

Ancient Studies

The Ancient Studies program has been discontinued, but students who matriculated before October 2006 will be able to complete their degree as planned. Those students should consult with the Master of the Humanities Collegiate Division (HM 228).

Program of Study

The program 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 program 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

3	three quarters of an ancient language at any level
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)
<hr/>	B.A. paper
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B.A. Paper. Candidates for the B.A. degree in Ancient Studies are required to write a substantial B.A. paper. The purpose of the B.A. paper is to enable students 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 fifth week of Spring Quarter of their third year, students 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, students should meet with the preceptor of the B.A. seminar to plan a program of research.

During Autumn Quarter of their fourth year, students are required to register for the B.A. Paper Seminar (ANST 29800). During the seminar they discuss research problems and compose preliminary drafts of their papers. Participants in the regular seminar meetings are expected to exchange criticism and ideas with each other and with the preceptor, 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 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. To be eligible for honors, students must have (1) a GPA of 3.0 or higher overall and 3.5 or higher in the major and (2) 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/F* basis with consent of instructor except that students majoring 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, N. Kouchoukos, 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. T. Smith, J. Z. Smith, P. White, T. Wilkinson, H. Wu, A. Yener

Courses: Ancient Studies (ANST)

##16700-16800-16900. Ancient Mediterranean World I, II, III. Available as a three-quarter sequence (Autumn, Winter, Spring) 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 social, economic, and political history of Greece to the death of Alexander the Great (323 BC), Autumn Quarter; the Roman Republic (527 to 559 BC), Winter Quarter; and the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD, Spring Quarter.

16700. Ancient Mediterranean World I. (=NEHC 20001/30001) 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. *Autumn.*

16800. Ancient Mediterranean World II. (=NEHC 20002/30002) This course surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE 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. *Winter.*

16900. Ancient Mediterranean World III: Anatolia and Levant. (=NEHC 20003/30003) This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD. *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, 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. Autumn.

21300-21400-21500. Ancient Near Eastern History and Society I, II, III. (=NEHC 20001-20002-20003/30001-30002-30003) *This sequence meets the general education requirement in civilization studies. May be taken in sequence or individually. This sequence surveys the history of the ancient Near East. Areas covered include Egypt, Mesopotamia, Anatolia, and the Levant (Syria-Palestine). This course is offered in alternate years. Autumn, Winter, Spring.*

21300. Ancient Near Eastern History and Society I: Egypt. (=NEHC 20001/30001) This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 BC) until the advent of Islam in the seventh century of our era. J. Johnson, R. Ritner, Staff. Autumn, 2007.

21400. Ancient Near Eastern History and Society II: Mesopotamia. (=NEHC 20002/30002) This course introduces the history of Mesopotamia. We begin with the origins of writing and cities in Sumer (ca. 3200 BC); then cover the great empires of Assyria, Babylon, and Persia; and end with the arrival of Alexander the Great in the late fourth century BC. S. Richardson. Winter.

21500. Ancient Near Eastern History and Society III: Anatolia and Levant. (=NEHC 20003/30003) This course surveys the political, social, and economic history of ancient Anatolia and the Levant (Syria-Palestine) from ca. 2300 BC until the conquest of the region by Alexander that inaugurated the Hellenistic period in the Near East. D. Schloen, P. Goedegebuure.

21510-21520-21530. Archaeology of the Ancient Near East I, II, III. (=NEAA 20001-20002-20003/30001-30002-30003) *This sequence does not meet the general education requirement in civilization studies.* This sequence surveys the archaeology and art of the Near East from prehistoric times to the Hellenistic and Roman periods. Each course in the sequence focuses on a particular cultural region. *This sequence repeats in alternate years. 20001-20002-20003/30001-30002-30003 offered 2008–09; not offered 2007–08.*

