

College Year in Athens

MS347 (Summer 2018)

*When Egypt meets the Aegean: Interconnections in the Bronze Age Eastern Mediterranean (Thera, Crete, Athens)*



*Instructors*

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## **Course description**

This course provides an interpretative survey and a thematic coverage of the history of the Aegean and Egypt with a special focus on the Late Bronze Age (*ca.* 1700-1050 B.C.). The students will explore a brilliant moment in the history of civilization of Greece, the Aegean Bronze Age, during which Egyptian culture had a great impact on the local societies. A number of aspects of everyday life will be explored, such as architecture and planning, burial practices, trade and exchange, scripts and literacy, religion and ritual, arts and crafts, hierarchy and political organization.

The participants will benefit from accessing the unique collections of Egyptian and Aegean prehistoric antiquities at the Athens National Archaeological Museum and the stimulating collection of Cypriot antiquities at the Museum of Cycladic Art. A great part of the course will take place at the site of Akrotiri on Thera. In addition, a five-day visit to the island of Crete, a land of extreme archaeological importance, is organised in order to explore the complex sites of Knossos, Mallia and Phaistos, the villa of Nirou Khani and the Archaeological Museum of Herakleion, the magnificent Quartier Mu, the harbour of Kommos, etc. As it is crucial to study these cultures in depth, they will be discussed within their greater Aegean social and political context. Thus a two-day excursion to the citadels of Mycenae and Tiryns and the cemetery of Dendra, as well as a day-trip to the city of Thebes with the magnificent “Treasury of Minyas” and its newly renovated Archaeological Museum are a fundamental part of this summer course.

## **Course aim**

The aim of the course is to illustrate the relationship between prehistoric Greece and Egypt and to explore the archaeological sites and material culture of the Aegean societies of the Late Bronze Age. The course aims also at making students reflect on the definition of what constitutes a high civilization. What was the role of Egypt in affecting Minoan art and culture? How did Crete influence Mycenae? Were the island harbour-towns major players in the trade networks? These questions will be discussed from an eastern Mediterranean perspective.

## **Learning outcomes**

By the end of the course the students will have:

- familiarized themselves with the archaeology of the region through personal experience and some bibliographic research.
- improved their on-site observations at major archaeological sites.
- seen a unique, currently on-going (since 1967) archaeological excavation at Akrotiri, the so-called “Pompeii of prehistoric Aegean”
- been aware of the methodologies and scientific applications needed for the study of the human past and especially complex societies.

## Prerequisites

This course has no prerequisites and no knowledge of foreign languages is required as it is designed to cover all basic knowledge of the topic. However, it would be an advantage to have already taken one or more courses on Aegean Prehistory, Greek, Egyptian or Near Eastern Archaeology.

## Readings for the course

### i) (Instead of a) Textbook

Although this course is based on a series of readings (see next part) rather than on a textbook (or two), the following two publications, available free to download, are extremely useful for the purposes of this programme and provide great data for research and stimulating discussions. Feel free to use them throughout these four weeks.

- Aruz, J., K. Benzel and J.M. Evans (eds.) (2008) *Beyond Babylon. Art, Trade and Diplomacy in the Second Millennium B.C.* New York and New Haven: The Metropolitan Museum of Art and Yale University Press.  
[https://www.metmuseum.org/art/metpublications/beyond\\_babylon\\_art\\_trade\\_and\\_diplomacy\\_in\\_the\\_second\\_millennium\\_bc](https://www.metmuseum.org/art/metpublications/beyond_babylon_art_trade_and_diplomacy_in_the_second_millennium_bc)
- Aruz, J. S.B. Graff and Y. Rakic (eds.) (2013) *Cultures in Contact: From Mesopotamia to the Mediterranean in the Second Millennium B.C.*, New York and New Haven: The Metropolitan Museum of Art and Yale University Press,  
[https://www.metmuseum.org/art/metpublications/cultures\\_in\\_contact\\_from\\_mesopotamia\\_to\\_the\\_mediterranean\\_in\\_the\\_second\\_millennium\\_bc](https://www.metmuseum.org/art/metpublications/cultures_in_contact_from_mesopotamia_to_the_mediterranean_in_the_second_millennium_bc)

### ii) Required reading

For each class/ visit an amount of *Required reading* of one or two papers is required. The participants should preferably read these papers before the class, in order to comprehend the topic and participate lively in the discussion. All the *Required readings* are available on moodle as pdf files.

### iii) Recommended reading

The course covers a wide range of themes and topics throughout a lengthy period of time over a wide geographical region. As a result, the bibliography is immense, starting from simple excavation reports to long, synthetic work bringing together data from a variety of sites and offering various interpretations. The required readings consist of a long list of publications, all of which are available at CYA and/or online. Students are encouraged to consult this list for further personal research, either towards your essay work or simply to comprehend better the dynamics and the complexity of the Bronze Age societies of Aegean and Egypt.

