

Ancient Studies

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Program of Studies

The concentration in Ancient Studies is a site for two different types of intellectual projects: the *comparison* of two or more ancient cultures along some general thematic problem or theme that they share (e.g., the effects of urbanization); or the study of cultural *interrelation* or *interaction* between one or more ancient cultures in the same historical period (e.g., the competition and collaboration of Greek and Persian cultures in western Anatolia in the fifth century B.C.E.). The category “ancient cultures” is defined with different chronological parameters in different areas: in Africa, the Mediterranean basin, Mesopotamia, and South Asia, “ancient” means pre-Islamic; in East Asia, “ancient” means pre-Song Dynasty; and in South and Central America, “ancient” means pre-Columbian.

Program Requirements

The concentration requires twelve courses on two or more ancient cultures, plus the B.A. Paper Seminar (ANST 29800) in which students complete a B.A. paper. Of the total thirteen courses, three must be in an ancient language and one must be the Ancient Studies Seminar (ANST 27100). This seminar is offered annually on a changing thematic topic of relevance to most of the ancient cultures studied in the program. Examples include “The Introduction of Writing and Literacy,” “The Power of Images,” and “Imperial Systems: Center and Periphery.”

Summary of Requirements

Concentration	3	three quarters of an ancient language in addition to completion of the College language requirement (this language need not, however, be the same as the language used to meet that requirement)
	1	Ancient Studies Seminar (ANST 27100)
	8	courses cross listed in Ancient Studies in the history, law, philosophy, language, literature, religion, art, or archaeology of two or more different ancient cultures, with no more than five courses in the same culture
	1	B.A. Paper Seminar (ANST 29800)
	—	B.A. paper
	13	

B.A. Paper. Candidates for the B.A. degree in the Ancient Studies concentration are required to write a substantial B.A. paper. The purpose of the B.A. paper is to enable concentrators to improve their research and writing skills and to give them an opportunity to focus their knowledge of the field upon an issue of their own choosing. By the fifth week of Spring Quarter of the third year, concentrators must submit to the Director of Undergraduate Studies a short statement proposing an area of research. This statement must be approved by a member of the Ancient Studies core faculty (see following section) who agrees to supervise the B.A. paper. At the same time, concentrators should meet with the preceptor of the B.A. seminar to plan a program of research.

During Autumn Quarter of the fourth year, concentrators are required to register for B.A. Paper Seminar (ANST 29800). During the seminar they discuss research problems and compose preliminary drafts of their papers. They are expected to exchange criticism and ideas in regular seminar meetings with the preceptor and with other students writing papers, as well as to take account of comments from their faculty readers. The grade for the B.A. seminar is identical to the grade for the B.A. paper and, therefore, is not reported until the B.A. paper has been submitted in the Spring Quarter. The grade for the B.A. paper depends on participation in the seminar as well as on the quality of the paper.

The deadline for submitting the B.A. paper in final form is Friday of fifth week of Spring Quarter. This deadline represents the final, formal submission, and students should defend substantial drafts much earlier. Copies of the paper are to be submitted both to the faculty supervisor and to the seminar preceptor. Students who fail to meet the deadline may not be able to graduate in that quarter and will not be eligible for honors consideration.

Honors. Honors will be awarded to any student with a 3.0 or higher cumulative GPA overall, a 3.5 or higher cumulative GPA in the concentration, and a grade of A on the B.A. paper.

Advising. Each student will have a program adviser who is a member of the core faculty (see following section). The program adviser will, in many cases, become the supervisor for the B.A. paper. By Spring Quarter of their second year, each student is expected to have designed a program of study and to have submitted it to his or her program adviser and the Director of Undergraduate Studies. There are no specific requirements about the distribution of the eight main courses, beyond limiting them to courses cross listed as Ancient Studies courses, and beyond the stipulation that two or more different cultures must be studied and that there be no more than five courses in the same culture. Individual program advisers and the Director of Undergraduate Studies will see to it that each student is exposed to as many as possible of the methodologies or areas of evidence that are generally summarized above as “history, law, philosophy, language, literature, religion, art, or archaeology.” Courses in ancient languages beyond the program requirement can be used to meet both course and distribution requirements. General education sequences cannot, however, be used to meet course requirements in this area, but they can (upon appeal to the Director of Undergraduate Studies) be used to meet the distribution requirement that two or more ancient cultures be studied.

