



## AIX CENTER OF HUMANITIES AND SOCIAL SCIENCES

ARC 310

3 credits (45 contact hours)

### ANCIENT MEDITERRANEAN CIVILIZATIONS

#### COURSE DESCRIPTION

*Overview of the Mediterranean basin from the first civilizations in Egypt and Middle-East up to the Roman expansion over Europe. Typically includes excursions to sites in Provence.*

This course deals with a survey of the Mediterranean basin and the different cultures that flourished there from the first civilizations in Egypt and Middle-East up to the Roman expansion over Europe. Particular emphasis on Southern France placed in a larger historical, artistic and archaeological context to show the main aspects of the multiple contacts, exchanges and cultural influences between Greeks, Celts and Romans in this area.

1. Students will improve their knowledge about the different periods dealing with Ancient Times and according to two ways:
  - a. From a chronological viewpoint: Students will be able to list the important human evolutions from the earliest civilizations (c. 3,000 BC) up to the Roman civilization (5<sup>th</sup> cent. AD) from a practical viewpoint as a theoretic one.
  - b. From a thematic viewpoint: the scopes covered by the course are archaeology (lifestyle, economy, activities, behaviours, palaeoanthropology); art history (art styles); history (important characters, events); auxiliary disciplines (hard sciences as humanities)
2. Students will improve their competency in archaeological research methods and aims from chronological and thematic viewpoints as discovering the different disciplines archaeology needs.
3. To use a specialized vocabulary inherent in all sciences.
4. To learn how to analyze an artistic composition.
5. To understand the fundamental importance of visual imagery in a largely non-literate society, and how visual imagery may serve to instruct its audience as to cultural values and norms.
6. To be able to recognize the changes in artistic styles, both in terms of continuing human development and as expressions of the artistic requirements of diverse cultures. Each student should learn the meaning and application of basic stylistic categories used in classifying art, as well as how each affects the content (meaning) of works of art.
7. To link the major social and historical forces which conditioned the art of each period and/or culture studied, and to put them into European and French modern cultural and social issues
8. To recognize masterpieces of art which exemplify the visual culture of the period covered by the course. This will allow the student to create a historical framework of artistic monuments with which to evaluate and classify works of art of the same cultures and periods that are encountered after he or she has completed the course.

## TEXTS

Bromwich (James), *The Roman Remains of Southern France. A Guidebook*, Routledge. Cunliffe (Barry), *Prehistoric Europe. An Illustrated History*, Oxford University Press.

De Blois (L.) and Van der Spek (R.J.), *An Introduction to the Ancient World*, Routledge

## EVALUATION AND GRADING

1. You will be given three exams during the course of the semester. Each exam is non-cumulative, and each will constitute 25 % of your final grade. Each exam consists of **identification of images** studied during the class. You will be asked to write in class a short essay (approx. length: two pages) on four images. For each image, you will need to bring up particular characteristics and their importance. In addition, you will be asked to discuss the function of the pieces and to place them into relevant context.
2. A final essay will be an **analytical essay** crossing the topics studied during the class and topics related to European and French Social and Cultural issues. Due for the Final exam day. It counts for 15 % of your final grade.
3. **Participation:** 10 % of the final grade
  - a. Participation is graded « A », « B », « C » or « D » according to the implication of the student (relevant answers to the coursepack questions; enlargement of the topic by other questions / ideas) and his attitude in the classroom (cellphone, laptop...).
    - A = regularly contributes to discussions; good discussion leader; good attitude
    - B = often contributes to discussions; good discussion leader; good to fair attitude
    - C = occasionally contributes to discussions; good to fair leader; fair to poor attitude
    - D = rarely contributes to discussions; fair to poor leader; poor attitude

### **Absence:**

One of the primary requirements this semester is that you attend class. This is not a lecture class and its success depends very much on your coming to class on time, prepared for the lesson, and ready to participate in discussion and activities. Attendance and participation will be part of your final grade.

### **About attendance (12,5% of the final grade):**

Two unexcused absences are allowed. Any other unexcused absence will affect the final grade: A- (3 absences) ; B+ (4 absences) ; B (5 absences) ; B- (6 absences) ; C+ (7 absences)...

