

INSTRUCTOR: DR. JEFFREY BECKER

DEPARTMENT OF MIDDLE EASTERN AND ANCIENT MEDITERRANEAN STUDIES, BINGHAMTON

UNIVERSITY - SUNY | EMAIL: [BECKERJ@BINGHAMTON.EDU](mailto:BECKERJ@BINGHAMTON.EDU) | OFFICE: LT 514 | STUDENT HOURS: T, R  
14:00-15:15. OTHER TIMES AVAILABLE BY APPOINTMENT.

### Course Description

This course offers a survey of the archaeology of settled landscapes in the ancient Mediterranean world, including both the ancient Near East and the Mediterranean basin. In particular, the course will focus on city-country dichotomies in order to study the patterns of development, demography, and land use in selected case study areas. While the emergence of urban centers in the Mediterranean and Near East will be an important consideration, the main focus of the course will be to study these landscapes in a contextualized way, exploring the interrelatedness of the city center and its hinterland and examining the ways in which human activity in the landscape over time brings about change. The course will be interested in land use and exploitation, agricultural practice, the spatial and temporal dynamics of settled landscapes, and the processes (and concomitant effects) of urbanism. It will also focus on the methods of collecting landscape data through surface survey, as well as other means of geophysical prospection and excavation. Case studies will be used to explore these themes, in addition to others, and will provide students an opportunity to use archaeological data in order to produce a research paper based on a chosen case study.

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### Required Materials

All course materials are available on [Course reserve](#) via the Binghamton University Library

### Course Objectives and General Education requirements

This course fulfills the following General Education requirements:

- **Composition (C):** Students in “C” courses will demonstrate understanding of course content through formal academic writing; construct effective prose that demonstrates critical thinking and advances sound conclusions, appropriate to the course and discipline; and demonstrate the ability to revise and improve their writing in both form and content.
- **Social Science (N):** Students in “N” courses will demonstrate knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology; an understanding of the methods used by social scientists to explore social phenomena, including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and analysis by mathematics or other interpretive frameworks.
- In addition to fulfilling these general education requirements, students will be expected to demonstrate a number of skills specific to courses in Classics, Art history, and archaeology. These include:
  - Learn to analyze and contextualize visual and material evidence in a critical fashion.
  - Identify and explore connections between the material and historical records.
  - Develop a better understanding and appreciation of the formal, historical, aesthetic, and socio-cultural context of the material.

- Carry out directed research and present research outcomes.

### Assignments and Evaluation

This course is a 4-credit course. This means that in addition to the scheduled meeting times, students should expect to spend at least 9.5 hours on course-related work outside of class each week during the semester. This includes the time spent completing assigned readings, preparing written assignments, and performing other tasks related to the course. The final course grade will be computed as a weighted average according to the percentages listed in the table below. The weighting is fixed and is not subject to renegotiation.

The following grading scale will be applied A (100-93), A- (92-90), B+(89-87), B (86-83), B- (82-80), C+ (79-77), C (76-73), C- (72-70), D (69-60), F (59- ).

Student performance will be assessed via the following instruments:

| <b><i>Instrument</i></b>   | <b>Assigned Weight</b> |
|--|------------------------|
| <i>Attendance and participation, including 'read and report'</i> | 6%                     |
| <i>Midterm Examination</i>                                       | 20%                    |
| <i>Quizzes (4)</i>   | 10%                    |
| <i>Project 1</i>   | 7%                     |
| <i>Project 2</i>   | 7%                     |
| <i>Research paper</i>  | 50%                    |

### Quizzes

There will be four quizzes in the course that will draw on the assigned readings. These quizzes will generally include four or five questions and be allotted 20 to 25 minutes for completion. Quizzes will occur on: 13 September, 4 October, 1 November, 15 November.

### Assignments

#### Project 1 - Ancient Greek places: imagination and reality

- Due date = October 11, 2022 (see course schedule)
- Students will be divided into teams, each with 3-4 members. Each team will be supplied with an ancient myth or myth-based narrative. Read the myth carefully and look for how place is important and even remembered within the narrative. Work with fellow team members to create a brief, concise in-class presentation (3 to 4 minutes) that should include the following:
  - In class, provide a narration not only of the story and the place but also relate the ways in which that place came to be revered and celebrated in later, historical time.
  - an explanation of how the place is important
  - a slide with a representation (hopefully ancient) of the myth
  - a map of the region with the place itself clearly demarcated
  - a clear image of the location itself plus any monuments or markers erected there in antiquity

Each team will deposit their slideshow in the Google Team drive prior to class. Additional instructions will be supplied, along with the assigned texts, via Brightspace. Each student will submit a half-page written summary of the outcomes of the project at the start of the class meeting. At the bottom of the summary, please include a one or two sentence statement about the dynamics of the experience of working together as a group. This summary must be type-written and in good order.

Project 2 - Landscapes and texts – visualizing places.

- Due date = November 10, 2022 (see course schedule)
- Students will be divided into teams, each with 3-4 members. This project will allow us to think about places in the landscapes of the Roman world that are attested in textual sources. Place-based narratives are important for Romans – historians, poets, geographers all rely on places not only as context but also in some cases as driving portions of the narrative. For this project each team will be assigned an ancient text and will then use the Recogito annotation tool on the www to annotate the assigned text. Each team will work collaboratively on their assigned text and will then present their outcomes to the class. Additional instructions will be supplied, along with the assigned texts, via Brightspace. Each student will submit a half-page written summary of the outcomes of the project. At the bottom of the summary, please include a one or two sentence statement about the dynamics of the experience of working together as a group. This summary must be type-written and in good order.