### iv) Handouts

Students will receive handouts in order to prepare for the following lecture or site/museum visit. The handouts will include basic key words, some research questions and important issues that will be discussed in class, as well as the required and recommended readings. All handouts will be available only at moodle.

v) *Study guide*

A study guide will be provided, so that you can use it for key-aspects of Aegean and Eastern Mediterranean archaeology, chronologies, maps and other useful information. Bear in mind that the guide is exactly that, a guide, and it cannot replace your attention in class and the study of the *Required Readings*.

vi) *Online resources*

There are several online resources on the subject of the course some of which you will find below:

- Latsis Foundation, The Museums Cycle  
<http://www.latsis-foundation.org/default.asp?pid=92&la=2&libID=1>
- Dartmouth Aegean Prehistoric Archaeology  
<http://www.dartmouth.edu/~prehistory/aegean/>
- Nestor Aegean Bibliography  
<http://classics.uc.edu/nestor/index.php/nestorbib>
- Metropolitan Museum of Art, Heilbrunn Timeline of Art History  
<http://www.metmuseum.org/toah/>
- Foundation of Hellenic World  
<http://e-history.gr/en/index.html>
- National Archaeological Museum at Athens  
<http://www.namuseum.gr/wellcome-en.html>
- Museum of Cycladic Art  
<http://www.cycladic.gr>
- Greek Ministry of Culture and Sports- Odysseus  
[http://odysseus.culture.gr/index\\_en.html](http://odysseus.culture.gr/index_en.html)
- Minoan Crete  
<http://www.minoancrete.com/>

## Assessment

i) *Attendance and participation*

As this is a short and very demanding course, you are expected to attend all classes and contribute to the discussions and exchange of ideas and views. As this is a lively and interactive course, you are also encouraged to criticise any interpretations you find problematic and to show familiarity via your required readings. Additionally, there will be with various on-site group and individual activities.

*Grade:* Your overall attendance will count towards 20% of the final grade.

ii) *Site report (oral presentation and essay)*

You will be asked to deliver a **10/15-minute** oral presentation on any building, artefact or site you wish (see Calendar of activities on page 7 for a list of sites and topics). After your group presentations, you are requested to write a short report (*ca.* 350 words), which will focus on what you presented.

*Grade:* This assignment will count towards 20% of the final grade.

<i>Presentation date:</i>	Open
<i>Report submission date:</i>	18 July

### *iii) Research essay*

*Topic:* Choose any topic you find is interesting from the list of suggested topics in page 6.

*Format:* Use Times New Roman font, size 12 and preferably footnotes (no endnotes or in-text references).

*Length:* The essay should be no more than 1500 words (excluding bibliography, tables, maps and illustrations).

*Plagiarism:* You should be very clear and careful in order to reference your work, source the illustrations and give proper reference to other people's work. There is nothing wrong in using theories and ideas found elsewhere in publications or online, but it is considered a copyright violation to use this data without properly referencing the person who made it available to the public.

*Delivery:* You are asked to submit your manuscript to the instructors via email.

*Grade:* The essay together with the oral presentation will count towards 30% of your final grade.

<i>Research essay deadline:</i> <b>13 July</b>
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### *iv) Final examinations*

At the end of the course (**20<sup>th</sup> of July**) a written exam will take place at the facilities of College Year in Athens and it will take the form of an essay and some short questions.

*Grade:* The examinations will count towards 30% of the final grade.

The ***Final Grade*** is broken down as follows:

- Class attendance and participation 20%
- Site presentation (oral and written summary/report): 20%
- Research essay: 30%
- Final examinations: 30%

**Total: 100%**

### **Hints and tips**

#### *Access to bibliography*

Libraries:

- @ Athens: Library of the College Year in Athens (CYA)
- @ Athens: Athens Archaeological Society (ask instructor for details)
- @ Thera: Library facilities of Bellonio Foundation at Fira.

#### *Portable library*

A selection of important books and journal articles will be available throughout our residence at Thera and Crete.

#### *Outdoor activities*

There will be plenty of outdoor activities, such as fieldtrips to various archaeological sites and city walking. Athens and the Greek islands can be quite warm during June and July so you need to take all necessary precautions regarding sun protection (hat, sun block) and always carry some water with you. Ideally, as some of the visits are one-off, you should carry with you your notebook and a pen/ pencil, a photographic

camera (be aware that in some museums and sites photography is not allowed) and your smile.

### *Student-Instructor collaboration*

Students are encouraged to discuss with the instructors any aspect of the course that may be of special interest to them throughout the programme. There will be plenty of time between classes and site, museum or laboratory visits to do so.

### *Note for the use of laptops*

In-class or on-site use of laptops and other devices is permitted if that facilitates course-related activities such as note-taking, looking up references, etc. Laptop or other device privileges will be suspended if there are not used for class-related work. Members of the faculty are welcomed to create a 'laptop-free zone' in the classroom for students who do not use electronic devices and feel distracted if they sit close to one.