Grading. Courses may be taken on a *P/N* or *P/F* basis with the permission of the individual instructor except that students concentrating in Ancient Studies must receive quality grades in all courses aimed at meeting the requirements of the degree program.

Faculty

D. Allen, M. Dietler, H. Dik, P. Dorman, C. A. Faraone, M. Fishbane, T. Frymer-Kensky, M. Gibson, G. Gragg, J. Hall, D. Harper, J. Johnson, B. Lincoln, K. D. Morrison, I. Mueller, R. S. Nelson, M. C. Nussbaum, D. Pardee, S. Pollock, J. Redfield, R. K. Ritner, M. Roth, R. Saller, D. Schloen, E. Shaughnessy, A. Smith, J. Z. Smith, P. White, T. Wilkinson, H. Wu, A. Yener

Courses: Ancient Studies (ANST)

20000. Travel in the Ancient Mediterranean. (=CLCV 20000, HIST 20501/30501) The Ancient Mediterranean was a world of travelers, including rural laborers, artisans, skilled craftsmen, the military, tax collectors and other government officials, mystics and holy men, pilgrims, and tourists. In this course, we focus upon the motivations behind travel in antiquity, the limitations and dangers of that travel, and the infrastructure that made it possible. We also explore the results of travel, preserved in the form of historical digressions, accounts of campaigns, and ethnographic and geographical treatises. Texts in English. *C. Grey. Spring.*

20100/23600. Ancient Sparta. (=ANCM 33600, CLAS 30100, HIST 20302/30302) From Herodotos to Hitler, ancient Sparta has continued to fascinate for its supposedly balanced constitution, its military superiority, its totalitarian ideology, and its brutality. Yet the image we possess of the most important state of the Peloponnese is largely the projection of outside observers for whom the objectification of Sparta could serve either as a model for emulation or as a paradigm of “otherness.” This course examines the extant evidence for Sparta from its origins through to its repackaging in Roman times and serves as a case study in discussing the writing of history and in attempting to gauge the viability of a non-Athenocentric Greek history. *J. Hall. Winter.*

20700. Ancient Mediterranean World I. (=CLCV 20700, HIST 16700) *This sequence meets the general education requirement in civilization studies.* This course surveys the social, economic, and political history of Greece from prehistory down to the Hellenistic period. The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians. *J. Hall. Autumn.*

20800. Ancient Mediterranean World II. (=CLCV 20800, HIST 16800) *This sequence meets the general education requirement in civilization studies.* This course surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century B.C.E. to the political crisis following the death of Nero in 69 C.E. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political

changes for structures of competition and cooperation within the community. *C. Grey. Winter.*

20900. Ancient Mediterranean World III. (=CLCV 20900, HIST 16900)

This sequence meets the general education requirement in civilization studies. This course involves discussion concerning principal features of cultural, religious, social, and economic experiences of the Mediterranean World between the third and sixth centuries A.D. Geographical scope includes the western as well as eastern Mediterranean. The instructor considers Near Eastern and Germanic perspectives as well as Graeco-Roman ones. The course involves review of modern scholarly controversies as well as investigation of a range of primary sources in translation. *W. Kaegi. Spring.*

21200. History and Theory of Drama I. (=CLAS 31200, CLCV 21200,

CMLT 20500/30500, ENGL 13800/31000, ISHU 24200/34200) *May be taken in sequence with ENGL 13900/31100 or individually.* This course is a survey of major trends and theatrical accomplishments in Western drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, medieval religious drama, Marlowe, Shakespeare, and Jonson, along with some consideration of dramatic theory by Aristotle, Horace, Sir Philip Sidney, and Dryden. The goal is not to develop acting skill but, rather, the goal is to discover what is at work in the scene and to write up that process in a somewhat informal report. Students have the option of writing essays or putting on short scenes in cooperation with other members of the class. *End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.* *D. Bevington, D. N. Rudall. Autumn.*