Read and report

- Students will be divided into teams, each with 3-4 members. Each team will be responsible for leading the presentation of an assigned reading to the class. This presentation will be short – 3 to 5 minutes – and should offer a critical synopsis of the article. Each team will also prepare 2-3 discussion questions based on the reading to share with colleagues. The assigned team will help facilitate in-class discussion on their appointed day. See Course Schedule, part C.

Research project

Each student will carry out a research project related to the theme of the course. The topic will be developed in concert with the instructor. The research project requires original research – it should not be a ‘book report’ and should not simply offer summary. The final research project will produce a written paper (minimum of 18 pages in length). A rough draft of at least 7 pages will be submitted. Students will receive oral and written feedback on said draft and utilize that feedback in the preparation of the final draft.

The research project contains the following elements:

- 1) **Research Abstract** – a concise précis of the research project. Each student will workshop a draft version of their abstract with their peers. The final, revised abstract will be included as an element of the final written version of the project. [10%]
- 2) **Annotated Bibliography** – an annotated bibliography prepared according to the style guide of the *American Journal of Archaeology* [16%]
- 3) **Rough Draft** of at least 7 pages in length. Students will receive feedback on the draft and should incorporate feedback into the final version of the project. [24%]

- 4) **Final Draft.** The final and complete draft of the paper (18-20 pages) and all of its apparatus (revised abstract, works cited, figures (if appropriate)) [50%]

#### Evaluation of Written Work (essays and examinations)

The instructor's evaluation of written work will be carried out based on the following criteria. Written components of examinations will also be evaluated along these lines. It goes without saying that each student must be the sole author of his/her work and no form of plagiarism will be tolerated. Plagiarism constitutes grounds for course failure.

**Criteria for evaluation:** Organization; Style / Grammar / Syntax / Spelling; Focus / Clarity; Works cited / citations / illustrations (if applicable); Quality of thought / originality

**Characteristics of a paper falling in the A range:** A paper in the "A" range has a clear thesis that is well-articulated. The argumentation is clear and follows logic. The author has charted the course of the argumentation from the beginning and demonstrates clear and careful analysis of source materials. It also demonstrates a clear understanding of the relevant scholarship. The paper follows academic style properly and correctly deploys references and works cited. The paper is free from errors in English grammar and spelling. It has no significant errors in proofreading.

**Characteristics of a paper falling in the B range:** A paper in the "B" range has a thesis that is clear and shows a good knowledge of the subject. It focuses on the question at hand in a direct way. The author has consulted relevant scholarship and has synthesized those ideas well. The author has performed in-depth reading. The paper is presented well, it has correctly formatted references, and adheres to style rules. English usage is fluent, it has few errors in spelling, grammar, syntax, and punctuation.

**Characteristics of a paper falling in the C range:** A paper in the "C" range will be unclear in its argumentation with a less than optimal thesis. It will be poorly organized. While there is evidence of research conducted by the author, this research will have been of a limited scope. The paper may show errors of usage, syntax, spelling; it may have errors in proofreading.

**Characteristics of a paper falling in the D range:** A paper in the "D" range is either poorly presented or poorly written. It lacks adequate citations and has shortcomings with regard to an adequate understanding of the material.

**Characteristics of a paper falling in the F range:** A paper in the "F" range does not adequately complete the assignment and does not demonstrate any understanding of the subject. The information included in the paper is erroneous and/or irrelevant. The presentation of the paper includes significant errors of grammar, spelling, or punctuation.

#### Student Success

I am committed to your success and wellbeing not just within the confines of this class, but also in general. Your success as a student, as a citizen, as a member of the community is important to me. I am here to support and help you - where my ability to directly aid you ends, I will refer you to the resources you need. We all need to look after ourselves and practice self-care in these times (in all times, truthfully). Everyone learns differently. If there are aspects of this course design that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. If you need official accommodations from the university, you have a right

to have these met and you should contact the office of [Services for Students with Disabilities](#) directly. There is also a range of university resources available for you, including the Writing Center, University Tutorial Services, the University Library, the University Testing Center, and Harpur Academic Advising office. More resources are detailed in this document as well as linked via Brightspace.

### Fall 2022 Binghamton University Calendar - Important Dates

Follow the [University academic calendar](#) - add it to your Google Calendar to keep track of important dates and deadlines.

- **August 23** - instruction begins
- **September 6** - Add / Drop Deadline
- **September 28-30** - Academic Assessment Days
- **October 28** - Course withdrawal deadline
- **December 9** - instruction concludes
- **December 12-16** - Final Examination Period

### Email policy and professional etiquette

- Email constitutes professional communication – please treat it as such.
- Each email message should have an appropriate subject line and be treated as business communication.
- Each email message should have an appropriate salutation, e.g. “Dear Dr. Becker: ...”
- Students must correspond with the instructor using their official binghamton.edu email account. Do not write email messages from a third-party account or from someone else’s account.
- The instructor will normally endeavor to reply to student emails within 24 hours of receipt.
- Need more guidance on emailing your instructor? You can find helpful guidance online (e.g. [wikihow](#), [Inside Higher Ed](#) or [medium.com](#)).