## **Suggested research essay titles**

- Sir Arthur Evans and Knossos
- The iconography of the Pharaoh
- Bronze Age metallurgy
- Scientific methods in archaeology
- Carbon-14 dating
- Thoughts and views on 'palatial redistribution'
- The town of Akrotiri on Thera
- The Shaft Graves of Mycenae: Social stratification and complexity
- The citadels of Mycenae and Tiryns: Compare and contrast
- The Uluburun shipwreck
- The End of the Bronze Age in the Eastern Mediterranean
- Iconography as a source of information for the everyday life
- Bull-leaping: Myth or reality?
- Defining a 'palace'
- Why people bury their dead with offerings?
- The 'Mask of Agamemnon'
- Cypriot middlemen in trade networks
- The weapons of the Mycenaeans
- Linear A/ Linear B
- The Phaistos Disc
- The practicalities of a "Pax Minoica"
- The Palace of Pylos
- Knossos and its environs

## Course Calendar

Date	Activity
26 June (Tue)	1. Chronology, geography and the Eastern Mediterranean context
27 June (Wed)	2. Cultures in contact
28 June (Thu)	3. Early seafarers: Cyclades and beyond
29 June (Fri)	4. The islands and the mainland
30 June (Sat)	5. Age of the Empire: New Kingdom Egypt
1 July (Sun)	<b>Departure for Thera/ Free day</b>
2 July (Mon)	6. Akrotiri: Pompeii of prehistoric Aegean 7. An active volcano (Kamenes boat trip)
3 July (Tue)	8. Architecture and planning: Private & public
4 July (Wed)	9. Theran arts and crafts (Museum of Prehistoric Thera) 10. Exploring an untouched site: The hill of Archangelos
5 July (Thu)	11. Small world interactions: Thera, Crete and the islands
6 July (Fri)	12. After Akrotiri? (Ancient Thera) <b>Departure for Crete</b>
7 July (Sat)	13. Minoan arts and crafts (Archaeological Museum of Herakleion)
8 Jul (Sun)	14. Cemetery and society (Fourni Archanes) 15. A Palace and a workshop (Mallia & Quartier Mu)
9 July (Mon)	16. The ‘palaces’ of Crete (Knossos)
10 July (Tue)	17. What is a villa? (Nirou Khani) 18. Aspects of everyday life in Minoan Crete (Gournia)
11 July (Wed)	19. Minoan political and economic geography (Phaistos, Agia Triada, Kommos) <b>Departure for Athens</b>
12 July (Thurs)	<b>Free day</b>
13 July (Fri)	20. Introduction to the Mycenaean culture (*Essay submissions)
14 July (Sat)	21. Citadels of the Mycenaean world. Part I (Mycenae) 22. A burial landscape (Dendra)
15 July (Sun)	23. Mycenaean arts and crafts (Archaeological Museum of Nauplion) 24. Citadels of the Mycenaean world. Part II (Tiryns)
16 July (Mon)	25. Metals make the world go round. A craftsman’s toolbox
17 July (Tue)	26. Marking the landscape (“Treasury of Minyas”) 27. Organising a Mycenaean state (Thebes)
18 July (Wed)	28. Eastwards via Cyprus (*Presentation report submissions)
19 July (Thu)	29. The end of the Bronze Age Wrap-up and review
20 July (Fri)	Final examinations

## Calendar of activities (detailed)

CYA *College Year in Athens*

NAM *National Archaeological Museum at Athens*

MCA *Museum of Cycladic Art*

### 26 June (Tuesday)

#### 1. Chronology, geography and the Eastern Mediterranean context

Venue: CYA

##### *Description*

Aegean societies should be studied and understood within the greater environmental and geographical context over a long period of time. This introduction will focus on the climate and ecology of the Greek region, the connection between people, animals, land and sea and how all these factors affected the development of these very distinctive local cultures. Special attention should be paid to chronological issues and relevant problems and limitations.

##### *Required reading*

Aruz in Aruz *et al.* 2008: 3-10

Mee 2011: 1-7

##### *Recommended reading*

Abulafia 2014 (for a diachronic review)

Bintliff 2012: 11-27

Dickinson 1994: 23-29

Hughes 2005 (various chapters)

Manning in Cline 2010: 11-28

Muhly in Cline 2010: 3-10

Renfrew and Bahn 2001: Ch. 2, 4 and 9

Shelmerdine in Shelmerdine 2008: 1-18

Tartaron 2008: 83-161

##### *Food for thought*

To what extent environmental factors affect the shaping of cultures and civilizations?

### 27 June (Wednesday)

#### 2. Cultures in Contact

Venue: CYA

##### *Description*

What do we mean by contact between cultures? Is there a network? What is the evidence? What is the role of the state, the polity, the king, the merchant during these interactions? These are some of the issues that will be addressed and discussed during this class, in order to start our trip around the Aegean with a strong theoretical background, considering all the limitations and methodological approaches on this matter.

## *Required reading*

Parkinson and Galaty in Parkinson and Galaty 2010: 3-28

## *Recommended reading*

Aruz, J. S.B. Graff and Y. Rakic (eds.) (2013)

Sherratt in Parkinson and Galaty 2009: 81-106

## *Food for thought*

How many ways can you think for an object to move from point A to point B?

