor in the dean’s office of your faculty. Please take note now of all test and assignment dates listed at the top of the syllabus and confirm that you are available for test and assignment due dates. The final exam date is set by the registrar and is non-negotiable. Please do not schedule travel during the exam period.**

WEEKLY SCHEDULE: Lectures, Reading Assignments, Test dates, Quiz dates

PART 1: The Ancient Mediterranean and using the Archaeological Record (technique, dating, analysis of socio-political organization)

Reading: Gates, Introduction (pp. 1-10); Gates, Chapter 1; Study timelines and maps in Gates Introduction and Chapter 1.

Jan. 6: Course Introduction

Jan. 8: Overview of chronology and Geography of the Mediterranean in antiquity
Intro to Archaeological study: Categories of evidence, Dating in archaeology, archaeological technique (definitions, terms and concepts in archaeology)

Jan. 13: Continue chronology, geography and archaeological study and technique

Jan. 15: Finish Archaeological study and technique

Jan. 20: Introduction to early urbanization, 10,000-5000 BC

Jan. 22: How do we understand socio-political organization from archaeology? Jericho Case Study

January 22: Quiz #1: Archaeological evidence: Excavation, recording, dating, interpretation.

PART 2: The Prehistoric Mediterranean: Urban Development in the Bronze Age and Dark Age in Greece and its models (where do the ideas emerge first?)

Reading: Gates, pp. 61-65, ‘Mari : The palace of Zimri Lim’; Gates, Chapter 7.

Jan. 27: Precursors to urbanization in Greece (Developments in Mesopotamian Cities in the Chalcolithic and Bronze Age)

Jan. 29: Minoan Cities on Crete (2000-1400 BC)

Feb. 3: Finish Minoan Cities on Crete (2000-1400 BC)

Feb. 5: Mycenaean cities on the Greek mainland (1600-1200 BC)

Feb. 10: Mycenaean cities: Mycenae and Pylos

Feb. 10: Quiz #2—Chronology and Geography of the Mediterranean and Near East

Feb. 12: End of the Bronze Age: Collapse of Mycenaean Palaces. Compare Mycenaean cities to Minoan cities.

FEBRUARY 16-20: READING WEEK, NO CLASS

Feb. 24: Catch up on material and Review for midterm exam.

Feb. 26: Midterm Exam: Beginning of course through October 24 (all material from lecture and readings may be found on the exam)

March 3: The Greek Dark Age: Re-emergence of urban centers. Lefkandi case study.

March 5: The Greek Renaissance

PART 3: The emergence of the developed city in the Mediterranean: Greece

Reading: Gates, Chapter 12, 'Early Greek city-states of the Iron Age'; Chapters 13, 14 'Archaic Greek Cities I and II'; Gates, Chapter 15, 'Greek Sanctuaries'; Gates Chapter 16, 'Athens in the fifth century BC' and pp. 273-278, 'Priene: A small Greek city'.

March 10: Archaic Greece and the emergence of Greek architecture

March 12: Fifth-century BC Athens: Perikles and the Acropolis

March 17: Fifth Century BC Athens—The Acropolis and the Agora

PART 4: The Roman Empire

Reading: Gates, Chapter 20, 'Rome from its origins to the end of the Republic'; Gates, Chapter 21, 'Rome in the Age of Augustus'; Gates, Chapter 22, 'Italy outside the capital'; Gates, Chapter 23, 'Rome from Nero to Hadrian'.

March 19: Early Rome and the Republican City (ca. 800-509 BC)

March 19: Quiz #3: Athens in the Archaic and Classical Periods

March 24: Rome at the turn of the millennium: The city as a place for aristocratic display

March 26: The Imperial Capital of Rome under Augustus

March 31: The developed Imperial capital of Rome

April 2: The City of Pompeii and Ostia, the Port of Rome

Course catch-up and Review for final exam

April 7: Course wrap-up/catch-up and Review

The final exam is cumulative (material from the whole semester will be covered) and will be scheduled by the registrar. It will take place within the final exam period for the Spring 2015 Term, between APRIL 11-30TH.

There are NO MAKEUP EXAMS! Please do not ask me if you can take the exam at a different time. You should plan to be on campus for the entire exam period from APRIL 11-30TH and make travel plans only after the final exam schedule is released by the Registrar.