### Notetaking

- It is important to keep a regular set of notes. Ideally, do this by hand in a notebook and not by taking notes on an electronic device. Should you take notes using a device, you need to avoid distracting yourself (and others) while doing so.
- Keep at least two sets of notes - one set corresponding to assigned reading and another corresponding to class meetings. Reconcile regularly (see below).
- Keeping careful notes is not the same as being a stenographer. It is not advisable to write down, verbatim, everything you hear. Think of taking notes as the first step in beginning to digest and process new ideas and information. Recording these ideas in your own words and framing them is the first step toward taking ownership of said material.
- Keeping pace with assigned discussion components in the course constitutes another form of notetaking. Review discussion forum posts prior to relevant assessments as the assigned readings will always feed into quizzes and examinations.

### Guidance on Study and Review

- Use the available resources to your advantage - this includes using assigned readings, texts (including any supplementary material), as well as library resources (e.g., [Artstor](#), [Course Reserves](#), etc.).
- Establish a system for regular review, ideally reviewing material after each course meeting (so, at least twice weekly).
- It is advisable to prepare study aids - either analog or digital - for visual material in advance of assessments. Flashcards and timelines are but two such tools to help you review.
- Regularly reconcile your notes (see above re: note-taking) to form a single, seamless set of course-related information that you have processed, digested, and expressed in your own words. These reconciled notes should be reviewed prior to any assessment.
- When it comes time to review for an examination, working from your reconciled notes will streamline the review process.

### Course Administration (Fall 2022)

- Decorum and class meetings: Please be respectful of your classmates and the instructor during class meetings. This includes but is not always limited to an expectation of professional and civil behavior and interaction.
- If you prefer to be called a different name than what is indicated on the course roster, please let me know. Please correct me on your preferred gender pronoun. If I do a poor job with pronunciation of your name, please correct me.
- This is an in-person course and requires in-person attendance. There is not a virtual attendance option.
- Per the Binghamton University Bulletin, “instructors have the right to deny a student the privilege of taking the final examination or of receiving credit for the course or may prescribe other academic penalties if the student misses more than 25 percent of the total class sessions.”
- Eating and drinking during class meetings are prohibited.
- Be prepared and present for each class. Be curious, ask questions, make connections.
- Each student is responsible for being familiar with the contents of the syllabus (i.e., this document). If you have a question about the mechanics of the course, means and modes of assessment, or grading breakdown, please first consult this document to see if the answer lies within these pages.
- Each student is responsible for being familiar with all “Academic Policies and Procedures for All Students” as outlined in the most current version of the [Binghamton University Bulletin](#).
- The student is responsible for being familiar with the course requirements and assignments as outlined in this document. As outlined in Binghamton University’s Instructional Policies, “Students are expected to attend all scheduled classes, laboratories and discussions”. This course observes that policy, thus attendance is required.
- Students are responsible for regularly checking their binghamton.edu email account (see email policy within this document) and staying abreast of course materials furnished via Brightspace.
- All assignments are established on this syllabus. Extra assignments will not be offered. No ad hoc or personalized assignments will be offered to any student under any circumstances. All students will be evaluated based on the same set of coursework instruments. This policy is not flexible.

- Written work must be the original work product of the registered student. Not only must written work satisfy the particulars of the assignment it must also conform to accepted ethical norms. All written work - unless otherwise indicated by the instructor - must follow the outlined methods for citation. A paper submitted without a proper apparatus for citation may receive no credit. Plagiarism constitutes a serious offense and may result in course failure.
- Raw scores will be posted on Brightspace, but weighted grades will not be reported via that tool.
- Following the provisions of The Family Educational Rights and Privacy Act (FERPA), student grades will not be discussed via email messages. Students wishing to discuss their standing in the course should make an appointment to meet with the instructor via Zoom.
- Need help? Reach out to the instructor and ask. Small fires are much easier to extinguish than large conflagrations.

#### COVID-19 Statement

- Binghamton University follows the recommendations of public health experts to protect the health of students, faculty, staff and the community at large. Safeguarding public health depends on each of us strictly following requirements when they are instituted and for as long as they remain in force.

#### Illness/quarantine

- Students are reminded to stay home if they are ill and seek prompt medical evaluation if they experience symptoms of COVID-19. Early case finding will benefit the entire campus. Decker Student Health Services does not have the resources to issue individual notes confirming illness. Please do not request that Decker Student Health Services send communications to the instructor regarding course absence(s). If a student becomes ill or is required to quarantine, these situations will be dealt with on a case-by-case basis.
- If you feel ill, please do not come to class! For more information, see the Frequently asked questions - Fall Guidance '22

#### Academic honesty

Students are asked to practice extra care and attention regarding academic honesty, with the understanding that all cases of plagiarism, cheating, multiple submission, and unauthorized collaboration are subject to penalty. Students must properly cite and attribute all sources used for papers and assignments. Students may not collaborate on exams or assignments, directly or through virtual consultation, unless the instructor gives specific permission to do so. Posting an exam, assignment, or answers to them on an online forum (before, during, or after the due date), in addition to consulting posted materials, constitutes a violation of the university's academic honesty policy. Likewise, unauthorized use of live assistance websites, including seeking "expert" help for specific questions during an exam, can be construed as a violation of the honesty policy. All students should be familiar with the University's Student Academic Honesty Code. Each student is obligated to do their own work and to uphold the academic honesty policies - both in letter and in spirit - of Binghamton University. Collaboration on graded assignments or assessments is not permitted. All instances of academic dishonesty, cheating, and plagiarism will be referred to the relevant university authorities.