## 28 June (Thursday)

### 3. Early Seafarers: Cyclades and beyond

*Venue: NAM*

#### *Description*

Prior to the vast trade networks and impressive exchange systems of the Late Bronze Age, we need to explore the beginnings of seafaring and the evolution of technology that allowed the long-distance trips of the LBA merchants. Transportation of raw materials dates back to at least 8<sup>th</sup> millennium B.C. and the islands of the Cyclades are a very informative and diachronic case study.

## *Required reading*

Broodbank in Shelmerdine 2008: 47-76

## *Recommended reading*

Betancourt 2007: 9-26

Bintliff 2012: 102-122

Sherratt in Galanakis 2013: 84-101

Preziosi and Hitchcock 1999: 53-57

Renfrew in Cline 2010: 83-98

## *Food for thought*

The introduction of the sail and its implications

## 29 June (Friday)

### 4. The islands and the mainland

*Venue: NAM*

#### *Description*

The NAM hosts some of the most impressive artefacts of the ancient world. The weapons, gold jewellery, metal vessels and objects made of exotic raw materials that were used as offerings to the deceased of Grave Circles A and B clearly show the need for differentiation between social classes and also provide evidence for interconnections between the peoples of the islands, Crete and the mainland. These interactions will be discussed extensively in front of these spectacular burials gifts.

## *Required reading*

Schofield 2007: 32-47

## *Recommended Reading*

Barber 1987: 201-223  
Bintliff 2012: 155-180  
Cavanagh in Shelmerdine 2008: 327-341  
Wright in Shelmerdine 2009: 230-257

## *Food for thought*

- The import of exotic items and raw materials in the early Late Bronze Age Aegean. Function and symbolic meaning.

## 30 June (Saturday)

### 5. Age of the Empire: New Kingdom Egypt

Venue: NAM

#### *Description*

The long history of cultural interconnections between the Aegean and Egypt starting from the Bronze Age will be discussed in this class, while examining the artefacts exhibited at the NAM. Trade networks and sea routes facilitate not only the movement of goods, such as raw materials and finished products, but also ideas, technologies and beliefs. The Egyptian galleries will allow us to discuss several aspects of the distinctive New Kingdom period.

#### *Required reading*

Bard 2007: 207-216  
Koehl in Aruz *et al.* 2008: 270-73  
Schneider in Aruz *et al.* 2008: 251-54

#### *Recommended reading*

Bevan 2007: 100-102, 134-143  
Bietak (ed.) (1994)  
Gates 2011: Ch. 6  
James 1995: 57-126 (Ch. 4-8)  
Kaltsas 2005 (for the NAM collections)  
Kemp 1989: Part III  
Manning in Bang and Scheidel 2013: 61-93  
Phillips in Cline 2010: 820-831

#### *Food for thought*

How far back can we trace the earliest evidence of direct contact between Aegean and Egypt?

## 01 July (Sunday)

AM: Departure for Thera

Free Day

## 02 July (Monday)

### 6. Akrotiri: Pompeii of prehistoric Aegean

*Site visit:* Akrotiri, Thera

#### *Description*

The time has come to explore one of the most amazing archaeological discoveries in world history: the town of Akrotiri that was buried under tons of volcanic ash making this site a true “Pompeii of the prehistoric Aegean”. We are going to walk along the original roads and alleys and see how a Late Bronze Age settlement looked like.

#### *Required reading*

Doumas in Cline 2010: 752-761

#### *Recommended reading*

Doumas 1983: 29-42

Doumas *et al.* 2015

Niemeier in Hardy *et al.* 1990: 267-284

Manning in Cline 2010: 457-474

Marinatos Sp. 1971

Marinatos Sp. 1999: Thera I-VII

#### *Food for thought*

Can you identify any mainland or Minoan elements in the arts of Akrotiri? Which is the direction of the artistic influence?

## 7. An active volcano

*Site visit:* Kammeni islets

#### *Description*

A boat trip to the islets of Kammeni will allow students to familiarise themselves with the geological history of the island, the volcano and the deep blue waters of the caldera.

#### *Required reading*

Vougioukalakis 2013

#### *Recommended reading*

Hardy *et al.* 1990: Vol. 2 (various papers on Earth Sciences)

#### *Food for thought*

Discuss the relationship between settlement, landscape, geography and natural resources.

## 03 July (Tuesday)

### 8. Architecture and planning: Private & public

*Site visit:* Akrotiri

#### *Description*

The town of Akrotiri provided modern scholarship with the unique opportunity to examine *in situ* buildings up to three storeys high, some with elaborate façades and

impressive architectural elements, such as light wells, staircases and pier-and-door partitions. At the same time there are abundant public spaces, such as squares and of course alleys and main roads giving valuable information on the structure and layout of Middle and Late Bronze Age town planning. We will be able to explore all these aspects within the site itself.