21300-21400-21500. History of the Ancient Near East I, II, III. (=NEHC

20001-20002-20003/30001-30002-30003) *Available as a three-quarter sequence or as a two-quarter sequence (Autumn, Winter; or Winter, Spring).* *This sequence meets the general education requirement in civilization studies.* This sequence surveys the history of the ancient Near East from ca. 3400 B.C. to the death of Alexander the Great (323 B.C.). Areas covered include Mesopotamia, Anatolia, Syria-Palestine, Iran, and Egypt. *Autumn, Winter, Spring.*

21601-21602-21603-21604-21605. Art and Archaeology of the Near East

I, II, III, IV, V. *May be taken in sequence or individually.* These courses present the archaeological sequences in the Near East from the Paleolithic period through the Islamic period. The archaeology of Mesopotamia, Anatolia, Syria-Palestine, and Egypt are covered.

21601. Art and Archaeology of the Near East: Mesopotamia.

(=NEAA 20101/30101) This course introduces the culture of Mesopotamia from the Neolithic period to the introduction of Islam. Because Mesopotamia was the area in which civilization first came into being, the theoretical and artifactual aspects of this process form a major part of the course. The subsequent oscillation between development and collapse of complex society in Mesopotamia is presented. Although geographically centered in modern Iraq, Mesopotamian archaeology touches upon parts of Iran, Arabia, Syria, Anatolia, Palestine, and Egypt. *Not offered 2003-04; will be offered 2004-05.*

21602. Art and Archaeology of the Near East: Egypt. (=NEAA 20201/30201) This course provides a general survey of the art and architecture of the ancient Near East from the Neolithic through the Ptolemaic periods. *S. Harvey. Autumn.*

21603. Art and Archaeology of the Near East: Syria-Palestine. (=NEAA 20301/30301) This course surveys the archaeology of ancient Palestine and Syria (encompassing the territory of modern Israel, the West Bank, Jordan, Lebanon, and western Syria) from the Paleolithic period to the Roman era, with emphasis on the culture of ancient Israel. *D. Schloen. Winter.*

21604. Art and Archaeology of the Near East: Anatolia. (=NEAA 20351/30351) This lecture series focuses on the archaeological heritage of Anatolia within the context of important technological, environmental, and cultural changes taking place from the Paleolithic period through the end of the Early Bronze Age. The origin of agricultural production, the emergence of complex states, and the first empires are highlighted. The sites of Çayönü, Çatal Hüyük, Hacilar, Alaca Höyük, Troy, and Kurdu are some of the topics and places covered. *Not offered 2003-04; will be offered 2004-05.*

21605. Art and Archaeology of the Near East: Islamic Archaeology. (=NEAA 20501/30501) This course surveys the region of the fertile crescent from the ninth to the nineteenth century. We aim for a comparative stratigraphy for the archaeological periods of the last millennium. The primary focus is on the consideration of the historical archaeology of the Islamic lands, the interaction of history and archaeology, and the study of patterns of cultural interaction over this region—which may also amplify understanding of the ancient archaeological periods of the Near East. *Not offered 2003-04; will be offered 2004-05.*

22500. The Economy of Ancient Rome. (=CLCV 22900/32900, ECLT 32900, ECON 22000, HIST 21000/31000, NTEC 32900) The course begins with a brief introduction to Roman imperial history and then considers the following topics: agrarian production; the economic consequences of urbanization; the types of labor, including slaves; the legal institutions for business and investment; and the economic consequences of the democratic structure. Class format includes lectures and discussions of ancient texts. *R. Saller. Spring*

22700. The Archaeology of Technology. (=NEAA 20081/30081) *PQ: Concurrent registration in ANST 22800. No auditors permitted.* Designed to develop theoretical and methodological competence in the study of material culture (i.e., metallurgical, ceramic, lithic, textile industries), this course reviews and evaluates several theoretical perspectives on technology that have emerged within the social sciences, widely referred to as the anthropology of technology. *N. Kouchoukos, A. Yener. Spring.*