### Student Hours and the Instructor's Information

The instructor is available to assist you with succeeding in this course and with success in the university in general. The instructor's email and contact information appear on the first page of this document. Standing student hours are published on the first page of this document. Student hours can be conducted in person or via Zoom. Students meeting in-person with the instructor during student hours in LT 514 must wear a face covering. A virtual link with available appointment slots will be published on Brightspace. Should you wish to request a different meeting time, please contact the instructor via email. It is best, whenever possible, to make an appointment for a consultation.

### Policy on lateness

Assignments will not be accepted after the posted due date and time. If legitimate, extenuating circumstances impede timely submission of assignments it is the student's responsibility to inform the instructor and to provide information as to the lateness.

### Policy on missed examinations and quizzes

- Daily quizzes cannot, in general, be offered after the fact. If a student is absent from an administered quiz due to legitimate, extenuating circumstances, please contact the instructor.
- Makeup examinations will only be offered in the case of legitimate, excused absence (e.g., university-sanctioned, or medical absence). Please consult with the instructor in advance of such an absence. Makeups for unexcused absences will not be offered. Timely, prior notification in the event of excused absences (except for medical emergencies) is the responsibility of the student.

### Student Support

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. New York State University Police: On campus emergency, dial **911**
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
6. Harpur Advising: 607-777-6305
7. Office of International Student & Scholar Services: 607-777-2510

### Sexual Harassment and Equilibrium

In the event that you choose to write or speak about experiencing or surviving sexual violence, including sexual harassment, dating and domestic violence, sexual assault, stalking, and rape, please keep in mind that federal and state laws require that, as your instructor, I notify the Title IX Coordinator, Andrew Baker (607-777-2486 abaker@binghamton.edu). He will contact you and provide you with on and off campus

resources and discuss your options with you. If you would like to disclose your experience confidentially, you can contact the University Counseling Center, Decker Student Health Services, Harpur's Ferry, Ombudsman, or Campus Ministry. For more information, please visit:

<https://www.binghamton.edu/rmac/title-ix/>.

### Mental Health and Equilibrium

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a university student.

### Disability-related Equal Access Accommodations

Students needing accommodations to ensure their equitable access and participation in this course should notify the instructor with an Academic Accommodation Authorization from Binghamton University's Services for Students with Disabilities (SSD) office as soon as they are aware of their need for such arrangements. Please visit the SSD website (<http://www.binghamton.edu/ssd>) for more detailed information. The office is in University Union, room 119. Please make an appointment to discuss any accommodations with the instructor **in advance of the student electing to utilize the accommodations extended by SSD. No exceptions.**

### 2022-2023 University Bulletin

Students should be familiar with all academic procedures outlined in the 2022-2023 **University Bulletin**.

### Academic Style

A style guide for written assignments will be posted on Brightspace. You must observe the guidelines therein. Bibliographic references and citations must be formatted according to the style outlined by the *American Journal of Archaeology*. You may format these manually or using an app for the purpose (e.g., ZoteroBib at [zibib.org](http://zibib.org)). Proper formatting constitutes an element of evaluating written assignments and points will be awarded or deducted accordingly.

### Intellectual Property

The content of this course and its lectures are the property of the instructor and Binghamton University - SUNY. You may not reproduce or redistribute any course materials, including lectures, slide-sets, or handouts – via any medium without the express permission of the instructor. This includes, but is not limited

to, analog or digital recording of audio and/or video as well as resale or re-posting of course materials on personal or for-profit websites.

### Copyright Notice

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under Binghamton University policies.

### Change Notice

**Note well:** All information in this syllabus is subject to change at any time; this is especially true during the first weeks of the semester. The instructor will announce schedule changes in class and via Brightspace. Students are responsible for changes to the schedule as they arise.

### Course Schedule

**Note well:** the course schedule provided below is also subject to change and students are responsible for noting any announced changes. From August 25<sup>th</sup>, please complete assigned readings prior to each class meeting.

| MEETING DATE         | TOPIC(S) AND ASSIGNED READING(S)   |
|----------------------|--|
| August 23 (Tuesday)  | <b>First class meeting</b><br>Introduction to the course and its objectives<br>Landscapes, places, spaces, peoples   |
| August 25 (Thursday) | <b>Significant places in Near Eastern and Mesopotamian landscapes – temples, cities, and canals</b><br><br><u>On Göbekli Tepe:</u> Banning, E. B. 2011. “So Fair a House: Göbekli Tepe and the Identification of Temples in the Pre-Pottery Neolithic of the Near East.” <i>Current Anthropology</i> 52.5:619-660.<br><br><u>On Mesopotamian cities and ziggurats:</u> Stone, Elizabeth C. et al. 2004. <i>The Anatomy of a Mesopotamian City: Survey and Soundings at Mashkan-shapir</i> . Winona Lake, Ind.: Eisenbrauns. Chapters 2 and 3.<br><br><u>On Mesopotamian Canals:</u> Jotheri, Jaafar. 2018. “Ch. 6 Recognition criteria for canals and rivers in the Mesopotamian floodplain.” In <i>Water Societies and Technologies from the Past and Present</i> , edited by Yijie Zhuang and Mark Altaweel, 111-126. London: UCL Press. |