*Required reading*

Palyvou in Doulas *et al.* 2015: 29-50

*Recommended reading*

Gates 2011: Ch. 7

Hitchcock in Cline 2010: 189-199

Mee 2011: 69-82

Sali-Axioti in Hardy *et al.* 1990: 437-440

*Food for thought*

Compose a brief guide for one of the buildings discovered at Akrotiri. Discuss its construction, architecture, decoration (if any), contents, function and location within the town.

**04 July (Wednesday)**

**9. Thera arts and crafts**

*Venue:* Museum of Prehistoric Thera

*Description*

From the current archaeological evidence we know that Akrotiri was not the only settlement on the island of Thera during the Late Cycladic I period. At the same time, thanks to the excavations for the new protective roof, it is possible to track down the chronological sequence of Akrotiri down to the Neolithic period. At the Museum of Prehistoric Thera at Fira students will be able to see the available material culture and also explore in depth various aspects of life of the final phase of Akrotiri. Finally, the direct or indirect contacts between Thera and the Eastern Mediterranean will be discussed in front of the relevant exhibit case.

*Required reading*

Doulas 2013: 180-187

*Recommended reading*

Davis in Cullen 2001: 19-76 (+ addendum Davis *et al.* 77-94)

Doulas 1983: 77-124

*Food for thought*

The volcanic eruption of the Thera volcano allowed the preservation of perishable materials, like foodstuffs and traces of baskets that usually do not survive in the archaeological record of Greece due to its climatic condition. Discuss with examples what kind of information we can get and how.

## 10. Exploring an untouched site: The hill of Archangelos

*Site visit:* Archangelos

### *Description*

The island of Thera is not fully explored and it seems that there are yet further sites to be identified and explore. One of these sites, only partly studied, is the hill of Archangelos, in very close proximity to the modern village of Akrotiri, but clearly outside the area covered by the prehistoric settlement. We are going to visit and explore this area as only limited excavation took place back in 1870.

### *Required reading*

No reading is required

### *Recommended reading*

Davis and Cherry in Hardy *et al.* 1990: 185-200

Davis in Shelmerdine 2006: 186-208

Dickinson 1994: 45-94

### *Food for thought*

Which other sites (contemporary to Akrotiri) existed on the island of Thera?

## 05 July (Thursday)

## 11. Small world interactions: Thera, Crete and the islands

*Site visit:* Akrotiri

### *Description*

Akrotiri was not the only harbour-town that thrived during the Middle and Late Bronze Age in the Aegean. Other sites, like Phylakopi in Melos and Agia Irini on Keos prospered as well, perhaps all of them acting as a bridge between Crete and the mainland. Cretan influence is more than visible in these (and other) sites, so our aim will be to explore these technological and cultural aspects and discuss if we can talk about influence, domination or even colonization.

### *Required reading*

Davis in Shelmerdine 2008: 186-208

### *Recommended reading*

Bintliff 2012: 155-181

Brysaert in Antoniadou and Pace 2007: 325-359

Knappett and Nikolakopoulou 2008: 1-42

Preziosi and Hitchcock 1999: 122-135

### *Food for thought*

Why Cycladic towns became prominent harbour towns? Is there a geographical reason?

## 06 July (Friday)

## 12. After Akrotiri?

*Site visit:* Ancient Thera

## *Description*

The magnificent Ancient Thera, the only major town on the island of Thera from the 9<sup>th</sup> or 8<sup>th</sup> c. B.C. until the spread of Christianity, is located at a height of 369 m. above sea level on top of the Mesa Vouno mount. A spectacular town with its sanctuaries, the agora and other public buildings also created a major colony, Cyrene.

## *Required reading*

No reading is required

## *Recommended reading*

Doumas 2001: 66-84

## *Food for thought*

The relations between Thera and the Greek world, as well as the Eastern Mediterranean.

PM: Departure for Crete

## 07 July (Saturday)

### 13. Minoan arts and crafts

*Venue:* Archaeological Museum of Herakleion

## *Description*

The newly renovated Herakleion Museum hosts a large and superb collection of works of art, weapons and other material culture from the entire island of Crete dating from Prehistory to Late Antiquity. We shall focus on the prehistoric collection and appreciate the level of sophistication the Cretans reached, especially during the Neopalatial period, the era that was contemporary to the last phase of the site of Akrotiri.

## *Required reading*

Dimopoulou-Rethemiotaki 2005: 297-357 (have a quick look)

## *Recommended reading*

Betancourt 1985 (Introduction to Minoan pottery)

Betancourt 2007: 29-53, 67-108

Immerwahr 1990: 77-104

Evely in Cline 2010: 387-404

Hallager in Cline 2010: 405-414

Younger and Rehak in Shelmerdine 2006: 140-164

## *Food for thought*

Can you identify any objects that are possibly originating from the Cyclades?

## 8 July (Sunday)

### 14. Cemetery and society

*Site visit:* Fourni Archanes

## *Description*

One of the greatest sources of information for the students of the prehistoric societies come from the cemeteries of these people. Their mortuary customs, the burial offerings and the way they treated their dead reveals a wealth of information regarding their technologies, the way they traded with their neighbours and their social ranking. The cemetery at Fourni Archanes with more than 1000 years of continuous use will be explored.