22800. Instrumental Analysis in Archaeology. (=NEAA 20093/30093) *PQ: Concurrent registration in ANST 22700. No auditors permitted.* This lab introduces the principles, instruments, and practices used to extract information about ancient societies from their artifacts through weekly

hands-on demonstrations in different experimental facilities on campus. Students are responsible for applying these methods to the analysis of an object of their choice. Topics include sample preparation, light and scanning electron microscopy, X-ray spectroscopy, metallography and petrography, mass spectrometry, data management, and report preparation. *A. Yener, N. Kouchoukos. Spring.*

23101. Ancient Near Eastern Literatures: Hittite Literature in Translation. (=NEHC 20011/30011) Clay tablets from the Hittite empire of second-millennium B.C. Anatolia (modern Turkey) preserve a rich and varied literature of historiography, prayers, law, letters, myths, and documents of secular and religious administration. This course surveys all genres, with attention to their origins, developments, and functions in Hittite society. We also discuss aspects of ancient information management (archives and libraries) and the role of Hittite Anatolia in the transmission of ancient Near Eastern culture to the classical world. *Th. van den Hout. Autumn.*

23102. Ancient Near Eastern Literatures: Mesopotamian Literature in Translation. (=NEHC 20012/30012) Two millennia of Akkadian and Sumerian literature produced myths, epics, legends, poetry, hymns, prayers, and proverbs—all written and preserved for us on clay tablets in the cuneiform script. Students read the recovered texts in translation in an exploration of the cultural, social, and religious lives of the people of ancient Mesopotamia. *M. Roth. Winter.*

23700. Augustine's *City of God*. (=CLAS 32300, CLCV 22300) The object of this course is to examine in its entirety (at the rate of approximately one book per class) the argument that Augustine unfolds about human history in the *City of God*. Discussion is conducted partly in class and partly online, and discussion of the text is supplemented by lectures and secondary readings on Augustine and his intellectual milieu. *P. White. Winter.*

24101-24102-24103. Egyptian Archaeology I, II, III. *May be taken in sequence or individually.* These courses provide an in-depth introduction to the archaeology and art of Egypt from the Predynastic through the Ptolemaic periods.

24101. Egyptian Archaeology I: Old Kingdom to Middle Kingdom. (=NEAA 20221/30221) This course provides an in-depth examination of the archaeology of Egypt in periods equivalent to the Early and Middle Bronze Ages elsewhere in the Near East. Lectures cover developments from the rise of the Egyptian state at the end of the Predynastic period ca. 3200 B.C. through the development of pharaonic civilization in the Old and Middle Kingdoms, to the end of indigenous rule at the outset of the Hyksos occupation ca. 1650 B.C. Egyptian cultural developments are examined in relation to concurrent developments in the Near East and Africa. *S. Harvey. Spring.*

24102. Egyptian Archaeology II: New Kingdom. (=NEAA 20222/30222) This course provides an overview of archaeological evidence and questions relating to the rise of imperialism in Egypt ca. 1650 to 1085 B.C., encompassing the end of the Middle Bronze Age and the Late Bronze Age in Egypt. Particular attention is paid to the sites of

Tell el-Dab'a (Avaris), Qantir, Thebes, Memphis, and Abydos. *S. Harvey. Not offered 2003-04; will be offered 2004-05.*

24103. Egyptian Archaeology III: Late Period. (=NEAA 20223/30223) Employing a rich variety of archaeological, art historical, architectural, and textual evidence, this course examines the late pharaonic civilization of Egypt from the fall of the New Kingdom ca. 1085 B.C. to the end of the Ptolemaic era ca. 30 B.C. Lectures and readings emphasize the increasing ethnic, religious, and linguistic diversity of Late Period Egypt, as well as dynamic tensions between cultural tradition and innovation. *S. Harvey. Not offered 2003-04; will be offered 2004-05.*

