

INTRODUCTION TO CLASSICAL ARCHAEOLOGY



“Begin at the beginning and go on till you come to the end: then stop.”
– Lewis Carroll, *Alice’s Adventures in Wonderland*

Instructor: Joey Williams
Contact: joey.williams@basistucsonnorth.org
Student Hour: Thurs. 3:45-4:45
Parent Hour: by appointment

Classroom: BTN Room 4
Meeting times: Monday – Friday, 2:50 – 3:40 PM

Course description: In this class we will examine the methodology, major sites, and current debates in archaeology with a focus on the ancient Mediterranean and Europe. While we explore Etruscan tombs, Greek shipwrecks, and Roman monuments, we will examine the application of scientific techniques, art historical analysis, and anthropological theory to our understanding of the past. Our class will delve into the city of Pompeii, explore the Battle of Baecula, analyze the bones of ancient plague victims, and learn about history through its most enduring monuments and its humblest artifacts.



Course materials: Participants in the seminar are expected to bring a notebook, pen or pencil, and any assigned readings or homework. Readings for this course will be drawn from a number of sources (foreign language sources will be provided in translation when necessary).

Students must bring a copy of the following textbook:

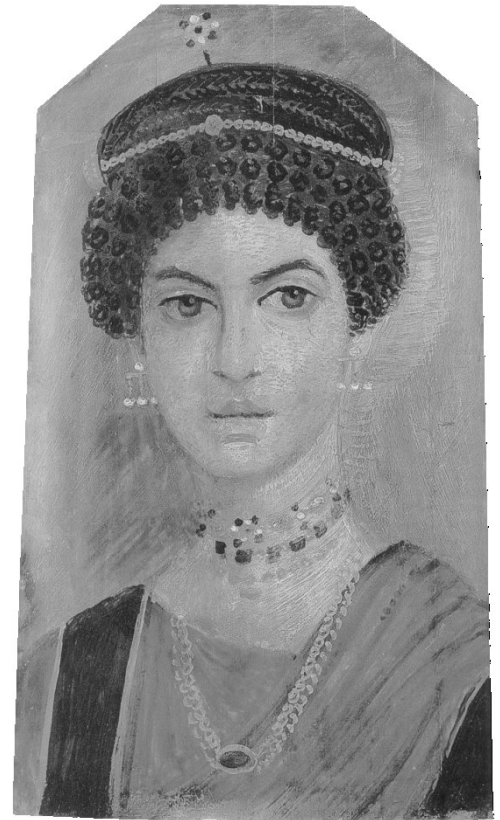
Renfrew, C. and P. Bahn. 2008. *Archaeology: Theories, Methods, and Practices*. 5th Edition. London: Thames and Hudson.

Assignments:

Projects: You will be required to complete 5 of the 6 different project assignments. These will be illustrative of the concepts we discuss during class. Each one will be different, and each is due on the Friday after it is assigned.

Archaeology in the news: Students will be asked to regularly collect and comment on current news stories about archaeological sites, artifacts, museums, or heritage. Websites and publications will be suggested during the class. This will be a weekly assignment.

Site report: Every student is required to prepare and present a 10 minute report on an archaeological site from around the world. A list of suggested sites will be assigned, but you are encouraged to investigate other options – there are many sites that you could talk about. You must prepare an overview of the site and a PowerPoint presentation featuring important features and artifacts. You must also prepare a handout with an outline and a bibliography to distribute during your presentation. Further instructions will be provided.



Grading policy:

Each trimester will maintain the same grading breakdown except for the third trimester when a site report will be assigned. This report will make up a significant part of the third trimester grade. If you participate, remain engaged with our assignments, and craft a thoughtful site report, you will excel in this course.