*Required reading*

Fitton 2002: 50-54, 189-191 (Fourni cemetery)

*Recommended reading*

Sakellarakis and Sakellarakis 1997: 152-267

Younger and Rehak in Shelmerdine 2008: 165-85

*Food for thought*

Can you identify any changes in the burial practices and the architecture of the tombs?

## 15. A palace and a workshop

*Site visits:* The Palace of Mallia and Quartier Mu

*Description*

The Palace of Mallia with some of the most interesting features in the Minoan world will be the focus of our attention today, especially as we will visit this site prior to the Palace of Knossos. Spectacular storage facilities are part of the great complex and its key location will be discussed in connection with other major sites in the area. Afterwards, we shall visit the well preserved remains of the neighbourhood known as 'Quartier Mu' and discuss the presence of the workshops within the vicinity of the palaces.

*Required reading*

Driessen in Cline 2010: 556-570

*Recommended reading*

Fitton 2002: Ch. 3-4

Pelon in Driessen *et al.* 2002: 111-121 (in French)

*Food for thought*

The relationship between craftsmen, raw materials and palatial control

## 9 July (Monday)

### 16. The 'palaces' of Crete

*Site visit:* Knossos

*Description*

Despite heavy restoration, the site of Knossos is clearly of majestic character, highlighting the high level of organisation and skill of the Minoan culture. The Great Court, its wall paintings, storage facilities, workshops and the huge size of this palatial complex will be discussed *in situ* and the connections between Knossos, the rest of Crete and the Cyclades will be understood within the greater Aegean context.

## *Required reading*

MacDonald in Cline 2010: 529-540

## *Recommended reading*

Bintliff 2012: 123-154

Cadogan in Myers *et al.* 1992: 124-147

Driessen *et al.* (eds.) 2002: various chapters

Fitton 2002: 66-108

Mountjoy in Cadogan *et al.* 2004: 399-404

Niemeier in Cadogan *et al.* 2004: 393-398

Vavouranakis in Antoniadou and Pace (eds.) 2007: 263-289

Watrous in Cullen 2001: 157-223

## *Food for thought*

Which are the arguments for and against the “occupation” of Crete by the mainlanders?

## 10 July (Tuesday)

### 17. What is a villa?

*Site visit:* Nirou Khani

#### *Description*

A very special category of buildings, the so-called ‘villas’ can provide us with crucial information on the settlement hierarchy and the structure of Minoan society, especially regarding the political geography of the island, the way land was used and how administration would have functioned.

## *Required reading*

Fitton 2002: 140-145 (Villas)

## *Recommended reading*

Hägg 1997 (ed): Various chapters

## *Food for thought*

Have you come across a similar system of political organization anywhere else in later periods, e.g. at medieval Europe?

## 18. Aspects of everyday life in Minoan Crete

*Site visit:* Gournia

#### *Description*

Located in eastern Crete, Gournia survives remarkably well and we will have the chance to walk within its stone-paved alleys. It is one of the few surviving Minoan towns with evidence for a very organized society of craftsmen focusing as it seems on pottery production. Very close to the beach, it seems that Gournia had ship-shed facilities as well. Its Mycenaean period is also visible, allowing us to draw useful conclusions about the life of everyday Cretans through a lengthy period of time.

## *Required reading*

Preziosi and Hitchcock 1999: 103-105

## *Recommended reading*

Bennet in Galanakis 2013: 102-117

Cadogan in Myers *et al.* 1992: 104-111

Davaras 1989

Fotou 1993

## *Food for thought*

Do compare the site of Gournia with Akrotiri and try to identify any similarities and differences.

## 11 July (Wednesday)

### 19. Minoan political and economic geography

*Site visits:* Phaistos, Agia Triada and Kommos

#### *Description*

Trade is considered to be the life-blood of several island communities already from the 3<sup>rd</sup> mil. B.C. In addition, it is one of the reasons for some settlements thrived over the centuries. Selection of location is a key decision, as trade routes between the Aegean, Africa and Asia were more or less established from the Middle Bronze Age. Kommos and Phaistos are two major sites and we are going to discuss their role within Minoan Crete. At the same time, we are going to explore the role of Agia Triada that seems to be the major site in the valley during the Mycenaean period.

## *Required reading*

Bennet in Bang and Scheidel 2013: 235-243

## *Recommended reading*

Burns in Cline 2010: 291-304

La Rosa in Myers *et al.* 1992: 232-243 (Phaistos)

Preziosi and Hitchcock 1999: 99-103, 112-20, 171-73

Shaw in Myers *et al.* 1992: 148-153 (Kommos)

Shaw 2006: 113-143 (Kommos)

Shaw and Shaw in Cline 2010: 543-555

Soles in Laffineur and Greco 2005: 429-439 (Mochlos)

## *Food for thought*

Bronze Age Crete at the crossroads between three continents. What was the role of Kommos and Mochlos?