24300. Ceramic Analysis for Archaeologists. (=ANTH 36200) *PQ: Consent of instructor.* This course introduces students to the theoretical foundations and analytical techniques that allow archaeologists to use ceramics to make inferences about ancient societies. Ethnographic, experimental, and physical science approaches are explored to develop a realistic, integrated understanding of the nature of ceramics as a form of material culture. Practical training in the use of the ceramic labs is included. *N. Kouchoukos. Autumn.*

24800. Rome: The Inscribed City. (=CLAS 36500, CLCV 26500) *Knowledge of ancient languages not required.* We look at Roman inscriptions within their municipal contexts (i.e., architectural, social, ritual), exploring how written language functioned on verbal and/or symbolic levels to express status, social ties, and collective and individual identity. The course also presents some of the basic skills necessary to decipher Latin inscriptions. *M. Laird. Winter.*

24900. The Idea of Rome. (=ARTH 20601, CLAS 38000, CLCV 28000, HIST 20801/30801) This course examines various interpretations of a complex assortment of practices, sensibilities, and political structures that together constituted the Rome world. We explore the multiplicity of ideas of Rome that have been fashioned by insiders and outsiders, ancients and moderns. We consider a variety of evidence: literature and written history, sculpture and painting, and architecture and cinema. Texts in English. *C. Grey, M. Laird. Spring.*

26000. Pagans and Christians. (=CLAS 32200, CLCV 22200, RLST 22200) This course examines the Greek roots of early Christianity with some consideration also of its Roman and Jewish/Hebraic backgrounds. Topics include: (1) how the Homeric poems exerted immeasurable influence on the religious attitudes and practices of the Greeks; (2) the theme of creation in works by authors such as Hesiod and Ovid; (3) Greek and Roman conceptions of the afterlife and resurrection; (4) Greek and Roman conceptions of sacrifice, as well as the crucifixion of Jesus as archetypal sacrifice and early Christian reflection on it; (5) ancient magic and the occult, and the Christian response; and (6) the attempted synthesis of Jewish and Greek thought by Philo of Alexandria and its importance for early Christianity. *D. Martinez. Autumn.*

27100. Ancient Studies Seminar. (=CLCV 37100) The content of this annual seminar changes, but its focus is the interdisciplinary exploration of

general themes across ancient societies. Its aim is to teach students how to combine historical, literary, and material evidence in their study of the ancient world. *Spring*.

27400. Problems in Anatolian Archaeology (Alalakh). (=NEAA 20381/30381) This seminar focuses on new excavations at the Middle and Late Bronze Age sites of Tell Atchana—ancient Alalakh located in the valley of the Amuq River in Southern Turkey. Textual documents from Alalakh and Hittite sites, as well as from other neighboring regions, are utilized in conjunction with the archaeological evidence. This integrative approach provides the basis for understanding the relationship of this region to the Aegean, as well as to Anatolia, Mesopotamia, and Egypt. A. Yener, M. Roth, T. van den Hout. *Winter*.

28900. Classical Confucianism. (=EALC 28900) In this course we read in translation the *Analects of Confucius*, the *Mencius*, and the *Xunzi*, and pay attention particularly to the early transmission and development of the Confucian tradition. E. Shaughnessy. *Winter*.

29700. Reading Course. *PQ: Consent of faculty sponsor and Director of Undergraduate Studies. Students are required to submit the College Reading and Research Course Form. Autumn, Winter, Spring.*

29800. B.A. Paper Seminar. *Students register for one quarter. Participation is required in both quarters.* This seminar is designed to teach students research and writing skills necessary for writing their B.A. paper. Lectures cover classical bibliography, research tools, and electronic databases. Students discuss research problems and compose preliminary drafts of their B.A. papers. They are expected to exchange criticism and ideas in regular seminar meetings with the preceptor and with other students who are writing papers, as well as to take account of comments from their faculty readers. The grade for the B.A. seminar is identical to the grade for the B.A. paper and, therefore, is not reported until the B.A. paper has been submitted in the Spring Quarter. The grade for the B.A. paper depends on participation in the seminar as well as on the quality of the paper. *Autumn, Winter*.