



## MARCHUTZ SCHOOL OF FINE ARTS

ARC/ARH 312

3 credits (45 contact hours)

### **EUROPEAN & MEDITERRANEAN PREHISTORIC ART AND ARCHAEOLOGY**

#### **COURSE DESCRIPTION**

Development of European Mediterranean societies and civilizations from the arrival of the first humans up to the Roman conquest of the continent. Typically includes excursions to sites in Provence.

#### **LEARNING OUTCOMES**

- 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 Prehistoric times (40,000 BP) up to the Roman civilization (300 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 (exact 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.

#### **INSTRUCTIONAL METHODS AND ACTIVITIES**

- a) Lectures
- b) Discussions
- c) Field-study tours / Laboratory sessions
- d) Fieldwork participation

## PRIMARY TEXTBOOKS

- a) Cunliffe, *Prehistoric Europe. An Illustrated History*, Oxford University Press.
- b) De Blois and Van der Spek, *An Introduction to the Ancient World*, Routledge.
- c) Bromwich, *Roman Remains in Southern France: A Guidebook*, Routledge.
- d) The coursepack which corresponds to this course (ask the librarian).

## 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 on a topic crossing the topics studied during the class and topics related to European and French Social and Cultural issues. Due for the Final exam day. 15 % of your final grade.
- 3) Participation: 10 % of the final grade
- 4) 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.

Field studies absences count 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 STUDIES

All of the field studies are required (except # 3)

- 1) Museum and prehistoric village of Quinson
  - a. Dealing with the first half of the course, we will go to Quinson, in the Verdon gorges. There, in the morning, we will visit the archaeological museum gathering discoveries dated from the Palaeolithic periods until the Metal Ages. In the afternoon, we will visit the replica of a prehistoric village exhibiting the reconstruction of five prehistoric dwellings from the earliest testimonies discovered in Africa until the Neolithic period and then make some archaeological activities according to the choice offered by the museum.
- 2) Glanum and Arles
  - a. In the morning, visit of Glanum, a Gallo-roman city with as entrance a triumphal arch reflecting the romanization of the region and a mausoleum, known as Les Antiques.
  - b. In the afternoon, we will reach Arles (Roman amphitheatre and theatre) and then the *musée de l'Arles Antique*, gathering all the archaeological discoveries made in the city.
- 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 Monday, September 24<sup>th</sup> (meet at 8.45 in front of IAU main building). Students in archaeology are welcomed.

## ATTENDANCE

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 will be part of your final grade.

About attendance, two unexcused absences are tolerated. Any other unexcused absence will affect the final grade. Are considered as excused absences: absences linked to IAU excursions; sickness (a medical certificate is required); emergencies.

## CALENDAR

**Day 1:** Presentation of the course

**Day 2:** Chronology of the different periods studied.

### LECTURE 1: THE STONE AGES

**Day 4:** The Upper Palaeolithic - Material Culture (Technological evolution; archaeological site of Pincevent)

*Readings: Cunliffe 42-67*

**Day 5:** The Upper Palaeolithic - Beliefs and Religion

*Readings: Cunliffe 67-78*

**Day 6:** The Mesolithic Period - Material Culture and Beliefs (Archaeological site of Lepenski Vir – Serbia)

*Readings: Cunliffe 79-97; 106-111; 127-135*

**Day 7:** The Neolithic Period in the Fertile Crescent (Near East: Jericho, Mureybey; Turkey : Catal Huyuk)

*Readings: Cunliffe 136-166*

**Day 8:** The Neolithic Period in Europe

**Day 9:** (EXAM #1) IMAGE IDENTIFICATION ABOUT THE LECTURE 1

LECTURE 2: THE LATE NEOLITHIC PERIOD AND THE EARLY METAL AGES

**Day 10:** The Megalithic Period (tumuli of Newgrange and Gavrinis; Provençal and Corsican Statues-Menhirs)

*Readings: Cunliffe 167-172; 196-200*

**Day 11:** The European Copper Age. (Archaeological site of Varna; Otzi the Iceman)

*Readings: Cunliffe 174 (second half) – 175 (first half) + 197 (picture)*

**Day 12:** The European Bronze Age (the Mont Bégo and the Val Camonica engravings)

*Readings: Cunliffe 244-261 (upper part)*

**Day 13:** The Minoan Civilization (archaeological site of Knossos)

*Readings: Cunliffe 202-220*

**Day 14:** The Mycenaean Civilization (archaeological site of Mycenae)

*Readings: Cunliffe 220-24*

**Day 15:** The Collapse of the Mycenaean Civilization (the coming of the Sea Raiders as seen through archaeology, myths, historical records) *Readings: Cunliffe 277-290*

**Day 16:** (EXAM #2) IMAGE IDENTIFICATION ABOUT LECTURE 2.

LECTURE 3: ANTIQUITY

**Day 17:** Overview of Europe and the Medit. Basin after 800 BC.

*Readings: Cunliffe 336-341 (first lines).*

**Day 18:** Overview of the Greek Civilization

*Readings: De Blois*

**Day 19:** Overview of the Greek Art

*Readings: De Blois*

**Day 20:** Overview of the Etruscan Civilization

*Readings: De Blois*

**Day 21:** The Celtic “Civilization” - the First Iron Age (archaeological sites of Vix and Hochdorf). The Collapse of the First Iron Age Culture

*Readings: Cunliffe 341-351 (first lines) and 358-369*

**Day 22:** The Celtic "Civ." - the material culture of the 2<sup>nd</sup> Iron Age

*Readings: Cunliffe + Bromwich*

**Day 23:** The Celtic “Civilization” - the religion of the 2<sup>nd</sup> Iron Age culture

**Day 24:** The Rise of Rome and the Roman Conquest of Southern France.

*Readings: De Blois + Bromwich*

**Day 25:** The Romanization of the Gallic Tribes in Provence

*Readings: De Blois + Bromwich*

**Day 26:** FINAL EXAM. (EXAM #3) IMAGE IDENTIFICATION ABOUT LECTURE 3.