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|-----------------------------|-------|-----------|
| Participation (10%) | _____ | /100 pts. |
| 5 Projects (5% each) | _____ | /250 pts. |
| News article comments (30%) | _____ | /300 pts. |
| Site report (35%) | _____ | /350 pts. |

Classroom policies: Participants should expect to complete assigned readings and projects and to participate in class discussions and activities. Readings outside of the required textbook and instructions for each assignment will be distributed during the class.

Participants are expected to abide by the policies outlined in the BASIS Parent/Student Handbook, the BASIS Tucson North Guidebook, and any other policies implemented by the school.

Academic Integrity: Plagiarism is the representation of another's words or ideas as your own in any academic work. To avoid plagiarism, every direct quotation, paraphrase, and summary must be identified with proper citations. *Per veritatem vis!*

Common forms of plagiarism may include:

- Copying from the internet,
- Copying from another student,
- Failing to give credit for an author's ideas that you have quoted, paraphrased, or summarized in your own words,
- Re-using your own work for multiple classes or assignments,
- Knowingly misrepresenting quoted evidence.

Any suspicion of plagiarism may be immediately referred to the School Director and treated as a discipline violation (See *Parent-Student Handbook*).

Content notice: Due to the nature of ancient art, some nudity and adult themes may be present in class materials. Any such content encountered is necessary for the proper contextualization of the course material.



Schedule of Classes: The schedule below is divided into seven parts and further subdivided into themes and topics. We will use this list of potential themes and topics to guide our class discussion, but we will focus our energies on topics which elicit the most interest from the course's participants.

The schedule of classes presented here is subject to change depending on the exigencies of our course and the school's own schedule. Guest speakers and field trips will be scheduled where available and appropriate.

PART I: INTRODUCTION TO ARCHAEOLOGICAL THOUGHT

Theme 1: Introduction to Archaeology

- What is archaeology?

- The history of archaeology in Europe and the Mediterranean

- Scientific and humanistic approaches to the human past

Theme 2: Context is Everything: Archaeological Frameworks of Space and Time

- Site formation processes and stratigraphy

- Excavation and survey

- Methods of dating in archaeology

PART II: PREHISTORIC ARCHAEOLOGY OF THE MEDITERRANEAN

Theme 3: Prehistoric Archaeology: from Human Origins to the Neolithic Revolution

- Early humans and their ancestors

- The origins of art and expression in the Late Paleolithic

- Agriculture, domestication, and the rise of sedentary communities

Theme 4: The Neolithic Period in Europe

- The origins of cities and community

- Franchi Cave and the invention of ceramics in Greece

- Class, status, and hierarchy

Theme 5: The Dawn of Civilization: the Eastern Mediterranean in the Bronze Age

- Early state formation in the Aegean

- Tokens, records, and written language

- Chariot, tholos, and citadel in Bronze Age Greece

Theme 6: Collapse and Catastrophe: the Eastern Mediterranean at the End of the Bronze Age

- Natural disasters in archaeology

- Bronze Age collapse

- Dark Age Greece

PART III: CLASSICAL ARCHAEOLOGY – GREECE

Theme 7: The Origins of Ancient Greece

- New experiments in social organization

- The birth of sport and athletics

- Painting in Archaic Greece

Theme 8: Classical Greece
The invention of democracy
The development of sculpture
Architecture of the Classical Period

Theme 9: Hellenistic Kingdoms of the East: the Diffusion of Greek Culture
Macedonian hegemony
Ptolemaic Egypt
Greeks at the edge of the world

Theme 10: Iron Age Europe
The Etruscans in Italy
Celtic civilization in Gaul and Britain
Iberian tribes of Spain and Portugal

PART IV: CLASSICAL ARCHAEOLOGY – ROME

Theme 11: The City of Rome
Concrete and brick construction
Public buildings in ancient Rome
Aqueducts, baths, and sewers

Theme 12: The Early Roman Empire
The power of images in the Age of Augustus
The city of Pompeii
The eruption of Vesuvius