### **Are considered as excused absences:**

Absences linked to IAU excursions; diseases (a medical certificate is required); exceptional events. Frequent tardiness will affect the grade: 3 tardiness = 1 absence. The absence to a field trip counts for twice.

A : 17 et + /20 ; A- : 16/20 ; B+ : 15/20 ; B : 14/20 ; B- : 13/20 ; C+ : 12/20; C : 11/20 ; C- : 10/20 ; D+ : 9/20 ; D : 8/20 ; D- : 7/20 ; F : 0-6/20.

## FIELD TRIPS

All the field trips are required (except #3)

- 1. Marseilles:** Visit of several archaeology museums (Musée de la Vieille Charité, Musée des docks romains, musée d'histoire de Marseille) and tour in the city.
- 2. Glanum** (Gallo-roman city with as entrance a triumphal arch reflecting the romanization of the region and a mausoleum) **and Arles** (Roman amphitheatre and theatre, Archaeological museum).
- 3. Archaeological site of Entremont** (Aix-en-Provence). The *History of Provence* (HIS 328) class will visit the Celtic village of Entremont (which will also be studied in this archaeology class) on **(meet at 8.45 in front of IAU main building)**. Students in archaeology are welcomed.

## TENTATIVE SCHEDULE

### **Lecture 1: From the Neolithic times to Civilizations on the Fertile Crescent**

#### **Lecture 2: The Mesopotamian civilizations**

Required readings: De Blois and Van der Spek, pp. 3-8; 12-15 ;17-20; 37-45.

This topic will give an overview of the different civilizations that emerged in the Middle-East region from the Ur tombs dated back to the Sumerian period until the Persian Empire.

#### **Lecture 3: The Egyptian civilization**

Required readings: De Blois and Ver der Spek, pp. 10-12; 17-19; 22-24 ; 32-33 ; 48-53 ;

The lesson will focus on this important culture from the creation of the Egyptian state through the study of the Zoser pyramid (about 3000 BC) until the reign of the pharaohs Akhenaten and Ramses II.

### **1<sup>st</sup> Identification of Images**

#### **Lecture 4: The Minoan civilization**

Required readings: Cunliffe, pp. 202-243

This lecture will focus on the first European civilization which developed on the island of Crete about 2,000 BCE. Our discussion will include the geopolitical context of the Mediterranean basin as the parallel archaeologists can make with the Greek mythology.

#### **Lecture 5: The Mycenaean civilization**

Required readings: Cunliffe, pp. 277-290.

This lecture will focus on the second European civilizations which developed in Greece mainland about 1,500 BCE. Our discussion will include the geopolitical context of the Mediterranean basin as the parallel archaeologists can make with Homer' stories.

#### **Lecture 6: The Greek civilization**

Required readings: De Blois and Van der Spek, pp. 72-110; 130-135.

The lesson will focus on the first testimonies of art (sculpture, pottery, architecture) during the geometric and the archaic periods. Then we will go on with the climax of the Athenian democracy through the study of the Parthenon and the Acropolis.

At least, the Hellenistic period will be studied, showing the huge Empire created by Alexander the Great. Special emphasis on Greek colonisation all around the Mediterranean Sea and especially in Southern France with the foundation of Massalia (Marseille).

### **2<sup>nd</sup> Identification of Images**

#### **Lecture 7: The Celtic "civilization"**

Required readings: Cunliffe, pp. 336-350; 358-372.

Examples taken in Northern France such as the Vix burial (Burgundy) and the Hochdorf cart tomb (Germany), as in Southern France through the Celtic cities of Entremont, Roquepertuse and Glanum will be studied in order to understand the economy, the social, the cultural and religious aspects from this first European civilization.

**Lecture 8: The Roman civilization**

Required readings: De Blois and Van der Spek, pp. 152-157 ; 178-182 ; 207-220. Bromwich, pp. 5-11. This pan-European civilization will be studied from the Rome foundation by Romulus and Remus and the Etruscan domination up to the conquest of France and the concept of “romanization” through examples taken in Rome (the Colosseum, the Caracalla public baths, the Trajan column...), Pompeii and in Southern France (the Maison Carrée of Nîmes, the triumphal arch of Orange, les Antiques at Saint-Rémy-de-Provence, ...).

**Final Exam: 3<sup>rd</sup> Identification of Images**