PM: Departure for Athens

## 12 July (Thursday)

Free day

13 July (Friday)

## 20. Introduction to the Mycenaean culture

Venue: CYA

### *Description*

The Mycenaean culture dominated the Aegean region during the 14<sup>th</sup> and 13<sup>th</sup> c. B.C., but it firstly appeared in the Argolid in the 17<sup>th</sup> c. B.C. Closely related to the island of Crete and the Cycladic islands, the Mycenaean societies created a very distinctive material culture. They had certain burial practices, magnificent fortified citadels and a very characteristic script, Linear B. As usual, trade has played a major role in their economic and political expansion.

### *Required reading*

Davis in Galanakis 2013: 118-131

### *Recommended reading*

Immerwahr 1990: 105-146

Mee in Shelmerdine 2006: 362-386

Papazoglou-Manioudaki in Aruz *et al.* 2009: 274-5

Preziosi and Hitchcock 1999: 155-190

### *Food for thought*

Why did the rising Mycenaean elite decide to bury their dead with luxurious offerings and works of art? Is there a symbolic meaning behind the offering of weapons?

14 July (Saturday)

AM: Departure for Nauplion

## 21. Citadels of the Mycenaean world (part I)

*Site visit:* Mycenae

### *Description*

Visiting the site of Mycenae (and the local museum) will contribute greatly to the understanding of the Aegean world at the first phase of the Late Bronze Age. Contemporary to Akrotiri and with several artistic similarities, Mycenae is about to expand economically, artistically, culturally and perhaps military and to become a major player in the politics of the Palatial era. In this fieldtrip, we shall explore the societies of the LBA mainland and compare them to those of Crete and the Cyclades. We are going to discuss the Shaft Graves, the fortified citadel as well as the tombs and houses outside it.

### *Required reading*

French in Cline 2010: 671-679 (Mycenae)

Bennet in Bang and Scheidel 2013: 243-254

### *Recommended reading*

Crowley in Shelmerdine 2006: 258-288

Dickinson 1994: 77-94

Preziosi and Hitchcock 1999: 184-190

## *Food for thought*

Compare the site of Mycenae of the 16<sup>th</sup> c. B.C. to that of the 13<sup>th</sup> c. BC.

## 22. A burial landscape

*Site visit:* Dendra cemetery

### *Description*

The cemetery of Dendra seems to have been the burial ground of the mighty citadel of Midea, which is situated very close to this site. A good number of chamber tombs and a grand tholos tomb have been discovered, allowing scholars to study various aspects of mortuary architecture and to discuss the material culture found. The bronze corslet now exhibited at the Nauplion museum (see next day) was found at this site.

### *Required reading*

Cavanagh in Shelmerdine 2008: 327-341

### *Recommended reading*

Dickinson 1994: 222-233

Mee in Cline 2010: 277-290

Schofield 2007: 164-169

## *Food for thought*

Which tomb do you think the bronze corslet came from? Think again.

## 15 July (Sunday)

## 23. Mycenaean arts and crafts

*Venue:* Archaeological Museum of Nauplion

### *Description*

After having explored two of the Mycenaean citadels of Argolid, we are going to have a look at the greater picture of the area as exhibited in the small yet impressive museum of Nauplion. The Late Bronze Age of the region will be discussed as we are going to walk around some of the most amazing products of Mycenaean craftsmen including a unique (to this day) bronze panoply.

### *Required reading*

Betancourt 2007: 155-161,172-182

### *Recommended reading*

Dickinson 1994: 95-207

Evely in Cline 2010: 387-404

Mountjoy 1993

Schofield 2007: 116-143

Voutsaki in Pullen 2010: 86-111

## *Food for thought*

The Mycenaean Aegean koine. Common language, burial customs and artwork. Does this mean one kingdom (or state or polity)?

## 24. Citadels of the Mycenaean world (part II)

*Site visit:* Tiryns

*Description*

The huge fortification walls (that date earlier than those of Mycenae) encircle an area that included two megara, several workshops, halls and *propyla*. Seemingly this was yet another fortress at the area of the Argive plain, very close to the sea (only 1 km in the Late Bronze Age). Our main task will be to compare this site with Mycenae and discuss its role and purpose of existence.

*Required reading*

Maran in Cline 2010: 722- 34

*Recommended reading*

As in #21

*Food for thought*

Mycenae, Tiryns, Midea and perhaps Argos. At least three fortified citadels at the Argive plain. How do you explain it?

PM: Departure for Athens

**16 July (Monday)**

## 25. Trade and Diplomacy in the Eastern Mediterranean

*Venue:* CYA (workshop)

*Description*

The nature of the connections between the Aegean and the East will be explored based on both the material culture and the (limited) textual evidence. The well-known Amarna Letters will be discussed in this class as they offer a unique insight to the thoughts and dialogues between the rulers of the Late Bronze Age, with the Aegean people being almost absent. Yet, it is crucial to understand how societies would communicate at a diplomatic level and the exchange of luxury gifts would certainly keep certain balances between the various states (although some famous battles took place between them).