| MEETING DATE           | TOPIC(S) AND ASSIGNED READING(S)  |
|------------------------|---|
| August 30 (Tuesday)    | <p><b>Investigating Mesopotamian landscapes – human-environment interaction</b></p> <p><u>On economy in the landscape – trade routes</u>: Ur, Jason. 2003. “CORONA Satellite Photography and Ancient Road Networks: A Northern Mesopotamian Case Study.” <i>Antiquity</i> 77.295:102-115.</p> <p><u>On settlement patterns</u>: Menze, B. H. and Jason Ur. 2012. “Mapping patterns of long-term settlement in Northern Mesopotamia at a large scale.” <i>Proceedings of the National Academy of Sciences</i> 109.14:778-787.</p>  |
| September 1 (Thursday) | <p><b>Landscape modification and administration, rural settlements</b></p> <p><u>On Egyptian pyramid towns</u>: Moeller, Nadine. 2016. <i>The Archaeology of Urbanism in Ancient Egypt From the Predynastic Period to the End of the Middle Kingdom</i>. Cambridge: Cambridge University Press. Chapter 7</p> <p><u>On Bronze Age ruralism</u>: Falconer, Steven E. 1995. “Rural Responses to Early Urbanism: Bronze Age Household and Village Economy at Tell el-Hayyat, Jordan.” <i>Journal of Field Archaeology</i> 22:4:399-419.</p>  |
| September 6 (Tuesday)  | <p><b>No class meeting today - Monday classes meet</b></p>  |
| September 8 (Thursday) | <p><b>Architecture and status in Bronze Age and Early Iron Age landscapes</b></p> <p><u>On Anatolian architecture and status</u>: Steadman, Sharon R. 2011. “Take Me to Your Leader: The Power of Place in Prehistoric Anatolian Settlements.” <i>Bulletin of the American Schools of Oriental Research</i> 363:1-24.</p> <p><u>On Mycenaean architecture</u>: Pantou, Panagiota A. 2014. “An Architectural Perspective on Social Change and Ideology in Early Mycenaean Greece.” <i>American Journal of Archaeology</i> 118.3:369-400.</p> <p><u>On architecture in Iron Age Greece</u>: Mazarakis Ainian, Alexander. 2007. “Architecture and social structure in Early Iron Age Greece.” <i>British School at Athens Studies</i> 15 (Building Communities: House, Settlement and Society in the Aegean and Beyond):157-168.</p> |

| MEETING DATE               | TOPIC(S) AND ASSIGNED READING(S)  |
|----------------------------|---|
| September 13<br>(Tuesday)  | <p><b>Survey archaeology – methods and techniques</b></p> <p><u>On the Boeotia survey (Greece)</u>: Bintliff, J. and A. Snodgrass. 1985. “The Cambridge/Bradford Boeotian Expedition: The First Four Years.” <i>Journal of Field Archaeology</i> 12.2:123-161.</p> <p><u>On the South Etruria Survey (Italy)</u>: Patterson, Helen, Helga Di Giuseppe, and Rob Witcher. 2004. “Three South Etrurian ‘Crises’: First Results of the Tiber Valley Project.” <i>PBSR</i> 72:1-36.</p> <p><u>On the Ager Cosanus survey (Italy)</u>: Dyson, S.L. 1978. “Settlement Patterns in the Ager Cosanus: The Wesleyan University Survey, 1974–1976.” <i>Journal of Field Archaeology</i> 5.3:251-268.</p> <p>→ Quiz I today</p>   |
| September 15<br>(Thursday) | <p><b>Survey archaeology – methods and techniques</b><br/> <b>Archaeological geophysics, remote sensing, and landscape archaeology</b></p> <p>Opitz, Rachel. 2009. “Integrating lidar and geophysical surveys at “Falerii Novi” and “Falerii Veteres” (Viterbo).” <i>Papers of the British School at Rome</i> 77:1-27, 335-343.</p> <p>Stek, Tesse. 2016. “Drones over Mediterranean landscapes. The potential of small UAV’s (drones) for site detection and heritage management in archaeological survey projects: A case study from Le Pianelle in the Tappino Valley, Molise (Italy).” <i>Journal of Cultural Heritage</i> 22:1066-1071.</p> <p><u>On the Cecina Valley survey (Italy)</u>:<br/>                 Terrenato, N. and A.J. Ammerman. 1996. “Visibility and Site Recovery in the Cecina Valley Survey, Italy.” <i>Journal of Field Archaeology</i> 23.1:91-109.</p> |