21510. Archaeology of the Ancient Near East IV: Islamic Period. *D. Whitcomb. Autumn.*

21520. Archaeology of the Ancient Near East V: Egypt. (=NEAA 20002/30002) *Winter.*

21530. Archaeology of the Ancient Near East VI: Arabia. (=NEAA 20003/30003) *Spring.*

21605. Introduction to Islamic Archaeology. (=NEHC 20501/30501) This course is a survey of the regions of the Islamic world from Arabia to North Africa and from Central Asia to the Gulf. Our aim is a comparative stratigraphy for the archaeological periods of the last millennium. A primary focus is 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 ancient archaeological periods in the Near East. *D. Whitcomb. Autumn.*

21901. Method and Theory in Near Eastern Archaeology. (=NEAA 20051/30051) This course introduces the main issues in archaeological method and theory with emphasis on the principles and practice of Near Eastern archaeology. Topics include: (1) the history of archaeology, (2) trends in social theory and corresponding modes of archaeological interpretation, (3) the nature of archaeological evidence and issues of research design, (4) survey and excavation methods and associated recording techniques, (5) the analysis and interpretation of various kinds of excavated materials, and (6) the presentation and publication of archaeological results. *This course is offered in alternate years. Winter. Offered 2008–09; not offered 2007–08.*

22600-22601. Ancient Landscapes I, II. (=ANTH 26710-26711/36710-36711, GEOG 25400-25800/35400-35800, NEAA 20062-20063/30062-30063) The landscape of the Near East contains a detailed and subtle record of environmental, social, and economic processes that have obtained over thousands of years. Landscape analysis is therefore proving to be fundamental to an understanding of the processes that underpinned the development of ancient Near Eastern society. This class provides an overview of the ancient cultural landscapes of this heartland of early civilization from the early stages of complex societies in the fifth and sixth millennia BC to the close of the Early Islamic period around the tenth century AD. *S. Branting. Autumn, Winter.*

23200. History of Philosophy I: Ancient Philosophy. (=CLCV 25000, PHIL 25000) *PQ: Completion of the general education requirement in humanities.* This course examines some of the most influential works of ancient Greek philosophy, especially the work of Plato and Aristotle. Topics include the nature and possibility of knowledge and its role in human life, the nature of the soul, and virtue and its relationship to happiness. *G. Lear. Autumn.*

24506. Alexander the Great. (=CLCV 24506, HIST 20802) The exploits of Alexander the Great have fascinated historians since the end of the third century B.C. This course provides an introduction not only to the history of Alexander's reign, but also to the main historiographical traditions (both ancient and modern) that shape our view of his legacy. Texts in English. *C. Hawkins. Winter, 2007.*

24700. Ancient Celtic Societies. (=ANTH 26100/46500) This course explores the prehistoric societies of Iron Age "Celtic" Europe and their relationship to modern communities claiming Celtic ancestry. The course aims to impart an understanding of (1) the kinds of evidence available for investigating these ancient societies and how archaeologists interpret these data, (2) processes of change in culture and society during the Iron Age, and (3) how the legacy of Celtic societies has both persisted and been reinvented and manipulated in the modern world. *M. Dietler. Offered 2008–09; not offered 2007–08.*

26506. The Visual Culture of Rome and Her Empire. (=ARTH 26805/36805, CLAS 36200, CLCV 26200) This general survey of Roman material culture uses the archaeological evidence complementary to literary sources to delineate the development of Roman society from the Early Republic down to the first sacking of Rome in 410 CE. Urban planning, public monuments, political imagery, and the visual world of Roman cities, houses, and tombs are discussed in relationship to the political and social processes that shaped their formal development. *E. Mayer. Winter.*

27100. Ancient Studies Seminar. (=CLCV 27100) 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.*

28300. Ephron Seminar: Approaches to Health and Healing in Greco-Roman Antiquity. (=CLCV 28300) The goal of this annual seminar of changing context is to promote innovative course design. Examples of past topics are gender, death, violence, and law in the ancient world. *Spring.*

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