*Required reading*

Cline in Aruz et. al. 2013: 26-33

Spar in Aruz et al. 2008: 168-169

*Recommended reading*

Aruz et. al. 2008

Aruz et. al. 2013

*Food for thought*

What was the role of the Aegean societies within the Great Powers Club of the 14<sup>th</sup> and 13<sup>th</sup> c. B.C.?

17 July (Tuesday)

## 26. Marking the landscape

*Site visit:* “Treasury of Minyas” tholos tomb

*Description*

Comparable only to the “Treasury of Atreus” at Mycenae, the “Treasury of Minyas” is an impressive tholos tomb of the 13<sup>th</sup> c. B.C with a monumental entrance, a side chamber decorated with reliefs. A dynamic landmark of a thriving society or the burial place of a mighty ruler?

*Required reading*

No required reading

*Recommended Reading*

As #22

*Food for thought*

Where else have you encountered tholos tombs with a side chamber?

## 27. Organising a Mycenaean state

*Site visit:* Thebes

*Description*

The Mycenaean town of Thebes (whose name *te-qa* appears several times in the archives) was a major administration and palatial centre of the 13<sup>th</sup> c. BC on a walled citadel. Discoveries include inscribed stirrup jars, a Linear B archive and magnificent wall paintings. Our aim is to explore the internal structure and communication networks of this major settlement, as a case study.

*Required reading*

Dakouri-Hild in Cline 2010: 690-711

*Recommended reading*

Aravantinos in Aruz et al. 2008: 279-287

Fappas in Papadopoulos 2012: 157-182

Garfinkle in Bang and Scheidel 2013: 94-119

Papadimitriou in Papadopoulos 2012: 79-91

Tartaron in Pullen 2010: 161-183 (see also introduction & response, same volume)

*Food for thought*

How do you explain the presence of all these imported cylinder seals? Do they have the same meaning for the Aegean people as for their Near Eastern neighbours?

18 July (Wednesday)

## 28. Eastwards via Cyprus

*Venue:* MCA

*Description*

Trade is considered to be the life-blood of several island communities already from the 3<sup>rd</sup> mil. B.C. In addition, it is one of the reasons why some settlements thrived over the centuries. Selection of location is a key decision, as trade routes between the Aegean, Africa and Asia were more or less established from the Middle Bronze Age. Cyprus played a major role in the trafficking of goods and raw materials and this visit to the Cypriot collection of the MCA will make clear how objects, technologies and peoples were moving around the coasts of the Eastern Mediterranean littoral.

### *Required reading*

Sherratt in Steiner and Killebrew 2014: 497-508  
Steel in Steiner and Killebrew 2014: 577-591

### *Recommended reading*

Bass 1998: 183-191  
Bevan 2007: 8-39  
Burns in Cline 2010: 291-304  
Dickinson 1994: 234-256  
Gates 2011: Ch. 8  
Knapp 2013: 348-476  
La Rosa in Myers *et al.* 1992: 232-243  
Shaw 2006: 113-143 (Kommos)  
Shaw in Myers *et al.* 1992: 148-153  
Shaw and Shaw in Cline 2010: 543-555  
Soles in Laffineur and Greco 2005: 429-439 (Mochlos)

### *Food for thought*

The economic relationship between the Aegean and Cyprus based on the available material evidence.

## 19 July (Thursday)

### 29. The end of the Bronze Age

Venue: CYA

#### *Description*

The Aegean and the Eastern Mediterranean witnessed a widespread transformation due to the collapse of the political systems during the late 13<sup>th</sup> and 12<sup>th</sup> centuries B.C. Several theories and hypotheses have been suggested in order to explain these radical changes and they will be under examination at this class. However, life goes on and a very interesting post-palatial period appears to have happened, the Late Helladic IIIc that will be our focus of the day.

### *Required reading*

Schofield 2007: 170-185

### *Recommended reading*

Barber 1987: 224-246  
Bintliff 2012: 209-233  
Cline 2014: Ch. 4 & 5  
Deker-Jakoltzy in Shelmerdine 2008: 387-415

Dickinson 2006: 10-23, 24-57, 58-78  
Vlachopoulos 2008: 479-91

*Food for thought*

Are the catastrophes of the major administrative centres simultaneous and caused by the same reason throughout the Aegean area?

### 30. Wrap-up and review

*Venue:* CYA

The aim of this session is to provide a brief overview of the entire course and to discuss any problems, thoughts or queries. No reading is required, but it would be optimum for all students to have come prepared for a lively problem-solving discussion.

*Recommended reading*

Broodbank 2013: Chapter 8 (esp. 359-415)

Cline in Parkinson and Galaty 2009: 161-180

**20 July (Friday)**

**Final examinations**

*Venue:* CYA (Room and times TBA)

Total sessions: 30	Total contact hours: 60
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**COURSE BIBLIOGRAPHY**  
(pdf files available upon request)

[pdf] Available in pdf format only

\* Available as a hard copy at the library of the CYA

[R] Available at the MS347 Reserve Shelf

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