| MEETING DATE               | TOPIC(S) AND ASSIGNED READING(S)  |
|----------------------------|---|
| September 20<br>(Tuesday)  | <p><b>Iron Age landscapes</b></p> <p>Gibson, Erin. 2007. “The Archaeology of Movement in a Mediterranean landscape.” <i>Journal of Mediterranean Archaeology</i> 20.1:61-87.</p> <p>Davis, Jack L. 2004. “Are the Landscapes of Greek Prehistory Hidden?” In <i>Side-by-Side Survey: Comparative Regional Studies in the Mediterranean World</i>, edited by Susan E. Alcock and John F. Cherry, 19-32. Oxford: Oxbow.</p> <p>Fulminante, Francesca. 2014. <i>The urbanisation of Rome and Latium Vetus: from the Bronze Age to the Archaic era</i>. Cambridge: Cambridge University Press. “Chapter Four: The Territorial Level: Definition and Dating of the <i>Ager Romanus Antiquus</i>”</p> |
| September 22<br>(Thursday) | <p><b>The polis and the landscape</b></p> <p><u>On Athens and its demes</u>: Traill, John S. 1975. <i>The Political Organization of Attica: A Study of the Demes, Trittyes, and Phylai, and Their Representation in the Athenian Council</i> (Hesperia Supplements; 14). Princeton NJ: The American School of Classical Studies at Athens. Introduction and pp. 73-103.</p> <p>Selections from Aristophanes. <i>Acharnians</i> via the Loeb Classical Library</p>   |
| September 27<br>(Tuesday)  | <p><b>No class meeting today (Rosh Hashanah)</b></p>  |
| September 29<br>(Thursday) | <p><b>Ritual and the landscape</b></p> <p><u>On Greek sanctuaries</u>: Pedley, John G. 2005. <i>Sanctuaries and the sacred in the ancient Greek world</i>. Cambridge: Cambridge University Press. pp. 39-56.</p> <p><u>On Etruscan sanctuaries</u>: Edlund-Berry, Ingrid E.M. 1994. “Gods and places in Etruscan religion.” <i>Etruscan Studies</i> 1.1:11-22.</p> <p><u>On Roman sanctuaries</u>: Stek, Tesse. 2009. <i>Cult Places and Cultural Change in Republican Italy: A Contextual Approach to Religious Aspects of Rural Society after the Roman Conquest</i>. Amsterdam. pp. 53-78.</p>   |

| MEETING DATE          | TOPIC(S) AND ASSIGNED READING(S)  |
|-----------------------|---|
| October 4 (Tuesday)   | <p><b>Death and the landscape – funerary rituals, tombs, places in the Mediterranean</b></p> <p><u>On the Greek world</u>: Dimakis, Nikolas. 2015. “Ancient Greek Deathscapes.” <i>Journal of Eastern Mediterranean Archaeology &amp; Heritage Studies</i> 3.1:27-41.</p> <p>Morris, Ian. 1989. <i>Burial and ancient society: the rise of the Greek city-state</i>. Cambridge: Cambridge University Press. pp. 57-71.</p> <p>Stone, David and Lea Stirling. Edd. 2007. <i>Mortuary Landscapes of North Africa</i>. Toronto: University of Toronto Press. “Chapter One: Funerary Monuments and Mortuary Practices in the Landscapes of North Africa”</p> <p>→ Quiz II today</p> |
| October 6 (Thursday)  | <p><b>Greek colonialism and the landscape; Hellenistic cities</b></p> <p><u>On Greek colonies</u>: Walsh, Justin St. P. 2011/2012. “Urbanism and Identity at Classical Morgantina.” <i>Memoirs of the American Academy in Rome</i> 56/57:115-136.</p> <p>Greco, E. 2009. “The Urban plan of Thourioi: literary sources and archaeological evidence for a Hippodamian city.” In <i>Inside the City in the Greek World: Studies of Urbanism from the Bronze Age to the Hellenistic Period</i>, edited by Sara Owen and Laura Preston, 108-117. Oxford: Oxbow Books.</p>   |
| October 11 (Tuesday)  | <p><b>Team Project I – presentations and discussion in class</b></p>  |
| October 13 (Thursday) | <p><b>The geography of the landscape – Greek and Roman perceptions of the world</b></p> <p>Selections from the following ancient sources: Pausanias <i>Description of Greece</i>, Strabo <i>Geography</i>, and Pliny the Elder <i>Natural History</i>.</p> <p>[RES] Talbert, Richard J. A. 2017. “Communicating through maps: the Roman case.” In <i>Mercury’s Wings: exploring modes of communication in the ancient world</i>, edited by R.J.A. Talbert and F. Naiden, 340-62. Oxford: Oxford University Press.</p>   |

