PhD COMPREHENSIVE EXAM READING LIST
Greek and Roman Archaeology
(for Non-Archaeology Students)
Compiled: Spring 2020
For comprehensive exam: Fall 2020
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USING THIS READING LIST
You are expected to understand the major themes in the archaeology of the primary time periods represented here, from Bronze Age Greece to Imperial Rome. Under each time period is listed “Background Reading” followed by a specific “Topic” that represents a prominent or very current debate in the archaeology of that time period.

Background Reading: How much you need to consult these materials depends on the background you have in archaeological and historical subjects. For instance, if you feel very shaky about the timeline, events and material culture of the Greek Iron Age, you should understand the material presented in these chapters. If you have a strong background in Imperial Rome, perhaps you only need to skim those chapters to be sure you have everything covered. The sources listed here cover the important archaeological remains that you will want to understand, as well as chapters on the historical context that will be needed to understand the socio-political motivations for the construction of buildings, monuments and art left behind in the archaeological record.

Topic: For each time period a topic has been chosen that is a prominent or very current debate in the discipline about that time period. You are expected to understand the nature of that debate, the primary scholars who have contributed to it, and the major arguments about the subject. Please be prepared to answer questions about this debate specifically or to insert these ideas into a much broader question about Greek or Roman archaeology.

OVERVIEW TOPIC
What is Classical Archaeology?
Where are the borders of the discipline? How does this fit with other disciplines like Art History, Ancient History and Anthropological Archaeology?
BRONZE AGE GREECE

Background Reading:

Topic: Political, social, and economic networks
What is network analysis and how is it used to help understand complex systems? How do we reconstruct economies of ancient societies?

IRON AGE-ARCHAIC GREECE

Background Reading:

TOPIC: Collapse and reemergence of complex society
What does collapse mean? What processes are at play? How do we understand these processes archaeologically in Greece?


**CLASSICAL GREECE**

**Background Reading:**


**TOPIC: The built environment and political 'propaganda'**

How do the Greeks master using the backdrop of the built environment (architecture, public art, etc.) to support a political agenda? What is and is not allowed in this process? What spaces are used for 'propaganda' and what rules govern the use of space in different ways?


**HELLENISTIC GREECE**

**Background Reading:**


**No topic for Hellenistic Greece for 2020 Comprehensives.**
**ARCHAIC and EARLY REPUBLICAN ROME**

**Background Preparation:**

**TOPIC:** State formation and the rise of Rome

What are the primary factors in the process of a small settlement becoming a large 'State'? What are the archaeological indicators of this growth and status? What factors came into play specifically in Rome and how did this dictate the organization of the city?


**LATE REPUBLIC and EARLY IMPERIAL ROME**

**Background Reading:**

**TOPIC:** Images as power and visual language in Rome

How do Rome's politicians of the late Republic and early empire use images as propaganda? What are the most successful building programs? How do the overall messages of different individuals vary or agree? How does the Roman use of the built environment differ from that of 5th century Athens?

Images: Octavian, Antony, and the Struggle for Sole Power" pp. 33-77; Chapter 3 "The Great Turning Point: Intimations of a New Imperial Style" pp. 79-100. (Basically, read pages 1-100).

**IMPERIAL ROME AND THE EMPIRE**

**Background Reading:**  

**TOPIC: 'Romanization' and the archaeology of identity**

How did the incorporation of so many different cultural groups into the 'Roman' empire change what it meant to 'be Roman'? What are the barriers (historically and now) to our study and understanding cultural change in the provinces? How do we approach understanding individual or collective identity from the archaeological record?