Theme 13: The High Roman Empire
Defending the borders
Sport and spectacle
Epigraphy, graffiti, and memory

Theme 14: Late Antiquity and the Early Middle Ages
Decline and fall of the Roman Empire?
The Eastern Roman Empire
Continuing Classical traditions

PART V: ARCHAEOLOGICAL METHODS

Theme 15: Archaeometry: Chemical and Physical Analysis in Archaeology
Radiocarbon dating and dendrochronology
Materials science: XRF, ICP-MS, NAA, and SEM techniques
Isotopic analyses

Theme 16: Bioarchaeology of the Human Body
Paleopathologies
Osteology
Ancient DNA studies

Theme 17: Environmental Archaeology

Zooarchaeology: the archaeology of animals

Paleoethnobotany: the archaeology of plants

Reconstructing ancient environments

Theme 18: Landscape Archaeology: Human Ecology and Settlement Patterns

The creation of cultural landscapes

Remote-sensing and geographic information systems

Survey: doing archaeology without digging

Theme 19: Historical Archaeology, Ethnoarchaeology and Experimental Archaeology

What can a historian tell an archaeologist?

Ceramic ethnoarchaeology

Experimenting with ancient technologies

PART VI: ARCHAEOLOGICAL QUESTIONS

Theme 20: Maritime Archaeology: Shipwrecks and Sunken Cities

Ancient shipping and shipwrecks

Deep-water archaeology in the Mediterranean

Cities under the sea

Theme 21: Housing, Households, and Domestic Architecture

Greek houses in the *polis* and the *chora*

Roman apartments, villas, and families

Social history from domestic spaces

Theme 22: Trade, Industry, and Economies

Ancient agriculture and the “Mediterranean Triad”