| MEETING DATE          | TOPIC(S) AND ASSIGNED READING(S)  |
|-----------------------|---|
| October 18 (Tuesday)  | <b>Midterm examination in class</b> – <i>please bring a blue book and an ink pen (black or blue ink, please).</i>   |
| October 20 (Thursday) | <b>No class meeting - fall break</b>  |
| October 25 (Tuesday)  | <p><b>Rome and Latium</b></p> <p>Attema, P. A. J. et al. 2016. <i>Early States, Territories and Settlements in Protohistoric Central Italy: Proceedings of a Specialist Conference at the Groningen Institute of Archaeology of the University of Groningen, 2013</i>. Barkhuis. Read Ch. 7. “Settlement Patterns in South Etruria and Latium Vetus” and ch. 8. “Social Network Analysis and Early Latin Cities (Central Italy)”</p>  |
| October 27 (Thursday) | <p><b>Rome and Italy</b></p> <p><u>On colonies and commerce</u>: Roth, Roman. 2013. “Trading Identities? Regionalism and Commerce in Mid-Republican Italy (Third to Early Second Century BC).” <i>Bulletin of the Institute of Classical Studies. Supplement 120 (CREATING ETHNICITIES &amp; IDENTITIES IN THE ROMAN WORLD)</i>:93-111.</p> <p><u>On Centuriation</u>: Pasquinucci, Marinella. 2014. “Centuriation and Roman Land Surveying (Republic Through Empire).” In <i>Encyclopedia of Global Archaeology</i>, edited by Claire Smith et al., 1275-1291. New York: Springer.</p> |
| November 1 (Tuesday)  | <p><b>Roads, connectivity, travel</b></p> <p><u>On Roman roads</u>: Tuppi, Juha. 2014. “Approaching road-cuttings as instruments of early urbanization in central Tyrrhenian Italy.” <i>Papers of the British School at Rome</i> 82:41-72.</p> <p>Ward-Perkins, J. B. 1962. “Etruscan Towns, Roman Roads and Medieval Villages: The Historical Geography of Southern Etruria.” <i>The Geographical Journal</i> 128.4:389-404.</p> <p><u>Recommended</u>: Cioffi, Robert L. 2016. “Travel in the Roman world.” <i>Oxford Handbooks Online</i>.</p> <p><b>→ Quiz III today</b></p>        |



| MEETING DATE           | TOPIC(S) AND ASSIGNED READING(S)   |
|------------------------|--|
| November 3 (Thursday)  | <p><b>Rome as (the) central place</b></p> <p>Patterson, John R. 2006. <i>Landscapes and cities rural settlement and civic transformation in early imperial Italy</i>. Oxford: Oxford University Press. ch. 3 “Social Mobility and the Cities of Italy”</p> <p>Witcher, Rob. 2005. “The extended metropolis: <i>Urbs, suburbium</i> and population.” <i>Journal of Roman Archaeology</i> 18:120-138.</p>  |
| November 8 (Tuesday)   | <p><b>Built landscapes – imperial architecture and cities</b></p> <p>Perring, Dominic. 1994. “Spatial organisation and social change in Roman towns.” In <i>City and Country in the Ancient World</i>, edited by John Rich and Andrew Wallace-Hadrill. London: Routledge.</p> <p>Favro, Diane. 2005. “Making Rome a world city.” In <i>The Cambridge Companion to the Age of Augustus</i>, edited by Karl Galinsky, 234-263. Cambridge: Cambridge University Press.</p>  |
| November 10 (Thursday) | <p><b>Team Project II in class – presentation and discussion of annotation and landscape</b></p>   |
| November 15 (Tuesday)  | <p><b>Imperial landscapes and “Romanization”</b></p> <p>Hingley, Richard. 2006. “Projecting Empire: the mapping of Roman Britain.” <i>Journal of Social Archaeology</i> 6.3:328-353.</p> <p>Witcher, Robert, Divya P. Tolia-Kelly, and Richard Hingley. 2010. “Archaeologies of Landscape: Excavating the Materialities of Hadrian’s Wall.” <i>Journal of Material Culture</i> 15.1:105-128.</p> <p>Campana, Stefano. 2017. “Emptyscapes: filling an ‘empty’ Mediterranean landscape at Rusellae, Italy.” <i>Antiquity</i> 91.359:1223-1240.</p> <p>For reference on this topic, consult the seminal work of Martin Millett. 1992. <i>The Romanization of Britain: An Essay in Archaeological Interpretation</i>. Cambridge: Cambridge University Press.</p> <p><b>→ Quiz IV today</b></p> |

| MEETING DATE              | TOPIC(S) AND ASSIGNED READING(S)  |
|---------------------------|---|
| November 17<br>(Thursday) | <p><b>Imperial landscapes - Roman cities and indigenous cultures</b></p> <p>Goodman, Penelope J. 2007. <i>The Roman city and its periphery: from Rome to Gaul</i>. London: Routledge. “The urban periphery in Roman thought” and “Gaul in the high empire: administrative cities”</p> <p>Attema, Peter A.J. 2017. “Chapter 18. Landscape Archaeology in Italy: Past Questions, Current State and Future Directions.” In <i>The Economic Integration of Roman Italy: Rural Communities in a Globalising World</i>, edited by Tymon C.A. de Haas and Gijs Tol, 426-436. Leiden: E.J. Brill.</p> |
| November 22<br>(Tuesday)  | <p><b>The Roman army and the landscape of empire</b></p> <p>Roymans, Nico. 2004. <i>Ethnic Identity and Imperial Power: The Batavians in the Early Roman Empire</i>. Amsterdam: Amsterdam University Press. ch. 3 “Caesar’s conquest and the ethnic reshuffling of the Lower Rhine frontier zone” and ch. 10 “Image and self-image of the Batavians”</p>  |
| November 24<br>(Thursday) | <p><b>No class meeting – Thanksgiving</b></p>   |
| November 29<br>(Tuesday)  | <p><b>Phenomenology and Mediterranean landscapes</b></p> <p>Tilley, Christopher. 1994. <i>A phenomenology of landscape: places, paths, and monuments</i>. Oxford, U.K. ; Providence, R.I. : Berg. “Ch. 1 Space, Place, Landscape and Perception: Phenomenological Perspectives”</p> <p>Bintliff, J. L. 2009. “The Implications of a Phenomenology of Landscape.” In <i>Die Landschaft und die Religion: Stuttgarter Kolloquium zur Historischen Geographie des Altertums 9, 2005</i>, edited by Eckart Olshausen and Vera Sauer, 27-45. Stuttgart: F. Steiner.</p>                            |

| MEETING DATE  | TOPIC(S) AND ASSIGNED READING(S)  |
|---|---|
| December 1 (Thursday)   | Contested landscapes, archaeological landscapes –creation, definition, control<br><br>Lydon, Jane. 2008. “Contested Landscapes—Rights to History, Rights to Place: Who Controls Archaeological Places?” In <i>Handbook of Landscape Archaeology</i> , edited by David Bruno and Julian Thomas, 654-60. London: Routledge.   |
| December 6 (Tuesday)<br><br>December 8 (Thursday)<br><i>Final class meeting</i> | <b>Late Antiquity – the ever-changing landscape of the Mediterranean world</b><br><br><u>On Pilgrimage</u> : Kristensen, Troels Myrup. 2012. “The Material Culture of Roman and Early Christian Pilgrimage: an Introduction.” <i>HEROM</i> 1:67-78.<br><br>Maraval, Pierre. 2002. “The Earliest Phase of Christian Pilgrimage in the Near East (before the 7th century).” <i>Dumbarton Oaks Papers</i> 56:63-74.<br><br><u>On transitional landscapes</u> :<br>Christie, Neil. 2016. <i>Landscapes of Change: Rural Evolutions in Late Antiquity and the Early Middle Ages</i> . Milton Park, Abingdon, Oxon: Routledge. – “ch 1. Landscapes of Change in Late Antiquity and the Early Middle Ages: Themes, Directions and Problems” and “ch. 4 - From Vicus to Village: Italian Landscapes, AD 400–1000”.<br><br>Francovich, Riccardo and Richard Hodges. 2003. <i>Villa to Village: The Transformation of the Roman Countryside</i> . London: Duckworth. Ch. 2 The end of Villas and Ch. 5 – Conclusions. |

**Course Schedule, part B: Research Project**

|   |                                |
|---|--------------------------------|
| <b>List of topics distributed via Brightspace</b>                             | Week of 19 September 2022      |
| <b>Topic consultation with instructor (<i>in person and/or via email</i>)</b> | Not later than 11 October 2022 |
| <b>Approved topic selected and submitted</b>                                  | 18 October 2022                |
| <b>Research abstract due via Brightspace (TurnItIn)</b>                       | 24 October 2022 by 11:59 PM    |
| <b>Annotated bibliography due via Brightspace (TurnItIn)</b>                  | 4 November 2022 by 11:59 PM    |

|  |                              |
|--|------------------------------|
| <b>Rough draft (minimum of 7 pages) due via Brightspace (TurnItIn)</b> | 11 November 2022 by 11:59 PM |
| <b>Final draft due via Brightspace (TurnItIn)</b>                      | 9 December 2022 by 11:59 PM  |

**Course Schedule, part C: Read and Report**

| <b>Team</b>                | <b>Assigned Reading</b>  |
|----------------------------|--|
| <b>Team I – 15 Sept</b>    | Opitz, Rachel. 2009. “Integrating lidar and geophysical surveys at "Falerii Novi" and "Falerii Veteres" (Viterbo).” <i>Papers of the British School at Rome</i> 77:1-27, 335-343.  |
| <b>Team II – 20 Sept.</b>  | Gibson, Erin. 2007. “The Archaeology of Movement in a Mediterranean landscape.” <i>Journal of Mediterranean Archaeology</i> 20.1:61-87.  |
| <b>Team III – 29 Sept.</b> | Stek, Tesse. 2009. <i>Cult Places and Cultural Change in Republican Italy: A Contextual Approach to Religious Aspects of Rural Society after the Roman Conquest</i> . Amsterdam. pp. 53-78.  |
| <b>Team IV – 6 Oct.</b>    | Walsh, Justin St. P. 2011/2012. “Urbanism and Identity at Classical Morgantina.” <i>Memoirs of the American Academy in Rome</i> 56/57:115-136.   |
| <b>Team V – 27 Oct.</b>    | Roth, Roman. 2013. “Trading Identities? Regionalism and Commerce in Mid-Republican Italy (Third to Early Second Century BC).” <i>Bulletin of the Institute of Classical Studies. Supplement</i> 120 (CREATING ETHNICITIES & IDENTITIES IN THE ROMAN WORLD):93-111. |
| <b>Team VI – 8 Nov.</b>    | Favro, Diane. 2005. “Making Rome a world city.” In <i>The Cambridge Companion to the Age of Augustus</i> , edited by Karl Galinsky, 234-263. Cambridge: Cambridge University Press.  |
| <b>Team VII – 22 Nov.</b>  | Roymans, Nico. 2004. <i>Ethnic Identity and Imperial Power: The Batavians in the Early Roman Empire</i> . Amsterdam: Amsterdam University Press. Ch. 10 “Image and self-image of the Batavians”  |