Mines, quarries, and clay pits

The Great Debate: primitivists versus modernists

Theme 23: Warfare and Conflict in Archaeology

The Roman military

Battlefield archaeology

Surveillance and power

Theme 24: The Creation and Expression of Identity

Defining self and other in ancient Greece

Becoming Roman

Creolization, hybridity, and entanglement

Theme 25: Archaeologies of Colonialism

Greeks overseas

Roman conquests

Post-colonial approaches

Theme 26: Gender and Archaeology

Women, archaeology, and women archaeologists

Detecting women in the archaeological record

The construction of masculinity

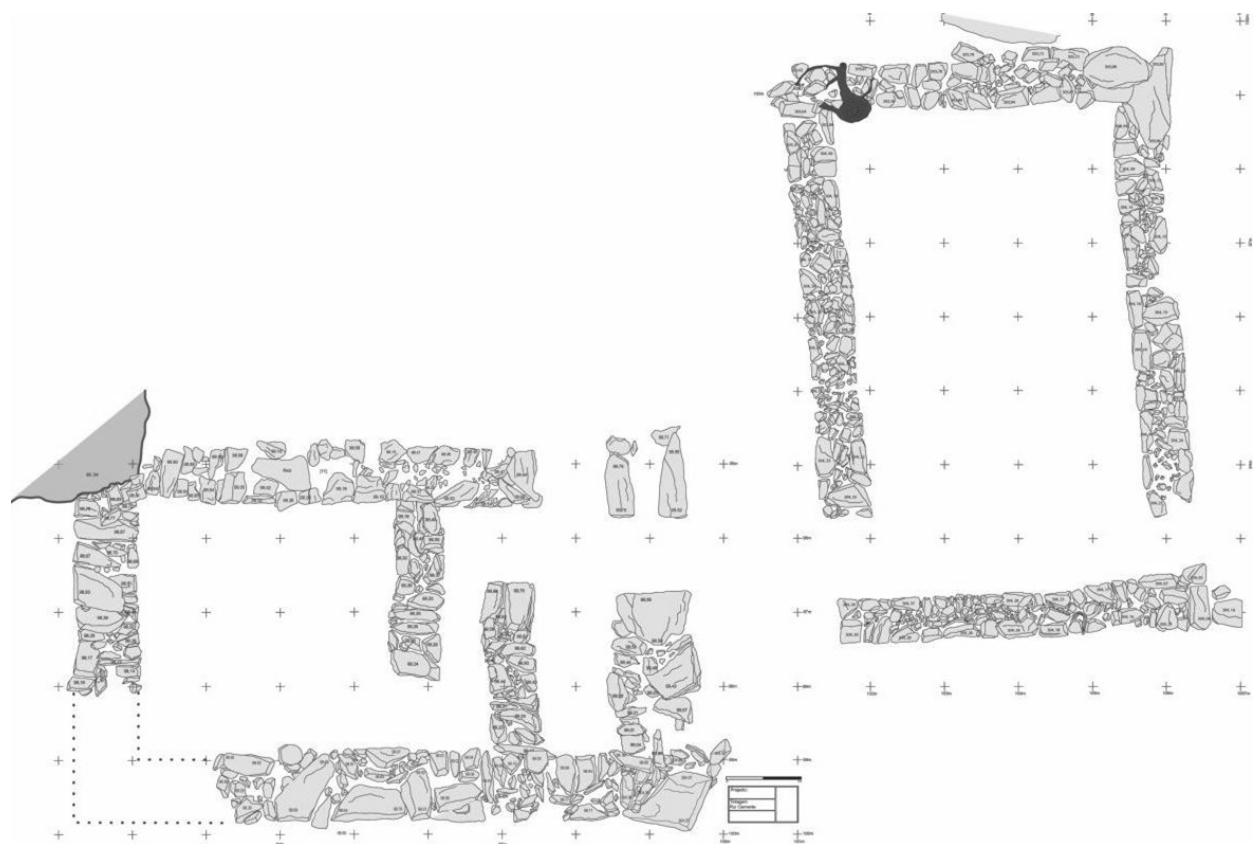
Theme 27: Sacred Spaces and the Archaeology of Religion
Greek temples and ritual
The remains of Roman religion
Mediterranean magical traditions

PART VII: RETROSPECT AND PROSPECT

Theme 28: The Presentation of the Past: Hollywood and Hoaxes
Archaeology in the popular imagination
Frauds, myths, and hoaxes
Pseudoarchaeologies

Theme 29: Museums and Management: the Ethics of Cultural Heritage
Looting and museums
How should we present the past?
Should all histories be represented?

Theme 30: Claiming the Stones, Naming the Bones
Nationalism and imperialism
Indigenous archaeologies
Who owns the past?



Please fill in the requested information below, sign, and return **only this page** to the teacher.

Attendance is essential to success. It is the student's responsibility to remember to turn in missed assignments and to make up missed quizzes/tests.

Students are expected to follow the rules outlined in the Student-Parent Handbook. If a student fails to follow the outlined policies, one or more of the following consequences may follow: note in the Communication Journal, re-education regarding the violated rule on the student's own time, exclusion from group activities, reassignment to a different seat, office referral, etc.

Students must exercise academic integrity at BASIS. Plagiarism, cheating, and all forms of academic dishonesty are unacceptable, and subvert the purposes of academic coursework at BASIS. Any suspicion of academic dishonesty will be immediately referred to the School Director, and treated as a discipline violation, resulting in a score of "0" on the assignment, quiz, or test.

Students who review notes nightly, study flashcards, seek help during student hours, and use the Communication Journal to document upcoming assignments or examinations will find success in this course.

Due to the nature of ancient art nudity may be seen in some class materials.

This schedule is subject to change at any time.

I have read the course guide and understand its terms. This document is meant to provide a guide to student success in this course. The teacher reserves the right to change any policy or schedule in the course guide at his/her discretion. Anything not covered in this course guide is subject to the rules of BASIS Tucson North and/or the discretion of the teacher and BASIS Administration.

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____ / _____ / 2014